

Kingsbury Elementary Annual Plan (2025 - 2026)

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<p><b>[G 1] Mathematics</b>                  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 targeted intervention throughout the school year.</p> <p><b>Performance Measure</b>                  Kingsbury Elementary will work toward increasing the following percentage of students meeting or exceeding expectations proficiency rates in Math in grades 3-5 from 11.8% in 2023-2024 to 17% in 2025-2026 for all students including those in our TSI identified subgroup B/AA.</p> <p>Performance will be measured using the following tools:</p> <p>District Formative Assessment</p> <p>TNReady Assessment</p> <p>Fall, Winter and Spring Universal Screener</p> <p>Quarterly Common Assessments</p> <p>Weekly Classroom Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction for all students including those in our TSI identified subgroup B/AA.</b>                  Kingsbury Elementary 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.</p> <p><b>Benchmark Indicator</b>                  Implementation</p>	<p><b>[A 1.1.1] Improving student achievement and growth through assessment for all students including those in our TSI identified subgroup B/AA.</b>                  Grades K-5 will give Math standards based common assessments every 9 weeks to identify student progress and need for remediation around standards assessed. Assessments will be given both on paper and computer. Grades K-5 will participate in Fall, Winter and Spring benchmarks to assess grade level growth and proficiency</p>	<p>Monica Ayers,                  PLC Coach                  and Math                  Admin Lead</p>	<p>04/10/2026</p>	<p>Fund 1, Title                  1</p>	

<p>* Weekly Lesson Plans  * Quarterly School-wide Formative Assessments  * Quarterly Data Dig Minutes</p> <p>Effectiveness</p> <p>* The weekly lessons plans will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect a 3 or higher.  * The quarterly school-wide assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.  * Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p>					
	<p><b>[A 1.1.2] Improving student achievement and growth by supporting rich learning environments for all students including those in our TSI identified subgroup B/AA.</b>  KES will secure supplies/materials (such as printing cartridges, paper, pencils, tablets and markers) and equipment (such as SmartBoards, laptops, printers and document cameras) to support reading academic growth and achievement.</p>	<p>Monica Ayers,  PLC Coach,  Math Lead and  Dr. Wynn Earle, Principal</p>	<p>01/02/2026</p>	<p>Fund 1, Title 1</p>	
	<p><b>[A 1.1.3] Improving student achievement and growth with access to math curriculum maps.</b>  Teachers will have access to quarterly curriculum maps that outline essential knowledge as well as skills and tasks aligned to TN State Standards to assist in guiding instruction through the school year.</p>	<p>Monica Ayers,  PLC Coach,  Math Admin Lead</p>	<p>05/22/2026</p>	<p>Fund 1</p>	
	<p><b>[A 1.1.4] Improving student achievement and growth through small group instruction for all students including those in our TSI identified subgroup B/AA.</b>  KES teachers will differentiate tier 1 mathematics through small group instruction and provide students access to Before School, After School and</p>	<p>Monica Ayers,  PLC Coach,  Math Admin Lead</p>	<p>04/10/2026</p>	<p>Fund 1, Title 1</p>	

	During the School Day tutoring opportunities to enhance tier I instruction.				
	<p><b>[A 1.1.5] Improving student achievement and growth with grade level Professional Learning Communities, Collaborative Planning and Observation.</b></p> <p>Improving student achievement and growth with grade level Professional Learning Communities and Collaborative Planning. Teachers in grades K-5 will be given five 50-minute grade level and content specific planning periods inclusive of ESL and Special Education Teachers for specified grade levels in order to plan and collaborate utilizing state RLA standards. Formal and informal observations with regular feedback will be conducted to ensure alignment to standards.</p>	Monica Ayers, PLC Coach, Math Admin Lead and Dr. Wynn Earle, Principal	05/22/2026	Fund 1, Title 1	
	<p><b>[A 1.1.6] Improving student achievement and growth through school STEM lab (Science, Technology, Engineering and Math) for all students including those in our TSI identified subgroup B/AA.</b></p> <p>KES students in grades K-5 will participate in the school STEM weekly in order to build on and support standards being taught in the classroom.</p>	Dr. Wynn Earle, Principal	05/22/2026	Title 1	
<p><b>[S 1.2] Professional Development</b></p> <p>Kingsbury Elementary will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation</p> <p>* Weekly Collaborative Planning Agenda and Attendance</p> <p>* Bi-Weekly Instructional Leadership Team Agenda and Attendance</p>	<p><b>[A 1.2.1] Professional Development to Enrich Teacher Instruction in mathematics.</b></p> <p>KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and instructional practices learned to KES peers during monthly staff meetings.</p>	Monica Ayers, PLC Coach, Math Lead	05/08/2026	Fund 1, Title 1	

