

Kingsbury High Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

By May 2026, 16.8% of students in Eng. I and II will meet or exceed expectations on the ELA TNReady Assessment.

Performance measures will be monitored by the following:

District Formative Assessments

Tri-Weekly Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator Implementation -----	[A 1.1.1] Tri-Weekly Assessments Description ----- Teachers will create lessons and assessments that are objective-driven and curriculum and standard-aligned. Common tri-weekly assessments will be given every three weeks, using Progress Learning. Formative Assessments will be given quarterly. Kingsbury staff will use the Districtwide Instructional Practices Tool to monitor the integrity of implementation of Tier 1 ELA instruction. Teachers will receive supplies or materials necessary for this process.	Administrators and PLC Coach	05/01/2026		

Tri-weekly Assessments Quarterly CFA Data Reports Effectiveness ----- Tri-weekly Assessments will show that students are progressing by 2%. Quarterly CFAs will show students are mastering CFA from fall to spring by 5%.					
	[A 1.1.2] Collaborative Planning and Deliberate Practice Teachers will meet weekly during their common planning time to plan effective and engaging lessons. Teachers will also share teaching strategies and participate in demonstration lessons. Teachers will teach using standards-based objectives that align with the state standards. The PLC Coach and district instructional advisor will assist teachers in understanding the rigor of the standards. Teachers will pay special attention to subgroups and make the necessary instructional adjustments for student success. ESL and Special education teachers, teacher assistants, ed assistants, PLC Coaches, Instructional Facilitators, APs/VPs, and the principal will collaborate with general education teachers to create lessons that will help increase student achievement. Supplies will be provided to all to complete the process.	Administrators and PLC Coach	05/01/2026		
	[A 1.1.3] Informal Observations Teachers will receive weekly drop-ins and bi-weekly informal observations to ensure effective standards-aligned instruction. Teacher leaders and administrative staff (ILT) will conduct these observations and provide meaningful feedback to teachers.	Admin Team, ILT	05/22/2026		

[S 1.2] Professional Development Provide professional development for teachers that will improve their pedagogy of the content, master academic look fors, and build students' skill set. Benchmark Indicator **Implementation** Bi-weekly ILT Meeting Agendas and Sign-in Sheets Monthly New Teacher Meeting Agendas and Sign-in Sheets **Effectiveness** Bi-weekly ILT meetings will show trends that teachers are implementing instructional practices, and students are performing at 70% or higher on assessments. Monthly new teacher meetings will reveal that 85% of new teachers are implementing strategies learned during professional learning, and 85% of students are achieving at 70% or above mastery.	[A 1.2.1] Professional Learning Conferences Teachers and leaders will receive training to increase student achievement. Teachers will receive professional development on how to effectively deliver instruction, and they will learn how to implement various engagement strategies so that students may actively participate in class and improve their learning. Teachers and school leaders will attend in-state and out of state conferences that will enhance teaching and learning to increase student achievement. Leaders will receive training on how to effectively support teachers so that teachers are equipped with the necessary tools to help students. Teachers will receive copies of the instructional practices and other supplies or materials necessary for this process.	PLC Coach and Administrators	06/30/2025		
	[A 1.2.2] Data Days Teachers will attend two days, one each semester, for professional leaning to analyze data from quarterly and tri-weekly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will receive supplies or materials necessary for this process, including substitutes.	Administrators and PLC Coach	02/13/2026		
	[A 1.2.3] Co-Teaching PD Teachers will receive training on co-teaching with inclusion and ESL teachers on what effective co-teaching and push-ins look like. Teachers will learn how to read IEPs to help make our students with disabilities successful and how to read ILPs and create lessons that will help English learners be successful in their general education classes.	Administrators, Teachers, and PLC Coach	04/03/2026		

