Prepare to Plan
Identify Team
Please identify all planning team members, including team member titles. The district plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs and special education programs), and other appropriate school personnel and with parents of students.

Answer:
Angela Whitelaw, Deputy Superintendent of Schools and Academic Support
Antonio Burt, Chief Academic Officer
Lakshmi Visvanathan, Chief of Informational Technology
Bradley Leon, Chief of Strategy and Performance Management
Shawn Page, Chief of Academic Operations and School Support
Lori Phillips, Chief of Student, Family and Community Affairs
Yolanda Martin, Chief of Human Resources
Barton Thorn, Principal Cordova High School
Sam Shaw, Principal Berclair Elementary
Patrick Certion, Principal Dexter Elementary
Dinah Taylor, Principal Newberry Elementary
Jennifer Byrd, Resource Teacher Berclair Elementary
Daniel Winterking, Teacher Parkway Village Elementry
Cathy Wise, Teacher Westside Elementary
Crystal Travis, Instructional Facilitator Westside Elementary
Virginia Contrevas, parent Treadwell Middle School
Beradine Toppins, parent Westside Elementary School
Beulah M. Swamson, parent Westside Elementary School
Sandra Malone, parent Westside Elementary School
Shantie Brown, parent Germantown Elementary, Ridgeway Middle School
Michelle Sosa, parent Westside Elementary School
Keshie Wright, parent Westside Elementary School
Brianda Soto, parent Kingsbury Elementary School
Lorena Amezquita, parent Kingsbury Elementary School
K. Kevin Malone, parent Central High School
Sharon Hancock, parent Advisory Council
Alexandra Hancock, student Advisory Council
Brooke McKenzie, parent Macon-Hall Elementary
Aaron K. Robinson, community advisor
Angel Ecols, student Central High School
Ashley Matthews, student Germantown Middle School
Bhaunell Wilson, student Ridgeway Middle School
Tisha Baker, parent Grandview Heights Middle School
Nina Collymore, student Middle College High School
Acida Collymore, parent Middle College High School
Thomas Rodgers, Assistant Superintendent of Priority Schools
Derrick Sanders, Executive Director Federal Programs
Deborah Currie, Director Federal Programs Grants and Compliance
Theresa Utley, Manager Federal Programs Grants and Compliance
Geralyn Seals, Manager Federal Programs Grants and Compliance
Chrystal Burton, Advisor Federal Programs Grants and Compliance
Carolyn Burr, Grant Writer
Monica Jordan, Director Office of Academic
Keenan Sloan, Manager Office of Academic
Celia Moore, Director Exceptional Children
Tiffany Luckett, Director Exceptional Children
Laurie Henderson, Manager Exceptional Children
Pat Beane, Manager Exceptional Children
Carol Simpson, CLUE Middle/High Lead Exceptional Children
Patricia Bafford, Manager Coordinated School Health
Sunya Payne, Director Family and Community Engagement
Erin Luster, Manager Family and Community Engagement
Crystal Cook, Advisor Family and Community Engagement
TChalla Pollard, Family and Community Engagement
Chembbery Forbes, Family and Community Engagement
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Rosalind Stevenson, Family and Community Engagement
David Mansfield, Manager Academic Operations and School Support
Stephanie McClain, Manager Academic Operations and School Support
Rachael Addison, Director Professional Development and Support
Pamela Harris-Giles, Director Curriculum and Instruction
Brian Davis, Advisor Curriculum and Instruction
Camilla Horton, Advisor Curriculum and Instruction
Hajar Nelson, Advisor Curriculum and Instruction
Michael Green, Advisor Curriculum and Instruction
Tracy Brittmon, Manager of Effectiveness Office of Academics
Divalyn Gordon, Director Early Childhood Education
Kathryn Biostic, Director Early Childhood Education
Russette Jackson, Highly Specialize Advisor Schools and Leadership
Yolanda Timberlake, Analyst Schools and Leadership
Tonya Cooper, Highly Specialize Advisor Schools and Leadership
Jarita Mitchell, Highly Specialize Advisor Schools and Leadership
Cynthia Mitchell, Manager Schools and Leadership
Terrance Brown, Director of Careers and Technical Education
Docia Generette, Director of Careers and Technical Education
Michael Toney, Manager of Careers and Technical Education
Lisa White, Advisor of Careers and Technical Education
Linda Sklar, Director Advanced Academics
Allyssa Villarreal, School Redesign Manager Advanced Academics
Katrina Taylor, Advisor Advanced Academics
Angela Hargrave, Director Student Equity Enrollment and Discipline
JB Blocker, Manager Student Equity Enrollment and Discipline
Rosalyn Davis, Manager Student Equity Enrollment and Discipline
Stacey Davis, Manager Student Equity Enrollment and Discipline
Randy McPherson, Manager Student Equity Enrollment and Discipline
Rhonda Hill, Manager Counseling Services
Jeffery Taylor, Manager Counseling Services
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Verna Beal, Director Information Technology
Debra Frantz, Director English as a Second Language
Carol Richardson, Instructional Advisor English as a Second Language
Magda Sakaan, Instructional Advisor English as a Second Language
Lisa Hoelmer, Instructional Advisor English as a Second Language
Sarah Muashae, Instructional Advisor English as a Second Language
Jessica Lotz, Director Research and Performance Management
Chris Graves, Manager Research Performance and Management
Malinda Bolt, Manager Research Performance Management

Stakeholder Involvement
Describe how the district actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the district plan throughout the year.

Answer
Each year, our annual plan is developed based the needs of our students and families.

Our strategic plan is benchmarked by Key Performance Indicators. Frequently during Board Business meetings, our Research Performance Management team delivers reports on Key Performance Indicators that describe progress towards Shelby County Schools (SCS) strategic goals. A result of each meeting is to nuance and refine plans in order to meet annual goals. In addition, cross-functional teams meet monthly to report and plan to achieve steady progress toward goals. Family and Community Engagement meets regularly with stakeholders including student ambassadors and student/parent advisory committees to ascertain needs, as well as to discuss potential strategies.

Data collected through ongoing cross-functional analysis informs project planning across domains for our district. This includes examining academic data to enhance student performance in the LEA plan, teacher evaluation data to shape professional development through the LEA plan, attendance data to curb chronic absenteeism through targeted supports developed through the LEA plan and similar supports for discipline and college and career readiness. These supports are developed through cross functional teams as we grow and shape the work of the district, that then manifests as our final plan submitted here.

Shelby County Schools is dedicated to providing high-quality education for our students and preparing them to reach our 80/90/100% strategic goals outlined in Destination 2025. We understand the work of educating children must be done in collaboration with all stakeholders. Thus, we are constantly utilizing multiple platforms to engage all stakeholders. Shelby County Schools Federal Programs, Grants, and Compliance
Department facilitates the development of the LEA Plan. Federal Programs works in collaboration with the Office of Academics to coordinate efforts in the development, implementation, and ongoing review of the Strategic Plan. Each department involved identifies a lead person that serves on the Strategic Plan Committee. Each department analyzes current data pertaining to their department, discusses strengths and weakness, and reviews strategies and action steps in the Strategic Plan to determine the impact on student achievement. Multiple data sources are reviewed during department meetings and during the Department of Academics weekly meeting conducted by the Chief Academic Officer. In addition, Key Performance Indicators, which focuses on academic and non academic data, root causes, challenges and progress toward Destination 2025 are presented at monthly Board meetings.

Parent, students and community members play a vital role on the Strategic Plan Committee and their input is solicited in a variety of ways. Destination 2025 Listening Tours are conducted to solicit input from district staff, parents, students and community member's. Parents, student advisors, and community stakeholders are asked to provide suggestions on how the district can reach the goals outlined in the strategic plan. In addition, the Director of ELL served as a member of the planning team to ensure the needs of the ESL program were addressed in the plan. The public ePlan website is posted on school websites for parents to view the LEA Strategic Plan as well as provided at the Family Partnership Parent Institutes.

**Prioritized Needs**

**Safe and Healthy Students**
**Root Cause Analysis**
Prior Strategies:

Behavioral Interventions and Supports

Professional Development

Parent, Family and Community Engagement

**Successes include:**
Overall suspension rates are continuing to decline, upon review of the 2019-20 YOY comparisons. See the first semester Power BI visual which contains exclusionary consequence data (i.e., OSS, expulsions and remands). 20 day reports reveal dramatic decreases in Exclusionary Suspension rates from 8.8% to 7.2%.
Additionally, Overall suspension rates for disproportionate areas (i.e. SPED, and AA Males) are currently in decline as of 2019-20. Local data revealed:

Also, 2019-20 YOY comparison rates reveal that overall attendance is at a higher rate (95.1%) than as compared to this time last year (92.9%)

Challenges include:
ESSA holds districts and schools accountable for chronic absenteeism using a 10% accountability measure. When considering the chronic absenteeism rates of our district, it is important to understand that chronic absenteeism includes any component that leads to the absence of a student from the school environment. These components can include: excused absences, unexcused absences, suspensions, transportation challenges, truancy/neglect from parents etc. Some of these challenges are often beyond the control of the school system. The current chronic absenteeism goal is established by averaging the attendance of all districts within TN.

As a result, school districts are held accountable to a somewhat elusive goal that isn’t established until after the school year has begun.

Some school leaders (Central Office & school admin) are reluctant to utilize interventions and supports in place of exclusionary consequences. This increases suspension, and chronic absenteeism rates.

School attendance teams (i.e. clericals, attendance administrators) do not always have adequate capacity (time and skills) to provide timely, actionable monitoring when attendance is entered by teachers

The district’s Student Management System (PowerSchool) does not accurately sync edited attendance and discipline data to EIS, which affects Chronic absenteeism data.

SCS serves a large population of students who have ACEs. The 2019 State of the Child in TN, Policy and Issue Guide reports that 21% of children in TN live in poverty. SCS is the largest district within TN. ACEs affect how students learn. Addressing the social emotional needs of students through intervention, as opposed to providing exclusionary consequences to the severe behavior requires a massive shift in thinking and practices.

Area of Greatest Need: Chronic Absenteeism and Discipline Rates
Framing Question: What challenges are schools facing when attempting to reduce chronic absenteeism rates (i.e., attendance & discipline) during the 1st semester of the 2019-20 year?

Hypothesis # 1: Some school leaders (Central Office & school admin) are reluctant to utilize interventions and supports in place of exclusionary consequences. This increases suspension, and chronic absenteeism rates.
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Why? Crucial training regarding procedures, compliance and revisions to district expectations are provided by SEED but often upper management are not required to attend these trainings. This often results in inconsistent messaging district-wide, which leads to inappropriate responses to misbehavior and over suspending.

Why? Clerical and other support staff who have not attended the required SEED training on data entry, often make errors when entering disciplinary logs etc. Staff members have been known to enter suspensions in SMS by request of their administration without oversight. Per state law TCA 49-6-3401, suspensions should only be levied, entered, and communicated by the principal, vice principal or assistant principal of the school. This often leads to inaccurate discipline data reporting to the state.

Why? On occasion, some administration levy suspensions for minor behaviors that should not result in exclusionary consequences. Suspensions for attendance related issues and those given as a method of increasing parental support increase attendance rates and lower student achievement.

Why? School leaders often report that the district encouraged interventions and strategies take too much time and cannot realistically be implemented. This is especially communicated from elementary administrators who, per state law, do not have the option of alternative schooling for kindergartners with severe behaviors.

Hypothesis #2: Some school attendance teams (i.e. clericals, attendance administrators) do not have adequate capacity (time and skills) to provide timely, actionable monitoring when attendance is entered by teachers.

Why? Several district departments monitor attendance, which provides a gap and overlap in training processes that are provided to clerical secretaries. The gap and overlap in training processes create a sense of chaos with breakdowns in communication between district offices and what is essentially communicated to attendance teams.

Why? The attendance clerical position across the district is very transient. Because of this, there is a need for continuous training and monitoring of school attendance data.

Why? New attendance clericals are unidentified which reduces the chances of them expeditiously obtaining PowerSchool access and appropriate trainings. Attendance clericals across the district have multiple job responsibilities that limit the amount of time/attention needed to monitor and reconcile attendance. This in essence leads to inaccurate attendance data keeping, which impacts funding.

Why? When attendance isn’t reconciled correctly, schools carry the Absent by Teacher” AT” codes, which writes to EIS as an absence. Students may have checked in for the day and have enough time to be present. Schools also continue to carry absences prior to dropping students which also impacts potential funding and the school’s overall chronic absenteeism rate.
Hypothesis #3: The district’s Student Management System (PowerSchool) does not accurately sync edited attendance and discipline data to EIS, which affects Chronic absenteeism data.

Why? When an absent code is changed to a present code in PS, it often does not automatically change in EIS. The “P” code was implemented but it does not always clear the absent code out of EIS.

Why? Many schools are using the automated Raptor system to sign students in and out of school. Raptor must be manually synced to PS four times a day. The sync does not happen immediately. When the clerical staff donot see the sign in and out events in PS, they will manually enter them resulting in a double time entry. Often times Raptor will cause a double entry of the same time stamp. Example of other issues with Raptor are:

- It allows the user to enter a time frame that produces a negative time at school.
- It will allow the user to enter overlapping times to produce an excessive time at school.

Oftentimes the user will enter a time span that is enough time to use a present value code but an absent value code is generated in PS.
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RLA
Root Cause Analysis
Prior Strategies:
Standards-Aligned Core Instruction
Professional Development
Targeted Intervention and Personalized Learning
Recruit, Retain and Hire Highly Effective Educators

Success:
Continuous, Systemic Professional Learning Opportunities

During the 2018-19 school year, SCS experienced success with providing continuous, systemic training and support to teachers, school leaders, and support staff with focusing on research-based, instructional strategies to improve literacy achievement. Examples of this includes the following:

Bi-monthly Leadership Development Week where ELA Teacher Content Leads, Principals, Assistant Principals, PLC Coaches, and District Support Advisors engaged in a cycle of professional learning based on a deep dive of our district’s ELA curriculum, the TN English Language Arts Academic Standards, and belief systems.

Zone-level professional development for ELA teachers which focused on a deep dive of our curriculum, the TN English Language Arts Academic Standards, and belief systems.

District Walkthroughs conducted by cross-functional teams who observed literacy instruction in select elementary, middle, and high schools and provided actionable feedback (based on the Instructional Practice Guides) to school leaders in order to address areas for improvement.

Increased School-Based Support Staff to Focus on Literacy Instruction
During the 2018-19 school year, the District allocated funds to create additional school-based literacy support positions for select high priority middle and high schools. The positions are called Senior Reading Advisors, and they are used to provide, intensive literacy intervention for students with demonstrated literacy deficits based on universal screening assessments. Additionally, all elementary schools identified one teacher in K–2 who served as the school’s Literacy Laureate. Each Literacy Laureate engaged in a series of on-going foundational skills professional development throughout the year. Literacy Laureate serve as models and mentors for other K–2 teachers at their schools, as they help train and support other K–2 teachers in effective foundational skills instruction.
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Increased Usage of the District’s Tier I ELA Curriculum
During the 2018-19 school year, data collected during District Walkthroughs and informal and formal observations indicated an increase in the usage of the District’s ELA curriculum, particularly in elementary and middle schools. Since the initial implementation of the EL curriculum in elementary and middle schools and the Learn Zillion curriculum in high schools, there has been an on-going challenge with getting all teachers to use the District’s curriculum instead of other instructional resources that are available on the internet and other various sources; however, last year, we did see significantly more teachers using the curriculum than in previous years.

Use of District Created Formative Assessments
During the 2018 – 19 school year, SCS administered 3 District formative assessments in Grades 3 through high school in order to collect data to inform teachers, school leaders, parents, and central office staff on how students were progressing towards mastery of the standards that were taught each quarter.

Challenges:
Change Management – Mindset
SCS utilizes rigorous, high-quality ELA curriculum which we firmly believe is one of the keys for ensuring college and career readiness for all of our students; however, we fully acknowledge and understand that many of our teachers and some school leaders continue to struggle with shifting their mindsets to truly believe that our students can fully meet the demands of our TN ELA Academic Standards with the use of our current ELA curriculum.

Change Management - Implementation of the Learning
While we experienced success with ensuring access to ALL teachers, school leaders, and Central Office support staff to continuous, systemic professional learning opportunities focused on improving literacy achievement, we continue to face challenges with seeing implementation of the learning take place in classrooms each day. Data collected through District Walkthroughs and informal and formal observations still indicated that teachers are continuing to experience significant struggles with Core Action 2 (grade appropriate, standard-aligned tasks and questions) and Core Action 3 (ALL students engaging in challenging work) of the ELA Instructional Practice Guide.

Availability of Highly Qualified, Certified ELA Teachers
SCS continues to struggle with achieving and maintaining availability of highly-qualified, certified teachers for all grade bands.
Area of Greatest Need: Improved student achievement for RLA
Framing Question: What are the causes for regression in TCAP scores for the 2018-19 school year?

Hypothesis #1: Lack of confidence in the District’s ELA curriculum

Why? The 2018–19 school year was the first year that EL was implemented across all Grades K–8 starting at the beginning of the school year. During the 2017-18 school year, Grades 3–5 began implementation of the EL program in October 2017 and Grades K–2 began implementation of the EL program in January 2018. For high schools, all high schools implemented the Learn Zillion curriculum, with the exception of two high schools.

Why? The District’s rollout and implementation of the EL curriculum (Grades K–8) and the Learn Zillion curriculum (Grades 9–12) in previous years lacked a focus on explaining to all stakeholders why we needed to switch to a different curriculum and the need for teacher, principal, and parent consensus prior to the rollout and implementation.

Why? There was a lack of a strong, cross-functional, District-wide implementation plan for the new curriculum for elementary, middle, and high schools.

Why? There was a lack of a highly effective cross-functional team that worked collaboratively on District rollout and implementation of new curriculum.

Why? Given the complexity of the new shifts and standards in literacy, achievable milestones for implementation measured over time were needed, but they were not developed and communicated.

Hypothesis #2: Lack of deep, meaningful understanding of the TN ELA Academic Standards

Why? There is still a need for a significant number of teachers, school leaders, and District support staff to build a deeper understanding of the Tennessee Academic English Language Arts Standards and shifts so that teachers fully understand what students are expected to know and be able to do as it relates to the standards.

Why? A significant number of teachers struggle with facilitating instruction that allows students to meet the cognitive demand of the standards by providing students with intentional learning activities that prepare students for mastery of the standards over time.

Why? A significant amount of teachers lacked skill in the level of analysis needed to execute the demands of the standards within complex text utilized by the curriculum. And a significant number of teachers have expressed frustration with the amount of time needed to prepare well-planned lessons with appropriate questions and scaffolds for the various learning levels in their classrooms using our current curriculum.
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Why? During collaborative planning, there was a lack of deep discussion of the standards in relation to the text within the curriculum; instead, the discussion centered on implementation activities and not the standards. Our current ELA curriculum requires a significant amount of time for lesson preparation, and collaborative planning is not always available at each school.

Why? Collaborative planning time is not always available at each school because other required meetings (i.e. RTI data team meetings, discipline team meetings, grade level team meetings) must take place as well.

Hypothesis #3: Lack of human and financial capital to build capacity to teach the ELA standards

Why? Limited school-based and District support staff available to support teachers who need intensive, on-going coaching to build their capacity to deliver high-quality literacy instruction.

Why? While there was increase in school-based support staff in select high priority middle and high schools and all elementary schools last year, this increase still does not meet the demand needed for the high number of teachers who need intensive, on-going coaching to build capacity.

Why? The District’s budget cannot fund the human capital needed to place school-based literacy coaches in every school in the District so that teachers can have access to frequent, on-going coaching as needed.

Why? There is a limited amount of funds that can be used for personnel in the District’s budget.

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MATH
Math Mastery Connect Data for Fall 2019-20

Root Cause Analysis
Prior Strategies:

Standards-Aligned Core Instruction
Professional Development
Targeted Intervention and Personalized Learning
Recruit, Retain and Hire Highly Effective Educators
Successes:
Continuous, Systemic Professional Learning Opportunities

During the 2018-19 school year, SCS experienced success with providing continuous, systemic training and support to teachers, school leaders, and support staff with focusing on research-based, instructional strategies to improve student achievement in mathematics. Examples of this includes the following:

Bi-monthly Leadership Development Week where Math Teacher Content Leads, Principals, Assistant Principals, PLC Coaches, and District Support Advisors engaged in a cycle of professional learning based on a deep dive of our district’s Math curriculum, the TN Mathematics Academic Standards, and belief systems.

Zone-level professional development for Math teachers which focused on a deep dive of our curriculum, the TN Mathematics Academic Standards, and belief systems.

District Walkthroughs conducted by cross-functional teams who observed mathematics instruction in select elementary, middle, and high schools and provided actionable feedback (based on the Math Instructional Practice Guide) to school leaders in order to address areas for improvement.

Increased Usage of the District’s Tier I Math Curriculum

During the 2018-19 school year, data collected during District Walkthroughs and informal and formal observations indicated an increase in the usage of the District’s math curriculum, particularly in elementary and middle schools. The 2018-19 school year was the third full year of implementation of Eureka Math in Grades K–Algebra I and partial implementation in Algebra II and Geometry. Since the initial implementation of the new curriculum, there has been an on-going challenge in getting all teachers to use the District’s curriculum instead of other instructional resources that are available on the internet and other sources; however, last year, data collected during classroom observations clearly supported that the large majority of teachers were using the curriculum while demonstrating more comfort and competency with facilitating lessons compared to previous years.

Use of District Created Formative Assessments

During the 2018–19 school year, SCS administered 3 district formative assessments in Grades 3 through high school in order to collect data to inform teachers, school leaders, parents and central office staff on how students were progressing towards mastery of the standards that were taught each quarter.
Change Management – Mindset
The 2018-19 school year marked the third full year of implementation of Eureka Math in Grades K–Algebra I and partial implementation in Algebra II and Geometry. While some teachers and school leaders continue to struggle with shifting their mindsets to truly believe that our students can fully meet the demands of our TN Mathematics Academic Standards with the use of our current math curriculum, we have seen an overall significant increase in teachers and school leaders who vocalize confidence in our students’ abilities and confidence in the District curriculum. While we fully acknowledge there is still much room for improvement of mindsets in our district, we also fully recognize and celebrate the growth that we are seeing in our students, teachers, and school leaders.