<p>Effectiveness</p> <p>* Weekly Collaborative Planning will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
	<p><b>[A 1.2.2] Professional Development for Parents</b> Parents of Kindergarten - 5th grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in literacy.</p>	<p>Brenda Nunez - Family Engagement Specialist : Jamille Hunter - Guidance: Dr. Wynn Earle, Principal: Dr. Ticada Guyton - Asst. Principal and Monica Ayers - PLC Coach</p>	<p>04/10/2026</p>	<p>Title 1</p>	
	<p><b>[A 1.2.3] Professional Development to Improve Student Achievement and Growth</b> All KES math instructional staff will attend district level professional development to develop, expand and enrich their understanding of math strategies and best practices in math instruction.</p>	<p>Monica Ayers, PLC Coach, Math Admin Lead</p>	<p>04/10/2026</p>	<p>Fund 1</p>	
	<p><b>[A 1.2.4] Professional Development for all Staff to Increase a Positive School Culture and Learning Environment</b> All KES will participate in team building exercises to support collaboration, planning and increased student learning.</p>	<p>Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal: Jamille Hunter, Guidance and Monica Ayers - PLC Coach</p>	<p>04/24/2026</p>	<p>Fund 1, Title 1</p>	
<p><b>[S 1.3] Targeted Interventions and Personalized Learning for all students including those in our TSI identified subgroup B/AA.</b> Kingsbury Elementary will provide academic interventions, personalized learning activities, an</p>	<p><b>[A 1.3.1] Improving student achievement and growth through tutoring for all students including those in our TSI identified subgroup B/AA.</b> KES will provide before, during and/or after school</p>	<p>Monica Ayers, PLC Coach</p>	<p>04/10/2026</p>	<p>Fund 1, Title 1</p>	

<p>individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b> Implementation</p> <p>* Monthly Data Meetings Agenda and Attendance * Weekly Fidelity Checks</p> <p>Effectiveness</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to move up tiers or exit RTI2 supports and interventions. * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p>	<p>tutoring to identified students needing additional support in math.</p>				
	<p><b>[A 1.3.2] Improving student achievement and growth through professional development of RTI</b> KES teachers will attend professional development for computer based RTI instruction to support Reading Response to Intervention.</p>	<p>Monica Ayers, PLC Coach and RTI Lead</p>	<p>04/10/2026</p>	<p>Fund 1</p>	
	<p><b>[A 1.3.3] Improving student achievement and growth through Response to Intervention (RTI2) for all students including those in our TSI identified subgroup B/AA.</b> Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.</p>	<p>Monica Ayers, PLC Coach, RTI Lead</p>	<p>05/22/2026</p>	<p>Fund 1</p>	
	<p><b>[A 1.3.4] Improving Student Achievement and Growth through Community Volunteers</b> KES identified students will receive one on one tutoring two times a week through Volunteers. Second and third grade students will receive after school tutoring three times a week through the Streets' Smart Program with Streets Ministries.</p>	<p>Dr. Wynn Earle, Principal</p>	<p>05/22/2026</p>	<p>Fund 1</p>	

**[G 2] Safe and Healthy Students**

By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

**Performance Measure**

Kingsbury Elementary will reduce the percentage of chronically absent students from 33.8% in 2023-2024 to 23.8% in 2025-2026 for all students including those in our TSI identified subgroup B/AA.

Performance measures (interventions and supports) will be measured using the following:

- \* Daily PowerSchool Data on Attendance
- \* Weekly PowerBI Data Addressing Chronic Absenteeism
- \* 20 Day Reports from PowerSchool and PowerBI
- \* Individual SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Attendance and Behavior Interventions and Supports for all students including those in our TSI identified subgroup B/AA.</b> Kingsbury Elementary will implement targeted interventions, support programs and initiatives that address chronic absenteeism identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> Implementation</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from</li> </ul>	<p><b>[A 2.1.1] Improving student achievement and growth through chronic absenteeism watch list for all students including those in our TSI identified subgroup B/AA.</b> KES will develop a watch list for students that may be approaching or have chronic absenteeism.</p>	<p>Jamille Hunter, Guidance, Dr. Ticada Guyton, Asst. Principal, Cortaunga Moore, Attendance Secretary</p>	<p>05/22/2026</p>	<p>Fund 1</p>	