	Teachers will receive supplies or materials necessary for this process.				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator **Implementation** Monthly Review of Grade Reports Weekly Classroom Observations using the Walkthrough Tool **Effectiveness** Monthly review of grade reports will show that 80% of students increase in achievement by 3% in their ELA classes. Weekly classroom observations will show 85% of students are mastering standards.	[A 1.3.1] Resources for Struggling Students Students will be provided additional resources to support them in small groups. TCAP workbooks will be used during small group instruction and during tutoring. Inclusion teachers will work alongside the general education teacher to assist SpEd students. ESL teachers will do push-ins into the English and math classes. ELLs and SWD will receive additional time for assessments. These students will also receive read-alouds and more scaffolded instruction. Students who need read-alouds will also have headphones for text-to speech activities. Students will work in smaller groups when needed with education assistants, special education assistants, and inclusion teachers. ELLs will utilize translators and Spanish-English/Arabic-English dictionaries. Students will also utilize dictionaries that have academic language translated. Teachers will receive the necessary supplies and materials for this process.	Administrators, Teachers, and PLC Coach	05/21/2026		
	[A 1.3.2] Small-Group Instruction Teachers will conduct small-group instruction. Education assistants, special education assistants, and inclusion teachers will assist students who need one-on-one or small group instruction during class. Teachers will also offer after-school assistance to students who need it. TCAP workbooks and laptops will be used during small group instruction. Teachers will receive supplies or materials necessary for this process. **Implementation** Tri-weekly Assessment Data Reports	Teachers, Administrators, and PLC Coach	03/14/2025		

	Quarterly CFA Data Reports **Effectiveness** Students show growth by 5% from fall to winter on CFAs and by 2% on each tri-weekly and quarterly assessment.				
	[A 1.3.3] Tutoring Students who struggle with literacy skills will receive additional instruction during school, after-school, or during Saturday school tutoring to increase student achievement. Students will utilize laptops and other resources during this time. Teachers and contracted vendors will provide services. Teachers and students will receive supplies or materials necessary for this process. **Implementation** Tri-weekly Assessments Data Reports Quarterly CFAs Data Reports Weekly Sign-in Sheets **Effectiveness** Students will show growth by 5% on CFAs and by 2% on each triweekly assessment. Student sign-in sheets from tutoring will help track students' data and show that students are growing by 5% on assessments.	Teachers and PLC Coach	04/10/2026		

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive

Performance Measure

By May 2026, Kingsbury High School will improve meeting or exceeding expectation percentages in all EOC math courses from 5.1% to 5.7%.

Performance measures will be monitored by the following:

District Formative Assessments

Tri-Weekly Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator **Implementation** Triweekly Assessment Reports. Quarterly CFA Reports. Daily classroom walkthrough Tool **Effectiveness** Triweekly assessments will show student growth by 2%. Quarterly CFAs will show students are mastering CFA from fall to winter to spring by 5%. Daily classroom walkthroughs will show that 85% of students are demonstrating improvements on assessments.	[A 2.1.1] Tri-Weekly and CFAs Educators will develop lesson plans and assessments that are objective-driven and standards-aligned. Common CFAs will be provided to students every three weeks. District Formative Assessments will be provided on a quarterly basis to evaluate growth or the lack thereof. Educational supplies and other necessary materials will be distributed to educators as needed during this process.	Administrators, Instructional Coach, and Teachers	03/06/2026		