Challenges:
Change Management - Implementation of the Learning

While we experienced success with ensuring access to ALL teachers, school leaders, and central office support staff to continuous, systemic professional learning opportunities focused on improving student achievement in mathematics, we continue to face challenges with seeing district-wide implementation of the learning take place in all classrooms each day. Data collected through District Walkthroughs and informal and formal observations demonstrate the fact that many teachers are continuing to experience struggles with Core Action 2B (the teacher strengthens all students’ understanding of the content by strategically sharing students’ representations and/or solution methods), Core Action 2D (the teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson) and all parts of Core Action 3.

Availability of Highly Qualified, Certified Mathematics Teachers
SCS continues to struggle with achieving and maintaining availability of highly-qualified, certified teachers for all grade bands.

Area of Greatest Need: Improved Student Achievement for Mathematics
Framing Question: What are the causes for progress in TCAP scores for the 2018-19 school year?

Hypothesis # 1: Overall, teachers and school leaders have increased confidence in the District’s curriculum.

Why? Students have demonstrated slow, but consistent improved performance on TNReady over the last couple of years.

Why? Teachers and school leaders have been working through the implementation process over the last three years, and thus have had more time to better understand how the curriculum helps students to meet the demands of the TN Mathematics Academic Standards.
Why? There has been on-going school-level, Zone-level and District-level professional learning opportunities for teachers and school leaders to develop their understanding of how the curriculum helps our students to meet the demands of the TN Mathematics Academic Standards.

Why? During the initial implementation year, teachers and school leaders communicated the critical need for support in order to understand how to plan, prepare, and deliver effective instruction using the District curriculum.

Why? The adoption of the Eureka Math curriculum in Grades K–Igebra I required teachers to think, plan, and deliver instruction in a drastically different way compared to how they had done so with our previous curriculum.

Hypothesis #2: Overall, teachers vocalized and demonstrated increased capacity to teach comfort the District’s curriculum.

Why? During the last three years, teachers have had opportunities to engage in collaborative planning and safe practice prior to teaching lessons, focused on making appropriate adjustments based on previous years of teaching the same lessons.

Why? During collaborative planning sessions, as well as during Zone and District-level professional development sessions, teachers have identified specific lesson adjustments that should be made now that they are more familiar with the curriculum. Teachers are using District-provided supplemental resources to help them make the needed instructional adjustments.

Why? Supplemental resources and support documents were provided to teachers by District teams in order to help teachers make the needed instructional adjustments, without taking away from the cognitive demand of the lessons.

Why? During initial implementation, school leaders and district support staff noted that teachers were struggling with fully internalizing lessons and then making appropriate customizations/adjustments to meet the needs of their students.

Why? During initial implementation, teachers viewed the District’s curriculum as “scripted,” and therefore teachers pushed back on the perceived expectation of delivering instruction as a script.

Hypothesis #3: Overall, school leaders have demonstrated increased capacity to support teachers with planning and delivering mathematics instruction that meets the demands of the standards.

Why? During the last three years, school leaders have had on-going, targeted professional development to deepen their understanding of TN Mathematics Academic Standards, the District’s curriculum, and effective instructional coaching strategies.

Why? During the initial implementation year, school leaders communicated the critical need for support with how to develop teachers’ understanding of the demands of the math standards, while also implementing a new and rigorous curriculum.
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Why? Prior to the adoption of our new math curriculum, there had not been a systematic expectation for leaders to serve as content leads for mathematics in their buildings. Serving as content leads requires school leaders to provide specific, content-based feedback and support to their teachers.

Why? The adoption of the Eureka Math curriculum in Grades K-Algebra I required school leaders to be able to support teachers in a drastically different way compared to how they had done so with our previous curriculum.

Why? With the previous curriculum, there appeared to be a perceived comfort level for math teachers in general. Limited content-specific intervention from leaders was expected.
College and Career Readiness

Root Cause Analysis

Prior Strategies
Offering courses in a sequential order

Meeting w/ Principals and Counselors on CTE programs of study

PD on master scheduling of CTE courses according to programs of study

Master Schedule review

Successes:
Since school administrators and professional school counselors have a clearer understanding of the CTE programs of study, more students are taking CTE courses in the correct sequence to become CTE concentrators.

Increase in students enrolled in CTE courses

Building capacity and offerings in programs with low turn-over in administrations and staff.

Expanding opportunities for all students through a portfolio of advanced course offerings.

Offering the PSAT 8/9 to all ninth grade students to increase student identification for advanced coursework.

Challenges:
Scheduling conflicts

Staff Retention and recruitment

PowerSchool

Tracking and Identification

High transient rate

Course Selection

Transportation
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Lack of interest in high-skill, high-wage areas

Limited funding and support

Program of study changes and course codes

Course code naming convention

Inaccurate PowerSchool training

EIS error cleanup

Recruitment of teachers with advanced degrees required of advanced academics course instructors remains difficult with the current compensation scale that has not recognized advanced degrees.

Retention of teachers of advanced academics courses remains a challenge with district mandates and the compensation scale.

The limits incurred by the current staffing formulas for small schools remains a challenge.

Area of Greatest Need: Improved student readiness for College and Career Readiness
Framing Question: How can we make progress towards a stronger graduation rate and/or increase student readiness for careers?

Hypothesis # 1: Difficulties in tracking CTE concentrators

Why? Current state provided CTE data is always one year behind.

Why? Changes in state timelines for reporting CTE Concentrators have made it difficult to draw year-to-year comparisons.

Why? The process is not automatic in local student data management system (PowerSchool) or state CTE tracking system.

Why? District has not developed a platform to identify CTE Concentrators extracted from PowerSchool.

Why? Lack of prioritizing collaboration and commitment to develop platform or plan to extract relevant CTE Concentrator data from PowerSchool for better tracking of student enrollment.

State Hypothesis #2:

Lack of schools to monitor student progression through College/Career programs of study
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Why? College/Career courses are not a priority when building the school’s master schedule. Thus students are enrolled in inappropriate courses.

Why? Lack of training on College/Career programs of study. Limited professional development is available for counselors.

Why? Lack of funding to provide College/Career counselors at each school or zone area.

Why? Lack of adequate time to monitor and adjust each student’s schedule.

Why? The district student data management system (PowerSchool) does not correspond with the state data system (EIS). There is no error reporting/correcting system for College/Career courses.

Hypothesis # 3: Student enrollment was underrepresented in Dual Credit courses.

Why? All students enrolled in Dual Credit Classes didn’t take challenge exam.

Why? Lack of urgency on part of teachers to pass or ensure students take the exam.

Why? Professional development was insufficient for teachers to understand the importance of all students sitting for the challenge exam.

Early Literacy
Root Cause Analysis
Reflection on Prior initiatives:

Foundational Literacy Laureates (FLLs)
Foundational Literacy Laureates (FLLs) represent a subset of classroom teachers who possess strong knowledge of foundational skills instruction and strategies; in-depth understanding of the TN Academic Standards for Reading Foundational Literacy; and proven ability to coach, support, and guide teacher colleagues in best practices for teaching foundational literacy. There are a total of 90 out of 92 FLLs. (Schools without an FLL: Magnolia ES and Holmes Road ES.)

Second Grade Paraprofessionals
All elementary and K-8 schools have designated at least one paraprofessional to provide instructional support 2nd grade students. Second grade paraprofessionals support within the classroom by asking probing questions, ensuring students understand the core instruction, and/or conducting a teacher-led small group during workstations. The second grade paraprofessional may support students outside of the classroom in “pull-out” settings, where foundational instruction is provided using the Journeys Reading Toolkit lessons. Second grade paraprofessionals engage in 9 monthly professional learning sessions. The content of the sessions is aligned to the phonics skills in Journeys for Lessons 1-30.
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Senior Reading Advisors
SRAs are a group of 17 educators employed in 9 middle and 8 high schools to improve literacy rates within those Priority Schools. SRAs provide explicit foundational skills instruction to targeted 6th or 9th grade students in Tier II or Tier III. Students receive daily instruction for a minimum of 55 minutes for either a semester or the entire school year. The caseload for each school is no less than 40-50 students, or 30% of the students in grade 6 or grade 9. This level of basic early reading instruction was guided by Reading Horizons Elevate curriculum and software.

Early Literacy Team
The Early Literacy Team consists of a Senior Manager and 7 District Instructional Advisors who have specialized early literacy knowledge and skills that lead to systemic professional development, significant instructional improvement, and deeper student learning. This team was assembled in order to

   (1) provide consistency in the expectations for foundational skills instruction across schools and classrooms;
   (2) establish common language around the foundational skills necessary for proficient reading by Grade 3; and
   (3) capture trends in foundational skills instruction and practices to inform professional development and support needs.

Early Literacy webpage
The Early Literacy webpage is a hub for all things relative to foundational skills in SCS. This webpage hosts professional learning opportunities for Laureates, K-2 Teachers, and Second Grade Paraprofessionals. The widely-utilized phonics newsletters include the Journeys’ Powerpoints, Decodable Reader lessons, and foundational skills content and strategies. District resources and publications can also be found on the site.

Phonics Newsletters (bi-weekly)
Bi-weekly phonics newsletters are designed and disseminated to help narrow the observed gaps in teacher content knowledge and pedagogy regarding foundational skills instruction. Each bi-weekly newsletter includes content, instructional strategies, and small group tasks aligned to the weekly Phonics skills for each lesson in Journeys.

Foundational Skills PowerPoints
During the summer of 2019, the Early Literacy Department assembled and supported a group of Laureates to develop and design instructional PowerPoints for foundational skills lessons in the Journeys curriculum. The PowerPoints will help ensure teachers are positioned to provide high quality foundational skills instruction to all K-2 students. The PowerPoints will be released incrementally and can be accessed via the Early Literacy webpage: www.scsk12.org/earlyliteracy/

Second Grade Decodable Reader Lessons
Over the course of the 2019-2020 SY, the Early Literacy Department will guide and support a team of Laureates to create decodable reader lessons for the texts in the Journeys curriculum. The lessons will be formatted much like the decodable readers lessons created by Student
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

Achievement Partners for grades KK-1. The second grade decodable reader lessons will be released incrementally and can be accessed via the Early Literacy webpage: www.scsk12.org/earlyliteracy/

**Foundational Skills Video Library**
In September, the Early Literacy Department will release a set of videos featuring Laureates exemplifying quality foundational skills instruction and strategies. These videos can be leveraged for many purposes, including observation of strong practices, guidance for coaching conversations, content for school-level PD, assignments within professional growth plans, etc. These videos will be located on the SCS MediaSite, which can be accessed via SCS Edugoodies.

**Success:**
**Instructional Advisors**
There were five additional Instructional advisors added to the Early Literacy team. Adding advisors increased the amount of support offered to schools via the Foundational Literacy Laureates.

**Advisor Dedicated to Senior Reading Advisors**
One of the instructional advisors on the Early Literacy team works specifically with the Senior Reading Advisors who are employed to provide basic early literacy instruction to middle and high school students.

**Attendance to Early Literacy Professional Learning Opportunities**
Foundational Literacy Laureates attend their specific PD at a rate of approximately 85%. The Second Grade paraprofessionals attend their specific PD at a rate of approximately 80%. The number of K-2 teachers attending afterschool Early Literacy PD has increased in all grades, K-2. The Early Literacy Team designed foundational skills PD for teachers in grades 3-5 this year.

**Instructional Resource Development**
The Early Literacy team created a multiplicity of instructional resources to support K-2 teachers with implementing high-quality foundational skills instruction. The resources include, but are not limited to, the following: district-created Journeys Powerpoints, Phonics newsletters, Decodable reader lesson plans, exemplary practice videos, and Literacy Everywhere Brochure.

**Senior Manager**
A Senior Manager position was added to the Early Literacy team to provide oversight, strategic planning and leadership responsibility for key academic functions relating to Early Literacy to ensure academic strategies and objectives are met. The Senior Manager also works with the Chief Academic Officer and other Directors for strategy development and execution planning and to direct the support functions of the advisors by providing hands-on management, including regular feedback, coaching and support to ensure all team members are operating at a high level and working cross-functionally.
Challenges:
Even with additional instructional advisors, the team is unable to adequately meet the needs of all the K-2 teachers and Laureates who require intensive support in developing content and pedagogical knowledge of foundational skills.

Foundational Literacy Laureates have classroom responsibilities, which prevent them from fully supporting and coaching their K-2 colleagues at the school sites.

The Early Literacy Team needs more opportunities to build/strengthen foundational skills content knowledge and professional development to school leaders (e.g., PLC coaches, Instructional Facilitators, Assistant Principals, and Principals).

In the absence of a dedicated budget, the Early Literacy team has limited access to resources, materials, and professional development needed to improve early literacy instruction in all classrooms.

Root Cause Analysis
Area of Greatest Need: Improved Early Literacy Skills

Framing Question: Why are students struggling to read and comprehend grade level texts?

Hypothesis #1: Students in the early grades did not receive high quality foundational skills instruction.
Why? Teachers do not have access to a high-quality, research-based structured foundational skills program.
Why? The current foundational skills curriculum does not adequately support high quality instruction and strategies—especially for novice teachers.
Why? The district adopted the curriculum as part of a comprehensive ELA program.
Why? The contents of the curriculum were identified as sufficient at the time of adoption.
Why? The curriculum was included on the state-approved list for adopted curricula.

Hypothesis #2: Teachers do not have adequate knowledge of foundational skills instruction and strategies.
Why? Professional learning experiences in foundational skills instruction is limited.
Why? Teachers’ attendance rates to afterschool and on-line (web-based) professional learning opportunities lag or are significantly low.
Why? Teachers travel to in-person afterschool sessions, and they spend excessive hours completing on-line (web-based) sessions.
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

Why? The district-required opportunity for all teachers to engage in professional learning experiences in foundational skills only occurs twice a school year (during DLD).

Why? The district does not have the capacity to offer foundational skills professional learning experiences on frequently on such a large scale (600-700 teachers).

Hypothesis #3: Teachers do not receive adequate support with foundational skills instruction and strategies.

Why? There isn’t any full-time dedicated in-school support for FS instruction and strategies.

Why? Laureates are in schools, but they have full classroom duties and responsibilities.

Why? There are only seven district instructional advisors employed with the Early Literacy team. The Early Literacy coaches have a portfolio of 17-18 schools assigned to them for support, which limits their ability to provide adequate support to teachers.

Why? There is insufficient funds in the district’s budget to provide the human capital needed to place school-based literacy coaches in every school in the district so that teachers can have access to frequent, on-going coaching as needed.
Shelby County Schools will improve literacy across grades 3 through 12. Implementation of reading language arts curriculum will continue to improve developing students’ deep understanding of the content and mastery of the standards to ensure students are career and college ready.

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<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>[S 1.1] Standards-Aligned Core Instruction</td>
<td>Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</td>
<td>P. Giles (Curriculum and Instruction)</td>
<td>08/03/2020</td>
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</tbody>
</table>
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

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<thead>
<tr>
<th>A 1.1.2 Adoption of textbooks</th>
<th>M. Isabel (Curriculum and Instruction)</th>
<th>05/15/2020</th>
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<tbody>
<tr>
<td>Complete textbook adoption process which includes convening a textbook adoption committee. The committee will include grade level and subject specific teachers and members of Curriculum and Instruction (as facilitators). The committee will review and recommend textbooks, based on the outlined rubric provided, to the Shelby County Board for final approval.</td>
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<tr>
<th>A 1.1.3 Alignment of Classroom Observation and Feedback</th>
<th>T Scott, G McCullough, C Battle, J Tankston, S Beard, A Brown, K Chandler, C McGuire, D Fox, R White, C Williams, M Jordan, A Kiner, V Hunter, L Brooks, J Carson (ILDs); P Giles (Curriculum &amp; Instruction); R Addison (Professional Development)</th>
<th>05/21/2021</th>
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<td>Utilize formal (TEM rubric) and informal (Instructional Practice Guides or IPGs) observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs.</td>
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<th>A 1.1.4 Resource Alignment</th>
<th>P Giles (Curriculum)</th>
<th>10/01/2020</th>
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</thead>
<tbody>
<tr>
<td>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards</td>
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### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

Including Professional Learning Communities (PLC’s) meetings, curriculum maps, supplementary texts, pacing guides, classroom protocols and instructional technology.

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<td><strong>Use the District Formative Assessment as an interim measure of Pre-K-12 student progress.</strong></td>
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<th>[A 1.1.6] Implementation of Effective Literacy Shifts</th>
<th>K Jones (Office of Schools)</th>
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<tr>
<td><strong>Use Instructional Practice Guides (IPGs) to monitor effective delivery of standards aligned instruction.</strong></td>
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<tr>
<th>[A 1.1.7] 3rd Grade Commitment</th>
<th>A Burt (Office of Academics)</th>
<th>05/21/2021</th>
</tr>
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<tbody>
<tr>
<td><strong>Collaborative effort between schools, parents, and community towards ensuring we all work together to best help SCS students to reach reading readiness before the third grade. Resources would be provided to parents and teachers in the form of literacy toolboxes. Community members will connect with classrooms through volunteering Team Read.</strong></td>
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### Progress Indicators:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Details</th>
<th>Status</th>
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<tbody>
<tr>
<td>A 1.1.8 Eliminating the Learning Equity Gap</td>
<td>Educational barriers will be eliminated through policies, practices, and programs. Students will have access to strategies, curricula and materials that help them master rigorous, grade appropriate standards to ensure college and career readiness.</td>
<td>09/01/2020</td>
</tr>
<tr>
<td>S 1.2 Professional Development</td>
<td>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</td>
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<tr>
<td>Benchmark Indicator</td>
<td>Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams will monitor fidelity of implementation. New hire rosters and mentor list, submitted each</td>
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<td>A 1.2.1 Standards Based Curriculum Training</td>
<td>Continue to provide PD aligned to TN State Standards for the Instructional Leadership Team (ILT), principals, assistant principals, Professional Learning Community (PLC) Coaches, and teachers.</td>
<td>06/30/2021</td>
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### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

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<tr>
<th>SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Teacher applications and transcripts participating in district sponsored university course work per SEMESTER.</th>
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| [A 1.2.2] Instructional Academic Support | Provide support to Literacy Instructional Coaches, school-level Literacy Content Leads, Laureates and New Teacher Mentors to provide direct support to teachers to improve literacy instructional practices in classrooms and across relevant content areas. | R Addison (Office of Professional Development), P Giles (Curriculum and Instruction), L Fason (Early Literacy) | 05/21/2021 |

| [A 1.2.3] Differentiated Learning Opportunities | Provide differentiated professional development for both SPED and Gen Ed ELA teachers that focus on building students’ foundational skills and addressing grade level standards. | R Addison (Professional Development), L. Fason (Early Literacy) | 04/15/2021 |

| [A 1.2.4] Targeted Professional Development | Provide monthly content cadre PD sessions for teachers and leaders based on identified tracks. | A Burt (Chief Academic Office); P Giles (Curriculum & Instruction); R Addison (Professional Development); Thomas Rogers (iZone) | 06/30/2021 |

| [A 1.2.5] Vendor led Professional Development | Provide focused professional development for teachers, school leaders and District level instructional coaches on the implementation of the newly adopted textbooks. | P Giles (Curriculum and Instruction) | 03/01/2021 |
## 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

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<tr>
<th>[A 1.2.6] Future Black Male Teachers of Memphis</th>
<th>M Lowe (Office of Schools)</th>
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<td>Recruit and train African American male teachers to increase instructional engagement of African American male students.</td>
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<th>[A 1.2.7] Teacher and Leader Support</th>
<th>Y Martin (Human Resource), A Burt (Office of Academics), D Frantz (ESL)</th>
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<td>Teachers engage in course work at area universities to strengthen teachers content knowledge and pedagogy with the opportunity to obtain an additional endorsement. Partnerships with educational development programs to increase teacher and leader effectiveness.</td>
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<th>[A 1.2.8] Parent and Community Literacy Professional Development</th>
<th>S Payne (FACE)</th>
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<tr>
<td>Provide opportunities for parents and community members to engage in learning about the literacy curriculum, textbook adoption, and academic strategies.</td>
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<td>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</td>
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### Benchmark Indicator
District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted intervention and personalized learning.

### [A 1.3.1] Response to Intervention
Identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2 in all K-12 schools. Implementation monitoring is ongoing, and student progress is bench-marked every three weeks. Interventions provided for students are adjusted according to student mastery.

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### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

<table>
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<tr>
<th>QUARTERLY student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12)) RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</th>
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| [A 1.3.2] Personalized Literacy Supports Provide targeted enrichment and support for students using District-provided online intervention tools, differentiated instruction and classes with fidelity. | T Scott, G McCullough, C Battle, J Tankston, S Beard, A Brown, K Chandler, C McGuire, D Fox, R White, C Williams, M Jordan, A Kiner, V Hunter, L Brooks, J Carson (ILDs), P Giles (Curriculum and Instruction) | 05/21/2021 |

| [A 1.3.3] Targeted Support for Ongoing Learning Implement the Superintendent’s Summer Learning Academy for students in grades K-8, Read to Be Ready Summer Learning Academies, and School Based Summer Extended Learning to help mitigate summer learning loss. | D Sanders (Federal Programs); S Page (Academic Operations & School Support) | 06/30/2021 |
### 2020-21 Shelby County Schools District Improvement Plan

#### [A 1.3.4] Progress Monitoring
Create and implement a systemic approach to monitoring the implementation of the RLA intervention and using the data to drive instruction.


05/21/2021

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#### [G 2] Mathematics
Shelby County Schools will improve K-12 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.

