

School Plan History Log

Shelby County (792) Public District - FY 2017 - Kingsbury Elementary (792-2370) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
12/7/2016 8:49:53 PM	William Morrison	Status changed to 'LEA School Plan Reviewer Approved'.	S
12/7/2016 2:07:23 PM	Geralyn Seals	Status changed to 'School Plan Reviewer Approved'.	S
11/18/2016 12:23:51 PM	Monica Ayers	Status changed to 'Draft Completed'.	S
7/28/2016 1:40:56 PM	Monica Ayers	Status changed to 'Draft Started'.	S
1/21/2016 10:52:22 AM	ePlan Administrator	Status changed to 'Not Started'.	S

School Planning Team	Shelby County (792) Public District - FY 2017 - Kingsbury Elementary (792-2370) Public School - School Plan - Rev 0 Please identify all planning team members, including team members' titles. The plan shall be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and with parents of students. Wynn Earle - Principal Monica Ayers - PLC Coach Angela Tillery - 1st Grade Teacher Monica Tillman - 5th Grade Teacher Dawn Grayson - ESL Teacher Patricia Jackson - Resource Teacher Joyce Britt - Educational Assistant/Parent Angel Montgomery - Parent Jessica Chaidez - Parent Lisa Duren - Parent
Describe how parents are engaged and continuously involved in the planning process. All parents on the planning team are invited to every planning meeting. Parents are actively involved in the meetings offering suggestions as the team plans for the school year as well as asking questions concerning clarification in understanding the planning process. Parents offer suggestions about how to involve the local community especially those in the Hispanic community in school activities. Additionally, parents are vital in helping school staff in understanding the culture of the Kingsbury Community. Once completed and approved the plan will be posted on the school website for all parents and community members review.	

Shelby County (792) Public District - FY 2017 - Kingsbury Elementary (792-2370) Public School - School Plan - Rev 0

☐ CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	27.2		24.9		
- Asian			*		
- Black or African American	32.7		23		
- Hispanic or Latino	20.4		25.5		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	47.2		25		
- Black/African American, Hispanic, Native American	23.3		24.7		
Economically Disadvantaged	27.2		25.1		
Students with Disabilities	42.4		21.1		
English Learners	12.1		22.7		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

READING/LANGUAGE ARTS Progress

- **RLA Overall:** 45.2% of KES students met their projected growth on NWEA MAP for 2016.
- **RLA 3rd Grade:** 46.6% of 3rd grade students met their projected growth on NWEA MAP for 2016. 69.1% of 3rd grade students showed improvement

on RLA MAP.

- **RLA 4th Grade:** 34.8% of 4th grade students met their projected growth on NWEA MAP for 2016. 24.3% of 4th grade students were proficient/advanced. 61.5% of 4th grade students showed improvement on RLA MAP.
- **RLA 5th Grade:** 31.6% of 5th grade students met their projected growth on NWEA MAP for 2016. 20% of 5th grade students were proficient/advanced. 56.3% of 5th grade students showed improvement on RLA MAP.
- **RLA All Females**– 32.6% of female students scored proficient/advanced in RLA. A 3.2% gain over school wide.
- **RLA Hispanic** – 30.5% of Hispanic students scored proficient/advanced in RLA. A 1.1% gain over school wide.
- **RLA White** – 33.3% of Hispanic students scored proficient/advanced in RLA. A 3.9% gain over school wide.

Based on the data we have, it appears that Kingsbury Elementary students made progress in Reading achievement and growth. Given what we know with the data we have, gains can be attributed to: 1.) The departmentalization of grades 4-5 2.) ESL teachers assigned specifically to plan and teach with each grade level team. 3.) Five common planning times for all grade levels. These planning times are inclusive of the ESL teacher and Exceptional Ed. Teacher. 4.) Inclusive practices with exceptional children. This helped to establish enhanced expectations within the grade level inclusive of both teachers and students. 6.) Grade level subject teachers were enlisted as tutoring teachers for the grade they taught five days a week. 7.) All teachers used assessment data and teacher created common assessments to establish target groups after each assessment for intervention, good first teaching and enrichment. 8.) All students grades K-5 were taught how to monitor their own data and kept personal data folders. 9.) Grade levels focused on meeting students at their individual needs level based on assessments while at the same time ensuring all students participated in grade level standards and instruction. 10.) Partnerships with Memphis Teacher Residency, Streets Ministries, Mid-South Literacy and the University of Memphis. These organizations support KES through providing tutors to struggling students during school hours and after school tutoring. Additionally, they offer mentoring programs, a student teaching residency program, summer camp and coaches to support residence at KES. 11.) Purchase of a leveled Scholastic library, Learning A-Z (Reading A-Z and RAZ-Kids) purchased to support non-fiction needs. 12.) All students Reading level was assessed quarterly and gains tracked. 13.) All teachers participated in guided reading professional development with expectation of small group instruction.

READING/LANGUAGE ARTS Challenges

- **RLA Overall:** 70.6% of all students were not proficient on NWEA MAP Spring 2016.
- **RLA Black** – 22.6% of Black students scored proficient/advanced in RLA. A 6.8% loss from school wide.
- **RLA Males** - 26.4% of male students scores proficient/advanced in RLA. A 3% loss from school wide.

Although KES met our goal for Reading Language Arts, our students still have a long way to go. RLA continues to be a challenge for KES. As a whole, exposure to life outside the confines of the Kingsbury Community, is rare with the exception of an occasional school field trip. Our students' background knowledge of the simplest things is hindered by their lack of exposure. Although, teachers and staff work hard to bridge the gap, the deficit of lack of life experiences proves to be a very difficult task to overcome. The shift to using more nonfiction text, although understandably needed, has also proved to be a challenge. The challenge comes once again in our students' life exposure and understanding of the vocabulary found in nonfiction text. Teachers have to spend more time digging deep into the text to help students understand the vocabulary as well as the standards being taught. Teachers are also spending more time teaching students strategies to help them understand the text they are reading. Although, these

are good challenges to have, they still put our students at a disadvantage with testing. Another challenge lies in the format in which the students were tested. Although students are exposed to technology at school, the vast majority of our students do not have technology at home. Keyboarding proves to be a difficult task for our students, and it's unrealistic to take time out of the school day for keyboarding practice given the many other academic deficits our students face. According to the NWEA MAP data, it appears KES needs to add additional supports for our Black subgroup in RLA. This group of students' data was not only 6.8% lower than the school wide data, but it was even lower than the other subgroups at KES. Further investigation finds that Kingsbury's 4th (15.8%) and 5th (10%) grade black students performed even lower than the whole black subgroup. Additionally, data on males in both 4th (19.4%) and 5th (13.2%) grades finds that these males performed lower than all other grades. However, the data does not reveal the ethnicity of the males. The challenge of the low performance of this subgroup in comparison to the other subgroups may be attributed to the students' economic means, transient life styles, single parent homes, lack of male role models and pressure to fit within the norm of the community.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

READING/LANGUAGE ARTS Progress and Challenges

- **RLA Non Economically Disadvantaged:** 18.2% of non-ED students scored proficient/advanced in RLA. A 6.7 loss from school wide.
- **RLA Economically Disadvantaged:** 29.7% ED students scored proficient/advanced in RLA. A .3% gain over school wide.
- **RLA Non English Learner** – 32.3% of non EL students scored proficient/advanced in RLA. A 2.9% gain over school wide.
- **RLA English Learner** – 27.3% of EL students scored proficient/advanced in RLA. A 2.1% loss from school wide.
- **RLA English Learner** - 22.7% of EL students scored proficient/advanced RLA 2014-2015 TCAP. 27.3% scores 27.3% on NWEA 2016 a gain of 4.6%.
- **RLA non Student with Disabilities** – 32.7% of non SWD students scored proficient/advanced in RLA. A 3.3% gain over school wide.
- **RLA Student with Disabilities** – 2.1% of SWD students scored proficient/advanced in RLA. A 27.3% loss from school wide

Progress: Kingsbury Elementary is a school wide Title I school with 97% of our student's falling in the economically disadvantaged subgroup. NWEA MAP data indicates that ED students outscored Non-ED in reading by 11.5%, and when compared to whole school, ED students held a .3% gain. Continued progress can also be seen with KES ELs. Although, the EL subgroup had a 2.1% loss from the school wide score on NWEA, it should be noted that the subgroup surpassed their 2015 TCAP percentage proficient/advanced by 4.6%.

Challenges:

Kingsbury Elementary faces many challenges given the population and location of our school. Further information is necessary for the reader of this analysis to not only understand the challenges of KES, but to also understand the nature of the NWEA assessment. No student (EL or SWD) received read aloud for any portion of the assessment. This assessment was designed to find the student's instructional level in order to help educators bridge the gaps in instruction. It was not designed to determine proficiency. That being said, challenges faced by our ELs are evidenced in numerous ways. To begin, ELs spend much of their allotted time decoding the text. Due to the time spent struggling decoding the text, students typically have difficult time comprehending what they've read and are not able to answer the questions at the level native English speakers respond. Although students are offered additional time on the assessment, this accommodation is typically not used by students due to their frustrations as they decode the text.

