



EQUITY IN ACTION

The First 100 Days Analysis

Shelby County Schools Office of Academics

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A young girl with dark hair, wearing a red shirt, is sitting at a desk in a classroom. Her right hand is raised high in the air, indicating she wants to participate or answer a question. The background is slightly blurred, showing other students and classroom furniture. The overall scene is bright and positive, representing an active learning environment.

A MESSAGE FROM **THE CHIEF** FORECASTING FOR EQUITY

Dear SCS Stakeholders,

Shelby County Schools believes equity should be addressed through practices, procedures, and opportunities to discuss race and color-blind practices that deter equity. Shelby County Schools will ensure all students experience equity by:

- Providing resources, access, opportunities, and high expectations to all students and staff
- Providing thoughtful allocation of resources to ensure students have high quality school choice options that support the needs of the whole child
- Meeting the needs of all students by eliminating barriers to serving all students
- Continuously examining our efforts towards equitable practices and refining practice to meet all students' needs

To achieve these ambitious goals, it is imperative that we enact guiding principles and embrace a set of core values to ensure that every action we undertake as a district is a commitment to equity and the success of all SCS students. This plan is not our first step, but represents a significant move forward in our ongoing fight for every learner in our district.

Dr. Antonio Burt
Chief Academic Officer

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PRINCIPLES AND VALUES

Guiding principles to enact equity:

- Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices. We will not hide behind language filled with political and social meaning.
- Principle 2: "Equity-mindedness" shall be the guiding standard for language and action.
- Principle 3: Equitable practices and policies shall be designed to accommodate differences in the contexts of students' learning—not to treat all students the same.
- Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
- Principle 5: Equity shall be enacted as a system-wide principle and treated as the core of institutional work.

Core values to enact equity:

- Commitment - We exist to have the greatest possible impact on opportunities available to children in their communities.
- Checking bias and privilege - We work to meaningfully and measurably ensure that all children have the opportunity to attain an excellent education and achieve their potential.
- Communication – We actively engage all of our stakeholders and work side by side with communities to bring the full diversity of solutions and perspectives to these challenges.
- Courage – We recognize that enacting equity requires bold solutions from informed and purposeful leaders grounded in the experience of teaching in low-income communities and the deep belief in the potential of all children.
- Collective action - All of us have a role to play in achieving educational equity, and our impact will be greater if we are organized and connected.

INTRODUCTION

2019-2020

The purpose of this report is to establish clear guidelines to improve equity for all students within Shelby County Schools. Additionally, the plan will lay the foundation for the development of an Equity in Action plan that will ensure that all SCS students receive the academic and non-academic supports needed to graduate from high school prepared for college and/or career success. The strategies outlined in this plan are designed to ensure the goals of Destination 2025 are achieved over the next few years.



EQUITY

Educational policies, practices, and programs necessary to eliminate educational barriers for all youth



HIGH SCHOOL INITIATIVES

Strategies specifically outlined to improve the academic status of high schools and meet the requirements of the federal Every Student Succeeds Act



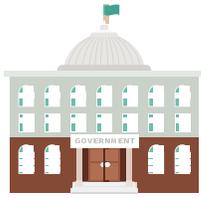
EARLY LITERACY

Promoting the natural development of skills through the enjoyment of books, positive literacy interaction between adults and students, and the critical role of literacy-rich experiences



CORE INSTRUCTION

Strategies, curriculum and materials that help our students master rigorous, grade-appropriate standards to ensure college and career readiness



STRATEGY #1

EQUITY

STRENGTHS

- Reserve funds to make financial decisions to improve educational experience for all students
- Secure funds for two 21st century elementary schools
- Implement Student-Based Budgeting across the District

CHALLENGES

- Lack of exposure to rigorous coursework: Pre-Advanced Placement (Pre-AP) and Honors and Advanced Placement (AP)
- Low diversity of students participating in Creative Learning in a Unique Environment (CLUE)
- Limited diversity in teacher workforce representing student population
- Significant number of buildings with low enrollment that require extensive maintenance and upgrades
- Need for greater enrichment opportunities for students who are excelling in coursework
- Need for deeper understanding of standards-based instruction and the tools required for success
- Not meeting the technological demands of student-learning district-wide