**Performance Measure**
Shelby County Schools will work toward increasing the percent of students who are on track or mastered in Mathematics for grades 3-5 from 34.1% in 2018-2019 to 39.1% for 2020-2021; grades 6-8 from 22.2% in 2018-2019 to 27.2% for 2020-2021; and for grades 9-12 from 12.7% in 2018-2019 to 17.7% for 2020-2021 as reflected on TCAP. All students will demonstrate 70% on-track/mastery on District Formative Assessments.

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<td>[S 2.1] Standards-Aligned Core Instruction</td>
<td>[A 2.1.1] Access to Rigorous Curriculum</td>
<td>P Giles (Curriculum and Instruction)</td>
<td>08/30/2020</td>
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specific quarter. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district’s PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. TEM rubric for formal observations - for each observation at 3 or better; Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity; TN Ready State Standards - annually meeting AMO’s. School Equity Walks conducted monthly by District Cross-functional teams.

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<tr>
<th>[A 2.1.2] Alignment of Classroom Observation and Feedback</th>
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## 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

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<th>[A 2.1.3] Resource Alignment</th>
<th>P Giles (Curriculum and Instruction)</th>
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<td>Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards including Professional Learning Communities (PLC's) meetings, curriculum maps, supplementary texts, pacing guides, classroom protocols and instructional technology.</td>
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<td>Review and monitor the District Formative Assessment as an interim measure of Pre-K-12 student progress.</td>
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<tr>
<th>[A 2.1.5] Implementation of Effective Mathematical Learning Shifts</th>
<th>K Jones (Office of Schools)</th>
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<tr>
<td>Implement the use of Instructional Practice Guides (IPGs) to monitor effective delivery of standards aligned instruction.</td>
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<th>[A 2.1.6] Eliminating the Learning Equity Gap</th>
<th>A Burt (Office of Academics), M Lowe (Office of Schools), P Giles (Curriculum)</th>
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<td>Educational barriers will be eliminated through policies, practices, and programs. Students will have access to strategies, curricula and materials that help them master rigorous, grade appropriate standards to ensure college and career readiness.</td>
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<tr>
<th>[S 2.2] Professional Development</th>
<th>[A 2.2.1] Standards Based Curriculum Training</th>
<th>[A 2.2.2] Instructional Academic Support</th>
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<tr>
<td>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</td>
<td>Continue to provide PD aligned to TN State Standards for the Instructional Leadership Team (ILT), principals, assistant principals, Professional Learning Community (PLC) Coaches, and teachers.</td>
<td>Provide Math Instructional Coaches, school-level</td>
</tr>
<tr>
<td><strong>Benchmark Indicator</strong> Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Applications and Transcripts for teachers participating in District sponsored course work, each SEMESTER.</td>
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<td></td>
<td></td>
<td>[R Addison (Office of Schools) 06/30/2021]</td>
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### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

| [A 2.2.3] Differentiated Learning Opportunities | R Addison (Professional Development) | 04/15/2021 |
| Provide differentiated professional development for both SPED and Gen Ed Math teachers that focus on building students’ foundation skills and addressing grade level standards. |  |

| [A 2.2.4] Targeted Professional Development | A Burt (Chief Academic Office); P Giles (Curriculum & Instruction); R Addison (Professional Development); Thomas Rogers (iZone) | 06/30/2021 |
| Provide monthly content cadre PD sessions for teachers and leaders based on identified tracks. |  |

| [A 2.2.5] Future Black Male Teachers of Memphis | M Lowe (Office of Schools) | 06/30/2021 |
| Recruit and train African American male teachers to increase instructional engagement of African American male students. |  |

| [A 2.2.6] Teacher and Leader Support | Y Martin (Human Resource), A Burt (Office of Academics), D Frantz (ESL) | 05/21/2021 |
| Teachers engage in course work at area universities to strengthen teachers content knowledge and pedagogy with the opportunity to obtain an additional endorsement. Partnerships with educational development programs to increase teacher and leader effectiveness. |  |

<p>| [A 2.2.7] Parent and Community Mathematical Professional Development | S Payne (FACE) | 05/21/2021 |
| Provide opportunities for parents and community |  |</p>
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<tr>
<th>[S 2.3] Targeted Interventions and Personalized Learning</th>
<th>[A 2.3.1] Response to Intervention</th>
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<td>Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</td>
<td>Identify Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, after which students are scheduled for intervention services for RTI2 in all K-12 schools. Implementation monitoring is ongoing, and student progress is benchmarked every three weeks. Interventions provided for students are adjusted according to student mastery.</td>
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<td>[A 2.3.2] Personalized Math Support</td>
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<td>Provide targeted enrichment and support for Tier II and III students using District-provided online intervention tools, differentiated instruction and enriched classes with fidelity.</td>
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</table>

members to engage in learning about the math curriculum, academic strategies, and available learning resources.
## 2020-21 Shelby County Schools District Improvement Plan

<table>
<thead>
<tr>
<th>[A 2.3.3] Targeted Support for Ongoing Learning</th>
<th>McGuire, D Fox, R White, C Williams, M Jordan, A Kiner, V Hunter, L Brooks, J Carson (ILDs); P Giles (Curriculum &amp; Instruction)</th>
<th></th>
</tr>
</thead>
</table>

### [G 3] College and Career Readiness
Shelby County Schools will improve the percent of ready graduates through consistent progress in increasing graduation rates and the commitment to expanding EPSOs to prepare students for college and career success.
Performance Measure
Shelby County Schools will increase the percent of Ready Graduates from 18.6% for 2018-19 to 20.6% for 2020-2021 and graduation rate from 79.3% in 2018-2019 to 80.5% for the 2020 – 2021 academic school year.

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<tr>
<th>Strategy</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>[S 3.1] ACT Preparation</td>
<td>Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school based workshops for students. Provide students with opportunities beyond the traditional setting to master course content standards in order to be prepared to score a composite score of 21 or higher on the ACT.</td>
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<tr>
<td>[A 3.1.1] Virtual School</td>
<td>Using the SCS Virtual School platform, students will have access to complete additional courses required for graduation during before-school, after-school, and weekend sessions. Students will have the opportunity to gain knowledge needed to master content information that is on ACT.</td>
<td>K Jones</td>
<td>06/30/2021</td>
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</table>

Benchmark Indicator
Virtual School course completion data - Annually. Course credit - Semester grade audits; Quarterly student report card audits; Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. School Equity Walks conducted Monthly by District cross-functional teams will provide fidelity checks of instructional shifts needed for in ACT prep course for students to progress towards 21 on ACT.
### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

| [A 3.1.2] Grade and Course Recovery Program | Utilize District approved online program and the Project Graduation after-school program to allow students to recover credits previously missed in order to remain in their initial cohorts and to remain on track for on-time graduation. Students will also have the opportunity to relearn specific content standards needed for increased knowledge in order to demonstrate mastery of content covered on the ACT. | A Burt (Chief Academic Office); T Brown (College, Career & Technical Education) | 05/21/2021 |
| [A 3.1.3] Underclassmen ACT Workshops | Conduct quarterly ACT workshops for all freshmen and sophomores. | A Burt (Chief Academic Office); | 04/15/2021 |
| [A 3.1.4] ACT Awareness | Host monthly ACT and data awareness meetings with school ACT Liaisons to inform instructional shifts needed in ACT preparation course and workshop offerings. | A Burt (Chief Academic Office); | 05/01/2021 |
| [A 3.1.5] ACT courses | Schedule targeted students into ACT courses based on existing formative assessment data including PSAT, MastryPrep TruScore, ACT and EOC. | A Burt (Chief Academic Office); | 08/01/2021 |
| [S 3.2] Post-Secondary Opportunities | Develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school. | T Brown (College, Career & Technical Education) | 05/21/2021 |

**Benchmark Indicator**
CTE concentrators quarterly report will provide measures of students enlisted and succeeding in expanded post-secondary industry certification courses. WBL internships logs reviewed quarterly will be used to measure student participation and interests in work settings that require course work beyond basic high school graduation.
### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Responsible Party</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td><strong>[A 3.2.2] Advanced Academics Offerings</strong></td>
<td>Expand support to schools for Advanced Academics offerings including: Honors classes, International Baccalaureate, Advanced Placement, Statewide Dual Credit, and Dual Enrollment courses. Provide professional development for teachers to ensure fidelity of implementation and compliance will all course requirements.</td>
<td>L Sklar (Advanced Academics)</td>
<td>09/01/2020</td>
</tr>
<tr>
<td><strong>[A 3.2.3] Expand Postsecondary Opportunities</strong></td>
<td>Align and expand where possible Industry Certification course offerings with support and professional development opportunities to ensure student success.</td>
<td>T Brown (College, Career &amp; Technical Education)</td>
<td>09/01/2020</td>
</tr>
<tr>
<td><strong>[A 3.2.4] Enrichment and Support for Students</strong></td>
<td>Provide AP tutoring sessions and summer camp opportunities for students enrolled in AP courses. Provide Advanced Learning Program for High Achieving Students (ALPHAS) It will target between 1500 -2000 students and will be taught and facilitated by 100 teachers. These teachers will engage students in enrichment opportunities taken</td>
<td>A Burt (Office of Academics) L Sklar (Advanced Academics)</td>
<td>06/30/2021</td>
</tr>
</tbody>
</table>
### [S 3.3] Career Exploration and Work-Based Learning Opportunities

Provide students with college and career planning opportunities early (K-8) in their school careers that assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.

**Benchmark Indicator**

WBL partnerships – quarterly reviewed. Transcript analysis will be conducted each semester to support aligned Pathways programs and student attainment of pre-requisition skills for internships and apprenticeships. Use of student career interest inventories - annually, Enrollment and course selection for 8th and 9th grade students in CCTE courses - monitored quarterly will support CCTE redesign by evaluating student investment via attendance, course selection and grades in redesign efforts.

### [A 3.3.1] CCTE Strategic Redesign Plan

Continue to align high quality CCTE programs and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations, providing students foundational skills for future internships and apprenticeships.

| T Brown (College, Career & Technical Education) | 05/21/2021 |

### [A 3.3.2] Pathway Programs’ Alignment to Career Opportunities

Provide support to Career and Technology Centers to ensure instruction and rigor in CCTE programs, analyze program sustainability, and examine the degree to which pathways connect students to workplace and post-secondary learning opportunities.

| A Burt (Chief Academic Office); T Brown (College, Career & Technical Education) | 05/21/2021 |

### [S 3.4] Effective Transitions (Middle School, High School, Post-Secondary)

Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels

### [A 3.4.1] Transcript Evaluations

Provide comprehensive transcript evaluations three times a year for every student in Gr 9-12 along with intervention guidance.

| S Page (Office of School Support and Operations) | 05/21/2021 |
and educational placements.

**Benchmark Indicator**
Individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will be reviewed semi-annually to ensure students are on track for transitions to the next grade; transition plans (including academic and non-academic reports) will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; 4-year student academic plans will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; parent and student evaluation surveys will be conducted quarterly. Each semester conduct fidelity checks of updated student intervention plans resulting from transcript evaluations and intervention guidance.

<table>
<thead>
<tr>
<th>[A 3.4.2] Early Warning System</th>
<th>S Page (Office of School Support and Operations)</th>
<th>05/21/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train high school counselors on early warning system to identify students' at-risk variables and devise a plan to keep the students on track for graduation.</td>
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<table>
<thead>
<tr>
<th>[A 3.4.3] Middle School Transition Plan</th>
<th>S Page (Office of School Support and Operations)</th>
<th>12/15/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselors will develop and implement Elementary-to-Middle and a Middle-to-High transition plans focused on college and career exploration.</td>
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<table>
<thead>
<tr>
<th>[A 3.4.4] Parent Meetings</th>
<th>S Payne (Family &amp; Community Engagement)</th>
<th>04/30/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parent meetings to discuss the transition to middle schools and to high school including visits to the middle school or high school the student will be attending.</td>
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</table>
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

[G 4] Safe and Healthy Students
Shelby County Schools will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.

Performance Measure
Shelby County Schools will reduce the percentage of chronically out of school students from 18.4% in 2018-19 to 17.3% for the 2020 – 2021 academic school year.

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Person Responsible</th>
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<tbody>
<tr>
<td>[S 4.1] Behavioral Interventions and Supports</td>
<td>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</td>
<td>[A 4.1.1] Positive Behavior Intervention Support Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.</td>
<td>A Hargrave (SEED)</td>
<td>05/21/2021</td>
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<tr>
<td>Benchmark Indicator</td>
<td>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.. Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</td>
<td>[A 4.1.2] Intervention Teams Utilize cross-functional teams to complete statistic cycles that review attendance, chronic absenteeism, and behavioral data to identify at-risk students.</td>
<td>R Richmond (Student Services)</td>
<td>05/21/2021</td>
<td></td>
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</tbody>
</table>
### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

| [A 4.1.3] Intervention Programs for Students | B Walker  
(Office of Academic Operations and School Support) | 05/21/2021 |
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<td>Implement intervention programs to encourage positive and safe behavior among students. Including Restorative Justice and dropout prevention.</td>
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| [A 4.1.4] Support for Displaced Students | A Hargrave  
(SEED) | 06/30/2021 |
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<td>Provide services to displaced students and their families to eliminate barriers for attendance and academic success.</td>
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| [S 4.2] Professional Development | R Richmond  
(Student Services);  
Angela Hargrave  
(Student Equity, Enrollment & Discipline) | 05/21/2021 |
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<tr>
<td>Provide ongoing, high quality professional development at the District level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</td>
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**Benchmark Indicator**

Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.

| [A 4.2.1] Targeted Training | R Richmond  
(Student Services) | 06/30/2021 |
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<tbody>
<tr>
<td>Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism.</td>
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| [S 4.3] Parent, Family, and Community Engagement | R Richmond  
(Student Services) | 06/30/2021 |
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<tr>
<td>Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</td>
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**Benchmark Indicator**

Maintain a Safe Tips Line that provides students, parents, and community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools.

| [A 4.3.1] Safe Tips Line | R Richmond  
(Student Services) | 06/30/2021 |
<table>
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<tbody>
<tr>
<td>Maintain a Safe Tips Line that provides students, parents, and community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools.</td>
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</table>
Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.

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<tbody>
<tr>
<td>[A 4.3.2] Community Partnership</td>
<td>[A 4.3.2] Community Partnership</td>
<td>A Hargrave (Student Equity, Enrollment &amp; Discipline)</td>
<td>06/30/2021</td>
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<td></td>
<td>Partner with multiple community entities (DCS, UTCHS Center for Health in Justice-Involved Youth) to support schools with high chronic absenteeism rates.</td>
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<td>[A 4.3.3] Expanded Community Resources</td>
<td>[A 4.3.3] Expanded Community Resources</td>
<td>S Payne (FACE)</td>
<td>02/14/2020</td>
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<td>Expand the Adopt-A-School program to connect schools with community resources that support the teaching and learning environment and the overall well being of students.</td>
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<td>Strengthen the Parent Ambassadors program to inform and involve families on important topics to include, but not limited to school readiness, curriculum, high school readiness, college prep, safe schools, and attendance.</td>
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[5 G] Early Literacy
Shelby County School’s early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

Performance Measure
Shelby County Schools K-2 Literacy will increase from 22.7% on 2018-19 3rd grade TN Ready Assessment to 29.0% on 3rd grade TN Ready Assessment for the 2020 – 2021 academic school year.

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<tr>
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</thead>
<tbody>
<tr>
<td>[S 5.1] Early Learning Opportunities</td>
<td>[S 5.1] Early Learning Opportunities</td>
<td>Bradley Leon (Assessment &amp; Accountability), T Scott, G</td>
<td>03/01/2021</td>
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<tr>
<td></td>
<td>Provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development</td>
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<td>[A 5.1.1] Assessment Tools</td>
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<td></td>
<td>Utilize District Formative Assessment tools to guide instruction and develop individualized learning</td>
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and create a continuum of learning through third grade.

**Benchmark Indicator**
District Formative Assessments (including grade 2-Fall, Winter and Spring) will demonstrate the alignment of core instruction to K-2 standards at 70% on-track/mastery level; WEEKLY student assessment data to monitor daily task alignment with standards; Universal phonics program (based on awarded RFP) will demonstrate student mastery of foundational literacy skills by achieving 70% mastery on WEEKLY assessments; MONTHLY equity walks by district team leaders to determine the fidelity of implementation of phonics program; QUARTERLY foundation skills review from district literacy coaches on academic gap and root cause analysis to support professional development opportunities based on measured needs; ON-GOING 85% attendance and completion of PD focused on foundational literacy for K-2.

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<tr>
<th>[A 5.1.2] Tiered Intervention</th>
<th>Utilize one-on-one tutoring and online assessment tools as a tiered intervention method for Pre-K-2 students.</th>
</tr>
</thead>
</table>


| Bradley Leon (Assessment & Accountability), T Scott, G McCullough, C Battle, J Tankston, S Beard, A Brown, K Chandler, C McGuire, D Fox, R White, C Williams, M Jordan, A Kiner, V Hunter, L Brooks, J Carson (ILDs) | 03/01/2021 |
### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

| [S 5.1] Phonics Resources | [A 5.1.3] Phonics Resources  
Identify and select a universal phonics program for students in Gr K-2 that support the efforts of early literacy and foundation skills being improved to increase students being prepared for future grade levels. | Brooks, J Carson (ILDs) | 12/31/2020 |
| [S 5.2] Effective Transitions into Kindergarten | [S 5.2] Effective Transitions into Kindergarten  
Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements. | P Giles (Curriculum and Instruction), L Fason (Early Literacy) | 09/30/2020 |
| Benchmark Indicator | Benchmark Indicator  
District-wide curriculum maps assure seamless articulation and spiraling of content from one grade level or grade band to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels: Weekly informal observations by ILT and principals to monitor the implementation of the curriculum maps will allow our district to monitor the implementation of curriculum along with the impact of instructional best practice on grade-to-grade transitions. | P Giles (Curriculum and Instruction), L Fason (Early Literacy) | 09/30/2020 |
| [S 5.3] Professional Development | [S 5.3] Professional Development  
Provide support to K-2 all teachers through job-embedded professional development activities. | R Addison (Professional Development), L Fason (Early Literacy) | 06/30/2021 |
| Benchmark Indicator | Benchmark Indicator  
Student assessment data in the form of quarterly formative assessment and quarterly district CFAs will demonstrate effective professional development as improved pedagogy will yield increasingly positive student results; completion of foundational skills module studies will provide |  |  |
### 2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

<table>
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<tr>
<th>Evidence of effective professional development as participants demonstrate concept mastery by completing module assessments before returning to school sites to implement practices. School Equity Walks conducted monthly by District Cross-functional teams.</th>
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<tbody>
<tr>
<td><strong>[A 5.3.2] Instructional Academic Support</strong> Provide Literacy Instructional Coaches, school-level Literacy Content Leads and Laureates to provide direct support to teachers to improve literacy instructional practices in classrooms and across relevant content areas</td>
<td>R Addision (Office of Professional Development), P Giles (Curriculum and Instruction), L Fason (Early Literacy)</td>
<td>06/30/2021</td>
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</table>
Targeted School and Student Group Support

Describe how the district is identifying and supporting your schools and students groups with the most room for improvement.

Answer

Shelby County Schools (SCS) includes many schools identified by the state as needing improvement. Additionally, it serves a student population in which most students fall into one or more student group where there is an identified need for improvement. Thus, many parts of the District work together to identify and support schools and student groups, and equity in education is a major focus of District planning. For example, Class Size Reduction teachers provide differentiated literacy instruction and differentiated math instruction to students in Title I Priority/CSI and ATSI schools, and other select schools. Emphasis is on improving achievement of the lowest achieving students and instruction by effective staff.

The District's Department of Schools and Leadership partners with the Office of Accountability to acquire and review disaggregated data from the prior school year for TNReady, ACT, and End Of Course. Trends and systemic problems are identified, including problems with subgroups. Then the departments of Curriculum and Instruction, Professional Learning and Support, Exceptional Children, English as a Second Language (ESL), and Schools and Leadership begin to plan development in a scope and sequence to remedy the content and academic discipline achievement and growth problems. Additional support areas also enhance this targeted work.

Schools and Leadership

The District's Schools and Leadership office uses a strategic process to identify and outline supports for schools that are in the most need of improvement within the District. First, Instructional Leadership Directors (ILDs) are strategically placed to support schools based on school achievement and TVAAS level growth scores/needs as well as prior year performance. Once ILD support is aligned to schools based on performance, a strategic coaching plan is outlined to strategically coach, support, and develop principals and instructional leadership teams (ILTIs). Next, Assistant Superintendents work with ILDs to (1) create a clear theory of action for schools in need of improvement and (2) outline a program of work to support steps to ensure support is in place to support the theory of action. Coordinated support teams are then utilized to support the program of work and support steps of the ILDs.

Once a theory of action and program of work is in place, ILDs provide a tiered support plan as follows:

- **Tier 3** schools are visited weekly. Tier 3 schools are identified by Level 1 TVAAS, low achievement, and for high schools’ low graduation rates.
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN

- **Tier 2** schools are visited bi-weekly. Tier 2 schools are identified by school level 2-3 TVAAS with low to medium achievement, and graduation rates above 80% in high schools.

- **Tier 1** schools are visited on a monthly basis. Tier 1 schools have level 4-5 TVAAS scores with medium or high achievement, and in high schools’ a graduation rate above 80%.

ILDs work collaboratively with coordinated school support teams (Math Advisor, English Language Arts Advisor, Response to Intervention Advisor, Special Education Advisors, and the Office of Student Equity, Enrollment and Discipline) to support schools. ILDs also help principals with standards-aligned instructional strategies to enhance teacher classroom effectiveness. They support principals in developing teams to monitor Response to Intervention (RTI), Data Driven Instruction (DDI), attendance, and high school graduation rates by implementing best practices and strategies for improvement. Additionally, ILDs align supports with the RTI Advisor to analyze data for subgroups and identifying students in need of intensive RTI supports and supports for graduation requirements in high schools. On an ongoing basis, the Office of Academics works with the Strategy and Performance Management Department to ensure that ILDs and principals have access to formative assessment data, new analyses of state data, and preliminary relevant data such as graduation rates.