Secondly, the EL population, although growing academically, struggles with numerous facets of the English Language. The language barrier shows up most profoundly in comprehending a reading passage. Students lack the vocabulary afforded to their native speaking peers. English Learners are asked to spend time reading passages (decoding) then asked to answer questions based on their comprehension. Students spend a lot of time translating back and forth in their heads and trying to match familiar vocabulary with the passages vocabulary. This proves to be frustrating for many of our students. An added challenge with students being served in EL programs is that many of their parents are unable to help their children because they speak less English than the students.

SWD also face challenges at Kingsbury Elementary school. The first challenge is that many of our students identified as SWD are also EL. Not only do these students have language challenges, but they also face learning difficulties. Like all schools with SWD, Kingsbury is faced with the challenge of meeting our students where they are and bridging the gap of instruction ensuring that students needs are being met, but also that SWD are receiving Tier I instruction. Additionally, the challenge of bridging the gap between the student's actual performance level and required grade level testing has always been a challenge faced not only by KES, but all educators. The NWEA data showed SWD scored 27.3% less than school wide. This data shows that with no read aloud accommodations, the vast majority of students identified with specific learning disabilities in some facet of reading are performing well below their peers.

3-8 Mathematics - Data Tables

3-8 Mathematics – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	45.1		55.6		
- Asian			*		
- Black or African American	40.4		49.2		
- Hispanic or Latino	43.4		59.8		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	55.6		46.7		
- Black/African American, Hispanic, Native American	42.7		56.9		
Economically Disadvantaged	45.6		56.2		
Students with Disabilities	45.8		35.8		
English Learners	33.7		57.8		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

MATHEMATICS Progress

- **Math Overall:** 75.9% of KES students met their projected growth on NWEA MAP for 2016.
- **Math 3rd Grade:** 73.3% of 3rd grade students met their projected growth on NWEA MAP for 2016. 87.6% of 3rd grade students showed improvement on RLA MAP.
- **Math 4th Grade:** 86.2% of 4th grade students met their projected growth on NWEA MAP for 2016. 24.3% of 4th grade students were proficient/advanced. 83.3% of 4th grade students showed improvement on RLA MAP.
- **Math 5th Grade:** 104.2% of 5th grade students met their projected growth on NWEA MAP for 2016. 20% of 5th grade students were proficient/advanced. 87% of 5th grade students showed improvement on RLA MAP.
- **Math ALL Females:** 34.2% of female students scored proficient/advanced in RLA. A 2.5% gain over school wide.
- **Math Hispanic:** 34.7% of Hispanic students scored proficient/advanced in RLA. A 3% gain over school wide.
- **Math White:** 32.9% of White students scored proficient/advanced in RLA. A 1.2% gain over school wide.

Based on the data we have, it appears that the majority Kingsbury Elementary students made progress in Math growth. In addition, students were not given the read aloud accommodation as traditional to TCAP. The MAP assessment is meant to be used as an instructional tool. Identifying areas of need for students in order to remediate deficit areas not find proficiency levels. Given what we know with the data we have, progress can be attributed to: 1.) The departmentalization of grades 4-5 2.) ESL teachers assigned specifically to plan and teach with each grade level team. Although ES teachers do not specifically teach math, they do reinforce math vocabulary with ELs. 3.) Five common planning times for all grade levels. These planning times are inclusive of the ESL teacher and Exceptional Ed. Teachers. 4.) Inclusive practices with exceptional children. This helped to establish enhanced expectations within the grade level inclusive of both teachers and students. 6.) Grade level subject teachers were enlisted as tutoring teachers for the grade they taught five days a week. 7.) All math teachers used assessment data and teacher created common assessments to establish target groups after each assessment for intervention, good first teaching and enrichment. 8.) All students grades K-5 were taught how to monitor their own data and kept personal data folders. 9.) Grade levels focused on meeting students at their individual needs level based on assessments while at the same time ensuring all students participated in grade level standards and instruction. 10.) Partnerships with Memphis Teacher Residency, Streets Ministries, and the University of Memphis. These organizations support KES through providing tutors to struggling students during school hours and after school tutoring. Additionally, they offer mentoring programs, a student teaching residency program, summer camp and coaches to support residence at KES. 11.) Hands on math materials/manipulatives were purchased to support learning of math standards.

MATH Challenges

- **Math Overall:** 23.9% loss from a 55.6% on TCAP 2015 to a 31.7% on NWEA MAP Spring 2016.
- **Math 3rd Grade:** 8.9% loss from a 41.2% on TCAP 2015 to a 32.3% on NWEA MAP Spring 2016.
- **Math ALL Males:** 21.8% of male students scored proficient/advanced in RLA. A 9.9% loss from school wide.
- **Math Black:** 19.5% of male students scored proficient/advanced in RLA. A 12.2% loss from school wide.

Although KES did not meet our goal for Math, a major factor can be contributed to the fact that the bulk of our population did not receive the

accommodations they typically receive on the state mandated assessment. Because the majority of our students at English Language Learners, they receive the read aloud accommodation on the math portion of the assessment. NWEA MAP does not allow for this accommodation, putting our students at a disadvantage. Although the EL population performed higher than some other subgroups, the English Learners typically perform much higher in math as a whole. Many of our students spend much of their time trying to read the math question than solving the actual problem. The effort spent on reading and re-reading frustrates the students. Additionally, many students begin to just click answers in order to keep up with the appearance of performing at the same pace as Native speakers. Another challenge lies in the format in which the students were tested. Although students are exposed to technology at school, the vast majority of our students do not have technology at home. Keyboarding proves to be a difficult task for our students, and it's unrealistic to take time out of the school day for keyboarding practice given the many other academic deficits our students face. A third challenge Kingsbury faces is the change in how we teach math. With the change in standards, students are now being taught to think differently. Although this is not bad in itself, it does present a challenge for both teachers and students as we adjust to the changes. Finally, once again, according to the NWEA MAP data, it appears KES needs to add additional supports for our Black subgroup in math. This group of students' data was not only 12.2% lower than the school wide data, but it was even lower than the other subgroups at KES. Once more, the challenge of the low performance of this subgroup in comparison to the other subgroups may be attributed to the students' economic means, transient life styles, single parent homes, lack of male role models and pressure to fit within the norm of the community.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

- **Math Non Economically Disadvantaged:** 8.3% of non-ED students scored proficient/advanced in Math. A 23.4% loss from school wide.
- **Math Economically Disadvantaged:** 32.4% ED students scored proficient/advanced in Math. A .7% gain over school wide.
- **Math Non English Learner –** 32.7% of non EL students scored proficient/advanced in Math. A 1% gain over school wide.
- **Math English Learner –** 31.1% of EL students scored proficient/advanced in Math. A .6% loss from school wide.
- **Math non Student with Disabilities –** 34.3% of non SWD students scored proficient/advanced in math. A 2.6% gain over school wide.
- **Math Student with Disabilities –** 10.2% of SWD students scored proficient/advanced in Math. A 21.5% loss from school wide

Progress: Kingsbury Elementary is a school wide Title I school with 97% of our student's falling in the economically disadvantaged subgroup. NWEA MAP data indicates that ED students outscored Non-ED in math by 24.1%, and when compared to whole school, ED students held a .7% gain. Continued progress can also be seen with KES ELs. Although, the EL subgroup had a insignificant .6% loss from the school wide score on NWEA, it should be noted that traditionally English Learners are afforded read aloud for math assessments and were not given the accommodation for NWEA.

Challenges: Challenges faced by our English Language students in math are evidenced in numerous ways. To begin, students were not afforded the accommodation of read aloud for the math assessment. Although this subgroup performed in line with the all school group, they typically perform much higher in math than indicated on NWEA MAP. ELs also faced challenges of the vocabulary in math problems, confusion in the language of the word problems, figuring out what information is relevant in word problems and difficulty with abstract concepts. Additionally, Students with Disabilities did not receive the read aloud accommodation. Math is typically an area in which many of our SWD perform well. Many of the SWD served at KES are being served for Reading deficits. These students, like the ELs struggle with figuring out what information is relevant in the word problems and therefore do not answer the problem correctly based on their reading ability. Another challenge faced by both subgroups is the use of computers for testing. The vast majority of our students do not have computers at home. The only exposure to computers is at school and outside of MAP testing most students do not use computers for assessments. Our students tend to consider paper pencil tests more seriously and perform better.

3-8 Science - Data Tables

3-8 Science – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students	58.5		52.9		
- Asian			*		
- Black or African American	53.9		43.1		
- Hispanic or Latino	57.2	0.1	57.3		
- Native American / Alaskan Native			*		
- Native Hawaiian / Pacific Islander					
- White	66.7		48.9		
- Black/African American, Hispanic, Native American	56.3		53.4		
Economically Disadvantaged	59.4		53.6		
Students with Disabilities	47.4		30.2		
English Learners	46.6		56.5		

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

No data available.

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

No data available.