RECOMMENDATIONS

- Establish a minimum of two Pre-AP and Honors offerings at every high school
- Implement universal 1st grade screening for Creative Learning in a Unique Environment (CLUE) district-wide
- Develop a targeted strategy to strengthen the District's efforts in attracting, recruiting and hiring candidates from various demographic groups that have been historically underrepresented in the District's teaching ranks
- Consolidate schools that are under-utilized, struggling academically, and encumber high maintenance costs
- Launch Literacy and Math Institute for excelling students in grades 6-8 who are excelling and needing additional enrichment opportunities
- Provide centralized support of schools performing in the bottom 5% academically
- Integrate curriculum focused on creativity for all learners in all Priority schools
- Implement a one-to-one computer to student model for all schools over a 5-year period

EQUITY TIMELINE

TACTIC	OPR	TIMELINE	GOAL
Identify and support the training of potential Pre-Advanced Placement, Honors and AP teachers for each high school (\$)  PRIORITY 2	Chief Academic Office (CAO)/ Advanced Academics	January 2019-July 2019 Identify and Train one teacher	By the beginning of the 2019-20 school year, each high school will offer two Pre-Advanced Placement or Honors courses; By the beginning of the 2019-20 school year, each high school will offer two Advanced Placement courses
Provide universal screening for all 1st grade students during the 2019-20 school year (\$)  PRIORITY 2	Exceptional Children/CLUE	Begin screening process August 2019-May 2020	By the end of the 2019-20 school year, all 1st grade students are screened for CLUE & placed if requirements are met
Develop a targeted strategy to strengthen the District's efforts in attracting, recruiting and hiring candidates from various demographic groups that have been historically underrepresented in the District's teaching ranks	Principals / Human Resources	January 2019-August 2019	By the beginning of the 2019-2020 school year, the District plans to have hired more teachers from demographic groups that have been historically underrepresented in the District's teaching ranks
Consolidate Hamilton Elementary into Hamilton Middle; Convert Raleigh Egypt Middle and Raleigh Egypt High into two separate schools*	CAO/Cross-functional group	January 2019-May 2020	By the beginning of the 2020-21 school year, faculty, staff, and students are fully prepared to enter their assigned school
Identify and select the highest-performing literacy and math teachers to provide enrichment opportunities for students in grades 6-8 on Saturdays (\$)  PRIORITY 4	CAO/Curriculum and Instruction	September 2019-May 2020	By the beginning of the 2019-20 school year, students scoring in the 65th percentile or higher in ELA & Math will be identified and participating in <u>Literacy and Math Squared</u>
Restructure the i-Zone to include all Priority schools within SCS  PRIORITY 4	CAO	January-February 2019	By the beginning of the 2019-20 school year, all Priority schools within SCS will receive intervention from the i-Zone
Provide curriculum training on integrating the Arts in all Priority schools (\$)  PRIORITY 4	CAO / Asst. Supt. of i-Zone	January 2019-June 2022	By the end of the 2021-22 school year, all Priority schools will embed the arts into curricular activities to spark creativity within core content areas
Provide one-to-one devices to students at 9 high schools (\$)  PRIORITY 4	Cross-functional	January 2019-August 2019	By the end of the 2024-25 school year, all schools within SCS will participate in a one-to-one instructional model

* SCHOOLS LISTED ARE BASED ON IMMEDIATE NEED TO ADDRESS ACADEMIC DEFICIENCIES AND ADDRESS SYSTEMIC CHALLENGES WE FACE AS A DISTRICT

RESTRUCTURE

i-ZONE ELEMENTARY SCHOOLS

LEAVING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Cherokee ES	2013-2014 (5 Yrs)	2012 Good
Treadwell ES	2013-2014 (5 Yrs)	2012 & 2015 Good
Lucie E. Campbell ES	2012-2013 (6 Yrs)	2012 & 2015 Good
Ford Road ES	2012-2013 (6 Yrs)	2012 Good
Westhaven ES	2016-2017 (2 yrs)	Good