**Curriculum and Instruction**

**ELA** - In 2017, K-8 schools began implementing a new, high quality English Language Arts (ELA) curriculum that is better aligned to the core ELA standards and ELA shifts for increased rigor. The selected curriculum is *EL Education*. As a part of the District's curriculum changes, Grades 6-8 are now engaged in the EL curriculum, while Grades K-5 continue to use *Journeys* for their foundational literacy, supplementing it with EL for meaning-based literacy. As a result of this change, all students in Grades K-8 in all subgroups (including SWD and ELL) are now engaged in *EL Education* in their core ELA classes. At the end of last school year, we saw a slight overall decrease in the number of students who scored Mastered and On Track in Grades 3-8; however, it should be noted that our ELL students showed an increase in the number of students who scored Mastered and On Track. Additionally, students in grade 5 ELA demonstrated a significant increase in academic achievement and growth.

Despite not meeting the AMO goals for this year, students in Grades 9-12 ELA have shown significant gains in academic achievement and growth. More specifically, students in all subgroups, with the exception of SWD, demonstrated increase in performance last year compared to the previous year. While we are excited about the demonstrated growth for students in Grades 9-12, we understand there is still significant room for improvement. An analysis of the growth data and district-wide walk through data in Grades 6-12 suggests that teachers utilize the complex texts from the curricula but teach familiar questions and tasks that do not rise to the rigor of the standards or the rigor of the district provided curricula. Therefore, schools may be using the anchor texts in the curriculum but not necessarily the rigorous questions and tasks in the curriculum. We have identified this as area of need across the District, and therefore
supports are being provided for teachers and school staff. The Office of Curriculum and Instruction provides specific resources in the K-12 Curriculum Maps and Supporting Documents folders to further assist educators of targeted subgroups, for example, planning resources, videos, instructional calendars, standards analysis, and assessment blueprints. Some of the ELA resources that have been created to improve delivery of instruction for all schools, including those with subgroups, are:

- ELA Curriculum Maps that identify resources for engagement and scaffolding for high quality Tier I instruction for all students and subgroups. For example, a section describing the Model Performance Indicators (MPIs), which help to make content comprehensible for all learners
- ELA Curricula and TDOE Assessment Guidance Resources that include SCS and TDOE resources to assist teachers in meeting the demands of the standards for all subgroups of students
- A section in EL module lessons entitled Meeting Students’ Needs, which is accessible to ELL students and other targeted subgroup students, which offers specific strategies and resources within the curriculum and supporting materials to support subgroups
- A K-5 EL Online Resource guide to further support access and instruction for our subgroups through videos, interactive resources, tasks, etc.
- Professional learning opportunities offered to teachers on accessing and using the meaning-based and foundational literacy curriculum and resources and planning and implementing lessons
- Curriculum and Instruction feedback to teachers, school leaders, and District leaders on the current levels of effective curriculum implementation in classrooms and schools

A root cause analysis of the low literacy achievement among third grade students is shedding light on new directions needed. In the area of Early Literacy, the following conclusions are guiding work of the District’s Early Literacy Team:

- K-2 teachers lack adequate content and pedagogical knowledge of foundational skills instruction. On a limited basis, Foundational Literacy Laureates and Senior Reading Advisors are having an impact; however, more resources are needed for centralized support of these individuals, and barriers to access (for example, during after-school periods) must be addressed through collaborative planning.
- K-2 teachers do not have access to a high-quality, research-based structured phonics program. Thus, a 2019-20 action step addresses this need.
- With the adoption of College and Career Readiness Standards, schools began transitioning from skills-based instruction to standards-based instruction. This transition inadvertently led schools to concentrate on meaning-based instruction. This shift was particularly detrimental in the primary grades, as foundational skills instruction in K-2 classrooms was not prioritized. Increased collaboration is needed.

Mathematics - During the 2016-2017 school year SCS began implementing Eureka Mathematics in Grades K-8 and in Algebra 1. The rationale for choosing Eureka Mathematics is that it better aligns the mathematics state standards and the mathematical shifts - focus, coherence and rigor. It also presents mathematics in context to the real world. While K-Algebra 1 engaged in full implementation,
Eureka Math was used as a supplemental resource in Algebra 2 and geometry. All schools and all student subgroups, in K-8 and Algebra 1, have equal access to this high-quality resource.

In spite of missing the AMO target for this year, students made significant gains in Geometry. Grades K-8 showed significant growth toward AMO targets moving 5% points over the previous year. All Grades 3-5 trended in the right direction especially ELL weighing in at 19.5%. All subgroups made measurable gains in Grades 6-8, with 21.1% Mastered or On Track. The largest performance improvement was among our ELL students. Despite not making our AMO targets in 9-12, our super-subgroup showed significant gains reaching 11.8%; however, SWD showed no significant gains. Our greatest deficiencies remain in Algebra I and Geometry. These are our critical focus areas and we are adding specific supports to address the needs of students and teachers. We are adding Open Labs for special education teachers to offer support with understanding the standards and providing models of differentiated instruction.

To provide more support to schools, Curriculum and Instruction provides the following:

- Curriculum maps fully aligned to the State Standards and Eureka Mathematics
- Pacing calendars that assist with lesson planning that include built-in flex days that are designed to help teachers catch up with pacing and plan for review and remediation
- Differentiated supplementary resources that can be used for remediation or enrichment
- Eureka Math Remediation Guides that provide foundational skills to address gaps among students of all subgroups
- Eureka Math Parent Newsletters and access to Eureka Math Homework Helpers
- Instructional Focus Documents, created by Tennessee Department of Education, which provide teachers with examples of learning across all performance levels to help educators determine the depth of a student’s conceptual understanding of the Tennessee mathematics standards.
- The latest updates and information from the Tennessee Live binder (includes assessment updates, TN Blueprints, Item Releases, Practice Tests, Math references sheets, etc.)
- Monthly professional learning opportunities called Open Labs were created to assist teachers with unpacking complex standards, planning and delivery of effective instruction, and scaffolding instruction without taking away the cognitive demand of the lessons. and providing practical tools to convey concepts to students. The Open Lab sessions were created because based on district formative assessment data, Algebra I and Geometry show the largest opportunity for growth.

Social Studies - District data show that Grades 6-8 Social Studies and High School U.S. History need the most improvement in the student subgroups of economically disadvantaged students, English Language Learners, and Students with Disabilities. In order to address these needs, the Curriculum & Instruction Department has created an English Language Learners teachers cohort this year. The cohort consists of Social Studies teachers at schools with high ELL populations. As part of the cohort, teachers learn strategies for
helping their ELL students gain historical thinking skills, and teachers are expected to share those strategies at PLC meetings with their departments at their respective schools. In addition to creating the teacher cohort, the Curriculum & Instruction Department has expanded its strategies appendix to include more teaching strategies designed to give students with disabilities more entry points into complex texts and historical documents.

Because this is the first year of the new Social Studies standards, all schools need new supports, and they have been receiving targeted support based on the new TN Social Studies practices. These supports include access to Document Based Questions Binders in Grades 6-8 and High School U.S. History, Inquiry Design Model Lessons created in conjunction with C3Teachers (the Framework that was the basis for the TN Social Studies Practices), and at least one historical document for every standard in Grades 6-12. We have also engaged in a rigorous curriculum feedback process, including both in-person sessions for each quarter of curriculum in addition to a thorough online feedback survey. Because curriculum is housed online for our teachers, revisions can be made in real-time as actionable feedback is given.

**Professional Learning and Support**

Professional Learning Advisors build content knowledge and capacity of teachers and Instructional Leadership teams through Content Cadres (differentiated learning experiences via virtual and in-person opportunities), District Learning days, and Content Academies. They support District-led Equity Walks providing ILTs with informal observation data. Along with Equity Walk data they review formal and informal teacher performance data, as well as student performance data including Mastery Connect common formative assessments, Illuminate/Fast Bridge, and authentic student work. Using these data sources, Professional Learning Advisors create and manage cadres of teachers, providing target support where teachers need it. Professional learning for teachers, leaders, and ILTs are all driven by the data collected.

Teachers are assigned to a learning path that is differentiated to meet their needs. Once educators have been placed in a learning path, they engage in professional learning experiences intended to support the development of content knowledge and pedagogy.

1. **Exploring Path.** Novice educators engaging in the Exploring Path will participate in introductory learning sessions customized to develop their fluency with the curriculum and a deep understanding of the state standards, providing teachers with the knowledge and skills needed to implement the curriculum with integrity. Educators who are new to SCS or their content area will be assigned to a path based on the data they bring and their experience with the curricula.
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2. **Progressing Path.** Educators engaging in the Progressing Path will participate in learning sessions customized to build their fluency with the curriculum and a deep understanding of the state standards, providing teachers with the knowledge and skills needed to implement the curriculum with integrity.

3. **Advancing Path.** Educators engaging in the Advancing Path will participate in learning sessions customized to refine their fluency, allowing teachers to make more nuanced decisions with the curriculum through a deeper understanding of the state standards, providing teachers with increased capacity to implement the curriculum with integrity and meet the needs of all students.

4. **Sustaining Path.** Educators engaging in the Sustaining Path will participate in learning sessions to reflect on their instructional moves and enhance their ability to extend engagement and collaboration opportunities to all students.

In order to support the professional learning paths, ILDs work with ISAs, school-based ILTs, and PD & Support Managers to provide targeted support from content provided in the professional learning paths directly to schools. Teams from each assigned zone access and review formal and informal teacher performance data, as well as student performance data including Mastery Connect District common formative assessments, Illuminate/FastBridge, and authentic student work in order to determine additional professional learning needs. Using these data sources, they create support plans and work collaboratively with the Professional Development and Curriculum & Instruction Department to ensure that zone specific and aligned professional learning. Individual support plans are created specifically for each school, while zone and district trends are used to inform school, zone level, and district wide PD content and development sessions.

**Department of Exceptional Children and Health Services**

**Exceptional Children** - The department has developed an Individual School Support Plan (ISSP) to identify the needs of schools, utilizing data such as IEP numbers, attendance, discipline, state testing, and observations by advisors assigned to the schools. Based on the data captured, individual plans are developed to support schools in targeted PD for groups of schools where a trend is identified or for individual schools. Support includes identifying students that are at risk for chronic absence and making contact with the parent during the IEP meeting or phone calls to address concerns, PD in the area of developing the FBA and BIP as needed, PD in the area of positive behavior supports. Additionally, we consider the needs of the administration and provide PD to build administrative capacity in their knowledge of issues related to students with disabilities. DEC has also identified funds (minimum of $1000) per school to support tutoring for students with disabilities. The results of the state test are used to determine the students to target for the tutoring.

**School Nurse Program** - School nurses manage the school health services in collaboration with their supervising personnel. Each nurse employed by Shelby County Schools works to support student physical growth, and intellectual development. All nursing
services provided at Shelby County Schools are performed by licensed nurses and supervised by a management team of registered nurses. These services include health assessment, planning, coordination of care and direct student care services for all children, including those with special health care needs.

**Coordinated School Health (CSH)** - Tennessee Coordinated School Health connects physical, emotional and social health with educational and social health with education through eight inter-relational components. This coordinated approach improves students’ health and their capacity to learn through the support of families, communities and schools working together. The primary goal of CSH is to prevent and reduce childhood obesity. Monthly health initiatives include teen dating violence awareness and prevention, heart health, bullying prevention, asthma awareness, and nutrition.

**Centers for Disease Control Cooperative Agreement** - This cooperative agreement is a funded opportunity that supports the improvement of the health and well-being of our districts youth by coordinating work with education agencies and other organizations to reduce risky behaviors among middle and high school students. This is the fourth 5-year cycle for this funding

**Department of English as a Second Language (ESL)**

Based upon WIDA ACCESS results from 2018, ESL has identified schools scoring a “C” or below on WIDA growth to provide targeted instructional support. In addition to this review of scores, ESL also has disaggregated student data based upon the following factors: length of time in a US school; instructional model (co-teach/pull-out); curriculum used in ESL instruction; and scheduling of ESL services. Based on the more detailed data, ESL is offering school administrators support in: scheduling for ESL; staffing recommendations (grade-level placement within the school); peer coaching support for both new and returning ESL teachers; school-based professional development on scaffolding Tier 1 instruction for ELLs; professional development on language development for General Education and ESL teachers. Peer Coaches and ESL Advisors have been assigned to all schools to provide tiered support in instructional practices and WIDA standards implementation in ESL classrooms. ESL advisors have supported schools during collaborative planning sessions with ESL teams and grade-level teams. Additionally, ESL Advisors have conducted school-level support in co-teaching and supported co-teaching teams in meeting the language development needs of ESL students in a co-teach setting. ELL Instructional Advisors, Bilingual Cultural Mentors and Bilingual Counselor will provide support for ELL students. The advisors will provide training for new and returning ESL teachers in all Title I schools. In addition, these individuals also work with general education teachers who teach EL students in Title I schools to provide teaching strategies and accommodations for English Learners. The Bilingual Mentors and Bilingual Counselor will provide support to schools during parent training and meetings.
Other Departments and Divisions

Advanced Academics - Advanced Academics Expansion Plans have been developed with every District-managed high school, with special emphasis on targeted schools. The team provided multiple data points to help schools identify additional students for advanced coursework and to increase advanced course offerings. The PSAT 8/9 was administered to ninth graders to identify additional students with potential for successfully completing advanced academics coursework. Assistance in teacher identification for advanced course offerings was provided. Manuals for Advanced Placement and Dual Enrollment were created to formalize course implementation and ensure access and guidance for all district-managed schools. AP and IB semester grades were reviewed by the site-based AP/IB coordinators for support and intervention for at-risk students as needed. The Division of Optional Schools and Advanced Academics provides funding to assist Economically Disadvantaged students as well as hardship cases in advanced courses. Brochures on the benefits of honors, dual enrollment, and Advanced Placement courses are distributed in English and Spanish. Professional development is also provided to targeted schools on increasing rigor, and implementing honors courses and Advanced Placement courses with fidelity.

College and Career Technical Education (CCTE) - The federal legislation that funds career and technical education (CTE), the Carl D. Perkins Career and Technical Education Act, has been reauthorized as Perkins V. Under this new legislation, a complete comprehensive local needs assessment is conducted not less than once every two years. This local needs assessment is where we evaluate CTE student performance on state negotiated accountability measures and targets. Student performance on state accountability measures is disaggregated by race, gender, migrant status, and special population groups. The results from this report is used to justify alignment of CTE program(s) of study to high wage, high skill, and/or in-demand vertically aligned career pathways. The identification of CTE program(s) of study growth opportunities to support the current and emerging regional and local employment needs are also assessed. Additionally, the recruitment, retention, and training of highly skilled CTE educators at the local level is determined from this assessment. Particular attention paid to ensure diversity in the CTE teaching workforce. Locally, school check-outs with principals and ILDs are held annually to evaluate the access to and equitable participation in CTE program(s) of study for all student groups and special populations.

IZone/Priority Schools - The Office of IZone/Priority Schools provides focused intentional support to schools on the State's Priority list that have been identified as performing in the bottom 5% or those designated by the State as targeted focus schools because one or more of their subgroups did not meet required AMOs. The office provides direct content coaching support for IZone/Priority Schools within the District. The structures of IZone schools ensure students have an additional hour of instruction, access to additional resources, and intentional targeted instruction that is aligned to focus/power standards. Teachers in IZone/Priority schools receive tiered support consisting of collaborative planning, module studies, co-teaching, one-on-one support, modeling of lesson components, in-put trainings designed to build content knowledge, and direct access to a committed assigned content coach (ELA, Math, Science,
HS). IZone content managers and coaches work collaboratively with Instructional Leadership Directors (ILDs) and principals to provide differentiated support based on school needs. Charter schools on the State’s Priority list are supported through the Charter School Office and receive applicable grant funded supports and access to professional development as well as access to content coaches. In addition, the Office of IZone/Priority Schools works in conjunction with Federal Programs staff to write, obtain, and manage state and federal grants that allow for programs, supports, and resources directly impacting student growth and achievement. The Office of IZone/Priority Schools focuses its efforts on the following theories of action:

- Recruitment and empowerment of highly effective principals and Instructional Leadership Teams (ILTs)
- Attraction and incentives for high performing teachers
- Development of teacher efficacy through robust instructional coaching and advancement of three pillars of instructional leadership, data-driven instruction, and distributed leadership that ensure equity in action
- Intensive partnership from IZone district support system to further advance school leadership instructional practice, support excellent cultures, and remove barriers to success
- Provision of extended learning day to accelerate student learning and close opportunity gaps
- Development of school-specific innovations and cultures that build off of foundational pillars and engage community.

IZone 2.0 ensures that all students have access to Tier 1 standards-aligned core content based on the belief that equity demands good first teaching to make sustainable impact on a child’s educational path and life trajectory. Many IZone students require intense interventions. IZone teachers engage students in standards-aligned innovative educational experiences and interventions during the additional hour of daily instruction.

**Student Equity, Enrollment and Discipline (SEED)** - SEED has implemented initiatives that involve collaborating with outside stakeholders (for example, Juvenile Court, Department of Children’s Services, and Bridge Builders) and aligning processes and expectations with these stakeholders. Discipline Implementation & Restorative Practices trainings and SEL initiatives are provided District-wide from the Office of SEED to equip teachers and staff with tools that support positive student interactions. The Office of SEED’s ACEs training has become a mandatory training component for all teachers, to ensure that students with adverse childhood experiences receive the best most proactive responses to address their Social Emotional Learning needs. Twenty-five Trauma informed schools have been identified to pilot intensive trauma support for students at the identified schools, in addition to on-going ACEs trainings that are provided to all schools. The Office of SEED works to implement specific initiatives that encourage Student Lead groups so that they have a voice in matters that are related to discipline, chronic absenteeism, disproportionality, gender-based responses, bullying, social topics etc. These initiatives (facilitation of student-led groups) are designed to allow students to be involved in the decision making of matters that directly affect them.
Student Support Services – Student Support Services provides support for schools and students by promoting good attendance, positive behavior, safety and security, before- and after-school programs, and support (professional development, training, and resources) for schools with various concerns. The Multi-Tiered System of Support (MTSS) plays a key role in our efforts to provide quality services that meet the academic and social needs of all students. MTSS is an integrated approach in which data-based problem-solving and team decision-making is practiced across all school levels to support students. School Counselors provide education, prevention, and responsive services throughout the multi-tiered system of support. MTSS encompasses three tiers of support to address students’ academic or behavior concerns. The three tiers are Tier I: Universal Program (Whole School) – All students are provided the core curriculum, instruction, prevention and intervention; Tier II: Supplemental, Strategic Intervention (Small Group) – Targeted students participate in specific intervention activities and support services to address individual needs; and Tier III: Intensive Intervention (Individualized) - Targeted students are referred for individualized services and therapeutic interventions. The Student Review Team (SRT) process is a school-based referral system that focuses on individualized interventions and responsive services that are needed to support student development and achievement. The SRT process responds to four areas that may impact student achievement and educational experiences including: behavior, health, social-emotional, and academic concerns that are not related to specific learning disabilities (SLD). The SRT process should serve as the “hub” for recognizing and responding to student concerns throughout the school year. The school counselor serves as the chair/coordinator and is responsible for helping the team to understand student need(s) and identifying responsive services or interventions. Student Leadership programs engage the student voice in decision-making, social justice, and identification of disenfranchised students or student groups who are being underserved.

Whitehaven Empowerment Zone (WEZ) - The Whitehaven Empowerment Zone (WEZ) is a proactive strategy designed to provide interventions to students in specific schools through improved school culture, climate, and curriculum. Characteristics of the WEZ include tiered support for the building leader from the WEZ leader, vertical alignment across grades and courses, tiered autonomy for staffing changes, dedicated content coaches across grade bands and courses, dedicated intervention time beyond state requirements, and a Unified Leadership Council and PTSA for parents, educators, and community stakeholders.

Continuous Improvement Zone (CIZ) - As a result of great academic improvements, 12 schools were phased out of the IZone to enter the Continuous Improvement Zone (CIZ). Schools in the CIZ have moved off the state’s lowest-performing school list and are in good standing according to Tennessee Department of Education (TDOE). Many have been recognized as Reward Schools and have become an academic model for the district. Hence, this intensive support phase includes dedicated resources from a centralized support team, professional development, and dedicated time for collaborative planning, among other resources. Ultimately, this work ensures schools maintain an upward academic trajectory experienced over the last few years. Through job-embedded professional development, teachers and school leaders have been immersed in content on effective instructional leadership teams, data-driven decision making, and instructional leadership for standards-driven instruction. This ensures innovative strategies and systems are implemented in order to increase student achievement and makes certain college and career readiness for our students.
Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a district will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials. Describe the district's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. (Include possible funding sources to be used to support these courses, activities, and subject programming.)

Answer

Embedded within Destination 2025, SCS’s 10-year strategic plan, is our District’s vision of a well-rounded education for all students. This includes creating a strong and firm foundation by developing students' foundational skills in the early grades so they will be able to access and understand new learning as they progress through elementary, middle, and high school and post-secondary success. In order to ensure all students receive a well-rounded education, our District focuses not only on academics, but also on the whole-child (social, emotional, and physical). Students are provided access to an extensive array of courses that help them to develop both academically and socially, for example, Advanced Academics, Career and Technical Education offerings, CLUE, and Virtual Schools. Various funding sources are used to support these courses, activities and subject programming.