Other K-8 Data – (K-2 Assessments, benchmark data, etc.) – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

It should be noted that the FALL MAP assessment given to second grade students was the Primary MAP Assessment that is read aloud to the students and follows a different format than the 2-5 Common Core MAP Assessment given for both the Winter and Spring Benchmarks. This assessment was not read aloud

to students and differed in the formatting of questions.

- **2nd Grade Fall RLA All Students Proficient/Advanced:** 58.1%
- **2nd Grade Winter RLA All Students Proficient/Advanced:** 28.3%
- **2nd Grade Spring RLA All Students Proficient/Advanced:** 28.9%
- **2nd Grade Fall Math All Students Proficient/Advanced:** 63.4%
- **2nd Grade Winter Math All Students Proficient/Advanced:** 29.8%
- **2nd Grade Spring Math All Students Proficient/Advanced:** 30.9%

Progress: In the analysis of the data a more accurate comparison of data would be the winter and spring assessments. Progress was made in both RLA and math from the Winter to Spring Assessments. Although minimal progress was made gains of .6% in RLA and 1.1% in math were identified. One particular area of growth was made in the number of students that moved to proficient in reading from the winter assessment to the spring assessment. Proficient students in reading moved from 16.3% proficient to 20.6% proficient a gain of 4.3%. This gain can be attributed to students becoming more fluent and competent readers. Additionally, second grade math proficient students grew 1.3% from the winter to the spring assessment. Furthermore, gains can be attributed to a targeted 2-day week after school program to support reading and math deficits for second graders.

Challenges: Although, Kingsbury's second grade students made small gains from the winter to spring assessments, KES is faced with approximately 75% of our second grade students falling below the proficient level. Other challenges faced with second grade students are the same as those recognized in our school population as a whole. Most KES students fall within more than one subgroup of which some contribute to the challenges faced by students at KES. The challenges include language deficits, economic status, single parent homes, lack of adult role models and transient life styles.

- **2nd Math Non Economically Disadvantaged:** 0% of non-ED students scored proficient/advanced in Math.
- **2nd RLA Non Economically Disadvantaged:** 0% of non-ED students scored proficient/advanced in RLA.
- **2nd Math Economically Disadvantaged:** 31.9% ED students scored proficient/advanced in Math.
- **2nd RLA Economically Disadvantaged:** 29.8% ED students scored proficient/advanced in RLA.
- **2nd Math Non English Learner** – 26.8% of non EL students scored proficient/advanced in Math.
- **2nd RLA Non English Learner** – 36.6% of non EL students scored proficient/advanced in RLA.
- **2nd Math English Learner** – 33.9% of EL students scored proficient/advanced in Math.
- **2nd RLA English Learner** – 23.2% of EL students scored proficient/advanced in RLA.
- **2nd Math non Student with Disabilities** – 33.0% of non SWD students scored proficient/advanced in math.
- **2nd RLA non Student with Disabilities** – 31.8% of non SWD students scored proficient/advanced in RLA.
- **2nd Math Student with Disabilities** – 11.1% of SWD students scored proficient/advanced in Math.
- **2nd RLA Student with Disabilities** – 0% of SWD students scored proficient/advanced in RLA.

Economically disadvantaged second grade students at Kingsbury Elementary fall within the same percentages as school wide students with 97% of student's falling in the economically disadvantaged group. Because all but 3% of our second graders are economically disadvantaged, it's safe to say that the **challenges** we face in both RLA and math at Kingsbury Elementary School can be thought of in terms of the whole school challenge. Data also reveals that both **progress** and **challenges** faced by second grade students at KES are the same as those faced by all grade levels at KES as

discussed in the Reading/Language Arts and Math school wide questions concerning subgroups.

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☒ CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)

High School Subjects

English I - Data Tables

English I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English II - Data Tables

English II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

English III - Data Tables

English III – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16

All Students							
- Asian							
- Black or African American							
- Hispanic or Latino							
- Native American / Alaskan Native							
- Native Hawaiian / Pacific Islander							
- White							
- Black/African American, Hispanic, Native American							
Economically Disadvantaged							
Students with Disabilities							
English Learners							

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra I - Data Tables

Algebra I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					

- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
- Black/African American, Hispanic, Native American						
Economically Disadvantaged						
Students with Disabilities						
English Learners						

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Algebra II - Data Tables

Algebra II – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					

- White						
- Black/African American, Hispanic, Native American						
Economically Disadvantaged						
Students with Disabilities						
English Learners						

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Biology I - Data Tables

Biology I – % Proficient / Advanced	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

Economically Disadvantaged							
Students with Disabilities							
English Learners							

After analyzing data for all students, provide a summary of the progress and challenges, identify underlying causes for each. Cite specific examples and address racial/ethnic subgroups where relevant. (Include all local data analyzed as part of the comprehensive needs assessment.)

Discuss the progress and challenges of students who are economically disadvantaged, students with disabilities, and English Learners. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Other HS Data – Analyze any additional data and provide a summary of progress and challenges, identifying underlying reasons for each. Cite specific examples where possible. You may insert other data points as needed.

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☒ N/A

ACT - Data Tables

ACT Scores	Report as	2013-14	2014-15	2015-16
Composite	(Score)			
English	(Score)			
Math	(Score)			
Reading	(Score)			
Science	(Score)			

Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

Graduation Rate - Data Tables

Graduation Rate	2013-14	Improvement	2014-15	Improvement	2015-16
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
- Black/African American, Hispanic, Native American					

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Student Enrollment - (represents student enrollment on October 1)

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students	624		625			
- Asian	5	0.8	5	0.8		
- Black or African American	113	18.1	112	17.9		
- Hispanic or Latino	405	64.9	406	65		
- Native American / Alaskan Native	3		5	0.8		
- Native Hawaiian / Pacific Islander						
- White	98	15.7	96	15.4		
- Black / African American, Hispanic, Native American						
Economically Disadvantaged	599	96	623	99.7		
Students with Disabilities	145	23.2	137	21.9		
English Learners	331	53	357	57.1		

Student Attendance

Student Attendance - Elementary and Middle Grades

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
- Asian				94.3		
- Black or African American				95.2		
				93.4		

- Hispanic or Latino									93.7		
- Native American / Alaskan Native											
- Native Hawaiian / Pacific Islander									92		
- White									92		
- Black / African American, Hispanic, Native American											
Economically Disadvantaged									94.5		
Students with Disabilities									92.8		
English Learners									95.3		

Student Attendance - High School

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
- Asian						
- Black or African American						
- Hispanic or Latino						
- Native American / Alaskan Native						
- Native Hawaiian / Pacific Islander						
- White						
- Black / African American, Hispanic, Native American						
Economically Disadvantaged						
Students with Disabilities						
English Learners						

Students Who Were Chronically Absent (by subgroup)

	2013-14						2014-15						2015-16					
	10% or More			20% or More			10% or More			20% or More			10% or More			20% or More		
	#	%		#	%		#	%		#	%		#	%		#	%	
All Students		13.9			6.4			14.1			3.8			13.8			2.7	
- Asians																		
- Black or African American																		
- Hispanic or Latino																		
- Native American / Alaskan Native																		
- Native Hawaiian / Pacific Islander																		
- White																		
- Black / African American, Hispanic, Native American																		
Economically Disadvantaged																		
Students with Disabilities																		
English Learners																		

Students Who Were Chronically Absent (by grade level)

	2013-14						2014-15						2015-16					
	10% or More			20% or More			10% or More			20% or More			10% or More			20% or More		
	#	%		#	%		#	%		#	%		#	%		#	%	
All Students		13.9			6.4			14.1			3.8			13.8			2.7	
Kindergarten		17.8			11			19.4			3.9			23.7			0	
Grade 1		12.9			2.4			13.8			6.5			9.3			1.9	
Grade 2		13.4			5.2			11.2			2.4			13.5			4.5	

English Learners						0.3				0.8		
Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.												
		2013-14		2014-15		2015-16						
		#	%	#	%	#	%	#	%	#	%	%
All Students												
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.												
		2013-14		2014-15		2015-16						
		#	%	#	%	#	%	#	%	#	%	%

All Students (students expelled; not incidents)				
- Asian		0.1		0
- Black or African American		0		0
- Hispanic or Latino		0.2		0
- Native American / Alaskan Native				
- Native Hawaiian / Pacific Islander				
- White		0		0
- Black / African American, Hispanic, Native American				
Economically Disadvantaged		0.2		0
Students with Disabilities		0		0
English Learners		0		0

Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
All Students						
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						

- Letters are sent to parents whose children appear to be approaching chronic absenteeism stating the attendance law.
- Attendance contracts are developed with both parents and students.
- Meetings with parents of students with Chronic Absenteeism to explain the importance of school attendance for their child and consequences for both students and parents as pertaining to chronic absenteeism.

Review discipline data. If suspension and/or expulsion rates – either overall or by subgroup - exceed state average by 25% (i.e., out-of-school suspension rates above 7.75% or expulsion rates above .25 %), describe strategies school will adopt in order to reduce lost instructional time and/or disparate impact. Note: 2014-15 statewide suspension rate was 6.2% and the statewide expulsion rate was 0.2%.

