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By the year 2025, Shelby County Schools has made a commitment that 80% of seniors will be prepared for postsecondary education or the workforce, 90% of students will earn their high school diploma on time, and 100% of students who are college or career ready will enroll in a post-secondary opportunity. The purpose of this plan is to provide intentional ACT opportunities and ACT exposure to all high school students in Shelby County Schools. The strategies outlined in this document can only be implemented if all stakeholders take ownership in the process.

The supports found in this plan will yield higher ACT scores and more students will be designated as on track (earning a 21 or higher on the ACT).

The increased academic/benchmark test scores will provide resources, access, and opportunities for students to receive financial funding for college (post-secondary education).

Once students receive a college degree, they are able to use the learned skill-set to earn a living.

Through exposure to rigorous coursework and curriculum materials, SCS students will master grade-appropriate standards to ensure college and career readiness.
ACT, Inc. conducts research examining the relationship between high-school students’ performance on the ACT subject tests and their subsequent performance in various college courses.

Using this information, ACT, Inc. formulates college-readiness benchmarks for each ACT subject-area test. Every year, SCS administers the ACT to all 11th-graders; the figure below shows their performance on each subject-area test for the last three years. (Note that each subject’s college-readiness threshold is indicated in parentheses.)

As the figure shows, the percentage of 11th graders meeting ACT college-readiness benchmarks has declined over the past three years, with three to five net percentage-point losses in every area.
The Tennessee Department of Education (TDOE) has recently begun calculating and tracking the ACT performance of on-time graduates for accountability purposes.

The bar graph below presents the ACT performance of the on-time graduates in the class of 2018. (Again, each subject’s college-readiness threshold is indicated in parentheses.)

The highest rate was in English, then reading, followed by very low readiness levels in science and math. (These rates are each within a percentage point of the rates for the class of 2017.)

TDOE designates students who score an ACT composite of 21 or higher as on track. By this definition, 23% of the class of 2018 were on track. (This represents no change from the class of 2017.)

* Taken from the January 2019 Shelby County Board of Education Monthly Key Performance Indicators Report
ANNUAL DISTRICT GOALS

COLLEGE AND CAREER READINESS BENCHMARK ≥ 21

- By June 2020, increase district ACT composite score to 18.0 or greater
- By June 2021, increase district ACT composite score to 18.5 or greater
- By June 2022, increase district ACT composite score to 19.0 or greater
- By June 2023, increase district ACT composite score to 19.5 or greater
- By June 2024, increase district ACT composite score to 20 or greater
- By June 2025, increase district ACT composite score to 21 or greater

COHORT 1 - 9TH AND 10TH GRADE STUDENTS

BASELINE DATA - PSAT EXAM

GOALS

1) By the end of SY 2019-20, all 9th grade students will participate in the PSAT Exam
2) By the end of SY 2019-20, all 9th and 10th grade students will participate in two ACT Workshops

SUCCESS MEASURES

1) 100% of 9th grade students will participate in the PSAT Exam
2) 100% of 9th and 10th grade students will participate in two ACT Workshops

COHORT 2 - 11TH GRADE STUDENTS

(ACT COMPOSITE SCORE = 15 – 17)

BASELINE DATA - ACT COMPOSITE

GOAL

By the end of SY 2019-20, 30% of this cohort will receive an ACT composite score of 18 or above
(2018-19 Cohort = 241 students)

SUCCESS MEASURE

By the end of SY 2019-20, # of students in cohort that achieve +1 growth points on 2 or more subtests (Math, English, Reading or Science)
ANNUAL DISTRICT GOALS

COHORT 3 – 11TH GRADE STUDENTS
(ACT COMPOSITE SCORE = 18 – 20)

BASELINE DATA - ACT COMPOSITE

GOAL
By the end of SY 2019-20, 30% of this cohort will receive an ACT composite score of 21 or above
(2018-19 Cohort = 194 students)

SUCCESS MEASURE
By the end of SY 2019-20, # of students in cohort that achieve ≥ 21 ACT composite score on 2 or more subtests