Across the Pre-K-12 Continuum

SCS’s Division of Early Childhood (DEC) aims to provide comprehensive services to families, which includes family and health support, as well as academic and cognitive support for the child. The SCS Head Start program provides services to 3,200 children and families. Early Childhood is also the recipient of Voluntary Pre-K funds and the Preschool Development Grant (PDG). These funding sources, combined with additional funds from the Shelby County Commission, make it possible for the District to provide comprehensive services to approximately 5,400 students annually. The program currently supports 291 early childhood classrooms. Three- and four-year-old children receive services within Head Start Center based classrooms at ten locations, and 4-year-old children have school-based and community center options. Early Childhood’s vision is to provide a rich, child-centered, literacy focused program to ensure that all children enter Kindergarten ready to learn. Quality instructional programs is offered in a safe, healthy and nurturing environment. The program encourages a cooperative partnership between the school and home in order to foster the development of lifelong learning while recognizing the individual needs of all children and their families. In an effort to expose students to a wide array of material that will expand their cognitive, behavioral, and emotional knowledge, all teachers are provided resources for the state approved curriculum Big Day for Pre-K based on the TN-ELDS standards.

Beginning at the elementary grades, SCS provides a variety of educational experiences for students including Optional Schools (magnet schools and programs) and Advanced Academics. Each Optional school or program is provided with strategic planning and
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support as well as specialized teachers and teacher training, materials and supplies aligned to program content, and funding for integral field trips and competitions. The Division of Optional Schools and Advanced Academics is responsible for the continual marketing and advertising of these individual programs. The Division coordinates the Optional enrollment process, ensuring the integrity of the academically challenging coursework and strengthening students' preparation for post-secondary success. The Division also serves all schools offering Honors, Advanced Placement, Dual Enrollment, and Statewide Dual Credit courses, ensuring the fidelity of program implementation. Specifically, the Division provides the following services:

- Provides support to school leaders to support the development of their advanced academic offerings.
- Provides enrichment and academic preparatory activities to students.
- Collaborates with college and university partners to increase the depth and breadth of offerings to ensure programmatic alignment with post-secondary goals.
- Supports schools in analyzing data to assist all schools in making informed decisions regarding utilization and expansion of advanced courses.
- Collaborates with schools to increase Early Post-Secondary Opportunities (EPSOs).
- Increases access and equity to Optional programs through the implementation of an online application system.
- Maintains strong Optional programs to attract and retain students to SCS.
- Implements new and innovative Optional programs (e.g., T-STEM, Diesel Technology through the first Cummins TEC program in North America, and Agri-STEM).

Honors, Advanced Placement (AP), International Baccalaureate (IB) and Statewide Dual Credit (SDC) are supported by this Division through the following activities:

- Expands access to AP coursework through Pre-AP teacher training.
- Administers the PSAT 8/9 to all ninth graders to identify additional students with the potential to succeed in Advanced Placement courses.
- Increases capacity of teachers to engage in more rigorous instructional practices through differentiated professional development.
- Formalizes the process to expand student access to Advanced Placement courses.
- Maintains and updates resources such as the AP Manual.
- Collaborates with high school administrative teams annually to develop Advanced Academics Expansion Plans to build capacity for advanced academics coursework.
- Develops Pre-AP teacher pool to build capacity of teachers to effectively teach advanced courses.
- Identifies potential teachers to be authorized to teach AP/IB courses.
- Provides financial support for training (and/or associated fees) of AP, IB, and SDC teachers.
- Expands access to AP coursework to 9th and 10th graders through additional course offerings such as AP Computer Science Principles and AP Human Geography.
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- Provides training sessions for counselors and school administrators on the advantages of taking AP, IB, and SDC courses to ensure students become Ready Graduates.
- Increases awareness of the benefits of taking advanced academics coursework by providing information sessions to schools.
- Collaborates with the Tennessee Department of Education to increase Statewide Dual Credit course offerings.

Furthermore, the Division supports Dual Enrollment (DE) through the following activities:

- Executes and monitors the process to expand student access to Dual Enrollment courses.
- Identifies potential teachers to be credentialed by partnering colleges to teach Dual Enrollment courses.
- Maintains and updates resources such as the DE Manual.
- Incorporates DE into high schools’ Advanced Academics Growth Plans.
- Engages multiple college partners to offer a variety of pathways to promote access, including partners that offer multiple admission requirements to allow access to a more diverse student population.
- Facilitates DE courses that are located on high school campuses and taught by SCS teachers credentialed by the partnering colleges.
- Facilitates DE courses that are located on college campuses and that are taken by students after school or on weekends.
- Facilitates DE courses taught by college professors on high school campuses during the school day and after school.
- Facilitates DE online classes offered by partnering colleges.
- Supports all career paths by partnering with technical colleges (i.e., Moore Tech and Tennessee College of Applied Technology).
- Facilitates student completion of the TSAC (Tennessee Student Assistance Corporation) Dual Enrollment grant for DE tuition fees.
- Publicizes select college partners' institutional funds to assist with tuition gap fees (i.e., Bethel University and University of Memphis).
- Publicizes students' option to use Pell Grant funds for DE tuition at Moore Tech.
- Covers tuition gap fees and books for economically disadvantaged students (through SCS funds) after grant and institutional fees are applied.
- Provides training to school personnel on the benefits of students taking DE courses and how to identify potential candidates.
- Increases awareness of the benefits of taking advanced academics coursework by providing information sessions to schools.

In addition, based on the belief that all students thrive in arts-rich schools as part of a well-rounded education, SCS strives to leverage federal incentives to provide equitable access to high quality arts education for all SCS students, incorporating K-12 sequential standards-based curricula in visual arts, vocal and instrumental music, dance, theatre, and media arts and World Languages. Also key to our comprehensive arts-rich learning progression for SCS is the adoption of arts integration strategies and community partnerships.

Additionally, all students have access to their school’s Career and Technical Education programs, managed by SCS’s Division of College, Career and Technical Education. Individual schools select programs that best fit the needs of their community. Perkins Funds (Annual and Reserve Grant) support the purchase of equipment, supplies, CTSO participation and professional development teachers for each Program of Study.
Expanding Access for All Students

In addition to the above resources, the IZone 2.0 schools offer extra-curricular activities to engage the whole child such as choir, band, chess, art, clubs and athletics. Because all schools in the IZone are high poverty schools, many activities and special programs are funded via federal Title I funds and grants. Similar to students in Alternative Schools, students in IZone schools will have the opportunity for individualized courses in order to sustain well rounded education momentum.

IZone 2.0 values equitable practices and conducive culture and climate for all stakeholders. Therefore, priority grants and department funds have allowed us to invest in our support providers, school administrative teams, and teachers to provide training and sustainable supports that enable and empower us to co-create climates necessary for maximum student impact, results, and outcomes. Through ATSI funds, Priority Schools’ staffs have engaged in book studies to increase their knowledge and skills to effectively work and relate with students of poverty and/or color. In addition, our middle and high schools are engaging in professional development and school follow-up support provided by Facing History and Ourselves, which focuses on equitable and restorative educational practices for our all students. As a team, we created a new vision which drives all decisions and efforts: Committed to inspiring broad ownership and innovation towards advancing a model of transformation that increases student learning equitably and prepares every student to be globally competitive. We strive to serve both the student and the community by developing school-specific innovations, programs, and cultures that build off of foundational pillars and provide opportunities to engage the community.

Specific assistance to English language learners (ELLs) and their families includes information presented to families in their home language, coordinated by the Department of English as a Second Language (ESL). District information on the website, or sent home to all, includes translations into Spanish. Specific schools with high Arabic speaking populations also send home information in Arabic. French and Vietnamese translations are made available as well. During District meetings for parents regarding Optional Schools, Transition Fairs, and College Fairs, bilingual assistance is provided to answer any questions students and families may have. The ESL Guidance Counselor (a new position within the ESL department) works specifically with high school counselors to ensure proper analysis of foreign transcripts so that appropriate credits may be awarded, and appropriate four-year plans may be created. The Counselor also works in conjunction with the ESL Bilingual Counselors to ensure proper translation of courses and correct grade analysis.

Targeted training is provided for special education teachers in Expeditionary Learning and Eureka Math, the curricula adopted by the District. The District has also renewed focus on enhancing the co-teaching classroom. Training for ELA and Math co-teaching teams (general education and special education) is being offered to support students in the general education setting. Training has also taken place regarding course codes to ensure students are coded correctly.
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Setting the Stage for Success

Additionally, many parts of the District work to ensure the stage is set to ensure a well-rounded education is equitably available to all students.

The Division of Family and Community Engagement (FACE) fully supports this emphasis through various modalities including school course catalogs (which are disseminated to families), school profiles and the Performance Score Card, activities and programs such as Team Read, FAST (Family Academic School Teams), Lunch and Learn monthly series, and Families Connect/Familias Conectando. FACE’s focus is to provide continuous opportunities and resources to all families in order to better support the success of SCS students.

Student Equity, Enrollment and Discipline (SEED) recognizes that in order to ensure that students have access to an enriched curriculum and educational experience, the District must first ensure that they are present and in attendance. Because of this, SEED feels that addressing chronic absenteeism remains paramount. Thus, SEED advocates for initiatives that actively address attendance reconciliation and chronic absenteeism responses. In addition, SEED’s enrollment and transfer processes must remain cutting edge to ensure that parents/students can easily and expeditiously enroll without the unnecessary delay that can often hinder and disrupt access to enriched school environments and curricula. Because SEED communicates and assess ALL district-wide processes related to the Office of Civil Rights compliance and funding, transfer and enrollment processes are streamlined to ensure an equitable and easily managed selection process, which offers equal opportunity to all students. The development of District-wide enrollment centers will also support SEED’s ability to continue this work.

Student Support Services supports the District vision of a well-rounded education by providing counseling, mental health, coordinated health and behavioral prevention and intervention services under an integrated Multi-Tiered System of Supports (MTSS). The District recognizes that students mature, learn, and grow at different rates and are sometimes challenged in ways beyond their ability to cope or understand. The integrated approach to identifying obstacles and helping them overcome challenges provides the best opportunity to create the most optimal learning environment through appropriate services by the appropriate professional at the appropriate time. Student Support Services through MTSS levels the field for academic, behavior and emotional challenges helping students to reach their potential in school and in personal and career choices after school. In addition to funds provide through SCS enrollment-driven funding, Student Support Services also receives several sustaining grants and time-limited grants supporting staff and programs. Among these grants are Safe and SAVE Schools (state), Comprehensive Safe Schools Initiative (federal), and Stop School Violence (federal). The office is also engaged in significant partnerships with nonprofits and community agencies.
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A coordinated approach to school health improves students’ health and their capacity to learn through the support of families, schools, and communities working together. **Coordinated School Health (CSH)** is a schoolwide approach and commitment that supports and integrates eight components. These components work together to develop and reinforce health-related knowledge, skills, attitudes, and behaviors and make health an important priority at school. The components are linked in a mutually supportive, cooperative system focusing on children’s health issues and the development of health literacy. No single component will achieve the level of health students need to support academic achievement. A coordinated approach to school health improves students’ health and their capacity to learn through the support of families, schools, and communities working together. CSH's CDC grant activity can provide data around physical education/activity and Family Life Education.

The new Department of **Student Affairs** provides strategic opportunities for SCS students to attain personal growth and educational goals through positive interactions to promote passionate lifelong learning and career acquisition. Student Affairs accomplishes this goal through student engagement, student voice, student equity, student recruitment, student leadership, and student internships. Its advisory board is inclusive of parents, students, staff, and community stakeholders to inform best practices for equity. On an ongoing basis, Student Affairs reviews equitable programs to determine effective components. A student survey series is being conducted at our high schools to gain further student input.

All professional learning sessions provided to teachers, leaders, and ILTs provided by the District’s **Professional Learning and Support** focus on three key areas: building teacher fluency with district-provided curricula and resources, meeting students’ needs with a focus on appropriate scaffolds for both students who are struggling and those who are thriving, and student responses.

Professional Learning and Support staff join other Central Office staff to participate in **Equity Walks**. Throughout the 2019-20 school year teams from across departments in SCS are conducting walkthroughs of schools, focusing on capturing data that will provide a holistic view of what’s happening inside of schools. The data collected will monitor the progress of curriculum implementation, inform professional learning and support, and identify any bright spots or opportunities for growth that need to be escalated and/or addressed, allowing SCS to provide consistency with District expectations with instructional practices and curriculum implementation. The goal for these reports to allow us to adjust supports as needed and have accurate data from which to establishing department and District priorities.

In addition to Core Action data, we ask two questions that allow us to provide a more holistic look at what’s happening in classrooms. For math, ELA, and science, we ask the question, “Did the teacher maintain the integrity of the lesson?” Our curriculum is comprehensive and detailed, but there is still a layer of preparation a teacher must take in order to meet the needs of all students. Teachers need to look across units and lessons to understand the flow of the year and the ways in which the lessons fit into the big picture. And, although teachers won’t need to plan a lesson from scratch, they will need to plan for each lesson to make it their own...
and the best it can be for students. The curriculum is not a script. Teachers must implement the curriculum with integrity to its intended purpose. Teaching an effective lesson requires the flexibility to be responsive to the dynamic and unpredictable way students in a classroom interact with the materials. Conducting lessons exactly as they are written and adhering strictly to the timing, language, and suggestions provided is possible, but it’s not necessarily typical. Teachers need to understand the deep logic of the design, as well as the commitment to challenging, engaging, and empowering all students.

When rating for integrity, it is critical we consider all parts of lesson implementation. If the overall rating is “somewhat” or ”no”, the teacher was not implementing the curriculum with integrity. If the teacher was more than 5 lessons off of pacing, we need to be very clear in our notes as to how the teacher is maintaining integrity if we select "yes."

For all tools, we ask a variation of this question “Overall, did this lesson reflect the demands of the TN State Standards?” This question goes beyond technical alignment, for example, whether the text or content in front of students was grade appropriate and digs deeper into whether the full expectations were met. Were questions and tasks aligned? Did students carry the cognitive load of the lesson? Were appropriate scaffolds in place allowing all students access to the lesson?

This question is rated on a scale of “yes”, “mostly”, “somewhat”, and “no.” Similar to the integrity question, all parts of the lesson are considered when rating for overall alignment, and a rating of ’somewhat’ or ‘no’ means overall alignment was weak.

In math, ELA, science, CLUE, ESL, special education, and early literacy classrooms we are able to assess and monitor whether or not all students have access high-quality materials and strong instruction.

The vision of Shelby County Schools is to be the premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence. In alignment with the SCS vision, innovative pilots, such as the current 1:1 Pilot, are helping our students develop the skills required to become strong, independent learners and thinkers who can compete in the modern professional landscape and who will accomplish this through increased agency in their own learning processes, non-traditional and non-linear experiences, and a mastery of the technology required to succeed.
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Disciplinary Practices

Describe the following:

1. How the district will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
2. The behavioral supports available for students with disabilities and how the district ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

Answer

The District uses an analytical tool (Power BI) to capture raw data trends, identify areas needing improvement, and indicate areas where we are performing well. These trends include information such as incident location, discipline types, and grade levels. This information can then be disaggregated by schools, grades, zones, and other student demographic information.

District-wide discipline and attendance data are reviewed and analyzed daily by SEED’s Discipline & Attendance Analysts. Discipline data are downloaded from PowerSchool 3 to 4 times a day to maintain data entry accuracy. If the data are found to be inaccurate, school administrators are contacted via email or phone for correction or clarity. The corrections if needed are completed by an analyst in PowerSchool. Analysts provide ongoing training to school administrators and clericals throughout the year regarding the proper entry of discipline codes, entering discipline data accurately in PowerSchool, interpreting Power BI, and general discipline content. School counselors are also now required to enter supports and interventions in BrightBytes (a database that monitors interventions and supports while identifying “At-Risk” students).

Under the District-wide Social Emotional Learning (SEL) initiative, SCS offers a suite of special trainings that include:

- Awareness training for all SCS staff, to learn about the importance of SEL, as well as contextual factors like trauma or ACEs (Adverse Childhood Experiences) that can create SEL deficits
- Training teachers and administrators to reform their approaches to school discipline according to the RTI2-B framework and restorative practices
- Empowering teachers with evidence based practices and research to implement trauma-informed and culturally sustaining approach to classroom management
- Equipping schools to build students social-emotional capacities, such as self-regulation, self-awareness, relationship skills, and social awareness
- Creating safe and reflective spaces in classrooms and schools so student will have an opportunity to recover and restore relationships
The following trainings have been offered to Central Office and school staff:

- ACEs
- Progressive Discipline
- Regulate to Deescalate
- Educating African American Males with Trauma
- Discipline Implementation: Restorative Practices/Developing and Maintaining Intervention in ISS settings
- Bully, Harassment, and Intimidation
- ACEs Parental and Community Partnerships
- Accurate Discipline Reporting with ESSA in Mind
- Manifestation Meetings and Disciplining Students with Disabilities
- FBA/BIP process

Future directions in the SEL initiative will focus on developing a set of universal expectations for all school-based personnel, establishing SEL as the basis to make future decisions, executing with fidelity the SEL processes and procedures to support schools and students, implementing ReSET (Social Emotional Time) classrooms as a proactive discipline strategy, and utilizing progressive and restorative practices across the District. Much work towards this new culture building has already taken place through the development of a process to define the District’s core values that has been presented to the School Board, preliminary work for an organization review by the Council of Great City Schools, improvements in the volunteer approval process (resulting in an increase of approximately 600 volunteers), involvement of more than 200 community leaders in Principal-for-a-Day activities, and hosting of the inaugural 901 Big Event.

The goal of the District’s ReSET Rooms is to reduce lost instructional time. ReSET Rooms are a redesign of the Assigned Supervised Study Program with a more restorative and progressive approach to discipline as a more proactive and purposeful alternative to suspension:

- Established after the Cleveland Metropolitan School District’s Planning Centers and designed by the SEL Initiative's Cross-Functional team, at the direction of Superintendent and as a part of his 7 steps to Destination 2025
- Managed by Trauma-Informed coaches and supervised by the ReConnection Specialist to provide supports and interventions for students, teachers and families and help prevent the escalation of inappropriate student behaviors by addressing academic, emotional and/or behavioral issues before they become a crisis
- Serving as an alternative, judgement-free space within the school to provide a temporary cooling down period, as well as provide a reinforcement of the SEL curriculum and SEL competencies, and provide intervention/alternative coping strategies and resources for students
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- Designed as a proactive setting to help students who have escalated to deescalate, problem solve, develop appropriate school and classroom behaviors, and reduce the need for classroom and school removal (OSS, expulsion, remand)
- Social-emotional support, Tier II and Tier III intensive interventions and remedial supports for academics while students are supervised and coached on behavior self-management techniques and skills
- Supervised by the ReConnection Specialist who is receiving ongoing and extensive training in the ACEs/Trauma-Informed Schools/Building Strong Brains Programs, SEL Curriculum, Academic Interventions and Tutoring, RTI-A and RTI-B, Restorative Practices, creating a Safe Space, Facilitating Restorative Circles, Conflict Resolution, Regulate to Deescalate, CPOI/PCM training, PCM’s Everyday Behavior Tools and FBA/BIP
- Incorporating coaching and instruction from the ReConnection Specialist on how students can improve their conduct to develop their self-esteem; encouraging students to achieve and behave positively; and allowing students to experience a respectful environment with firm behavioral expectations

Schools are to adapt for students with disabilities (SWD) using Restorative Practices and Progressive Discipline, prior to providing exclusionary consequences; intervention programs that promote character education; and positive reinforcement that is being encouraged district-wide. Students who have severe and volatile behaviors are allowed to utilize ReSET Rooms to de-escalate as opposed to immediately receiving exclusionary consequences. SEED has piloted Trauma informed schools throughout the district to identify successes that should be continued.

In addition to providing ongoing support for 504 students, SEED ensures that SWD who are levied long-term suspensions (10 days or more) receive a Manifestation meeting after a pattern of misbehavior, per federal IDEA guidelines. These meetings are used to determine if the discipline infraction is due to the disability. If so, the suspension is reduced or removed, ensuring that students are not consequenced inequitably. In every instance, the District process is that discipline must be progressive and that interventions and supports must be implemented prior to suspension, unless otherwise dictated by TCA. The District’s S-Team processes have been revamped and streamlined to ensure that even students with the most challenging of behaviors or conditions but who may only be suspected of a disability or not yet identified as SPED receive expedited supports.

School Counseling Services supports the adopted state framework for Response to Intervention-Behavior (RTI-B) that includes strategic planning for behavior prevention and intervention support. Data-driven best practices and positive climate development supporting a safe and positive learning environment are central to progress. Restorative Practices seeks to provide school staff with the tools to apply alternatives to punitive measures, especially those that may lead to exclusionary responses separating students from the classroom and available support systems. Data-driven District and individual goal setting is built on the premise that no student group is restricted from full participation in the education process. Restorative Practices also plays a key role in fully restoring students to the school community if exclusion responses are necessary and for repairing damage that has occurred due to any harm inflicted. Data
monitoring at both the District and school level exposes strengths and challenges in all schools. Data reports are delivered and displayed in a way that relieves schools from having to create and disaggregate data on their own.

School Counselors are the front line screeners and referral agents in the school. They help to build the collaborative effort by all support professionals and are the primary liaison with teachers in the schools.

Schools participate in Character Education enlightenment activities and a monthly School Climate building theme is supported district-wide. School Climate surveys for staff and students provide feedback on potential problems, safety and other risk areas and problems with communicating mission, vision and goals.

Along with the implementation of SEL/RTI-B Supports and Expectations, school counselors provide direct and student support services to students targeted for the Tier II level for Office Discipline Referrals (4-7 ODR’s) or Out of School Suspensions (5-9 OSS). School Counselors are also responsible for facilitating Student Review Team (SRT) meetings for all Tier II students, unless the students receive SPED or 504 services. If students receive 504 or SPED services, the 504 or IEP Team should conduct a meeting to determine if additional supports are needed. Also, Tier II students with 5 to 9 OSS days are required to receive a Behavior Support Plan (BSP), as well. All SRT meetings, BSP’s and other interventions provided to Tier II students are documented in Bright Bytes by the School Counselor.