	[A 2.1.2] Collaborative Planning and Deliberate Practice Teachers will meet on a weekly basis during their common planning period and after-school to plan productive and engaging lessons. Teachers will deliberately practice and provide feedback as they share teaching strategies to help improve lessons. Teachers will use standards-based objectives that are in alignment with the state standards. The PLC Coach, admin leads, and district support will provide feedback and training to strengthen teachers' understanding of the rigor of each standard. Special attention will be given to subgroups and necessary instructional adjustments will be made for student academic success. ESL and Special education teachers, teacher assistants, ed assistants, The PLC Coach, Instructional Coach, APs/VPs, and the principal will collaborate with general education teachers to create lessons that will help increase student achievement. Supplies and retention/recruitment bonuses will be provided to complete the process.	Administrator, Instructional Coach, PLC Coach	04/03/2026		
	[A 2.1.3] Informal Observations Teachers will receive drop-ins on a weekly basis. Tri-weekly informal observations will occur to ensure effective standards-aligned instruction is taking place. Teacher leader and administrative staff members will conduct observations and provide timely and meaningful feedback to the teachers.	Leadership Team	04/03/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development for teachers and other instructional staff that focuses on academic look-fors and strategies that result in improved student performance. Benchmark Indicator **Implementation** Bi-weekly ILT Meetings will be monitored using	[A 2.2.1] Professional Learning Conferences Educators and leaders will obtain training to improve student achievement. Educators will obtain professional development to learn how to deliver lessons effectively. They will learn how to employ various engagement techniques that will help stimulate students to participate more, thus improving their overall learning experience. Teachers and school leaders will attend in-state and out of state conferences in order to improve their teaching and learning in an effort to increase	Administrators, Instructional Coach, and PLC Coach	06/30/2026		

sign-in sheets Monthly New Teacher Meetings will be monitored using sign-in sheets Monthly school-level professional learning meetings **Effectiveness** Bi-weekly ILT meetings will show trends that teachers are implementing instructional practices, and students are performing at 70% or higher on assessments. Monthly new teacher meetings and school-level PDs will show that 80% of new teachers are implementing strategies learned during professional learning, and 85% of students are achieving.	achievement. Leaders will attend conferences in order to be trained on ways to productively support teachers. Teachers will be equipped with the tools needed to drive student achievement. Teachers will be provided instructional practice materials and other supplies that are needed to ensure success of the process. Professional development will be offered by Kid's First Education, Inc, Jane Ross, Innovative School Summit, Model School Conference, Making Schools Work, PLC Institute, and Kagan Cooperative Learning.				
	[A 2.2.2] Data Days Teachers will attend two days, one each semester, for professional learning to analyze data from quarterly and tri-weekly assessments. Teachers will engage in backwards planning to increase students' achievement. Teachers will receive supplies or materials necessary for this process, including substitutes.	Administrators, Instructional Coach, PLC Coach	02/13/2026		
	[A 2.2.3] Co-Teaching PD Teachers will receive training on co-teaching with inclusion and ESL teachers on what effective co-teaching and push-ins look like. Teachers will learn how to read IEPs to help make our students with disabilities successful and how to read ILPs and create lessons that will help English learners be successful in their general education classes. Teachers will receive supplies or materials necessary for this process.	Instructional Coach, Teachers, PLC Coach	10/03/2025		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized	[A 2.3.1] Resources for Struggling Students Students will be provided additional resources to support them in small groups. TCAP workbooks will	Administrators, Instructional	12/19/2025		

learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator **Implementation** Monthly Review of Grade Reports Weekly Classroom Observations using the Walkthrough Tool **Effectiveness** Monthly review of grade reports will show that 80% of students increase in achievement by 3% in their math classes. Weekly classroom observations will show 85% of students are mastering standards	be used during small group instruction and during tutoring. Inclusion teachers will work alongside the general education teacher to assist SpEd students. ESL teachers will do push-ins into the English and math classes. ELLs and SWD will receive additional time for assessments. These students will also receive read-alouds and more scaffolded instruction. Students will work in smaller groups when needed with education assistants, special education assistants, and inclusion teachers. ELLs will utilize translators, headphones, and Spanish-English/Arabic-English dictionaries. Students will also utilize dictionaries that have academic language translated. Teachers will receive the necessary supplies and materials for this process.	Coach, and PLC Coach			
	[A 2.3.2] Small-Group Instruction Teachers will differentiate instruction and conduct small-group instruction. Education assistants, special education assistants, and Inclusion teachers will assist students who need one-on-one or small group instruction during class. Teachers will also offer after-school assistance to students who need it. TCAP workbooks and laptops will be used during small group instruction. Teachers will receive supplies or materials necessary for this process.	Teachers, Administrators, Instructional Coach, and PLC Coach	05/15/2026		
	[A 2.3.3] Tutoring Struggling students with math skills will receive additional instruction during school, after-school, or during Saturday school tutoring to increase student achievement in their math classes. Students will use laptops and other resources during each tutoring session. Teachers, Peer Power, and Kids First Education Company will provide services.	Teachers, Instructional Coach, and PLC Coach	04/10/2026		