Student Discipline is not a focus for KES. Suspensions did rise slightly from 1% in 2014-2015 to 3% in 2015-2016. This rise can be attributed to 2 students with emotional disturbances. Once medications and interventions were adjusted, students' rates of physical outburst decreased dramatically. The KES expulsion remained at a zero for the 2015-2016 school year.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Principal – Years in position	2		3		1	
Teaching Staff (Certified) – Number of Teachers			53		53	
1 to 3 years			15	28	15	28
4 to 10 years			20	38	11	21
11 to 20 years			10	18	18	34
21 + years			9	17	9	17
Level 1 Teachers	0	0	0	0		
Level 2 Teachers	0	0	1	0.2		
Level 3 Teachers	2	0.5	4	0.9		
Level 4 Teachers	11	27	8	17		
Level 5 Teachers	28	68	33	72		
Teacher attendance rate		95		96		90

School Plan - Additional Areas

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2013-14	2014-15	2015-16
Length of school year – Instructional days	(#)			180
Length of school day – Instructional minutes	(#)			420

Additional Areas

RTI2

Describe your progress in implementing RTI across all grades. Identify areas of strength and weakness evidenced and discuss the root causes for each.

Progress: KES has made strides towards the implementation of RTI2. A strength is that all K-5 classrooms have a forty to fifty minute intervention time built in to the daily schedule. The intervention time is the same for each grade level team. This allows teachers within the grade level to best meet the needs of all identified students. Teachers can share the responsibility of various needs of their students. For the 2016-2017 school year, KES staff had a clearer understanding the RTI2 process due to professional development during in-service. Due to the PD, teachers were able to plan and prepare for the students currently in the process as well as prepare for others as the school year progresses. Additionally, KES has seen some remediation of students involved in the RTI2 process from the 2015-2016 school year. Several students have moved back to Tier I only. Finally, because of the success for some students, some teachers are seeing the value in RTI2.

Challenges: Although, KES has made strides with RTI2, we still face daily challenges. One challenge is the many different needs of many different students. We need more than a 50-minute block in the school day to meet all the needs at the level of intensity needed. However, that is unrealistic given the many other mandates classrooms are experiencing. Additionally, KES needs *Interventionist* that could support teachers and help to meet the needs of their students, but money does not permit hiring additional staff to support RTI2. Another challenge faced, is teacher overload. Teachers believe in the process, but are required to organize, plan, and instruct Tier 1, 2 and 3. Finally, given out population, we could honestly serve 50 percent of our students in RTI2. Given that supporting that many students in the process is an unrealistic goal, it is a difficult task determining which students have the most urgent needs.

Technology Access and Use

Discuss the level of access that students have to technology as part of the instructional program and how well staff integrate technology into the instructional program. Identify areas of strength and weakness and discuss the root causes of each.

Kingsbury currently has two computer labs, 2 wireless carts for general education, a wireless cart for special education and 3 to 5 computers in all classrooms. Some classrooms have iPads or Amazon Fire Tablets. Additionally, all classrooms are equipped with either a SmartBoard or Promethium Board. All teachers are offered a document camera for use as well.

Strengths: Kindergarten and first grade students attend a weekly computer lab where they are exposed to a variety of computer programs. In grades K-5, students use classroom computers during work station time on a daily basis. Additionally, all students in the RTI2 process use computer assisted instruction 2 to 3 times a week. Our labs and lap top carts are available to all classrooms. Teachers check out the carts and sign up to use the labs on a regular basis for research, keyboarding practice and various classroom assignments. Students also use the computers to check out books from the library and as well as read online in their classrooms. Teachers use the technology in many ways all day in the classroom. SmartBoards and Promethium Boards are always turned on and being used for student work stations, video clips and interactive lessons. Furthermore, most days during station work time, students can be seen with tablets interacting with assignments given to them by their teacher. Finally, a computer club is offered to 5th grade students every Monday after school and 3rd grade students every Tuesday and Thursday before school. During the club time, students learn how to use various Microsoft programs.

Challenges: One of the technology challenges we face at Kingsbury Elementary is that vast majority of our students do not have computers at home. For most students the only opportunity they have to use technology is at school. Moreover, we are finding the more students have to take tests on the computers the more they do poorly on programs designed to support instruction. Students seem to think of computers as punishment due to the excessive use of mandated testing on computers.

Professional Development

1. Describe the prior year professional development activities and how effectively they addressed teacher needs connected to student learning.

Kingsbury's focused professional development on Literacy for the 2015-2016 school year. The focus areas of literacy included professional development on guided reading in order to meet students at their instructional level in small groups, Daily 5 strategies for Literacy Stations and a concentrated focus on shifts in standards. Given the high population of economically disadvantage and English Language Learners the focused and on-going professional development has made an impact of teaching styles, teaching strategies and differentiation of student needs at KES. Through common assessments and leveled reading assessments we continue to see student growth in literacy. We have seen teacher growth as they have focused on ensuring the standards' shifts and differentiation of student needs are addressed in lesson plans. Through both informal and formal evaluations evidence of a deeper understanding of addressing standards, rigor and teaching reading both whole and small group has been documented

2. Discuss the areas of weakness that can be effectively addressed through high-quality, on-going, sustained professional development moving forward.

Although KES has made great strides in Literacy instruction, we will continue to focus our professional development through professional learning

communities on meeting the needs of individual students in small groups, supporting students through leveled literacy stations and focusing on the literacy shifts. As we move forward, our Instructional Leadership Team through school wide learning walks has identified the next cycle of professional development in literacy to be focused on vocabulary. Given the high English Second Language population as well as lack of exposure to the world, our students lack of vocabulary hinders their ability to comprehend much of the literary and informational text at their grade levels.

Parent Involvement

1. Describe the parent and community involvement activities that have occurred in the prior year and how they have impacted student achievement.

Community Involvement is very evident at Kingsbury Elementary School as noted in the list below.

- Streets Ministries - Ready Readers (20 volunteers that work with K-2), Street Smarts (second grade tutoring) and Thursday Elementary Days, incentive programs for attendance and grades, teacher incentives
- Missio Dei - School Beautification, student backpacks, teacher incentives, school volunteers
- Monthly parent meetings - the first Wednesday of every month
- Literacy, Math and Science Night
- Good News Club – Monday afternoon the club run by community volunteers that teaches character
- Parent Leadership Committee - meets monthly
- St. Mary's weekly working with K-2 students in literacy
- FACS - Visits each semester as part of a service project to enhance the love of Reading with first grade students.
- Mid-South Literacy – literacy support through tutoring and a wealth of materials for teachers to borrow.
- SuCasa – support through working with and educating Hispanic parents understand American schools, translating and working with pre-school aged students to prepare them for a better transition to Kindergarten.

Kingsbury's student achievement has been impacted through volunteers supporting students through reinforcing literacy and math instruction as well as the relationships formed between students and volunteers. Parents have been educated through Wednesday meetings, math/science and literacy nights. These nights not only offer activities supporting standards' based activities, but they also give parents ideas and materials to help support student learning at home. Additionally, student achievement has been impacted simply because students feel supported and part of a loving community through the tireless efforts of volunteers and staff.

2. Identify ways in which parent and community involvement activities could be strengthened and more closely aligned with student achievement.

Community and parent support continues to grow at KES. Many of community volunteers work closely with teachers and administration in aligning tutoring with school data and instruction. However, our challenge continues to be the language barrier with many of our Hispanic/Latino parents. Parents are willing to support our school and want to be involved in the education of their children, however, language many times is a barrier that is difficult to bridge without the support of translators. One way to strengthen student achievement would be to offer English classes to interested parents. KES could also work to develop more parent professional development around standards and instruction. A final idea that is being considered is offering afterschool and/or Saturday homework help for students and parents together.

School Plan - Needs Assessment Summary

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Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

Kingsbury Elementary students have progressed in both reading and math growth. The gains allowed for KES to be named as a Reward School for the third year in 2015 in the area of academic growth. Because students did not take the state test 2016, a comparison of our NWEA MAP data to TCAP data makes it difficult to determine if KES experienced the same type of growth. However, MAP data from 2016 revealed that Kingsbury made a 4.5% gain in reading.

This accomplishment can be attributed to school wide targeted on-going literacy professional development with a focused monitoring of the professional development in practice. Growth can also be attributed to strategies put in place to support what staff was working toward accomplishing in literacy classrooms.

- The departmentalization of grades 4-5
- An ESL teacher was assigned specifically to work with each grade level team.
- Five common planning times for all grade levels. These planning times are inclusive of the ESL teacher and Exceptional Ed. Teacher.
- Inclusive practices with exceptional children. This helped to establish enhanced expectations within the grade level inclusive of both teachers and students.
- Grade level subject teachers were enlisted as tutoring teachers for the grade they taught 2 days a week. All teachers used assessment data and teacher created common assessments to establish target groups after each assessment for intervention, good first teaching and enrichment.
- All students grades K-5 were taught how to monitor their own data and keep personal data folders.
- Grade levels focused on meeting students at their individual needs level based on assessments while at the same time ensuring all students participated in grade level standards and instruction.
- Partnerships with Memphis Teacher Residency and Streets Ministries. Both organizations support KES through providing tutors to struggling students during school hours, after school tutoring and mentoring programs, a student teaching residency program, summer camp and coaches to support residence at KES.