The Department of Exceptional Children and Health Services work with schools in making sure that SWD receive the proper discipline support needed by:

- Attending all Manifestation meetings for a student with disabilities
- Training individual schools in de-escalation techniques
- Providing mini-faculty trainings on FBA/BIP and data to support
- Providing Behavior Consultants to each school to assist with strategies for students with behavior deficits
- Through the Behavior Consultants assisting on cross-functional team with S.E.E.D. office to train staff members assigned to ReSET rooms.

In addition to above initiatives, a Student Review Team can be requested at any time by school staff or parent to address the individual needs of a student; however, the following steps are required based on criteria:

- **Tier 1** - 0-3 Office Discipline Referrals (classroom-managed behaviors; school-wide RTI-B supports; documentation of supports in BrightBytes)
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- **Tier 2** - 4-7 Office Discipline Referrals (required team meeting with counselor and teachers to determine supports and if a Behavior Support Plan is needed; in cases of 504 or SPED services, a 504 or IEP team meeting to determine if additional supports are needed; in cases of 5 OSS days, notification of counselor and required Behavior Support Plan; documentation of plan and supports in BrightBytes)

- **Tier 3** - 8 + Office Discipline Referrals (required team meeting with school social worker, counselor and/or teachers to determine supports and if the Behavior Support Plan needs to be revised or if a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) is needed with parental consent; in cases of 504 or SPED services, a 504 or IEP team meeting to develop a plan to address concerns; in cases of 10 OSS days, notification of school social worker and required FBA/BIP for students with parental consent; referral for unique circumstances for Tier 3 supports and interventions)

- **Move directly from Tier 1 to 3 if** - transition from inpatient care; assessed high risk for suicide; non-suicidal self-injury; positive trauma screen

Short Term Educational Placement (STEP) and Day Treatment programs are available for students with disabilities in need of therapeutic settings during the school day. Social Work and Mental Health services are supports for both of these programs. The programs work on a points-based system allowing students to take control of their own behavior and reach the goals that the IEP has developed for them.

Behavior Intervention and Communication (BIC) classes are established to support the most severe students with autism experiencing behavior difficulties.

Bilingual Counselors working in the Department of **English as a Second Language (ESL)** represent parents at the truancy and DHA hearings. School-based Bilingual Mentors are key in communicating discipline issues at the school level, and in setting expectations by working with the students regarding the behavioral and academic expectations of the U.S. school system. Specifically, several schools are participating in delivering the Families Connect program which has its own curriculum. Bilingual Mentors work with teachers at the school level in understanding the cultural differences that may affect teacher perceptions of behavior. Students at alternative schools are now being served by a bilingual ESL teacher to reduce lost instructional time, and provide information to parents regarding the transition into and out of an alternative school setting.

**Coordinated School Health** supports include at least one Professional School Counselor in all K-12 school levels and specialty schools. Through the **SCS Mental Health Center**, licensed school social workers and school psychologists provide school-based services for both general and special education populations. The SCS Mental Health Center is fully Title VI compliant, offering services without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

Although a formal system of universal screening and triage has yet to be adopted districtwide by SCS, the basic logic and structure of Response to Intervention (RTI) informs practices around delivering behavioral supports. The four essential components of RTI—
screening, progress monitoring, multi-tier prevention, and data-based decision making—are reflected in the current thinking of leadership within SCSMHC. For instance, plans are being put in place for collaboration with the University of Memphis to provide universal screening in trauma and adverse childhood experience to SCS students. Also, referral tracking was instituted for the first time this year to help guide decision-making around staff and resource allocation, professional development training, and program development. A project to design and implement a software-based progress monitoring system specific to presenting problem offers yet another example. The ultimate goal of these and other efforts within SCS is to establish a cohesive, tiered system of assessment and intervention with designated procedures for determining the required level and intensity of behavioral support for each student. Currently, students who are referred by their parent and/or school officials for intervention are screened through review of academic and disciplinary records and systematic classroom observation. Those with minimal or recent onset behavioral disturbance are assigned to Tier II group intervention, while those who have been diagnosed with an internalizing disorder are typically assigned to Tier III therapeutic intervention, usually consisting of weekly individual therapy, often with a behavior intervention plan implemented conjointly.

Under the leadership of the Department of Exceptional Children and Health Services (DECHS), REACH team members are assigned to each school to help with the development of FBA/BIP, data keeping and placement in therapeutic settings if needed. These settings are: The Short Term Educational Placement (STEP) and Day Treatment Classes are provided for the students in need of therapeutic settings with small teacher/pupil ratios and social work services. Behavior Intervention and Communication Classes are designed for students with autism and communication and behavioral deficits. Raineswood Residential Center is designed for students with the most severe autism who display behavior deficits at home and school.

**Inclusive Culture**

Describe how high-quality, differentiated classroom instruction is provided for English learners and students with disabilities in general education classrooms.

Include the following information in your description:

1. What processes are in place to ensure that an inclusive culture exists in all the schools.
2. How training is provided to general educators, special educators and ESL practitioners on implementing the principles of a quality differentiated classroom.
3. How teacher planning time is scheduled to allow opportunities for collaboration between general education, special education teachers and ESL practitioners.
1. What processes are in place to ensure that an inclusive culture exists in all schools.

Students with disabilities and English learners who are working toward a general education diploma are scheduled in the general curriculum for all core subjects with non-disabled peers. Students of low incidence have the opportunity to participate to the maximum extent appropriate. These students participate in extracurricular and non-academic activities, support classes, community-based instruction, Disability Mentoring Day, and college and career fairs.

2. How training is provided to general educators, special educators and ESL practitioners on implementing the principles of a quality differentiated classroom.

The Department of Exceptional Children and Health Services (DECHS) offers co-teaching professional development to special education and general education teachers throughout the school year. Co-teaching sessions will increase access to the general curriculum for students with disabilities. Co-teaching is the practice of pairing two certified teachers (special education and general education teachers) in an inclusive classroom setting to share the responsibility of instructing, planning, and assessing students. These two teachers are considered equally responsible. During these sessions, the presenters model how to implement accommodations and modifications effectively. Exceptional Children consulting teachers also go into the classroom and assist teachers with co-teaching strategies. During the co-teaching professional development, the presenters model the different co-teaching models. The models of co-teaching are: One Teach, One Observe; One Teach, One Drift; Station Teaching; Parallel Teaching; Alternate Teaching; and Team Teaching. The presenters also implement varies tools to use during the co-teaching sessions to help the special education teachers become comfortable sharing strategies in the classroom. The presenters inform the teachers that the same model does not have to be used every day. The model should be determined by the teachers’ individual teaching styles, the lesson being taught, and the unique needs of the students in the classroom.

The English as a Second Language (ESL) Instructional Advisor provides guidance to schools with scheduling, best practice, and instructional supports. Schools also receive targeted instructional support from an ESL Peer Coach. Advisors also conduct targeted walk-throughs to ensure ESL instruction is being delivered. The ESL office tracks ILP compliance as well as implementation to ensure that ELLs are receiving appropriate service and supports. School-based Bilingual Mentors and District-based Bilingual Counselors serve schools and communities to ensure non-English speaking parents are participating in parent nights, conferences, etc. Bilingual Counselors represent parents at the truancy and DHA hearings.

Bilingual Mentors are key in communicating what's happening at the school level regarding discipline. At the school level, Bilingual Mentors work with the students regarding the behavioral and academic expectations of the U.S. school system. Bilingual Mentors...
work with teachers at the school level in understanding the cultural differences that may affect teacher perceptions of behavior. On September 20, 2019, all SCS teachers were trained via the Canvas online PD system on the identification process and best instructional practices. ESL has also partnered with Science and Social Studies to include scaffolding strategies within the curriculum as well as provide training and feedback through informal observations. Monthly training for general education and ESL teachers on supporting ELs through Tier I content is provided.

3. How teacher planning time is scheduled to allow opportunities for collaboration between general education, special education teachers and ESL practitioners.

Planning time is deliberate and protected for all special education teachers so that strategic planning between special education teachers and regular education teachers occurs. The planning sessions are dedicated to subject or grade level planning.

SCS utilizes a Coordinated Services Form which requires collaboration between DECHS and ESL, in addition to data teams regarding service delivery for identified students. ESL Instructional Advisors work with building-level administration to ensure that ESL teachers participate in grade-level PLCs and collaborative planning. ESL Advisor and Peer Coaching support is offered to schools without an ESL teacher to ensure that waived ELs have access to scaffolds and high quality instruction.

**Early and Accurate Identification**

List and describe the steps the district will take to identify students who have disabilities early and accurately, including students who may be intellectually gifted.

Include the following information in your description:

1. What screening tools will be used.
2. What types of tiered interventions are in place to address suspected disabilities.
3. Is the intervention time protected and monitored for fidelity of implementation.
4. How is student progress monitored.
5. Do intervention teams meet regularly to review student progress and adjust interventions.
6. What processes are in place to ensure that evaluations are not delayed due to lack of intervention and progress monitoring.
7. What processes or procedures are in place to monitor that evaluations are completed within the required 60-day time frame.

Answer

The District uses Illuminate/FastBridge as a skills-based universal screener for students in Grades K-8. For students in Grades 9-12, the BrightBytes Early Warning System functions as the universal screener. Students whose performance is below the 10th percentile complete an additional benchmark assessment to determine skill development relative to national norms for grade-level peers. School-based data teams review performance data and students may be identified as requiring additional instruction (Tier II) or intervention (Tier III) to close a skill gap. Schools develop intervention and progress monitoring schedules according to guidelines provided by the TNDOE for each tier level.

The same universal screener assessments within Illuminate/FastBridge are used to screen students for the gifted and talented program. Students whose performance is at the 90th national percentile or above complete additional benchmark assessments to determine academic achievement relative to their national peers. A Steering Committee comprised of both District psychologists and gifted teachers aligns the process to maximize the validity of the screener to identify students for further evaluation who are more likely to meet the state criteria for gifted eligibility.

Illuminate/FastBridge is used as the progress monitoring platform. School data teams review progress monitoring data approximately every 23 instructional days with adjustment in intervention made based on student progress. Fidelity of implementation is completed through data team fidelity checks. Lack of student response to intervention as outlined by the TNDOE educational disability criteria may lead to referral to the Student Support Team for consideration of a specific learning disability.

Referral is also made by school staff or parents to the Student Support Team to discuss concerns and for consideration of an initial psychoeducational evaluation to determine if the child meets TNDOE criteria as a student with an educational disability. Referral concerns are brought to the Professional School Counselor who gathers relevant information, discusses the referral with the Department of Exceptional Children and Health Sciences School Psychologist, and convenes the Student Support Team meeting. If the Student Support Team, which includes the parent, questions the presence of a disability, consent is signed for a comprehensive evaluation. The consent to eligibility timeline is 60 calendar days. The 60-day timeframe is discussed within the meeting and attempts are made to schedule the eligibility meeting at the time of consent. While identification of a student with a Specific Learning Disability is completed through response to intervention, a requested psychoeducational evaluation is not delayed due to lack of intervention and progress monitoring.

Students with Disabilities: Specialized Supports and Related Services
Describe the district's plan for providing specialized supports and related services for students with disabilities.

Include the following information in your description:

1. What is the continuum of placement options available to support students with disabilities.
2. How special education services provide more intensive intervention than tier 2 and 3 of your RTI program.
3. How the district regularly engages in evaluating the quality and effectiveness of the special education program.
4. What processes are in place to ensure a full array of services are available for any students with disabilities who need it, no matter their age or what school they attend.

Answer

The continuum of services projected to be available for students ages 3-5 as part of the SCS District plan includes the following: Voluntary Pre-K, Head Start, Community Partners, a combination of general education and special classroom placements, special education classroom placements with 51% typical peers and 49% SWDs, and special education classrooms for students with severe disabilities with opportunity for typical peer interaction. The District will conduct IEP meetings to address service for matriculating students with disabilities who will receive priority consideration on the continuum for all students ages 3-5, ensuring that IDEA Least Restrictive Environment criteria will be used for both placement decisions as well as service provision such as speech language, occupational therapy, and physical therapy. Students who receive related services will receive them in their classroom. If a student requires a smaller more specialized therapy model, service will be determined on an individual basis. These practices will be in an effort to increase the provision of integrated services for all students with disabilities ages 3-5. VPK, Head Start, Community Partners, and Exceptional Children have identified additional general education Pre-K classroom placements for SWD ages 3-5 for the 2019-20 school year to greatly increase the provision of integrated services for these students.

Students who are identified as having a deficit in reading or math with an IEP are given smaller groups and additional time and supports to attack the deficit area. The students’ schedules reflect the area of need. Data are collected, and progress is monitored. Additional resources are utilized to intensify the services.

Data are collected and analyzed at both the District level and within IEPs. Data are dissected and discussed with site based staff to see what or if there are areas for improvement. Additionally, Central Office staff review data to plan for change or improvement.

The District has a continuum of services for students with all disabilities at all levels. Services are provided in their home schools. If a student is a low incidence or high cost student, students are clustered into the schools where the services can be provided (i.e., Day
Safe, Supportive, and Healthy Environments

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the district will meet those needs.

Answer

The Healthy School Environment component of the Coordinated School Health model is the component that most directly relates to safe, supportive, and healthy environments, encompassing the quality of the physical and aesthetic surroundings; the psychosocial climate, safety, and culture of the school; the school safety and emergency plans; and the periodic review and testing of the factors and conditions that influence the environment. Factors and conditions that influence the quality of the physical environment include the school building and the area surrounding it; transportation services; any biological or chemical agents inside and outside the school facilities that are detrimental to health; and physical conditions such as temperature, noise, lighting, air quality and potential health and safety hazards. The quality of the psychological environment includes the physical, emotional and social conditions that affect the safety and well-being of students and staff. Through the CSH process, qualified staff such as facilities and transportation supervisors, principals, school and community counselors, social workers, psychologists, school health nurses, health educators, and school safety concerns assess and plan for these factors and conditions in the school environment.

Below are several examples of CSH work in this component:

- **Risk Management, Business Operations** and **Health Services** are joining forces to reduce absences for students with asthma. Nationally 14 million days of school each year are missed due to asthma. Le Bonheur Children’s Research Hospital is partnering with the District and has helped identify schools with elevated need. Le Bonheur Children’s Research Hospital will support the education component for District staff and case management for these students during school hours.

- Other key community partners of the District in Healthy School Environment initiatives include Playback Memphis (anti-bullying programming for students), Shelby County Crimes Victims and Rape Crisis Department (teen dating violence prevention services for students), and University of Memphis (asthma education for student, families, and staff).

- Through CDC funding, CSH can provide Youth Risk Behavior Survey (YRBS) data to administrators, parents, students, and staff on topics such as bullying, fighting, being threatened with a weapon, sale of illegal substances on school property, and feeling safe and secure at school. One emerging focus based on this data source is to create safe spaces for all students by providing professional development around LGBT students' issues, parent connectedness, and parent engagement.
An important internal partner for CSH in its Healthy School Environment work is Safety and Security, which employs and contracts with trained law enforcement personnel. Law enforcement personnel are funded through multiple funding streams, including ESSA Title IV and the Safe Schools Act. Each school has a camera entry where visitors must be provided access into the building. All visitors are required to sign in using and ID scanner in the main office. The District provides ongoing professional development training to support district and school personnel on trending safety concerns, emergency drills, and policy changes.

School Counseling Services serves as a key partner for Coordinated School Health. School Counselors use Social-Emotional Learning (SEL) to guide the development and implementation of the core curriculum which help students to learn and apply social-emotional skills, knowledge, and attitudes that are needed to understand self and interactions with others. Also through SEL, students acquire the skills related to: 1) recognize and manage emotions, 2) handle oneself and tasks effectively, 3) develop care and concern for others, 4) establish positive relationships, and 5) make responsible decisions.

Also, the SCS Mental Health Center (MHC) offers a range of services to students of all ages and abilities designed to nurture emotional well-being and academic achievement, eliminate barriers to student success, and promote safe and supportive schools, for example training on Adverse Childhood Experiences (ACEs).

Furthermore, collaborative planning occurs between the Behavior Team and Coordinated School Health Team to promote healthy environments in all schools. Extensive attention is paid to monitoring data that can identify potential risk to individual or groups of students. Ongoing SEL Professional Development for all staff at district and school level targets building skills in staff to create a student-centered classroom and positive school culture and climate. One area of focus for training is Restorative Practices.

Exceptional Children and Health Services supports schools by providing the following to enhance the safe, supportive and healthy environments:

Engagement/Environment - strong relationships between students, teachers, families and schools and strong connections between schools and the community. The combined efforts of the MHC, a fully operational and supportive Exceptional Children and Health Services Office, licensed and certified Professional School counselors in every school and the RTI2-B office, students and families as part of SCS benefits from a comprehensive Multi-Tiered System of Support structure addressing all student obstacles to learning and development. The addition of decision analytics technology has helped identify and predict with some accuracy disproportionality among special needs, minority and underserved populations. Based on new data analytics processes SCS is identifying and responding to all student obstacles earlier and more effectively. Behavior Consultant/REACH (Rebuilding and Expanding Alternatives for Children) professional development:
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- Nonviolent Crisis Intervention (CPI)
- Professional Crisis Management (PCM)
- Functional Behavior Assessment and Behavior Intervention Plan
- PCM Everyday Behavior Tools
- TRIAD, “What is Autism Spectrum Disorder,” Vanderbilt Kennedy Training Center Module (Behavior Consultants have been trained by TRIAD to facilitate this training)
- Parent Training on Behavior Strategies in the home and community

Safety - schools and school related activities where students are safe from bullying, harassment and controlled-substance use. Health Services provides a variety of supports to ensure that our students are safe, educated on the most current health and wellness information including:

- Risky Behaviors associated with health
- HIV awareness
- Education and prevention of all STDs
- Chronic absenteeism
- Anti-Bullying prevention
- Health Clinics in schools to provide health screenings and training for staff members in CPR/First Aid/AED

Via the ATSI grant, the I Learn America Program will begin implementation in the fall of 2020 in collaboration with the English as a Second Language (ESL) Department. Bilingual Mentors and Bilingual Counselors serve schools and communities to ensure non-English speaking parents are participating in parent nights, conferences, etc. Bilingual Counselors represent parents at the truancy and DHA hearings. Mentors are key in communicating what's happening at the school level regarding discipline. At the school level, Bilingual Mentors work with the students regarding the behavioral and academic expectations of the U.S. school system. Bilingual Mentors work with teachers at the school level in understanding the cultural differences that may affect teacher perceptions of behavior. A professional development opportunity was offered to teachers addressing how to create a safe and welcoming environment for English language learners.

In IZone schools, care is taken to ensure that these fragile schools align resources to ensure safe, supportive, and healthy environments. Internal culture and climate surveys are administered to staff and students quarterly to ensure the implementation of strategies and supports provided address the critical key lever of culture and climate that is conducive to learning. Trends from a variety of data sources are identified and resources and strategies are utilized to address school needs. These proactive methods are in place to eliminate issues that may prohibit a safe and healthy environment.
Integration of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the district taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Answer

Levels of access to technology vary widely across the District, causing an extreme digital divide among schools. Limited technology access in a school impacts the instructional program in preparing students for career and college readiness in accordance with District Priority #2. The 1:1 Pilot initiative is one of many steps SCS is currently taking to address this digital divide, equipping our students to become independent learners and thinkers with a mastery of technology-infused skill sets. The challenges SCS has faced thus far with technology integration have been budget shortfalls and restrictions with curriculum. Educational Technology Specialists (ETCs) in SCS’s Professional Learning and Support help to close the digital divide by providing educators with the tools and knowledge to transform their classrooms into 21st Century Learning Environments by planning and implementing quality professional learning opportunities through the following:

1. The 1:1 Pilot Initiative entails each ETS being assigned to two pilot schools in which the ETS delivers monthly trainings on implementation of digital learning tools, open lab hours where teachers are given access to one-on-one support in implementing the tools and walkthroughs performed monthly to gauge the level of technology implementation in the classroom. Teachers are given the opportunity to discuss challenges and successes and provide feedback on the overall implementation process.

2. A monthly catalog lists professional development workshops on Digital Learning-Technology Tools and the integration of the Canvas Learning Management System.

3. Educational Technology Specialists build capacity of teachers to implement educational technology tools with fidelity. These tools foster 21st Century skills that students need to prepare them for college and the workforce. The District has begun a 1:1 program that will eventually provide equitable technology access across all schools.

4. Monthly updates are provided to the principals and school level point of contacts regarding the status of the 1:1 Pilot program and overall status and or progression of teachers with the virtual opportunity. Data are shared regarding the prior month’s goals, and best practices are implemented to reach the program’s goal of 90% participation rate for all staff in the digital pilot program.
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5. Data from the Canvas virtual opportunity are reviewed to monitor progress, and teachers who may face challenges to completing on-line assignments are personally contacted.

6. Monthly make-up opportunities are available to revisit in-person trainings as a way to re-teach or provide additional support to teachers.

7. The Education Technology team for SCS consists of a team of professionals who facilitate the use of technology through a variety of interactive methods, provide Educational Technology guidance and expertise for Grades K-12 faculty focusing on 21st Century learning as we:

- Work collaboratively with colleagues to design, develop, and deliver district initiatives that align with the SCS vision for our schools.
- Provide professional development & support for district employees through daily advising, collaborating, and training district wide.
- Implement the District’s Learning Management System and other digital content management systems.
- Provide support for educational technology devices, systems, and content.
- Evaluate the effectiveness and sustainability of current and future uses of District supported software in Grades K-12.
- In partnership with the Information Technology (IT) Team, research, collaborate, and propose new ways to enhance teaching and learning, promote innovation, and foster purposeful, meaningful, and creative integration of technology.
- Function as a liaison with Division Heads and Administrators to ensure seamless coordination of technology tools supporting curriculum, instruction, and assessment.
- In coordination with school policies and procedures, implement continued professional development and support district wide.

It is the desire of SCS and its Professional Learning and Support team to transform the pedagogy of teaching and learning by empowering our teachers district wide. Professional Learning and Support staff are providing professional development and support to promote 21st Century Learning by using various instructional practices that will foster the growth of teaching and learning. However, staff have found this task quite challenging due to the limited technology resources in the school setting.