	Teachers and students will receive supplies or materials necessary for this process.				
[G 3] College and Career Readiness By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Kingsbury High School will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers. Performance Measure Kingsbury High School will increase the percentage of ready graduates from 38% in 2025 to 40% in 2026 and increase the graduation rate from 75% in 2025 to 77% in 2026. These performance measures will be monitored by the following: * Early Post Secondary Opportunities being offered * ACT composite score (21 or higher) * Earnings of Industry Certifications * ASVAB Scores * Graduation Rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses in order to increase students' college and career readiness. Benchmark Indicator **Implementation** Quarterly review of student's report card data Quarterly Mock ACT **Effectiveness** Report card data shows that students enrolled in ACT prep classes are improving by 15% each quarter. Quarterly Mock ACT shows that 75% of students are improving each quarter.	[A 3.1.1] ACT Prep Courses Kingsbury High School will offer ACT Math Prep and ACT English Prep classes for students. Teachers will receive training, practice books, and supplies necessary for success.	Counselors and Leadership Team	05/01/2026		

	[A 3.1.2] Professional Development Teachers will receive ACT Professional Development through Jane Ross Tutoring and ACT-Up to ensure ACT strategies are used in their daily instruction such as bell work, direct instruction, and exit tickets. Teachers will disaggregate the data from the ACT Pre-test to determine where to target instruction for the students to increase their test scores. Teachers will receive supplies or materials necessary for this process.	Leadership Team	03/06/2026		
	[A 3.1.3] Tutoring Students will receive tutoring from Jane Ross Tutoring Services. They will be provided the opportunity to take a mock assessment in the fall and spring. Teachers will meet to analyze the data and create lessons to reteach ACT strategies. Supplies, materials, equipment, and contracted services will be provided to support students in preparation for the ACT.	Admin Team, Instructional Coach, and PLC Coach	04/10/2026		
[S 3.2] Early Post-Secondary Opportunities We will assist students with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification. Benchmark Indicator **Implementation** Semester review of the number of Advanced Academics courses Report Quarterly review of students enrolled in each Advanced Academics Course Report Semester review of students in AP tutoring Sign-in Sheets **Effectiveness** Semester review of the number of Advanced	[A 3.2.1] Early College Program Students will take Dual Enrollment and Dual Credit classes offered through the University of Memphis, TCAT, and Bethel University to earn college credits while in high school. Students will also attend Kingsbury CTE Center, which offers Welding I, Cosmetology, Barbering, Nursing, and Computer Programming that will allow them to receive an industry certification.	Administrators, Counselors, and Graduation Coach	04/30/2026		

Academics courses and quarterly review of students enrolled in each Advanced Academics course will show that 85% of students enrolled are successful. Semester review of students in AP tutoring will show that 70% of students enrolled show growth by 3% each quarter.					
	[A 3.2.2] Advanced Placement Courses Advanced Placement courses offered at Kingsbury High School provide early college preparation, gives students a chance to take college level work and earn college credit while still in high school. These classes help students prepare for challenging college classes and develop college level academic skills needed to be successful in college. AP Courses offered at Kingsbury High School: * AP Biology & Lab * AP Chemistry & Lab * AP Language * AP Literature * AP World History * AP U. S. History * AP Spanish * AP Studio Art and Lab	Counselors and Graduation Coach	04/30/2026		
	[A 3.2.3] Graduation Coach Graduation coaches will support students with obtaining a high school diploma and preparing for and succeeding in post-secondary education. They will assist students with the following activities: * College Application * TN Promise Community Service Opportunities * FAFSA Completion * TN Promise Application * College Signing Day * College Planning Sessions * ACT Workshops	Administrators and Graduation Coaches	04/30/2026		