List, in priority order, your top 3-5 areas of need as identified through the needs assessment. These should be the areas that you can most reasonably address in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Reading/Language Arts	Reading/Language Arts	Kindergarten to Fifth Grade	All Students
Mathematics	Mathematics	Kindergarten to Fifth Grade	All Students
Chronic Absenteeism	Absenteeism	Kindergarten to Fifth Grade	All Students

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Plan Items ()

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

Description:

District-Level: In the 2016-2017 school year, Shelby County Schools will receive a score of 3 or higher for district wide RLA composite score, while also achieving a 90% reading proficiency in 3rd grade by 2025 with a 46% target in 2017 on the TNReady assessment.

School-Level: In the 2016-2017 school year, Kingsbury Elementary will receive a score of 5 for school wide RLA Growth Level, while also achieving a 48% reading proficiency target in 2017 on the TNReady assessment.

Performance Measure:

District-Level: TN Ready Assessment

School-Level: TN Ready Assessment

S 1.1) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment

Description:

District-Level: Access to Rigorous Content and Quality Core Instruction

School-Level: Access to Rigorous Content and Quality Core Instruction

AS 1.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

Description:

Teachers in grades K-5 will be given five common grade level planning periods inclusive of ESL and Special Education Teachers for specified grades levels in order to plan and collaborate utilizing state RLA standards.

Benchmark Indicator:

Lesson Plans, NWEA MAP assessments, common assessments, Agendas and Minutes

Person Responsible:

PLC Coach and Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff
	Attracting High Quality/Effective Teachers
	Professional Development
	Use of Assessments for Improving Performance

AS 1.1.2) Improving Student Achievement utilizing standards based supplies and materials.

Description:

School will support instruction of state standards in classrooms with supplemental materials used during instruction to support and increase student understanding and performance on standards.

Benchmark Indicator:

Student Work, Classroom and Common Assessments

Person Responsible:

Principal, PLC Coach and Teachers

Estimated Completion Date:

5/26/2017

Funding Application Consolidated	Grant	Notes	Amount
	Title I-A	Dr. Dickey material, A-Z, supplies	\$0.00

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff
	Attracting High Quality/Effective Teachers
	Use of Assessments for Improving Performance

AS 1.1.3) Improving student achievement through assessment.

Description:

Grades 2-5 with give RLA Standards based common assessments every 4.5 weeks to identify student progress and need for remediation around standards assessed.

Benchmark Indicator:

Student Performance on Common Assessments

Person Responsible:

Classroom Teachers, Principal and PLC Coach

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Mastery Connect, Copier, paper	\$0.00

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Use of Assessments for Improving Performance

AS 1.1.4) Improving student achievement through use of Literacy Stations.

Description:

School will use research supported differentiated RLA stations daily to support students in fluency, vocabulary, comprehension and word work around the standards.

Benchmark Indicator:

Student Work, Classroom Logs, Weekly Assessments, Common Assessments and NWEA MAP Assessments

Person Responsible:

Classroom Teachers, Principal and PLC Coach

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff

AS 1.1.5) Differentiated Instruction for English Language Learners

Description:

Identified students with Limited English Proficiency will receive RLA instruction aligned to RLA standards a minimum of one hour daily from a certified ESL teacher.

Benchmark Indicator:

Weekly and Common Assessments, WIDA, ESL Schedules

Person Responsible:

ESL Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff
	Coordination of Programs
	Use of Assessments for Improving Performance

AS 1.1.6) Improving student achievement through Small Group Instruction

Description:

Teachers will differentiate literacy instruction daily through small group guided reading.

Benchmark Indicator:

Reading A-Z quarterly measures, Common Assessments, NWEA MAP Assessments

Person Responsible:

Classroom Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Use of Assessments for Improving Performance



1.1.7) Improving student achievement with Writing Teacher

Description:

The school will employ a Title I Writing Teacher to teach weekly writing classes, support both teachers and students with SBRR writing strategies and PD to improve writing and literacy instruction and scores.

Benchmark Indicator:

Lesson Plans, Student Products, Common Assessments

Person Responsible:

Writing Teacher

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Instruction by Highly Qualified Staff

AS 1.1.8) Improving student achievement with Parent Engagement Specialist

Description:

Family Engagement Specialist will provide opportunities for academic enrichment, including providing tutorial services to help students to meet State academic achievement standards in literacy.

Benchmark Indicator:

Sign-in sheets, lesson plans, state assessment

Person Responsible:

Family Engagement Specialist, PLC Coach, Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs

AS 1.1.9) Improving student achievement with Benchmark Assessments

Description:

Kindergarten through fifth grade students will participate in the Fall, Winter and Spring NWEA MAP assessments.

Benchmark Indicator:

NWEA MAP Benchmark scores

Person Responsible:

Building Test Coordinator, Principal, Classroom Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
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Description:

All instructional staff will attend District Level Learning days to expand knowledge and understanding of state standards' shifts and implementation of strategies for instruction.

Benchmark Indicator:

Sign In Sheets, PLZ Transcripts, Walkthroughs, Observation Results

Person Responsible:

Principal, Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Professional Development
	Coordination of Programs



1.2.3) Professional Development to Enrich Teacher Instruction

Description:

Teachers will be given opportunities to participate in ongoing, research-based professional development on text complexity and effective planning of instruction for rigor and relevance around state standards during weekly PLC meetings, after school hours and Saturdays. Teachers will present in monthly information/skills/instructional practices learned during professional development opportunities.

Benchmark Indicator:

Agendas, Sign-In Sheets, Lesson Plans, Minutes

Person Responsible:

PLC Coach and Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies

Instruction by Highly Qualified Staff

Attracting High Quality/Effective Teachers

AS 1.2.4) Professional Development for Parents through Family Engagement Specialist

Description:

Parents of PreK-5th grade and community members will be invited to participate in activities to integrate home and school learning. Family Engagement Specialist (FES) will offer families whose students who are served by school opportunities for literacy and related educational development. FES will build relationships with families and professionals across the community to support school and families in educating students.

Benchmark Indicator:

Flyers, Agendas, Minutes, School Calendar, Sign-In Sheets

Person Responsible:

Family Engagement Specialist, PLC Coach, Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Increase Parental Involvement
	Coordination of Programs
	Transitioning Preschool Students

AS 1.2.5) Professional Development for Parents

Description:

Parents of PreK-5th grade and community members will be invited to before and after school activities to integrate home and school learning.

Benchmark Indicator:

Agendas, Flyers, Sign-In Sheets

Person Responsible:

Principal, PLC Coach, FES, Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Increase Parental Involvement
	Transitioning Preschool Students

1.3) District-Level: Prevention/intervention (Reading & Mathematics) - School-Level: Literacy Prevention/intervention

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading.

AS 1.3.1) Improving student achievement through Community Volunteers

Description:

Identified students will receive one on one tutoring two times a week through Ready Reader Volunteers. Kindergarten students will receive tutoring in literacy and math weekly through community service volunteers from St. Mary's School. Identified second grade students will receive after school literacy tutoring three times a week through the Streets' Smart Program with Streets Ministries and Mid-South Literacy.

Benchmark Indicator:

A-Z Reading Levels

Person Responsible:

Principal, PLC Coach and FES

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies

AS 1.3.2) Improving student achievement through assessment.

Description:

Identifying students needing Tier 2 and 3 interventions through a school wide benchmark.

Benchmark Indicator:

NWEA MAP RIT score

Person Responsible:

RTI2 Team

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

AS 1.3.3) Improving student achievement through RTI2

Description:

Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assistive instruction.

Benchmark Indicator:

RTI2 documentation, fidelity checks, easyCBM benchmarks and progress monitoring

Person Responsible:

RTI2 Data Team and intervention teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs
	Use of Assessments for Improving Performance

AS 1.3.4) Improving student achievement through professional development

Description:

Selected teachers will attend IStation training and refresher classes to support RLA k-5 intervention in Tiers 2 and 3.

Benchmark Indicator:

PLZ Transcripts

Person Responsible:

Identified Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Professional Development
	Coordination of Programs

AS 1.3.5) Improving student achievement through tutoring

Description:

School will provide before and after school tutoring to students identified as needing additional support in reading.

Benchmark Indicator:

NWEA MAP, Common Assessments, Report Cards

Person Responsible:

Teachers, PLC Coach

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Coordination of Programs
	Use of Assessments for Improving Performance

G 2) District-Level: Mathematics - **School-Level: Mathematics**

Description:

District-Level: In the 2016-2017 school year, Shelby County Schools will receive a score of 3 or higher for district wide composite scores in mathematics while achieving a 90% math proficiency in grades 3-8 by 2025 with a 50% target in 2017 on the TNReady math assessment.