College, Career and Technical Education (CCTE) has identified additional concerns in addressing the digital divide – for example, loss prevention and maintenance costs for school-based technology, slow or unreliable Internet connectivity in schools, limited teacher knowledge and certification for new technologies, and students’ limited access to technology at home. CCTE is leading a search for grant funding to subsidize computer costs and cover industry certification costs for teachers and students. CCTE is also a partner with other District departments in expanding industry certification opportunities, providing Internet Safety tips for students and parents on the District web site, and advising parents and guardians about free and low-cost internet opportunities.
SCS, through its Student Equity Enrollment and Discipline (SEED), is working to identify technology five years old or less that can be repurposed to address low technology access in some schools and coordinating with multiple departments (for example, Federal Programs, CCTE, and the DECHS) for transfer and transport of that equipment. In addition, SCS is pursuing all standard funding sources for technology, including but not limited to BEP funding, IDEA, Title I, Title IV, and Carl Perkins.

**Family and Community Engagement**

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. If applicable, address activities specifically designed to engage the parents and families of each historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Answer

The District employs a variety of engagement strategies ranging from curriculum and assessment workshops for families designed to support student achievement to parent leadership and advocacy trainings designed to enhance parental efficacy toward supporting learning at home. Each training session or workshop offered to families is rooted in the Family Engagement pillars, which are: Discipline & Student Safety, Community Outreach, Academics & Attendance, Equity, and Strengthening Families.

The Division of Family and Community Engagement (FACE) fully supports this emphasis through various modalities including school course catalogs, which are disseminated to families, school profiles and Performance Score Card, activities and programs such as Team Read, FAST (Family Academic School Teams), and Families Connect/Familias Conectando. FACE's collective goal is to provide continuous opportunities and resources to all families in order to better support the success of our students.

Within FACE, additional support for this work is provided via surveys, walk-throughs, and other assessments to inform stakeholders on the summary of school needs. The Division also works to support the efforts by engaging families and community partners with programming such as the Parent Institute, which focuses on salient topics such as college and career readiness, parent leadership and advocacy. Through a multifaceted approach, the Division has restructured engagement and support of students, families, and communities through the collective work of Family Engagement Specialists (school and district-based). Being centrally deployed to a specific assigned cluster of schools (elementary, middle, and high), Family Engagement Specialists facilitate parent group meetings in various schools throughout the year, establish collaborative school support groups, and serve as conduits to strengthen communication links between SCS, FACE, school administrators, school staff, school partners, and families. In addition, Family Engagement Specialists participate in and facilitate professional development opportunities for families and peers and support efforts around
student recruitment and outreach program services for families. As a team, FACE focuses strategically on the District’s initiatives to inform practices.

Annually, the District conducts Student and Community Perception Surveys to measure stakeholder sentiment about our District and learn more about how parents, staff, and community members access information about our District. In Fall 2019, the total number of respondents was 3,947, including: 2,537 SCS parents, 1,213 SCS employees, and 197 Community members. Given existing academic performance gaps between students with disabilities and their non-disabled peers, the District has prioritized engagement work through the Department of Exceptional Children Parental Advisory Council and a Parent Ambassador group identified within District Policy 7009. Additionally, in early 2020, the District is conducting Family Focus Groups to influence how resources are prioritized within the District.

The District's Division of Early Childhood (DEC) has a robust family engagement plan. Pre-K families are encouraged to volunteer in their children's classrooms, go on field trips, and assist with classroom projects. Early Childhood nurtures and maintains those positive family engagement experiences by embedding family engagement activities throughout the structure of the program.

As specified within authorizing legislation, Head Start provides comprehensive services to support the mental, social, and emotional development of children through age five. In addition to education services, programs must provide children and their families with health, nutrition, social, and other services. Thus, Head Start services are responsive to each child's and family's ethnic, cultural, and linguistic heritage. Head Start encourages the role of parents as their children's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community. In order to infuse family engagement into our Pre-K program, Early Childhood incorporates the following strategies:

**Professional Development**

- Providing staff training and workshops that educate and encourage Family Engagement in the home and classroom.
- Providing staff with training to assist parents in collecting accurate and meaningful data that will lead to self-advancement and improvement.
- Providing staff trainings to enhance and build skills in cultural and linguistic diversity.

**Community Collaboration**

- Connecting families with community support systems and resources.
Facilitating and participating in community meetings and initiatives that strengthen our ability to identify and address the diverse needs of the parents.

Establishing community partnerships that support the needs of families.

**Cultivates Family Partnerships**

- Providing parent training and workshops that educate parents on the importance of being active participants in the child’s lives.
- Providing parents with workshops and trainings that inform parents of their rights and teach them how to be advocates for their child.
- Assisting parents in career and educational advancement through parental engagement activities.
- Connecting families with community support systems and resources.
- Holding annual parent orientation meetings.
- Conducting Parent Teacher Conferences.
- Conducting Home Visits.
- Involving parents in the Policy Council.
- Providing volunteer opportunities.
- Conducting transition meetings.

The **Department of Exceptional Children and Health Services** offers meaningful family and community engagement activities that are aligned to student achievement in the district. The DECHS focuses on three areas of implementation - an annual Parent Summit, parent training opportunities, and an Exceptional Children Advisory Council. Additional parent involvement activities are ongoing as well.

The Parent Summit is a vehicle designed for parents of students with disabilities to participate in a full day of activities during the fall of the year. The Summit offers a variety of breakout sessions for parents to choose from that enhances the lives of the student with disability. There are sessions on Conservatorship/Guardianship, Behaviors, College and Career Readiness, Transition from School to Work, CLUE, ARC of Mid-south, Down Syndrome Association, Specific Learning Disability Association, Child Find, Related Services, etc. The parents have the option to choose sessions of interest to them. Community vendors set up visiting stations for the parents to become familiar with the services that are available for students with disabilities.

The success of the Summit stems from the parents being able to bring their children with them. Once there, District staff provides a safe and nurturing environment for the students to play and learn all at the same time. Childcare professionals implement the play and learning activities for the students, while the parents are free to attend breakout sessions. Special Education Advisors supervise all childcare activities at the Summit. Breakfast and lunch are provided to all participants.
The DECHS also provides a cadre of Parent Training opportunities for parents of students with disabilities. These training sessions (like the Summit) are offered during the second semester, two per month, alternating between morning and evening hours, so that working parents have an opportunity to attend in the evening. Limited childcare is available for these sessions also. These sessions are available January through April of the school year.

Our Advisory Council was established by a previous Board of Education Commissioners for the purpose of allowing parents to have input into decisions that are made by the DECHS. The Chairperson leads the work of the Council and the Executive Director serves as its secretary. The council meets quarterly, in the evenings, and serves as host to the Summit. Community organizations that provide services to students with disabilities also provide information with parents at the Council meeting.

Exceptional Children is a collaborative partner with FACE, participating upon request in District events such as registration, block parties and community nights. This participation ensures families of SWD have access to meaningful literature, support, and contact information. Family and Community Engagement activities are a vital part of the DECHS’s annual goals.

As part of the English as a Second Language (ESL) Department, Bilingual Mentors and Bilingual Counselors serve schools and communities to ensure non-English speaking parents are participating equitably in parent nights, conferences, etc. Bilingual Counselors represent parents at the truancy and DHA hearings. Mentors are key in communicating what's happening at the school level regarding discipline. At the school level, Bilingual Mentors work with the students regarding the behavioral and academic expectations of the U.S. school system. Bilingual Mentors work with teachers at the school level in understanding the cultural differences that may affect teacher perceptions of behavior. Adult ESL courses are offered to families with students enrolled in the district. SCS has partnered with Plaza Communitaria to ensure that parents have a path to gaining a GED. ESL has also partnered with SCS's FACE to provide a curriculum to immigrant families to learn the U.S. school system. ESL works closely with schools to ensure that all ELLs are enrolled in the appropriate grade level. The ESL Counselor works closely with high schools to translate transcripts to guarantee that ELLs are receiving appropriate course credits.
Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the district to teach all learners, including those with disabilities.

Answer

In order to collect real-time data on the challenges and growth areas for teachers, the District conducts Equity Walks. Equity Walks are led by District support staff from Professional Learning and Support, Curriculum and Instruction, Early Literacy, Exceptional Children and the Office of Schools and Leadership.

Professional Learning Advisors from the Department of Professional Learning and Support build content knowledge and capacity of teachers and Instructional Leadership Teams (ILTs) through Content Cadres (differentiated learning experiences via virtual and in-person opportunities), District Learning days, and Content Academies. Along with Equity Walk observational data they review formal and informal teacher performance data, as well as student performance data including Mastery Connect common formative assessments, Illuminate/Fast Bridge, and authentic student work. Using these data sources, Professional Learning Advisors create and manage cadres of teachers, providing target support where teachers need it. Professional learning for teachers, leaders, and ILTs are all driven by the data collected.

All professional learning sessions provided to teachers, leaders, and ILTs focus on the following key areas: building teacher fluency with District-provided curricula and resources, meeting students’ needs with a focus on appropriate scaffolds for both students who are struggling and those who are thriving, and student responses.

Teachers are assigned to a learning path that is differentiated to meet their needs. Once educators have been placed in a learning path, they engage in professional learning experiences intended to support the development of content knowledge and pedagogy.

1. **Exploring Path.** Novice educators engaging in the Exploring Path will participate in introductory learning sessions customized to develop their fluency with the curriculum and a deep understanding of the state standards, providing teachers with the knowledge and skills needed to implement the curriculum with integrity. Educators who are new to SCS or their content area will be assigned to a path based on the data they bring and their experience with the curricula.

2. **Progressing Path.** Educators engaging in the Progressing Path will participate in learning sessions customized to build their fluency with the curriculum and a deep understanding of the state standards, providing teachers with the knowledge and skills needed to implement the curriculum with integrity.
3. Advancing Path. Educators engaging in the Advancing Path will participate in learning sessions customized to refine their fluency, allowing teachers to make more nuanced decisions with the curriculum through a deeper understanding of the state standards, providing teachers with increased capacity to implement the curriculum with integrity and meet the needs of all students.

4. Sustaining Path. Educators engaging in the Sustaining Path will participate in learning sessions to reflect on their instructional moves and enhance their ability to extend engagement and collaboration opportunities to all students.

The Curriculum and Instruction Department collaborates closely with Professional Learning and Support to professional development for teachers, principals, and other school leaders that builds capacity for high quality instruction, positively impacts student academic achievement, and addresses the needs of educators in the District to teach all learners by providing the following:

- consistent and ongoing opportunities to learn the details of the curriculum and the alignment to the rigorous TN Standards through Curriculum Overview Sessions, which are held in person and virtually via Canvas (our District’s learning management system)
- opportunities for High School ELA, Algebra I and Geometry teachers to engage in the stages of purposeful planning and participate in a model lesson through Open Labs sessions
- virtual professional learning opportunities focused on developing strong instructional practices
- in-person professional learning opportunities during PLCs and ILT meetings, Zone meetings, after school, at District-wide learning days and during summer trainings
- focus on the transition to the 2019-2020 Social Studies Standards, with special emphasis on implementation of the Social Studies Practices (Additional focus areas for Social Studies teacher professional development include specific strategies for ELL students via the ELL teacher cohort and students with disabilities via the teaching strategies appendix, engaging teaching strategies for all students, fostering inquiry in the classroom via C3 modules, individualized professional development based on school needs, and content specific offerings for core content areas.)

Professional development sessions in RTI2 for teachers and school leaders are offered during and after school, District-wide learning days, monthly sessions, summer trainings, and PLC meetings. Professional development support to schools includes assistance with intervention scheduling, conducting effective data team meetings, effective use of the district’s intervention programs, benchmarking and progress monitoring, data interpretation, effective small group instruction, and conducting fidelity checks. Additionally, professional learning opportunities provide for the coaching and mentoring of RTI2 leads which are a part of each individual school’s staff. RTI2 professional learning opportunities are divided into three categories: Compliance, High Quality Instruction, and Building Capacity. The sessions are designed specifically to increase the knowledge of teacher leaders regarding the RTI2 Framework and provide instructional strategies and best practices to enhance district-wide implementation. Below is a breakdown of the foci for each of the three categories.
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Compliance - Professional development opportunities are designed to support school administrators and teacher leaders in addressing the needs of all students while meeting the State and District requirements for RTI2.

- RTI2 Overview
- Effective Data Teams
- Universal Screening (3 times per year) – characteristics of dyslexia, benchmarking, drill-down process

High Quality Instruction - Professional development opportunities are designed to provide resources and promote best practices for high quality instruction and intervention.

- Written Expression
- District-provided Interventions and Platforms (Illuminate/FastBridge, iReady, Edgenuity, EdPlan)
- Effective Small Group Instruction

Building Capacity - Professional development opportunities are designed to increase skills and knowledge to better support school administrators and teacher leaders.

- Navigating through EdPlan
- RTI2 Quarterly Lead Meetings
- School-based Professional Development by Intervention Providers for Each School
- Zone Level Meetings for RTI2 Leads

For the 2019-20 school year, Fine Arts and World Language educators have been introduced to incorporating culturally relevant teaching and social emotional learning through professional development opportunities focused on specific curriculum activities and instructional strategies. As technology, State and District guidelines, and content standards are often changing, SCS strives to ensure that District teachers and leaders are informed of the latest trends that affect the learning outcomes of District students. Content-specific professional development for Fine Arts and World Language is not typically offered at the school level; however, as a District we encourage teachers to participate in seminars, workshops, and conferences offered by District content leads, educational consultants, and online/virtual or professional content specific organizations. To guide and provide effective and targeted professional development, the District uses data from student assessments, teacher observations, classroom observations, and teacher feedback. Participation in a variety of professional learning opportunities will result in all students having access to teachers with a wealth of instructional strategies to create a classroom culture that ensures learning based on best practices and foundational philosophies, materials, technology, and standards that will contribute to bettering our surrounding school communities.
The Department of Exceptional Children and Health Services (DECHS) is committed to working side-by-side with other District staff to provide high quality professional development to meet the needs of staff supporting students with a disability. In order to address APR indicators, the Exceptional Children is providing professional development to make sure students are coded correctly in EASY IEP and PowerSchool, to ensure accurate course codes are used, and to build teacher capacity in providing instructions and appropriate modifications and accommodations to support student achievement. The DECHS is also supporting the SEL professional development provided by the District. Capacity for high quality instruction is provided through content support, targeted content training designed for special education teachers. Co-teaching training is provided to general education and special education co-teaching teams. A variety of behavior training is provided for all staff supporting SWD. Additional professional development focuses on data collection for special education teachers, compliance on IAIEP development and implementation, the evaluation process, and RTI for special education (including the use of Illuminate/FastBridge and Edgenuity). These various of professional development opportunities are necessary to increase student achievement by supporting students in the Least Restrictive Environment (LRE) and minimizing disruptions related to behavior concerns. Exceptional Children provides in-person and virtual (through Canvas) professional development opportunities. In addition to content and compliance specific professional development, the DECHS offers monthly professional development by each Special Education Advisor. These topics are dependent on time of year and need of the teachers and include both content and compliance. Some examples are ESY support, using the Easy IEP transportation wizard, and EOY procedures. The DECHS provides specialized training for new special education teachers (teachers with 0-2 years experience). The training consists of topics such as developing a schedule, working with paraprofessionals, using the teacher guide, and conducting an IEP meeting. The new special education teachers additionally have a special education mentor, a retired special education teacher who visits them at the school site and is available by phone or email. The DECHS is proud to announce the use of Scenario Learning for our special education paraprofessionals. This is an on-demand, online tool that provides paraprofessionals access to robust courses in line with IDEA and best practices. Paraprofessionals are assigned courses to complete within a given timeframe. Topics include: introduction to IDEA disability categories, working with teachers, and roles and responsibilities.

On September 20, all SCS teachers were trained on the English as a Second Language (ESL) identification process and best instructional practices through Canvas. ESL has partnered with Science and Social Studies to include scaffolding strategies within the curriculum as well as provide training and feedback through informal observations. ESL Advisors provide monthly training for general education and ESL teachers on supporting English language learners (ELs) through Tier I content. The department utilizes a Coordinated Services form which requires collaboration between DECHS and ESL, in addition to data teams regarding service delivery for identified students. ESL Instructional Advisors work with building-level administration to ensure that ESL teachers participate in grade-level PLCs and collaborative planning. ESL Advisor services and coaching support are offered to schools without an ESL teacher to ensure that waived ELs have access to scaffolds and high quality instruction. The department has provided training at the RTI institutes and new teacher trainings. A series of courses via Content Cadres has been offered to support teachers in
implementing language supports and Tier I content. Additionally, the department has utilized Zoom to host a virtual meeting to support non-ESL center schools in meeting the needs of their waived students and all ESL teachers to support their creation of ILPs.

**Effective Transitions across Grade Bands**

Describe how the district facilitates effective student transitions from early childhood to elementary school, elementary to middle school, and middle to high school. What steps is the district taking to address transition challenges and meet the needs of students, including those with disabilities?

**Answer**

School counselors are responsible for coordinating transitions for students at all levels of their academic journey for optimal development to be achieved. Smooth transitions for students aid in a student’s academic and social success. Providing parent/child orientation services to students entering District schools and transition activities for students between grade and school levels is a necessary component of the school counselor’s program of work.

It is SCS's goal to make students comfortable in their new environment and excited for the new school year throughout their Pre-K-12 experience. Grade-level transitions are provided to promote positive social and emotional experiences early leading to academic success and parent satisfaction. The school counselor works closely with faculty members at each level to develop a plan of activities (e.g., a school-wide transition day or field trip to the next grade, in which students will “move up” for the day to see what it is like in the next grade level). Communication around these programs and events occurs through phone calls, text messages, emails, and flyers. The District's Family and Community Engagement (FACE) office is a partner in this work.

Additionally, students transition from a variety of alternative placements at all academic levels within Shelby County Schools. Some of these placements considered for transitional planning are for student re-entry from SCS Success School/Academy, SCS Alternative School, home, external agencies, and foster care or involvement of DCS. A re-entry meeting is held for the student; the meeting includes, but is not limited to, the school counselor, teacher(s), administrator, social worker, parent and a liaison from their prior placement to ensure student success in the school setting. Also, the Student Review Team (SRT) process is used to address transition challenges of students who are experiencing academic, behavior, social-emotional, and attendance concerns or at-risk due to trauma.

**Early Childhood to Elementary School**

SCS's Division of Early Childhood (DEC) forms community partnerships to ensure that children are prepared for Kindergarten. At enrollment, parents and staff discuss transition opportunities in preparation for the next phase of the child’s educational setting. Before
a child enters the program for the first time, each family must attend an orientation meeting for the new school year. During orientation, parents are briefed on services provided by SCS Early Childhood and the expectations of all families. Children have staggered entry in the beginning of the school year to prepare them for their first day of Pre-K. During staggered entry, they tour the school and are introduced to a day in the life of a preschool student. Parents are provided information relative to preparation for the school year and Kindergarten. Family Service staff assists parents in pre-registration to Kindergarten with the District. Parents attend Kindergarten Kick-off to get information on expectations and other important material to make the transition a smooth one. Staff provides parents copies of important documents that are required for school registration (health records, proof of residence, etc.). Parents of children with disabilities are provided information on meetings and other supportive services. In addition, the District provides parents with professional development regarding transitioning their child to Kindergarten and provides a family engagement kit to promote school readiness.

For parents and students entering Pre-K, elementary counselors work with their faculty/staff to provide transition programs and services. Activities may include a parent orientation/workshop and student classroom guidance lessons. Also, the school counselor and Pre-K teacher communicate and collaborate with parents to ease students’ transition between school and home. DEC assists teachers to develop Kindergarten transition plans and provides students with resources and materials to help them make a seamless transition into Kindergarten. Transition strategies include end-of-year summary reports to inform parents of their children’s progress, exit conferences with teachers, and parent seminars on topics such as Adverse Childhood Experiences (ACEs) and their effects on student progress. DEC collaborates in planning across various SCS departments to ensure seamless transitions for children, families, and schools. Learning environment activities for transition include staggered entry and school tours, Pre-K and Kindergarten portfolios that follow the same model, sharing of school readiness and District benchmark assessments, and use of response to instruction and intervention (RTI2) strategies to ease children’s experiences. DEC has also provided free training to local childcare centers not currently partnering with the District to inform them of the District’s expectations for Kindergarten readiness.

At the Kindergarten level, school counselors work with Kindergarten teachers in order to provide students with any resources they need to help with their educational program. The levels of students entering Kindergarten range from students with no formal preschool/daycare experience to students who are already reading. SCS uses staggered entry at the beginning of the school year. Kindergarten teachers contact parents of enrolled students and set a schedule for their students in order to administer a screening test to determine the academic entry level of students and to teach school/classroom procedures in an individual/small group atmosphere. The school counselor offers a parent meeting or provides a handout to Kindergarten parents regarding transition to school. In addition, a Kindergarten orientation or classroom guidance lesson is offered the first week of full entry for students. School counselors contact families when Kindergarten students continue to experience separation concerns into their third week of school. Also, school counselors offer individual counseling for these students and provide the teacher and parent with strategies to help with separation anxiety.
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The District schedules transition meetings with Tennessee Early Intervention System (TEIS) two times per week. The District liaison participates in a transition meeting with the family and TEIS. A Case Manager is assigned to each child upon receipt of referral from TEIS. The Case Manager works with the family and student through the initial consent to evaluate, evaluation, eligibility, and initial IEP development. In order to make the elementary school transition seamless, the special education teacher invites the receiving school’s Special Education Advisor as determined by the student’s home school to the annual IEP meeting before the student matriculates to elementary based services. This meeting gives the family the opportunity to meet the staff of the receiving school and to share any questions or concerns. Planned school visits are also available to parents in order to become familiar with the environment and to meet the school staff.