COHORT 4 – 12TH GRADE STUDENTS
(ACT COMPOSITE SCORE = 15 – 17)

BASELINE DATA - ACT COMPOSITE

GOAL
By the end of SY 2019-20, 25% of this cohort will receive an ACT composite score of 18 or above
(2018-19 Cohort = 1,912 students)

SUCCESS MEASURE
By the end of SY 2019-20, # of students in cohort that achieve +1 growth points on 2 or more subtests

COHORT 5 – 12TH GRADE STUDENTS
(ACT COMPOSITE SCORE = 18 – 20)

BASELINE DATA - ACT COMPOSITE

GOAL
By the end of SY 2019-20, 25% of this cohort will receive an ACT composite score of 21 or above
(2018-19 Cohort = 1,109 students)

SUCCESS MEASURE
By the end of SY 2019-20, # of students in cohort that achieve ≥ 21 ACT composite score on 2 or more subtests
## STRATEGY #1 SCHOOL INITIATIVES

<table>
<thead>
<tr>
<th>TACTIC</th>
<th>AUDIENCE</th>
<th>OFFICE OF PRIMARY RESPONSIBILITY</th>
<th>FREQUENCY</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer PSAT Exam</td>
<td>9th grade students</td>
<td>School Administrators (e.g. Principal, Asst. Principal) School Counselors</td>
<td>Once Each Year</td>
<td>September of each School Year with 1 day for administration &amp; 1 day for make-up</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>9th grade students</td>
<td>School Counselors Classroom Teachers</td>
<td>Ongoing</td>
<td>August – May</td>
</tr>
<tr>
<td>ACT Practice Test (mock tests)</td>
<td>10th grade students</td>
<td>School Administrators</td>
<td>Once per year</td>
<td>March – April</td>
</tr>
<tr>
<td>ACT Preparation Courses</td>
<td>11th and 12th grade students (ACT composite score = 15 – 17)</td>
<td>Classroom Teachers School Administrators</td>
<td>Once per semester</td>
<td>August – May</td>
</tr>
<tr>
<td>ACT Preparation Courses</td>
<td>11th and 12th grade students (ACT composite score = 18 – 20)</td>
<td>Classroom Teachers School Administrators</td>
<td>Once per semester</td>
<td>August – May</td>
</tr>
<tr>
<td>Saturday Tutoring</td>
<td>11th and 12th grade students (ACT composite score = 15 – 17)</td>
<td>Classroom Teachers School Staff School Administrators</td>
<td>Twice per month for two hours</td>
<td>August – May</td>
</tr>
</tbody>
</table>
## Strategy #2 Zone/District Initiatives