<p>school.  * 20-day behavior reports will reflect a 5% decrease in the number of student infractions.  * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p>					
	<p><b>[A 2.1.2] Improving student achievement/growth through school counselor and RTIB Team for all students including those in our TSI identified subgroup B/AA.</b>  The school guidance counselor and RTIB will assist in the prevention and intervention of disruptive and at-risk behavior of students by facilitating behavioral services as needed to students, families and educational staff. They are responsible for providing support to students with chronic absenteeism, 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.</p>	<p>Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal</p>	<p>05/22/2026</p>	<p>Fund 1</p>	
	<p><b>[A 2.1.3] Provide incentives for all students including those in our TSI identified subgroup B/AA.</b>  KES will offer attendance incentives to homerooms and individual students on a weekly, 20 day, quarterly and yearly basis.</p>	<p>Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Brenda Nunez, Family Engagement: Cortaunga Moore, Attendance Secretary</p>	<p>05/22/2026</p>	<p>Fund 1</p>	
<p><b>[S 2.2] Professional Development</b>  Kingsbury Elementary will provide ongoing, high quality professional development for school leaders and other staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.   <b>Benchmark Indicator</b></p>	<p><b>[A 2.2.1] Improving student attendance through professionally developing staff on plan to increase student attendance.</b>  KES Response to Intervention Behavioral Team will present staff with the RTIB plan during multiple sessions throughout the school year to ensure expectations for student attendance is understood by all stakeholders.</p>	<p>Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal</p>	<p>04/10/2026</p>	<p>Fund 1</p>	

<p>Implementation</p> <p>* Semesterly RTI2-B data training agenda and attendance</p> <p>Effectiveness</p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period</p>					
	<p><b>[A 2.2.2] Improve student attendance through collaborative meetings focused on attendance data.</b></p> <p>KES Response to Intervention Behavior Team will ensure that teachers are aware of the effects of students absenteeism on academics. The team will guide teachers through a process of how to read the data in order to respond to student needs in the classroom.</p>	<p>Jamille Hunter, Guidance and Dr. Ticada Guyton, Asst. Principal</p>	<p>04/10/2026</p>	<p>Fund 1</p>	
<p><b>[S 2.3] Parent, Family, and Community Engagement</b></p> <p>Kingsbury Elementary will promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation</p> <p>* Quarterly parent meeting agenda and attendance</p> <p>* Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>Effectiveness</p>	<p><b>[A 2.3.1] Improving student attendance through parental involvement</b></p> <p>KES will send letters home stating attendance laws and make home visits to parents of students with absenteeism problems.</p>	<p>Jamille Hunter, Guidance: Dr. Ticada Guyton, Asst. Principal: Brenda Nunez, Family Engagement, Cortaunga Moore, Attendance Secretary</p>	<p>05/22/2026</p>	<p>Fund 1</p>	

<p>* Quarterly parent meetings will result in an increase in participation by at least 10%.  * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>					
	<p><b>[A 2.3.2] Improving student attendance through attendance contracts with parents</b>  Attendance contracts will be developed for students approaching and having problems with absenteeism with parent attendance at meeting.</p>	<p>Jamille Hunter,  Guidance: Dr. Ticada Guyton,  Asst. Principal: Brenda Nunez,  Family Engagement,  Cortaunga Moore,  Attendance Secretary</p>	<p>05/22/2026</p>	<p>Fund 1</p>	
	<p><b>[A 2.3.3] Attendance Parent Meetings</b>  Each quarter KES will hold a parent meeting to support students attendance by discussing parent concerns.</p>	<p>Brenda Nunez  - Parent Engagement</p>	<p>04/10/2026</p>	<p>Fund 1</p>	

**[G 3] 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**  
Kingsbury Elementary will work toward increasing the following percentage of students meeting or exceeding expectations proficiency rates in Reading in grades 3-5 from 14.2% in 2023-2024 to 20.2% in 2025-26 for all students including those in our TSI identified subgroup B/AA.

Performance will be measured using the following tools:

- District Formative Assessment
- TNReady Assessment
- Fall, Winter and Spring Universal Screener
- Quarterly Common Assessments
- Weekly Classroom Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Standard Aligned Core Instruction for all students including those in our TSI identified subgroup B/AA.</b>  Kingsbury Elementary will 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.</p> <p><b>Benchmark Indicator</b>  <b>**Benchmark Indicator**</b></p> <p><b>** **Implementation</b></p> <ul style="list-style-type: none"> <li>* Weekly Lesson Plans</li> <li>* Quarterly School-wide Formative Assessments</li> <li>* Quarterly Data Dig Minutes</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* The weekly lessons plans will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect a 3 or higher.</li> <li>* The quarterly school-wide assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</li> <li>* Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> </ul>	<p><b>[A 3.1.1] Improving student achievement and growth through standards aligned assessment for all students including those in our TSI identified subgroup B/AA.</b>  Grades K-5 will give RLA standards based common assessments every 9 weeks to identify student progress and need for remediation around standards assessed. Assessments will be given both on paper and computer. Grades K-5 will participate in Fall, Winter and Spring benchmarks to assess grade level growth and proficiency.</p>	<p>Dr. Ticada Guyton,  Assistant Principal,  Reading Admin Lead</p>	<p>04/10/2026</p>	<p>Title 1,Fund 1</p>	
	<p><b>[A 3.1.2] Improving student achievement and growth by supporting rich learning environments for all students including those in our TSI identified subgroup B/AA.</b>  KES will secure supplies/materials (such as printing cartridges, paper, pencils, tablets and</p>	<p>Monica Ayers,  PLC Coach and Dr. Wynn Earle, Principal</p>	<p>02/13/2026</p>	<p>Title 1</p>	

	markers) and equipment (such as SmartBoards, laptops, printers and document cameras) to support reading academic growth and achievement.				
	<p><b>[A 3.1.3] Improving student achievement and growth with access to ELA curriculum maps and lesson plans.</b></p> <p>Teachers will have access to quarterly curriculum maps that outline essential knowledge as well as skills and tasks aligned to TN State Standards to assist in guiding instruction and developing lesson plans through the school year.</p>	Dr. Ticada Guyton, Asst. Principal and Reading Admin Lead	05/22/2026	Fund 1	
	<p><b>[A 3.1.4] Improving student achievement and growth through small group instruction for all students including those in our TSI identified subgroup B/AA.</b></p> <p>KES teachers will differentiate tier 1 literacy through small group guided reading and provide students access to Before School, After School and During the School Day tutoring opportunities to enhance tier I instruction.</p>	Dr. Ticada Guyton, Asst. Principal and Reading Admin Lead, Monica Ayers, PLC Coach	04/10/2026	Fund 1, Title 1	
	<p><b>[A 3.1.5] Improving student achievement and growth with grade level Professional Learning Communities, Collaborative Planning and Observation for all students including those in our TSI identified subgroup B/AA.</b></p> <p>Improving student achievement and growth with grade level Professional Learning Communities and Collaborative Planning. Teachers in grades K-5 will be given five 50 minute grade level and content specific planning periods inclusive of ESL and Special Education Teachers for specified grade levels in order to plan and collaborate utilizing state RLA standards. Formal and informal observations with regular feedback will be conducted to ensure alignment to standards.</p>	Dr. Ticada Guyton, Asst. Principal and Reading Admin Lead, Dr. Wynn Earle, Prinicpal and Monica Ayers, PLC Coach	04/10/2026	Fund 1, Title 1	
<p><b>[S 3.2] Professional Development</b></p> <p>Kingsbury Elementary will provide professional development for teachers, administrators and instructional leaders on how to articulate the instructional practice shifts that will improve</p>	<p><b>[A 3.2.1] Professional Development to Improve Student Achievement and Growth</b></p> <p>All KES Literacy instructional staff will attend district level professional development to develop,</p>	Dr. Ticada Guyton, Asst. Principal, Literacy Lead	04/10/2026	Fund 1, Title 1	

<p>teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b> ** Benchmark Indicator**</p> <p>** **Implementation</p> <p>* Weekly Collaborative Planning Agenda and Attendance * Bi-Weekly Instructional Leadership Team Agenda and Attendance</p> <p>Effectiveness</p> <p>* Weekly Collaborative Planning will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>	<p>expand and enrich their understanding of reading strategies and best practices in literacy instruction.</p>				
	<p><b>[A 3.2.2] Professional Development to Enrich Teacher Instruction in ELA</b> KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and instructional practices learned to KES peers during monthly staff meetings.</p>	<p>Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead</p>	<p>04/10/2026</p>	<p>Fund 1, Title 1</p>	
	<p><b>[A 3.2.3] Professional Development for Parents</b> Parents of Kindergarten - 5th grade students and community members will be invited to participate in before and after school activities/professional development to integrate home and school learning in literacy.</p>	<p>Brenda Nunez - Family Engagement Specialist : Jamille Hunter - Guidance: Dr. Wynn Earle, Principal: Dr.</p>	<p>04/24/2026</p>	<p>Title 1</p>	