School-Level: In the 2016-2017 school year, Kingsbury Elementary will receive a score of 5 for school wide Math Growth Level, while also achieving a 48% math proficiency target in 2017 on the TNReady assessment.

Performance Measure:

District-Level: TN Ready

School-Level: TN Ready Assessment

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

Description:

District-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

School-Level: Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

AS 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

Description:

Teachers in grades K-5 will be given five common grade level planning periods inclusive of ESL and Special Education Teachers for specified grades levels in order to plan and collaborate utilizing state Math standards.

Benchmark Indicator:

Lesson Plans, NWEA MAP assessments, common assessments, Agendas and Minutes

Person Responsible:

PLC Coach and Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff
	Attracting High Quality/Effective Teachers
	Professional Development
	Use of Assessments for Improving Performance

AS 2.1.2) Improving Student Achievement utilizing standards based supplies and materials.

Description:

School will support instruction of state standards in classrooms with supplemental materials used during instruction to support and increase student understanding and performance on standards.

Benchmark Indicator:

Student Work, Classroom and Common Assessments

Person Responsible:

Principal, PLC Coach and Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Instruction by Highly Qualified Staff
	Attracting High Quality/Effective Teachers
	Use of Assessments for Improving Performance

AS 2.1.3) Improving student achievement through assessment.

Description:

Grades 2-5 with give math standards based common assessments every 4.5 weeks to identify student progress and need for remediation around standards assessed.

Benchmark Indicator:

Student Performance on Common Assessments

Person Responsible:

Classroom Teachers, Principal and PLC Coach

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Use of Assessments for Improving Performance

AS 2.1.4) Improving student achievement through Small Group Instruction

Description:

Teachers will differentiate math instruction daily through small group instruction.

Benchmark Indicator:

Common Assessments, NWEA MAP Assessments

Person Responsible:

Classroom Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Use of Assessments for Improving Performance



2.1.5) Improving student achievement with Parent Engagement Specialist

Description:

Family Engagement Specialist will provide opportunities for academic enrichment, including providing tutorial services to help students to meet State academic achievement standards in math.

Benchmark Indicator:

Sign-in sheets, lesson plans, state assessment

Person Responsible:

Family Engagement Specialist, PLC Coach, Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide	Needs Assessment

Plan	School-wide Reform Strategies
	Timely Assistance
	Coordination of Programs

AS 2.1.6) Improving student achievement with Benchmark Assessments	
Description: Kindergarten through fifth grade students will participate in the Fall, Winter and Spring NWEA MAP assessments.	
Benchmark Indicator: NWEA MAP Benchmark scores	
Person Responsible: Building Test Coordinator, Principal, Classroom Teachers	
Estimated Completion Date: 5/26/2017	

Component	Item Name
School-wide Plan	Needs Assessment
	Coordination of Programs
	Use of Assessments for Improving Performance

S 2.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development - Improve Student Performance	
Description: District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. School-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance	

AS 2.2.1) Professional Development through Coaching	
Description:	

Principal, PLC Coach, Math Coach and identified staff will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing TN Ready State Standards) assessment techniques, teaching strategies and coaching to support teachers.

Benchmark Indicator:

Lesson Plans, Informal and formal observations, classroom walk-throughs, classroom and common assessments, MasteryConnect Reports, Progress Reports and Report Cards

Person Responsible:

PLC and Reading Coach, Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development

AS 2.2.2) Professional Development to Improve Student Achievement

Description:

All instructional staff will attend District Level Learning days to expand knowledge and understanding of state standards' shifts and implementation of strategies for instruction.

Benchmark Indicator:

Sign In Sheets, PLZ Transcripts, Walkthroughs, Observation Results

Person Responsible:

Principal, Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Professional Development
	Coordination of Programs

AS 2.2.3) Professional Development to Enrich Teacher Instruction

Description:

Teachers will be given opportunities to participate in ongoing, research-based professional development effectively plan instruction for rigor and relevance around state standards during weekly PLC meetings, after school hours and Saturdays. Teachers will present in monthly information/skills/instructional practices learned during professional development opportunities.

Benchmark Indicator:

Agendas, Sign-In Sheets, Lesson Plans, Minutes

Person Responsible:

PLC Coach and Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Instruction by Highly Qualified Staff
	Attracting High Quality/Effective Teachers

AS 2.2.4) Professional Development for Parents through Family Engagement Specialist

Description:

Parents of PreK-5th grade and community members will be invited to participate in activities to integrate home and school learning. Family Engagement Specialist (FES) will offer families whose students who are served by school opportunities for literacy and related educational development. FES will build relationships with families and professionals across the community to support school and families in educating students.

Benchmark Indicator:

Flyers, Agendas, Minutes, School Calendar, Sign-In Sheets

Person Responsible:

Family Engagement Specialist, PLC Coach, Principal

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Increase Parental Involvement
	Coordination of Programs
	Transitioning Preschool Students

AS 2.2.5) Professional Development for Parents

Description:

Parents of PreK-5th grade and community members will be invited to before and after school activities to integrate home and school learning.

Benchmark Indicator:

Agendas, Flyers, Sign-In Sheets

Person Responsible:

Principal, PLC Coach, FES, Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Increase Parental Involvement
	Transitioning Preschool Students

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in mathematics.

AS 2.3.1) Improving student achievement through Community Volunteers

Description:

Kindergarten students will receive tutoring in math weekly through community service volunteers from St. Mary's School.

Benchmark Indicator:

Report Cards, Classroom Assessments, NWEA Math Assessments

Person Responsible:

Principal, PLC Coach and FES

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies

AS 2.3.2) Improving student achievement through assessment.

Description:

Identifying students needing Tier 2 and 3 interventions through a school wide benchmark.

Benchmark Indicator:

NWEA MAP RIT score

Person Responsible:

RTI2 Team

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide	Needs Assessment

Plan	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Coordination of Programs
	Use of Assessments for Improving Performance

AS 2.3.3) Improving student achievement through RTI2
Description: Identified Tier 2 and 3 students will receive daily intervention through small group instruction and computer assistive instruction. Benchmark Indicator: RTI2 documentation, fidelity checks, easyCBM benchmarks and progress monitoring Person Responsible: RTI2 Data Team and intervention teachers Estimated Completion Date: 5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Coordination of Programs
Use of Assessments for Improving Performance	

AS 2.3.4) Improving student achievement through professional development
Description: Selected teachers will attend iReady training and refresher classes to support math k-5 intervention in Tiers 2 and 3.

Benchmark Indicator:

PLZ Transcripts

Person Responsible:

Identified Teachers

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Professional Development
	Coordination of Programs

AS 2.3.5) Improving student achievement through tutoring

Description:

School will provide before and after school tutoring to students identified as needing additional support in reading.

Benchmark Indicator:

NWEA MAP, Common Assessments, Report Cards

Person Responsible:

Teachers, PLC Coach

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Instruction by Highly Qualified Staff
	Coordination of Programs

G 3) District-Level: Graduation

Description:

District-Level: Achieve 90% on-time graduation rate by 2025 with a target of 77% by 2017

Performance Measure:

District-Level: The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, students with disabilities, English learners, economically disadvantaged, gender, migrant status. The percentage of students who drop out of school, disaggregated by race, ethnicity, students with disabilities, English learners, economically disadvantaged, gender, migrant status.

S 3.1) District-Level: State Content Standards Alignment

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

S 3.2) District-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

S 3.3) District-Level: Prevention/intervention (Reading & Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

S 3.4) District-Level: Instruments to Track Student Progress

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

G 4) District-Level: Culture and Climate - **School-Level: Culture and Climate**

Description:

District-Level: 2016-2017 school year, Shelby County Schools will create an environment that promotes learning for all students that will increase attendance by grade band by 1% and reduce the number of suspensions by 5% and expulsions by 7%."

School-Level: 2016-2017 school year, Kingsbury Elementary will create an environment that promotes learning for all students that will decrease chronic absenteeism school wide to 11.9% or less.

Performance Measure:

District-Level: Attendance and Suspension Data

School-Level: Attendance Data

S 4.1) District-Level: Increase attendance by grade band by 1%. - **School-Level: Decrease school wide chronic absenteeism to less 10%.**

Description:

District-Level: Increase attendance

School-Level: Decrease Chronic Absenteeism.

AS 4.1.1) Improving student achievement/attendance through chronic absenteeism watch list

Description:

Kingsbury will develop a watch list for sstudents that may be approaching or have chronic absenteeism.

Benchmark Indicator:

Daily attendance Reports

Person Responsible:

Asst. Principal and Guidance

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	Timely Assistance
	Coordination of Programs

AS 4.1.2) Improving student achievement/attendance through parental involvement.

Description:

Kingsbury Elementary will send letters to parents of students approaching chronic absenteeism stating the attendance law.

Benchmark Indicator:

Daily Attendance Records and Documentation of Letters

Person Responsible:

Asst. Principal and Guidance

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Increase Parental Involvement

AS 4.1.3) Improving student achievement/attendance through attendance contracts

Description:

Attendance contracts will be developed with students approaching and having chronic absenteeism.