	* Mentoring * College Visits * College and Career Fairs				
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Benchmark Indicator **Implementation** Annual review of parent and student evaluation survey data Semester Review 4-year student academic and transition plans Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) **Effectiveness** Annual review of parent and student evaluation survey data will show that over 50% of students have an effective transition from high school to post-secondary. Semester review of 4-year student academic and transition plans will show that 75% of students will have a post-secondary opportunity. * Semi-annual review of student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will ensure that 80% of students are on track for the next grade and 100% of students are receiving implementation of	[A 3.3.1] Freshman Orientation 8th grade students will participate in a full day of transition. Students will assemble in the auditorium for an information session. Students will visit the freshman academy building. They will sign-up for different clubs offered at Kingsbury High and at the CTE. In addition, they will meet the 9th grade teachers briefly to have a clear expectation of the rules and expectations. Teachers will receive supplies or materials necessary for this process.	Administrators and Counselors	06/30/2126		

accommodations, modifications and intervention**. **					
	[A 3.3.2] High School/College Transition Workshop KHS staff will assist students in completing critical steps of the college-going process. Graduation coaches will host a college transition workshop for 12th grade students. Content of the workshop will focus on student success skills, such as study skills and time management, as well as college knowledge such as the function of offices such as the bursar and registrar. Students will also have assistance completing their FAFSA.	Administrators, Counselors, and Graduation Coach	05/15/2026		
	[A 3.3.3] Summer Bridge Program Students will attend a three-day camp to foster positive relationships with peers, faculty, and staff at Kingsbury High School. The KHS Summer Bridge Program will assist with the following: * Give students the confidence and skills to successfully transition * Assist students in their personal development of life skills including test-taking strategies * Familiarize students with KHS and its resources * Enhance critical thinking skills through self-exploration and class experiences * Gain leadership skills through classroom activities, discussions, and cultural experiences * Develop strategies and resources for students to balance school, work, and personal commitments * Team building exercises and leadership activities * Educational Field Trips * College Tours	Administrators, Counselors, and Graduation Coach	06/30/2026		

[G 4] Safe and Healthy Students

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

Performance Measure

Kingsbury High School will reduce the percentage of chronically out of school students from 52.9% in 2024-2025 to 47% for the 2025-2026 academic school year.

Performance measures will be monitored by the following:					
Power-Bi Reports					
Power School Reports					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation** Monthly review of PowerBi Data for Attendance Monthly review of PowerBi Data for Behavior **Effectiveness** PowerBi Data for attendance will show 3% improvements for attendance every 20-day period. PowerBi Data for behavior will show 5% improvements for progressive discipline support ever 20-day period.	[A 4.1.1] Tracking Behavior and Attendance The discipline team continuously monitors and assesses the discipline plan. The administrative team will continue to use overnight parent conferences, mediation, and counsel with students regarding appropriate behavior and attendance to increase the students' time in the classroom. Success with the team and the discipline plan is making students, staff, and parents aware of expectations in the MSCS Code of Conduct and enforcing the steps of progressive discipline along with the rewards and consequences with fidelity. We will purchase SchoolMint Hero to help track behavior and attendance. Supplies or materials and retention will be provided for completing this process.	Administrators and Behavior Specialists	05/21/2026		
	[A 4.1.2] Parent, Family, and Community Engagement Kingsbury High School will promote effective parent, family, and community engagement activities and resources that support safe schools which improves student achievement and behavior.	Administrators and Family Engagement Liaisons	05/21/2026		
	[A 4.1.3] Utilize Behavioral Specialists The Behavior Specialists assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services to	Administrators and Behavioral Specialists	05/21/2026		