REMAINING / ENTERING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Sheffield ES	1	2012, 2015 & 2018 Priority
Magnolia ES	6	2012, 2015 & 2018 Priority
A.B. Hill ES	3	2015 Good
LaRose ES	0	2015 Good
Dunbar ES	0	2018 Priority
Getwell ES	0	2018 Priority
Hawkins Mill ES	0	2012, 2015 & 2018 Priority

i-ZONE MIDDLE SCHOOLS

LEAVING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Douglass K-8	2013-2014 (5 Yrs)	2012 Good
Chickasaw MS	2012-2013 (6 Yrs)	2012 Good
Treadwell MS	2013-2014 (5 Yrs)	2012 Good
Sherwood MS	2013-2014 (5 Yrs)	2012 & 2015 Good
Hamilton MS	2012-2013 (6 Yrs)	2012 Good

REMAINING / ENTERING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Woodstock MS	0	2018 Priority
Georgian Hills MS	0	2015 & 2018 Priority
Craigmont MS	0	2018 Priority
American Way MS	0	2012, 2015 & 2018 Priority
Riverview K-8	4	2012 & 2015 Good
Grandview Heights	4	2015 Good

RESTRUCTURE

i-ZONE HIGH SCHOOLS

LEAVING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Douglass HS	2016-2017 (2 Yrs)	2015 Good
Mitchell HS	2016-2017 (2 Yrs)	2015 Good
Melrose HS	2014-2015 (4 Yrs)	2015 Good

REMAINING / ENTERING i-ZONE

SCHOOL	YEARS IN I-ZONE	ACADEMIC STATUS
Wooddale HS	0	2015-2018 Priority
Sheffield HS	0	2018 Priority
Oakhaven HS	0	Focus
Manassas HS	0	2012 Focus
Trezevant HS	4	2012, 2015 & 2018 Priority
Hamilton HS	4	2012, 2015 & 2018 Priority
Westwood HS	2	2012, 2015 & 2018 Priority
Raleigh Egypt HS	1	2012 & 2015 Good