Benchmark Indicator:

Daily Attendance Reports, Contracts

Person Responsible:

Asst. Principal and Guidance

Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide	Needs Assessment

Plan	School-wide Reform Strategies
	Timely Assistance

AS 4.1.4) Improving student achievement/attendance through parent meetings
Description: Kingsbury Elem will hold meetings with parents of students with Chronic Absenteeism to explain the importance of school attendance and consequences for both students and parents pertaining to absenteeism. Benchmark Indicator: Daily Attendance, Meeting Invitations and Minutes Person Responsible: Asst. Principal, Guidance and FES Estimated Completion Date: 5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance
	Increase Parental Involvement

AS 4.1.5) Improving student achievement/attendance through incentives
Description: Kingsbury Elem will offer attendance incentives to homerooms and individuals on a weekly, 20 day, quarterly and yearly basis. Benchmark Indicator: Daily Attendance Records Person Responsible: Attendance Committee Estimated Completion Date:

5/26/2017

Component	Item Name
School-wide Plan	Needs Assessment
	School-wide Reform Strategies
	Timely Assistance

§ 4.2) District-Level: Reduce the number of suspensions by 5% and expulsions by 7%

Description:

District-Level: Suspensions and Expulsions

§ 5) District-Level: ACT

Description:

District-Level: Increase percent of students scoring at or above 21 on ACT

Performance Measure:

District-Level: ACT scores

§ 5.1) District-Level: Access to Rigorous Content and Quality Core Instruction

Description:

District-Level: Provide rigorous content to teachers and students

§ 5.2) District-Level: Prevention/intervention (Reading & Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

§ 5.3) District-Level: Increase Career and Technical Education programs

Description:

District-Level: Continue utilizing our CTE division in the planning of specific program pathways aligned to industry demands and career opportunities.

[S] 1.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development to Improve Student Performance

[AS] 1.2.1) Professional Development through Coaching

[AS] 1.2.3) Professional Development to Enrich Teacher Instruction

[AS] 1.2.4) Professional Development for Parents through Family Engagement Specialist

[AS] 1.2.5) Professional Development for Parents

[S] 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - School-Level: Literacy Prevention/intervention

[AS] 1.3.1) Improving student achievement through Community Volunteers

[AS] 1.3.2) Improving student achievement through assessment.

[AS] 1.3.3) Improving student achievement through RTI2

[AS] 1.3.4) Improving student achievement through professional development

[AS] 1.3.5) Improving student achievement through tutoring

[G] 2) District-Level: Mathematics - School-Level: Mathematics

[S] 2.1) District-Level: State Assessment Alignment - School-Level: State Assessment Alignment

[AS] 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

[AS] 2.1.2) Improving Student Achievement utilizing standards based supplies and materials.

[AS] 2.1.3) Improving student achievement through assessment.

AS 2.1.4) Improving student achievement through Small Group Instruction

AS 2.1.5) Improving student achievement with Parent Engagement Specialist

AS 2.1.6) Improving student achievement with Benchmark Assessments

S 2.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development - Improve Student Performance**

AS 2.2.1) Professional Development through Coaching

AS 2.2.3) Professional Development to Enrich Teacher Instruction

AS 2.2.4) Professional Development for Parents through Family Engagement Specialist

AS 2.2.5) Professional Development for Parents

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

AS 2.3.1) Improving student achievement through Community Volunteers

AS 2.3.2) Improving student achievement through assessment.

AS 2.3.3) Improving student achievement through RTI2

AS 2.3.4) Improving student achievement through professional development

AS 2.3.5) Improving student achievement through tutoring

G 4) District-Level: Culture and Climate - **School-Level: Culture and Climate**

S 4.1) District-Level: Increase attendance by grade band by 1%. - **School-Level: Decrease school wide chronic absenteeism to less 10%.**

	AS 4.1.1) Improving student achievement/attendance through chronic absenteeism watch list AS 4.1.2) Improving student achievement/attendance through parental involvement. AS 4.1.3) Improving student achievement/attendance through attendance contracts AS 4.1.4) Improving student achievement/attendance through parent meetings AS 4.1.5) Improving student achievement/attendance through incentives
2)	School-wide Reform Strategies Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Explanation G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts S 1.1) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment AS 1.1.3) Improving student achievement through assessment. AS 1.1.6) Improving student achievement through Small Group Instruction AS 1.1.7) Improving student achievement with Writing Teacher AS 1.1.8) Improving student achievement with Parent Engagement Specialist S 1.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development to

Improve Student Performance

AS 1.2.3) Professional Development to Enrich Teacher Instruction

S 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Literacy Prevention/intervention**

AS 1.3.1) Improving student achievement through Community Volunteers

AS 1.3.2) Improving student achievement through assessment.

AS 1.3.3) Improving student achievement through RTI2

AS 1.3.4) Improving student achievement through professional development

AS 1.3.5) Improving student achievement through tutoring

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

AS 2.1.3) Improving student achievement through assessment.

AS 2.1.4) Improving student achievement through Small Group Instruction

AS 2.1.5) Improving student achievement with Parent Engagement Specialist

S 2.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development - Improve Student Performance**

AS 2.2.3) Professional Development to Enrich Teacher Instruction

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

AS 2.3.1) Improving student achievement through Community Volunteers

AS 2.3.2) Improving student achievement through assessment.

AS 2.3.3) Improving student achievement through RTI2

AS 2.3.5) Improving student achievement through tutoring

G 4) District-Level: Culture and Climate - **School-Level: Culture and Climate**

S 4.1) District-Level: Increase attendance by grade band by 1%. - **School-Level: Decrease school wide chronic absenteeism to less 10%.**

AS 4.1.2) Improving student achievement/attendance through parental involvement.

AS 4.1.3) Improving student achievement/attendance through attendance contracts

AS 4.1.4) Improving student achievement/attendance through parent meetings

AS 4.1.5) Improving student achievement/attendance through incentives

3) **Timely Assistance**

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: State Content Standards Alignment - **School-Level: State Content Standards Alignment**

AS 1.1.3) Improving student achievement through assessment.

AS 1.1.6) Improving student achievement through Small Group Instruction

AS 1.1.8) Improving student achievement with Parent Engagement Specialist

S 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Literacy Prevention/intervention**

AS 1.3.2) Improving student achievement through assessment.

AS 1.3.3) Improving student achievement through RTI2

AS 1.3.4) Improving student achievement through professional development

AS 1.3.5) Improving student achievement through tutoring

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

AS 2.1.3) Improving student achievement through assessment.

AS 2.1.4) Improving student achievement through Small Group Instruction

AS 2.1.5) Improving student achievement with Parent Engagement Specialist

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

AS 2.3.2) Improving student achievement through assessment.

AS 2.3.3) Improving student achievement through RTI2

	AS 2.3.5) Improving student achievement through tutoring G 4) District-Level: Culture and Climate - School-Level: Culture and Climate S 4.1) District-Level: Increase attendance by grade band by 1%. - School-Level: Decrease school wide chronic absenteeism to less 10%. AS 4.1.1) Improving student achievement/attendance through chronic absenteeism watch list AS 4.1.2) Improving student achievement/attendance through parental involvement. AS 4.1.3) Improving student achievement/attendance through attendance contracts AS 4.1.4) Improving student achievement/attendance through parent meetings AS 4.1.5) Improving student achievement/attendance through incentives
4)	Instruction by Highly Qualified Staff Address instruction by highly qualified staff (and effectiveness in TN). Explanation G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts S 1.1) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment AS 1.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs). AS 1.1.2) Improving Student Achievement utilizing standards based supplies and materials. AS 1.1.4) Improving student achievement through use of Literacy Stations.

AS 1.1.5) Differentiated Instruction for English Language Learners

AS 1.1.6) Improving student achievement through Small Group Instruction

AS 1.1.7) Improving student achievement with Writing Teacher

S 1.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development to Improve Student Performance**

AS 1.2.3) Professional Development to Enrich Teacher Instruction

S 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Literacy Prevention/intervention**

AS 1.3.5) Improving student achievement through tutoring

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

AS 2.1.2) Improving Student Achievement utilizing standards based supplies and materials.

AS 2.1.4) Improving student achievement through Small Group Instruction

S 2.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development - Improve Student Performance**

AS 2.2.3) Professional Development to Enrich Teacher Instruction

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

	AS 2.3.2) Improving student achievement through assessment. AS 2.3.3) Improving student achievement through RTI2 AS 2.3.5) Improving student achievement through tutoring	
5)	Attracting High Quality/Effective Teachers Address strategies to attract high quality/effective teachers to high needs schools. Explanation G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts S 1.1) District-Level: State Content Standards Alignment AS 1.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs). AS 1.1.2) Improving Student Achievement utilizing standards based supplies and materials. S 1.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development to Improve Student Performance AS 1.2.3) Professional Development to Enrich Teacher Instruction G 2) District-Level: Mathematics - School-Level: Mathematics S 2.1) District-Level: State Assessment Alignment - School-Level: State Assessment Alignment AS 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs). AS 2.1.2) Improving Student Achievement utilizing standards based supplies and materials.	