	students, families and educational staff. The Behavior Specialists are responsible for coordinating diagnostic, education and therapeutic services; assisting teachers with classroom management skills; providing on-going and crisis counseling and assistance; maintaining records and reports as required, and performing related professional and administrative work as assigned. The Behavior Specialists will meet with students by grade level, small group, and individually to produce positive student outcomes.				
[S 4.2] Professional Development Provide ongoing, high quality professional development for teachers and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator **Implementation** Monthly PowerBI Attendance Report **Effectiveness** Monthly PowerBi attendance reports will show 3% improvements for attendance.	[A 4.2.1] ACEs Training Faculty will receive training on ACEs. This session will increase their understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the likelihood that he or she will experience developmental delays and health problems in the future. Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways.	Administrators and PLC Coach	12/19/2025		
	[A 4.2.2] RTI2B Mandatory training for all teachers and staff who work directly with student behavior. Teachers/staff are required to attend professional develop in the areas of Restorative Discipline Practices, SEL and RTI2B Plan.	Administrators and Behavioral Specialists	05/21/2026		
	[A 4.2.3] Safe Schools Training Mandatory training for all teachers and staff who work directly with student to ensure students' safety in various situations. The goal is to equip teachers, staff and students to identify and manage risks associated with their activities during the school day thereby ensuring a safe and healthy learning environment for all students. Topics for	Administrators	12/19/2025		

	training: Child Abuse: Mandatory Reporting Youth Suicide: Awareness and Prevention				
[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data The efficacy of SART meetings held every 20-day period promotes effective parent, family, and community engagement that supports safe schools that improve student attendance and behavior. Student attendance rate improved by 1.8%. Benchmark Indicator **Implementation** Quarterly sign-in sheets for SART meetings Quarterly PowerBi attendance and behavior reports **Effectiveness** Quarterly sign in sheets for SART meetings will show a 5% improvement in student behavior and academic success. Quarterly PowerBi Data for attendance will show 3.2% improvements for attendance every 20-day period.	[A 4.3.1] Parent Meetings Parent meetings will inform parents/guardians of Kingsbury High School's participation in the Title I program. Parents/Guardians will be trained to help students close the achievement gap and meet national and state standards. These meetings will ensure that all students have a fair and equal opportunity to get a high-quality education. Parents/Guardians are informed of the following: policies for family engagement, reporting pupil progress, school's status, teacher qualifications, parents right to know, school/parent compact, and the student code of conduct. Title I funds will be used to purchase supplies, materials, equipment, and software for parent usage. **Implementation** Quarterly Sign-in Sheets **Effectiveness** Quarterly sign-in sheets will show that 80% of parents are actively involved in their child's education and students' attendance rate increased by 5%.	PLC Coach and Family Engagement	05/15/2026		
	[A 4.3.2] SART Meetings Parent meetings with the school level SART team to support parents and work with their students who are at risk with attendance and discipline issues. The SART team will ensure that our school	Administrators, Attendance Secretary, and Family	05/22/2026		

	environment is conducive for instruction. They provide guidance to parents regarding attendance and discipline and to ensure parents that the MSCS Student Code of Conduct is implemented fairly and with equity. **Implementation** Monthly SART Meeting Attendance reports **Effectiveness** Monthly SART meetings will reveal PowerBi Data for attendance that shows 3% improvements for attendance every month.	Engagement Liaisons			
	[A 4.3.3] Parent Trainings Parent trainings will occur to ensure that parents remain abreast of all happenings at school. Parents will be trained in multiple areas, including how to analyze their child's data and how to monitor their child's attendance and grades in PowerSchool to help them be successful throughout the school year. Parents will also attend multiple trainings on calculator usage. Title I funds will be used to purchase supplies, materials, equipment, and software for parent usage. **Implementation** Quarterly Sign-in Sheets **Effectiveness** Quarterly sign-in sheets will show that 85% of students are successful in their classes.	Family Engagement Liaisons, Administrators, and PLC Coach	04/30/2026		