RESTRUCTURE

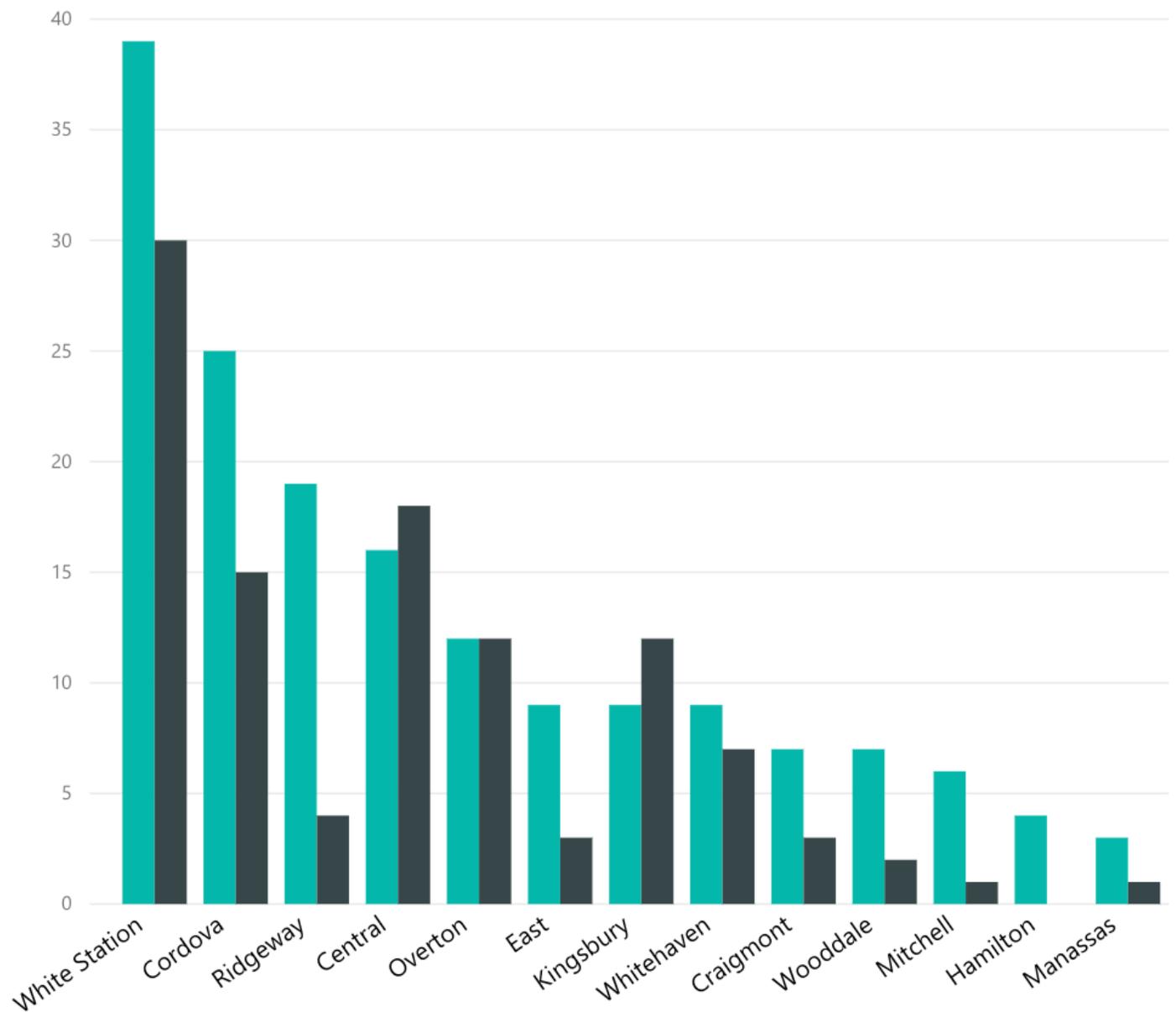
MOVING FROM	MOVING TO	NEW STATUS	TOTAL POP	OCCUPANCY RATE
Hamilton ES 356	Hamilton MS 228	Hamilton K-8	584	1200
Raleigh Egypt HS 6-12 1,018	Raleigh Egypt MS & HS	Two Separate Campuses	424 MS 594 HS	

This restructure represents a commitment to equity as we ensure that all students are able to learn in an environment where they can succeed and prosper. We believe that by offering rigorous, academic support and shifting students from underserved schools into buildings where they will be able to receive a higher quality of instruction that we will build equity throughout SCS.