AS 1.3.4) Improving student achievement through professional development	G 2) District-Level: Mathematics - School-Level: Mathematics S 2.1) District-Level: State Assessment Alignment - School-Level: State Assessment Alignment AS 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs). S 2.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development - Improve Student Performance AS 2.2.1) Professional Development through Coaching AS 2.2.2) Professional Development to Improve Student Achievement AS 2.2.4) Professional Development for Parents through Family Engagement Specialist AS 2.2.5) Professional Development for Parents S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - School-Level: Mathematics Prevention/Intervention AS 2.3.4) Improving student achievement through professional development
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[S] 1.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development to Improve Student Performance**

[AS] 1.2.4) Professional Development for Parents through Family Engagement Specialist

[AS] 1.2.5) Professional Development for Parents

[G] 2) District-Level: Mathematics - **School-Level: Mathematics**

[S] 2.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development - Improve Student Performance**

[AS] 2.2.4) Professional Development for Parents through Family Engagement Specialist

[AS] 2.2.5) Professional Development for Parents

[G] 4) District-Level: Culture and Climate - **School-Level: Culture and Climate**

[S] 4.1) District-Level: Increase attendance by grade band by 1%. - **School-Level: Decrease school wide chronic absenteeism to less 10%.**

[AS] 4.1.2) Improving student achievement/attendance through parental involvement.

[AS] 4.1.4) Improving student achievement/attendance through parent meetings

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

Explanation

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.1) District-Level: State Content Standards Alignment - **School-Level: State Content Standards Alignment**

AS 1.1.5) Differentiated Instruction for English Language Learners

AS 1.1.8) Improving student achievement with Parent Engagement Specialist

AS 1.1.9) Improving student achievement with Benchmark Assessments

S 1.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development to Improve Student Performance**

AS 1.2.2) Professional Development to Improve Student Achievement

AS 1.2.4) Professional Development for Parents through Family Engagement Specialist

S 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Literacy Prevention/intervention**

AS 1.3.2) Improving student achievement through assessment.

AS 1.3.3) Improving student achievement through RTI2

AS 1.3.4) Improving student achievement through professional development

AS 1.3.5) Improving student achievement through tutoring

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

AS 2.1.5) Improving student achievement with Parent Engagement Specialist

AS 2.1.6) Improving student achievement with Benchmark Assessments

S 2.2) District-Level: Prof Develop- Improve Student Performance - **School-Level: Professional Development - Improve Student Performance**

AS 2.2.2) Professional Development to Improve Student Achievement

AS 2.2.4) Professional Development for Parents through Family Engagement Specialist

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

AS 2.3.2) Improving student achievement through assessment.

AS 2.3.3) Improving student achievement through RTI2

AS 2.3.4) Improving student achievement through professional development

AS 2.3.5) Improving student achievement through tutoring

G 4) District-Level: Culture and Climate - **School-Level: Culture and Climate**

S 4.1) District-Level: Increase attendance by grade band by 1%. - **School-Level: Decrease school wide chronic absenteeism to less 10%.**

AS 4.1.1) Improving student achievement/attendance through chronic absenteeism watch list

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start Early Reading First, or a public school preschool program to local elementary school programs.

Explanation

[G] 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

[S] 1.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development to Improve Student Performance

[AS] 1.2.4) Professional Development for Parents through Family Engagement Specialist

[AS] 1.2.5) Professional Development for Parents

[G] 2) District-Level: Mathematics - School-Level: Mathematics

[S] 2.2) District-Level: Prof Develop- Improve Student Performance - School-Level: Professional Development - Improve Student Performance

[AS] 2.2.4) Professional Development for Parents through Family Engagement Specialist

[AS] 2.2.5) Professional Development for Parents

10) Use of Assessments for Improving Performance

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Explanation

[G] 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

[S] 1.1) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment

[AS] 1.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

AS 1.1.2) Improving Student Achievement utilizing standards based supplies and materials.

AS 1.1.3) Improving student achievement through assessment.

AS 1.1.5) Differentiated Instruction for English Language Learners

AS 1.1.6) Improving student achievement through Small Group Instruction

AS 1.1.9) Improving student achievement with Benchmark Assessments

S 1.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Literacy Prevention/intervention**

AS 1.3.2) Improving student achievement through assessment.

AS 1.3.3) Improving student achievement through RTI2

AS 1.3.5) Improving student achievement through tutoring

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: State Assessment Alignment - **School-Level: State Assessment Alignment**

AS 2.1.1) Improving student achievement with grade level Professional Learning Communities (PLCs).

AS 2.1.2) Improving Student Achievement utilizing standards based supplies and materials.

AS 2.1.3) Improving student achievement through assessment.

AS 2.1.4) Improving student achievement through Small Group Instruction

AS 2.1.6) Improving student achievement with Benchmark Assessments

S 2.3) District-Level: Prevention/intervention (Reading & Mathematics) - **School-Level: Mathematics Prevention/Intervention**

AS 2.3.2) Improving student achievement through assessment.

AS 2.3.3) Improving student achievement through RTI2

AS 2.3.5) Improving student achievement through tutoring

School Plan Related Documents

Shelby County (792) Public District - FY 2017 - Kingsbury Elementary (792-2370) Public School - School Plan - Rev 0

Optional Documents

Type	Document Template	Document/Link
School Plan Supporting Documents	N/A	

School Plan Checklist

Shelby County (792) Public District - FY 2017 - Kingsbury Elementary (792-2370) Public School - School Plan - Rev 0

Checklist Description [\(Collapse All\)](#) [Expand All](#)

1. School Plan - Planning Team

Geralyn
Seals

12/7/2016
2:07:17 PM

1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.

2. School plan described how parents are engaged and continuously involved in the planning process.

2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)

Geralyn
Seals

12/7/2016
2:07:17 PM

1. School analyzed Reading/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

2. School analyzed Mathematics data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

3. School analyzed Science data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

4. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible. (optional)

3. Needs Assessment - Academic Data Guiding Questions (High School)

Geralyn
Seals

12/7/2016
2:07:17 PM

1. School analyzed English/Language Arts data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

2. School analyzed Algebra data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

3. School analyzed Biology data and provided a summary of progress and challenges, identifying underlying reasons for each and cited specific examples where possible.

4. School analyzed Other subject data and provided a summary of progress and challenges, identifying underlying reasons for each

	and cited specific examples where possible. (optional)			
	4. Needs Assessment - College/Career Readiness Data Guiding Questions	Not Applicable	Geralyn Seals	12/7/2016 2:07:17 PM
	1. School analyzed Explore/Plan/ACT data and provided a summary of progress and challenges, identifying underlying reasons for each.			
	2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.			
	3. School analyzed Other College & Career Readiness Data was considered (AP, dual enrollment, dual credit, etc.) and provided a summary of progress and challenges, identifying underlying reasons for each. (optional)			
	5. Needs Assessment - School Climate & Culture Guiding Questions	OK	Geralyn Seals	12/7/2016 2:07:17 PM
	1. School analyzed chronic absenteeism data and provided a summary of progress and challenges, identifying underlying reasons for each. (required for any over 10%)			
	2. School analyzed school discipline data and provided a summary of progress and challenges, identifying underlying reasons for each. (required for any 25% over state average)			
	6. Needs Assessment - Human Capital Data	OK	Geralyn Seals	12/7/2016 2:07:17 PM
	1. School entered current-year data in the Staff Characteristics data table.			
	7. Needs Assessment - Additional Areas Guiding Questions	OK	Geralyn Seals	12/7/2016 2:07:17 PM
	1. School analyzed additional areas (RTI2, technology access and use, professional development, and parent involvement) and reflected on what has gone well and where there is room for improvement.			
	8. Needs Assessment - Summary	OK	Geralyn Seals	12/7/2016 2:07:17 PM
	1. School summarized accomplishments and identified what is working for students. School included what is attributed to these accomplishments.			
	2. School's prioritized list of needs align with data.			
	9. Prioritized Goals and Strategies - Goals	OK	Geralyn Seals	12/7/2016 2:07:17 PM

	1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)		
	2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)		
	3. Goals are aligned with prioritized list of needs.		
	4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.		
	10. Prioritized Goals and Strategies - Strategies	OK	Geralyn Seals 12/7/2016 2:07:17 PM
	1. Each strategy describes the specific change in practice necessary to meet the related goal.		
	2. Each strategy is aligned to the goal it is intended to meet.		
	3. Each strategy is research-based.		
	11. Prioritized Goals and Strategies - Action Steps	OK	Geralyn Seals 12/7/2016 2:07:17 PM
	1. The action step descriptions are clearly stated and specific.		
	2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.		
	3. The benchmark is described.		
	4. The person responsible is populated and is the appropriate individual for this action step.		
	5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)		
	6. The action steps are appropriate and aligned to the goals and strategies.		
	12. Component Relationships - Title I Schools Only	OK	Geralyn Seals 12/7/2016 2:07:17 PM
	1. Component relationships are made for appropriate action steps.		
	2. All component items have either a component relationship or a note has been provided describing how the plan component requirement has been met.		