		Ticada Guyton - Asst. Principal and Monica Ayers - PLC Coach			
	<b>[A 3.2.4] Professional Development for all Staff to Increase a Positive School Culture and Learning Environment</b> All KES will participate in team building exercises to support collaboration, planning and increased student learning.	Dr. Wynn Earle, Principal: Dr. Ticada Guyton, Asst. Principal: Jamille Hunter, Guidance and Monica Ayers - PLC Coach	04/24/2026	Fund 1, Title 1	
<b>[S 3.3] Targeted Intervention and Personalized Learning for all students including those in our TSI identified subgroup B/AA.</b> Kingsbury Elementary will 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 for all students including those in our TSI identified subgroup B/AA.  <b>Benchmark Indicator</b> **Benchmark Indicator**  ** **Implementation  * Monthly Data Meetings Agenda and Attendance * Weekly Fidelity Checks  Effectiveness  * Monthly data team meetings will reflect at least 10% of students being able to move up tiers or exit RTI2 supports and interventions. * Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum,	<b>[A 3.3.1] Improving student achievement and growth through Response to Intervention (RTI2) for all students including those in our TSI identified subgroup B/AA.</b> Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assisted instruction.	Monica Ayers, PLC Coach and RTI Lead	05/22/2026	Fund 1	

which will result in students increasing by at least 2-3 data points during progress monitoring.					
	<p><b>[A 3.3.2] Improving student achievement and growth through professional development of RTI</b>  KES teachers will attend professional development for computer based RTI instruction to support Reading Response to Intervention.</p>	<p>Monica Ayers, PLC Coach and RTI Lead</p>	<p>02/20/2026</p>	<p>Fund 1</p>	
	<p><b>[A 3.3.3] Improving student achievement and growth through tutoring for all students including those in our TSI identified subgroup B/AA.</b>  KES will provide before, during and/or after school tutoring to identified students needing additional support in reading.</p>	<p>Monica Ayers, PLC Coach, Dr. Ticada Guyton, Asst. Principal</p>	<p>04/10/2026</p>	<p>Fund 1, Title 1</p>	
	<p><b>[A 3.3.4] Improving Student Achievement and Growth through Community Volunteers</b>  KES identified students will receive one on one tutoring two times a week through Volunteers. Second and third grade students will receive after school tutoring three times a week through the Streets' Smart Program with Streets Ministries.</p>	<p>Dr. Wynn Earle, Principal</p>	<p>05/15/2026</p>	<p>Fund 1</p>	
<p><b>[S 3.4] Early Literacy</b>  By June 2025, Kingsbury Elementary KK-2 students will increase iReady (Universal Reading Screener) scores by at least 10% from fall 2025 to spring 2026.</p> <p><b>Benchmark Indicator</b>  Implementation:</p> <p>Fall, Winter and Spring iReady Universal Screener</p> <p>Weekly and Monthly iReady Usage and performance Reports</p> <p>Effectiveness:</p>	<p><b>[A 3.4.1] Professional Development to Enrich Teacher Instruction.</b>  KES Teachers will be given opportunities to participate in ongoing, research based professional development on effective planning of instruction and use of data during weekly PLC meetings, after school hours and Saturdays. Teachers will also be asked to present information, skills and instructional practices learned to KES peers during monthly staff meetings.</p>	<p>Dr. Ticada Guyton, Asst. Principal and Literacy Admin</p>	<p>02/20/2026</p>	<p>Fund 1, Title 1</p>	

<p>Universal Screener will reflect students have meet growth benchmarks.</p> <p>Usage Reports will reflect that 90% of students are meeting weekly usage averages.</p>					
	<p><b>[A 3.4.2] Improving student achievement and growth through assessment.</b>  Grades K-2 will assess early literacy skills with common assessments given every 9 weeks to identify student progress and need for remediation of skills.</p>	<p>Dr. Wynn Earle,  Principal:  Dr.Ticada Guyton Asst. Principal, ELA Admin Lead and Monica Ayers - PLC Coach and Testing Coordinator</p>	<p>05/22/2026</p>	<p>Fund 1, Title 1</p>	
	<p><b>[A 3.4.3] Improving student achievement and growth through small group instruction.</b>  KES teachers will differentiate literacy instruction through small group guided reading.</p>	<p>Dr. Ticada Guyton, Asst. Principal, ELA Admin Lead</p>	<p>05/22/2026</p>	<p>Fund 1, Title 1</p>	
	<p><b>[A 3.4.4] Improving student achievement and growth by supporting rich learning environments for all students.</b>  KES will secure supplies/materials (such as printing cartridges, paper, pencils, tablets and markers) and equipment (such as SmartBoards, laptops, printers and document cameras) to support reading academic growth and achievement.</p>	<p>Monica Ayers,  PLC Coach</p>	<p>02/20/2026</p>	<p>Title 1</p>	