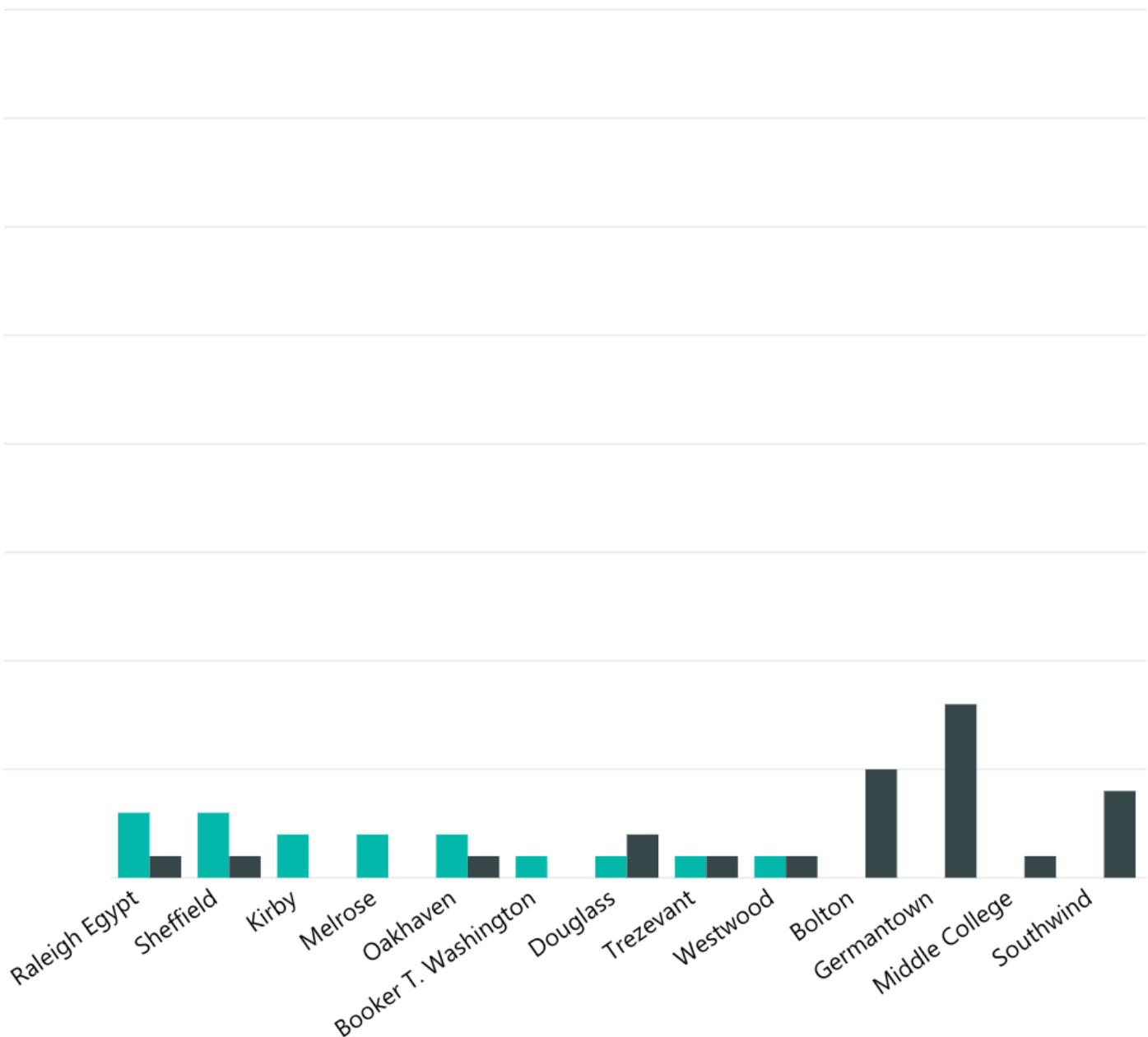
EQUITY THROUGH AP COURSEWORK

AP Classes Offered by SCS High Schools

● 2008-2009 ● 2018-2019



Creating opportunities for all students to engage in rigorous coursework is essential for upholding our commitment to equity. Ensuring that there are paths to Advanced Placement (AP) courses in every high school is a critical part of our Equity in Action plan. The chart below shows the change in AP offerings at each high school from the 2008-2009 school year to the present. Through this plan, SCS hopes to expand Honors and Pre-AP offerings to grow a “pipeline” to Advanced Placement coursework for students who want to take advantage of AP course credit towards college.





STRATEGY #2

EARLY LITERACY

STRENGTHS

- Built Early Learning task force team providing professional development to Laureates and K-2 teachers
- Developed Foundational Literacy Quality Reviews (FLQR) to observe implementation of foundational skills across K-2 classrooms
- Established a Foundational Skills block framework outlining teacher actions for a 60- & 90-minute block
- Created and promoted Foundational Skills videos of teachers excelling across SCS published in multiple outlets (for example C19 TV, teacher weekly, etc.)
- Published weekly Foundational Skills newsletter outlining strategies, support, success stories, and next steps

CHALLENGES

- Limited capacity with a three-member Early Learning task force team attempting to support the entire District
- Inability to provide intensive support to Senior Reading Advisors in Middle School and High School
- High mobility rate and promotion rate of students not reading on grade-level
- Low number of students reading on grade-level in 3rd grade

RECOMMENDATIONS

- Expand the Early Learning task force team from three to six members
- Implement an SCS policy focusing on improving literacy rate for 2nd grade students
- Identify and select a universal phonics program utilized in grades K-3
- Provide a trained paraprofessional for 2nd grade teachers in schools with On-Track/Mastery 25% or lower (56/91)