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Audience</th>
<th>Office of Primary Responsibility</th>
<th>Frequency</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Task Force</td>
<td>Representatives needed to enact and support the ACT initiative</td>
<td>Counseling Department, Curriculum and Instruction, Virtual Schools, Advanced Academics</td>
<td>Ongoing</td>
<td>March Onward</td>
</tr>
<tr>
<td>ACT Summer Boot Camps</td>
<td>11th &amp; 12th grade students (Cohort Students Only)</td>
<td>District Vendors</td>
<td>Two sessions available per cohort – 8 sessions</td>
<td>June</td>
</tr>
<tr>
<td>ACT Workshops</td>
<td>9th and 10th grade students</td>
<td>District Personnel (Office of Academics)</td>
<td>One offering per quarter Students will attend two sessions each year with sessions available in each zone</td>
<td>Saturday Sessions (September, November, February and April)</td>
</tr>
<tr>
<td>ACT Prep University</td>
<td>11th and 12th grade students who have not earned a 21 composite on ACT</td>
<td>District Vendor</td>
<td>Four times per year (Six sessions per round)</td>
<td>September, November, January, March</td>
</tr>
<tr>
<td>ACT Prep Class added to every school’s master schedule</td>
<td>11th and 12th grade students</td>
<td>School Administrators, Student Information Management</td>
<td>Each semester</td>
<td>August– May</td>
</tr>
<tr>
<td>Virtual School Course Options – (Grade Results Platform)</td>
<td>9th and 10th grade students</td>
<td>Virtual Schools, Instructional Technology</td>
<td>Ongoing</td>
<td>August – May</td>
</tr>
<tr>
<td>Curricular Enhancements – Alignment between curriculum map, EOC standards, and ACT College and Career Readiness Standards; incorporate ACT type questions and problems into daily lessons, bell work and assessments</td>
<td>All SCS students in core content classes – ELA, Math and Science</td>
<td>Curriculum and Instruction</td>
<td>Utilized during the 2018-20 School Year</td>
<td>Completed by June 2019; training during July 2019</td>
</tr>
<tr>
<td>RECOGNITION/ AWARD</td>
<td>LEVEL</td>
<td>OFFICE OF PRIMARY RESPONSIBILITY</td>
<td>CRITERIA</td>
<td>FREQUENCY</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>School swag (t-shirts, hats, pins, etc.)</td>
<td>School</td>
<td>School Administrators</td>
<td>Students who attend the recommended 2 ACT Workshop Sessions</td>
<td>Each quarter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Four time per School Year)</td>
</tr>
<tr>
<td>Raffle for game tickets (i.e., U of M basketball, U of M football, Redbirds, Grizzlies tickets, etc.)</td>
<td>School</td>
<td>Family and Community Engagement School Seed</td>
<td>Students who earn +2 growth points from previous ACT test on any subtest</td>
<td>Depends on frequency student retakes ACT test</td>
</tr>
<tr>
<td>“30-36” Club – Presidential Award Incentive &amp; recognition banquet</td>
<td>District</td>
<td>Office of Academics Counseling Department</td>
<td>Any student who earns a 30-36 ACT composite score</td>
<td>Once per year</td>
</tr>
<tr>
<td>“25-29” Club – Gold Award Incentive &amp; recognition banquet</td>
<td>District</td>
<td>Office of Academics Counseling Department</td>
<td>Any student who earns a 25-29 ACT composite score</td>
<td>Once per year</td>
</tr>
<tr>
<td>“21-24 Club” – Silver Award Incentive &amp; recognition banquet</td>
<td>District</td>
<td>Office of Academics Counseling Department</td>
<td>Any student who earns a 21-24 ACT composite score</td>
<td>Once per year</td>
</tr>
<tr>
<td>Merit Club – Bronze Award Incentive &amp; Certificate</td>
<td>District</td>
<td>Office of Academics Counseling Department</td>
<td>Any student who earns +2 growth points on ACT composite score (This is only for students who have not met 21 ACT threshold)</td>
<td>Once per year</td>
</tr>
<tr>
<td>TACTIC</td>
<td>AUDIENCE</td>
<td>OFFICE OF PRIMARY RESPONSIBILITY</td>
<td>FREQUENCY</td>
<td>TIMELINE</td>
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</tr>
<tr>
<td>Focus Groups</td>
<td>School Admin</td>
<td>Office of Academics</td>
<td>Twice per each stakeholder group</td>
<td>April – June</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Research and Performance Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACT web page on Academic Website (contains free ACT resources, pertinent ACT dates and events)</td>
<td>Schools</td>
<td>Communications Department</td>
<td>Ongoing</td>
<td>Go live date – August</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cohort Letters</td>
<td>Parents</td>
<td>School Administrators</td>
<td>Ongoing</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Awareness Meetings</td>
<td>Parents</td>
<td>School Administrators</td>
<td>Twice per semester</td>
<td>August/September and January/February</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counselors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leader Board/Teacher Weekly</td>
<td>Schools</td>
<td>Communications Department</td>
<td>Ongoing</td>
<td>Communications beginning in September</td>
</tr>
<tr>
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<tr>
<td>HS Counselor Meetings</td>
<td>School Counselors</td>
<td>Student Support Counseling Department</td>
<td>Ongoing</td>
<td>Beginning August</td>
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</table>
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