EARLY LITERACY TIMELINE

TACTIC	OPR	TIMELINE	GOAL
Identify and select three additional Early Learning task force members to support the foundational skills initiative (\$)	CAO	January 2019-May 2019	By May 2019, three additional task force members are supporting summer Professional Development and preparing for School Year 2019-2020
Develop an SCS policy focusing on promotion and retention of 2nd grade students to improve literacy (\$) 	CAO/Policy Officer	January 2018-July 2019	By August 2019, all elementary schools are implementing the SCS policy for 2nd grade students
Identify and select a universal phonics program for students in K-2nd grade	CAO/ Curriculum and Instruction	January 2019-December 2019	By February 2020, a phonics program for K-2nd grade is selected
Identify and select one paraprofessional for 2nd grade teacher in schools with less than 25% On-Track/Mastery (56/91) (\$)	Principal/Human Resources/Office of Academics	January 2019-August 2019	By August of 2019, fifty-six elementary schools will have a trained paraprofessional available to every 2nd grade classroom



STRATEGY #3

HIGH SCHOOL

STRENGTHS



- Redesigned College, Career and Technical Education department with streamlined pathways
- Provided science textbooks to all schools
- Strengthened the District policy around grading and grade changes

CHALLENGES



- Tennessee Value Added Assessment System (TVAAS) composite of Level 1 in all End of Course (EOC) tested areas and subgroups
- Only 23% of SCS seniors earn a 21 or higher on the ACT
- Lack of a comprehensive curriculum in Algebra II and Geometry
- Lack of content expertise in EOC tested subjects

RECOMMENDATIONS



- Implement PSAT practice test to predict success on ACT and develop targeted instructional support for students via Khan Academy
- Offer quarterly ACT workshops for freshmen and sophomores
- Design a comprehensive high school focusing solely on the Arts / Sciences
- Provide a site-based content coach for ELA and Math in each HS
- Select a curriculum for Algebra II and Geometry that meets the requirements of TNReady standards
- Increase the pool of Pre-AP and Honors trained teachers
- Develop a high school specific recruitment plan to staff schools
- Bolster current partnerships with Teacher Education Programs (TEPs) to recruit graduates
- Develop supports for teaching candidates needing to take & pass the Praxis exam
- Develop a partnership with local colleges and universities to provide adjunct professors an opportunity to teach EOC courses part-time

HIGH SCHOOL TIMELINE

TACTIC	OPR	TIMELINE	GOAL
Research, plan, and introduce a PSAT/ACT predictor exam for the 2019-2020 school year (\$)	CAO/ Curriculum and Instruction (C&I)	January 2019- June 2019	By the end of the 2019-20 school year, all 9th grade students will participate in the PSAT exam on an annual basis
Conduct one quarterly ACT workshop for all freshmen and sophomores 	CAO/Cross- functional	January 2019- May 2020	By the end of the 2019-20 school year, all 9th and 10th grade students will be able to participate in one quarterly ACT workshop
Research, plan, and implement a comprehensive high school focused solely on the Arts / Sciences 	CAO/Cross- functional	January 2019- July 2021	By the beginning of the 2021-22 school year, a comprehensive high school focused solely on the Arts/Sciences will open
Staff an ELA and Math coach at each high school to provide individualized coaching support (\$)	Cross- functional	January 2019-August 2019	By the beginning of the 2019-20 school year, every high school will have an ELA and Math coach
Recommend a robust curriculum to support instruction in Algebra II and Geometry (\$)	CAO/C&I	January 2019-August 2019	By the beginning of the 2019-20 school year, all high school teachers and students will have the new curriculum resources for Algebra II and Geometry
Identify, select, and train teachers to become Honors, Pre-AP/AP teachers	Advanced Academics	January 2019- June 2020	By the end of the 2019-20 school year, the number of Pre-AP and Honors teachers will increase
Launch a high school specific recruitment campaign promoting teaching opportunities within SCS	Human Resources	January 2019- August 2019	By the beginning of 2019-20 school year, all high schools will have high-quality certified teachers in End of Course tested subjects
Increase quality engagement with colleges and universities that produce great teachers and whose programs are aligned with the goals of SCS	Human Resources	January 2019- August 2020	By the beginning of 2019-20 school year, all high schools will have high-quality certified teachers in End of Course tested subjects
Develop a Praxis exam toolkit to prepare candidates to pass the exam	Human Resources	January 2019-August 2020	By the beginning of the 2019-20 school year, all high schools will have high-quality certified teachers in End of Course tested subjects
Develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC courses within our high schools (\$) 	CAO/ Human Resources	January 2019-Ongoing	By the beginning of the 2019-20 school year, all high schools will have high-quality certified teachers in End of Course tested subjects



STRATEGY #4

CORE INSTRUCTION

STRENGTHS

- Purchased and implemented Eureka Math and Expeditionary Learning
- Expanded professional development on Eureka Math and Expeditionary Learning for teachers
- Enhanced central office staff and school leaders' knowledge of the Instructional Practice Guides (IPGs)

CHALLENGES

- Lack of a formative assessment tool focused on measuring core instruction based on Depth of Knowledge and time of the academic year
- Too few teachers and leaders understand, plan, and execute the curriculum on a consistent basis
- Members of Instructional Leadership Teams (ILTs) do not fully support teachers around content knowledge and content delivery
- Lack of consistent implementation of the Response to Instruction and Intervention (RTI²) framework to address deficit areas

RECOMMENDATIONS

- Research and select a formative assessment tool for each of the content areas
- Implement a monthly Content Cadre Professional Development (PD) session for teachers and leaders in order to develop content knowledge and effective instructional implementation
- Develop an Instructional Leadership Team (ILT) task force team to measure effectiveness of the ILT at each school
- Develop an Instructional Practice Guide (IPG) task force team to measure the effectiveness of curriculum implementation and fidelity
- Develop Virtual PD offerings to support content implementation

CORE INSTRUCTION TIMELINE

ACTIVITY	OPR	TIMELINE	GOAL
Identify, select, and purchase a formative assessment tool (\$)	CAO/C&I	January 2019-June 2019	By the beginning of the 2019-20 school year, a new formative assessment tool will be provided to all schools
Provide monthly Content Cadre PD sessions for teachers and leaders based on identified tracks DESTINATION 2025 PRIORITY 3	CAO/PD/C&I/ i-Zone	June 2019-June 2020	By the end of the 2019-20 school year, teachers will display a greater understanding of the curriculum and TNReady results will increase by 5%
Form an ILT task force to measure the effectiveness of ILTs in supporting teachers	Cross-functional	August 2019-May 2020	By the end of the 2019-20 school year, members of the ILT at every school will understand their roles and provide daily support to teachers
Form an IPG task force to measure the effectiveness of curriculum implementation and fidelity	Cross-functional	August 2019-May 2020	By the end of the 2019-20 school year, quarterly reviews will reveal 80% of schools are implementing the curriculum with fidelity and integrity
Develop Virtual PD offerings to support teachers on content mastery and curriculum implementation DESTINATION 2025 PRIORITY 3	CAO/PD	June 2019-June 2020	By the end of the 2019-20 school year, participant enrollment and completion in Virtual PD sessions will reach 85%

NOTES

THANKS AND ACKNOWLEDGEMENTS

SCS Board of Education

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SHELBY COUNTY SCHOOLS OFFERS EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, CREED, AGE, DISABILITY, NATIONAL ORIGIN, OR GENETIC INFORMATION.



A CALL TO ACTION

LEVERAGING STAKEHOLDER LEADERSHIP

YOUR INPUT IS ESSENTIAL

Equity means providing every student with access to effective teachers and resources, experiences, and rigor required to be successful. In order to achieve equity within Shelby County Schools, all stakeholders must play an integral role in the process. This process requires transparency, clear communication, and a relentless desire to overcome barriers. By addressing the levers outlined in this plan, we will ensure that our students remain on course to achieve the goals of Destination 2025, and we will make Memphis the model for public education nationwide.