Elementary to Middle School

The transition from elementary to middle school is marked by several changes: 1) interacting with more peers, teachers, and older students; 2) increasing responsibilities and expectations; 3) keeping up with projects and long-term assignments; 4) selecting sports and extracurricular activities; and 5) making academic and career choices. Therefore, it is important to provide an appropriate program that meets the developmental needs of every student, an academically rigorous and relevant curriculum, and additional support systems. In order to facilitate student success, responsibility for transitional support must be shared among students, families, schools, and the community. Consultation and collaboration between elementary feeder school counselors and middle school counselors is vital in the successful transition of students at this level. Together school counselors design pre-transition and post-transition activities that support student success. Each school counselor consults with their administrator(s) in developing a transition plan based on joint recommendations (e.g., school transition classroom presentations, school tour, field trip to middle school, summer transition program, middle school transition fair, and middle school open house, etc.).

Elementary students who are transitioning to middle schools have a “move up day.” Representatives from the middle school receiving elementary students contact the elementary schools for a schedule for a site visit.

Middle to High School

The transition from middle to high school is one of the most pivotal moments in a student’s education. Ninth grade academic performance is strongly associated with failure to graduate high school. Thus, middle school counselors must work closely with high school counselors regarding expectations, stay abreast of relevant information, and present that information to parents and students in preparation for the transition to high school.
The Focused Plan is the student’s high school academic plan to ensure that the student stays on track to satisfy the Tennessee Diploma Project for graduation. The purpose is to allow students to carefully plan their high school courses of study based on their career and post-secondary interests. It is important that the 8th grade school counselor prepares students and parents by leading a collaborative effort to complete the Four-Year Focused Plan of Study for all 8th grade students (Reference TN BD Policy 2.103 & SCS BD Policy 5004 Graduation Requirements). Transition activities include high school tours and field trips, Open House, High School Transition Presentations, Course Selection Sessions at the Middle School, High School Transition Fair, District-wide 8th Grade Transition Fair, and the Freshman Summer Transition Program.

The school counselor also works directly with students categorized as Overage for Grade (OAG) who have been retained/repeated over their academic progression two or more times. The school counselor works directly with this OAG population to ensure their success and continued enrollment in school through graduation (i.e., OAG students who have been assessed from the previous grade are provided in-depth progress monitoring and interventions, when appropriate). Collaboration with teachers and parents must take place to help facilitate the student’s success.

A day is designated for staff to share information regarding students transitioning from middle and high school. Advisors have rosters for the upcoming year and discuss any concerns that the receiving school should know. A new Transition to High School Pilot allows middle school administrators and staff to actively engage administrators and staff from receiving high schools. Middle school staff gain knowledge of programming and expectations to prepare students/parents for high school transition. These opportunities are facilitating greater collaboration between middle and high schools.

All middle and high schools host a summer bridge program for incoming students in their initial grade level. Students attend their new school for a two- to three-day orientation program. The students are given a chance to meet teachers, find their classrooms, meet their new schoolmates, and enjoy fun educational activities.
Effective Transitions from High School to Postsecondary and Career

Describe how the district facilitates effective student transitions from high school to postsecondary and career. What steps is the district taking to address postsecondary transition challenges and meet the needs of students, including those with disabilities?

Include the following information in your description:

1. The policies and procedures in place to actively promote planning for students with disabilities to graduate on time.
2. The early warning system in place that adequately identifies any student with a disability who is not on track for successful transition to postsecondary life.
3. The process in place to monitor credit acquisition and intervene at any point needed.
4. The opportunities for students with disabilities to participate in CTE courses and WBL.

Answer

Post-secondary transitions are addressed at all SCS high schools. Most SCS high schools have at a minimum one career/college day each academic year. Also, the state of Tennessee mandates a career interest inventory be made available to middle school or ninth (9th) grade students. Students are provided multiple opportunities to visit with college recruiters at school, on respective college campuses, and at various college fairs, with the opportunity to apply for admissions at these events. Additionally, students are given the opportunity to receive assistance from their school counselors with completing the TN Promise application and the Free Application for Federal Student Aid (FAFSA). We currently have an 87% TN Promise completion rate for our seniors as of the deadline of 11/1/2019. For the 2018-19 school year, FAFSA completion for Shelby County Schools was 87%. The most recent state Report Card shows the percentage of 2018 graduates who seamlessly enrolled in postsecondary the fall following graduation, with 56.3% of all graduates seamlessly enrolling and 37.5% of students with disabilities seamlessly enrolling.

The APR prepared by the Department of Exceptional Children and Health Services (DECHS) provides additional insights into post-secondary transition for students with disabilities (SWDs):

- In 2018 the rate of SWDs enrolled in higher education was 18.48%, rising to a rate of 27.78% in 2019, for a change of improvement of 9.30 percentage points that exceeded the targeted rate of 24.50%.
- In 2018, the rate of SWDs enrolled in higher education or competitively employed was 57.61%, dropping to 37.96% in 2019, for a negative change of 19.65 percentage points. DECHS believes that there is an error in the reporting and the 2019 rate is being challenged.
- In 2018, the rate reported in 14A (the rate of students enrolled in higher education or other post-secondary training; or competitively employed or some other employment) was 66.3%, compared to the state target 71.00%. In 2019, there was an improvement of 6.85 percentage points, for a 2019 rate of 73.15%. The District made significant gains but still did not meet its target rate.
DECHS has identified the following barriers experienced by students with disabilities that contributed to the District’s failure to meet its targets: lack of transportation, low ACT scores, failure to meet graduation requirements, lack of desire, fear of losing SSI compensation, and lack of family support. Identified strategies to address these barriers include: training on how to access public transportation, Benefits to Work training, partnership with Pre Employment Transition Services (now in its third year), Transition School to Work grant activities (now in Year 3), career and job fair opportunities and participation, increased Work Based Learning (WBL) experiences in collaboration with College, Career and Technical Education (CCTE), Community Based Instruction (CBI) trips, in-school School Based Enterprises, and opportunities for students to explore and learn about college and career options (via volunteering, work-study programs, field trips, and research based projects) as well as post-secondary opportunities (via college campus visits, on-site college recruiters, military recruiters, ASVAB, and real-world simulated business opportunities in their business and marketing classes).

Examples of targeted support that helps keep SWDs on track for post-secondary transition include the following:

- On the recent Disability Mentoring Day over 40 businesses and industries opened their doors to over 500 Functional Skills students for job exploration and workplace readiness training and hands-on experiences in a real work environment.
- Colleges and agencies provide information to students with disabilities and their parents.
- All high school students with disabilities engage in CBI at least one time per month to emphasize employability skills.
- Our goal is to have a WBL site for each high school by 2025. Avon School, a special needs school, engages in WBL experiences three times per week.
- In 2019-20, seven new WBL sites have been added. One school started WBL with one site. Another school enhanced its WBL program by increasing its frequency and adding a new site. One site will expand to a new school during the next school year.
- A total of five Transition programs are operational. The Transition internships are supervised by highly trained professionals. Interns participate in job training programs where they obtain transferrable skills for competitive employment. There was an increase for the 2018-19 year, with 70% of the interns obtaining competitive employment upon completion of their internship. The goal is 100% employment.

DECHS works closely with CCTE to enroll students with disabilities into CTE programs. This collaborative enrollment process includes the student/parent, the special education case manager, a school administrator, and the CTE educator. The enrollment is documented within the student’s IEP. At the IEP meeting, the student is recommended for CTE courses based on the transition assessment and CTE course standards.
Educator Placement

Describe how the district is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Answer

In addition to providing principals with tools and strategies to support ineffective teachers, the Office of Schools uses Instructional Leadership Directors (ILDs) to support all principals. ILDs assist principals in creating structures for distributive leadership in schools that support teaching and learning, using school specific data to implement school-wide and individual professional development and support plans, and creating a safe and effective learning community that supports the learning of all stakeholders. ILD support is differentiated according to the learning needs of the principal and the instructional needs of the school. Schools with a low-performing leader or underperforming students receive weekly targeted support. Leaders who have had multiple years of low student performance are placed on targeted principal development plans.

Similarly, Human Resources contracts for aligned training programs that strengthen the skills and capacity of principals, assistant principals, PLC Coaches, teacher leaders, and ILT members across the District.

The District’s IZone/Priority Schools utilize the ILD model but have additional resources to support these fragile schools. Dr. Thomas Rogers, Assistant Superintendent of IZone/Priority Schools, is the direct supervisor for ILDs, Managers, and Highly Specialized Advisors for these schools. There are 3 Instructional Leader Directors (ILDs) in the IZone – Dr. Debra Stanford (Elementary schools), Dr. Angela Brown (Middle Schools) and Alisha Kiner (High Schools), who provide leadership coaching to their assigned IZone schools. These individuals provide support to the school in the following ways: monitor and analyze academic performance data, provide coaching to principals, collaborate with school leadership in recruiting highly effective teachers and leaders, provide professional development for principals and school leaders, develop principals’ ability to utilize proper coaching to effectively develop and support teachers based upon observation and student performance data, and guide principals in the development of a strong instructional culture, stakeholder engagement and communication with all stakeholders.

On an ongoing basis the Office of Schools and the IZone/Priority Schools support the work of the Human Resource department by ensuring that data are analyzed and used to monitor disparities in teacher instructional effectiveness, specifically for low income and at-risk students. Using the District-wide data reporting day structure, the Office of Schools serves as lead in an all central office deep-dive to review District data that includes subgroup as well as instructional performance reporting. After completing the all central office deep-dive, ILDs use data shared in the cross functional team deep-dive and provided by the Performance Management department to host a data reporting day at least 3 times during the school year. By hosting these days, principals are provided with and
present school-wide data to ensure that schools monitor instructional performance and effectiveness from District-aligned Mastery Connect common formative assessment data and subgroup disaggregated school profile data. Once principals are provided with and present disaggregated data, they collaborate with ILDs to address all disparities in the performance data. This is done by grade band and individual teacher cases depending on the experience or individual TVAAS level of the teachers of the various identified teacher groups reported.

In order to address disparities at the school level, the Office of Schools and the IZone/Priority Schools support principals in ensuring that changes are made in response to data provided by the Human Resource department and as a result of ongoing data reporting. Using the collaborative partnership between ILDs and Principals, the Office of Schools and the IZone/Priority Schools take TEM and LOE data provided by HR to ensure low income and at-risk students are served by the teachers with the most effective TEM and LOE data. The TEM evaluation data are monitored and reviewed ongoing by the Office of Schools, the IZone/Priority Schools, Principals, and Central Office Executive leadership. Upon review, ILDs support Principals in making changes and recommendations to alter placements before, during, and at the conclusion of each calendar year.

The IZone partners with the Human Resource department to identify support and maintain strong, positive working relationships with principals and ILDs to support the recruitment, hiring, induction, and retention of high-quality candidates for all school-based positions. This support consists of Early Hiring Fairs and Recruitment events as well as working directly with principals to set up interviews to make sure all schools are staffed by the beginning of the school year. Currently all schools follow the District's protocols for recruitment and hiring. However, the Assistant Superintendent of IZone/Priority Schools is seeking to add an HR position that would focus on priority staffing and placement of teachers for the State-identified Priority and IZone schools. The IZone/Priority Schools also contracts for turn-around school professional development support for school and district leaders.

SCS recognizes that teacher shortages exist in specialized content certification areas (reading, math, and special education). Thus, through the leadership of Human Resources, the District has entered into contracts with local institutions of higher education to enhance the pipeline for certified teachers in these areas.

Also, as part of the District’s African American Male Empowerment Initiative, the District has launched the Secure the Chalk Educator Fellowship to address the need to retain, induct, support, and grow our teachers and look to those with similar backgrounds as we challenge implicit bias and attitudes at the school level. SCS’s Office of Equity is leading this initiative that builds on the work of SCS’s Human Resources in developing and implementing a strategic recruitment plan that has yielded candidate diversity.
Integration of CTE and WBL Opportunities

Describe how the district is supporting programs that coordinate and integrate academic and career and technical education content; these may incorporate work-based learning opportunities, experiential learning opportunities, and/or courses aimed at promoting skills attainment important to in-demand occupations or industries. Include how the district ensures access to these opportunities for students with disabilities.

Answer

All SCS students in Career and Technical Education (CTE) programs of study, including students with disabilities (SWD), are exposed to multiple career exploration experiences. Through the District’s College, Career, and Technical Education (CCTE) division, SCS offers various themed days including Advanced Manufacturing Day, Information Technology Day, and Apprenticeship Day. Students are given the opportunity to participate in workplace tours and to listen to guest speakers at schools. Additionally, many companies such as FedEx and Atlantic Track have created programs to expose students to possible careers. Upon graduation, students are eligible to be hired.

A collaborative effort between CCTE and SCS’s Exceptional Children and Health Services (DECHS) is in place to ensure the students with disabilities are included in CTE opportunities. Students with disabilities participate in Work Based Learning (WBL) courses, summer employment, and CTE courses. In order to identify and track students with disabilities enrolled in CCTE courses, the special education teacher follows these procedures:

1. Recommend special education students for CTE courses based on transition assessments and course standards/competences.
2. Schedule an IEP meeting to discuss student’s diploma type, graduation requirements, course of study, accommodations and/or modifications.
3. Invite CTE teacher and counselor.
4. Provide an IEP Team Member Excused Absence form for CTE teacher or counselor, as needed.
5. Discuss diploma type, graduation requirements, CTE standards, and accommodations and/or modifications during the IEP meeting.
6. Provide IEP At-a-Glance to any team members not present during the IEP meeting.
7. Maintain an active list of SWD enrolled in CTE courses.
Programming for Students with Characteristics of Dyslexia

List and describe all the dyslexia specific-interventions used in your district (e.g., to include Tier II, Tier III, and special education interventions) as well as additional information used to identify and serve dyslexic students. Include the following information in your description:

- a. procedure for identifying characteristics of dyslexia through universal screening required by the existing RTI2 framework as well as the school-level team responsible for addressing problems and monitoring the data;
- b. name of the intervention/ materials (do not include assessments, personnel, or setting);
- c. the dyslexia characteristic(s) the intervention addresses (i.e., phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, encoding, & rapid naming);
- d. whether the intervention is systematic, cumulative, explicit, aligned to deficit, multi-sensory, and language based; and
- e. plan for notifying parents and students in order to provide information and resources on dyslexia.

Answer

Screening for Characteristics of Dyslexia

School-based teams administer the District’s universal screener and benchmark assessments (Illuminate FastBridge). K-1 students scoring below the 25th percentile on earlyReading and 2-12 students scoring below the 10th percentile range within the passage reading fluency assessment receive follow-up foundational skills-based assessments to address all seven areas to be screened for characteristics of dyslexia. At any point throughout the year, screening for characteristics of dyslexia may be requested for any student (K-12) by the student, parent/guardian, or school staff.

District and school-based records, which include the following screening information are maintained: date of screening, screening scores, date of parent communication, and SIS flag date.

School-based Leads for Response to Instruction and Intervention (RTI2) are responsible for working with Student Information Systems staff to place the DYS01 flag for those students receiving the dyslexia specific intervention.

Parents of students screened receive communication comprised of the following:

- Explanation of the screening process and school-based intervention the student will be receiving
- Seven areas screened and the specific areas that have been identified as areas of concern
- Resources available to support the identified areas of concern
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Student intervention plans are monitored on a 23-day cycle by the school data team, led by the school-based RTI2 Lead. District RTI2 Advisors provide support and guidance during the school-based data team meetings. Parents receive monthly communication regarding the progress of their student receiving intervention.

English as a Second Language (ESL) has worked with RTI2 to ensure that Recently Arrived English Learners (RAELs) are not screened for dyslexia until they have gained enough language to access the interventions.

Dyslexia Specific Intervention

The i-Ready platform provides intervention materials for Tier 2, Tier 3, and special education dyslexia specific interventions. This intervention tool provides online instruction for students and intervention materials for teachers to utilize during small group instruction.

The i-Ready intervention platform and teacher resources address the following components of a dyslexia specific intervention:

- **Multisensory**: i-Ready Instruction for reading engages students’ auditory and visual senses across the board, as well as their tactile senses in many lessons (where it makes sense digitally). Audio support is available in all content. Audio and visual feedback reinforces correct responses and redirects students on any misunderstandings. Lessons incorporate visual cues—including color changes, bounce, and highlighting text—to help students connect letters, word parts, and patterns to the corresponding sounds in words. Visual presentations within lessons include graphic organizers and pictures for reinforcing instruction, along with accompanying audio support. Students typically see visual support as well as hear supporting audio at the same time (e.g., being able to see a text onscreen and have it simultaneously read aloud with highlighting, and seeing words highlighted as they are read aloud).

- **Explicit**: The highly scaffolded lessons in i-Ready Instruction follow a consistent instructional strategy that begins with explicit instruction. During the explicit instruction portion of the lessons, students work through a tutorial that explains the topic or skill and calls upon students to access prior knowledge and models the skill in real-world scenarios that engage students. Teachers are also able to access small group materials to support explicit instruction during face-face small group time, via the Tools for Instruction and Ready Teacher Toolbox.

- **Aligned to Deficit**: The i-Ready experience begins with the in-depth Diagnostic assessment that identifies their overall performance level in reading, by domain and more specifically, down to the subskill level. This ensures that online lessons in i-Ready Instruction, teacher-led instructional activities from the included Tools for Instruction lesson plans or the optional Ready Teacher Toolbox, and any existing instructional materials are targeted to students’ specific skill deficits and instructional levels.

- **Language Based**: The online lessons in i-Ready for reading employ syntactic cues, lexical strategies, and graphophonic cues in language-based instruction. i-Ready vocabulary lessons and vocabulary Tools for Instruction lesson plans include many opportunities for students to develop and use different cueing systems to make sense of what they are reading. Practice includes decoding (using cues to help identify
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unknown words and decide, “Does that sound right?”), encoding, and working with spelling patterns. Every lesson ends with an engaging text, where students are challenged to use what they learned to decode and make meaning, to deepen their understanding of what they are reading.

- **Systematic and Cumulative: i-Ready Instruction** is systematic, clear, and precise, with topics and skills that are carefully sequenced and broken down into small, essential components and taught individually. Upon completion of the Diagnostic assessment, i-Ready determines student performance level within each domain of reading and then automatically places students at the appropriate level within a logical sequence of lessons. These lessons are designed to help students master simple skills, before progressing to more complex skills, beginning at the student’s functional level and then allowing the student to progress, one step at a time, to higher and more complex levels.

In much the same way, the lessons on the optional Ready Teacher Toolbox follow a consistent progression of skills and standards across all grade levels.

The program automatically places the student at that appropriate level for online lessons in i-Ready and reports will also point to specific teacher-led lessons at the appropriate level in the optional Ready Teacher Toolbox, to further assist the student in progressing toward grade-level expectations.

The seven areas within characteristics of dyslexia are addressed as students progress through the solution. i-Ready’s Foundational Skills instruction, from Phonological Awareness to Phonics are highly structured and based on a set of rules for students to be able to recognize sounds and letters and applying word-level meaning through spelling and reading. Students work individually through multi-sensory lessons using a device, and teachers are able to access small group materials which includes the dyslexia specific strategies and techniques.

**English Learners (WIDA ACCESS Data)**

Based on WIDA ACCESS data, describe the progress and challenges faced by students in your district in obtaining English language proficiency and the alignment of WIDA ACCESS data with state academic data. Please include the systematic problems or challenges interfering with ELs making growth and/or exiting ESL services. If students are showing growth on the WIDA ACCESS, but not on state academic assessments, explain the root cause of the misalignment and the actions that will be taken to address the misalignment.

**Answer**

In order to continue to bridge the misalignment between TNReady and WIDA ACCESS, the ESL Department has developed breakdowns for all TN ELA Standards for Grades K-12. These breakdowns of standards directly address the linguistic demands for
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each standard, ultimately providing teachers with a resource that aligns standards assessed on the TNReady assessment with WIDA ACCESS’s Assessment of the English Language. Online professional development via Canvas, collaborative planning, and traditional training sessions will be available to all teachers supporting, but not limited to, the following areas:

- WIDA standards and the alignment breakdown to TN state standards;
- Scaffolding Tier 1 standards-based instruction for all ELLs;
- Collaborative planning with a focus on curriculum implementation of standards breakdowns (to add scaffolds for ELLs and language development) and incorporating these resources into the “Know-Show” (in which teachers are asked to look at standards and discuss what the standards ask students to know and how they will show what they know);
- Targeted professional development for K-12 Gen-Ed teachers in Social Studies to address gaps and provide strategies and scaffolding supports;
- Targeted professional development for K-5 ESL and Gen-Ed teachers on providing standards-based instruction that also addresses language development needs in the Foundational Skills portion of the scheduled literacy block;
- Equity walk-throughs at schools with high ESL populations to observe all teachers (ESL and Gen-Ed) and look for implementation of standards-based instruction, engagement of ELLs, and formative assessments during instruction;
- Assurance that Recently Arrived English Learners (RAELs) receive Tier I standards-based instruction, which will be added to curriculum guides in the form of mini-lesson resources to support Gen-Ed and ESL teachers in meeting RAELs’ needs.

English Learners (Benchmarking and Analysis)

Describe the district’s process for including ELs in the benchmarking process and the district’s process for analyzing all available EL data (state assessment, WIDA ACCESS, benchmarking, discipline, attendance, etc.). Please include timelines, the roles of team members that take part in the data analysis, how the data is used to drive instructional programming, and the support available for educators needing instructional guidance.

Answer

English Language Learners (ELs) are included in all benchmarking assessments district-wide. However, students who are enrolled in English Language Development (ELD) are exempt from the dyslexia screening assessment. With fall, winter, and spring benchmarks, schools are provided support through the English as a Second Language (ESL) Advisors on placing students in ELD or Response to Instruction and Intervention (RTI2). Educators are provided support on instruction in those services.
Beginning in May and extending through August, ESL Advisors and school personnel look at school WIDA results and align them to TNReady results. The ESL Department provides schools with feedback on Tier I instruction for ELs based on that data. From May through August, Advisors prioritize schools based on data growth to provide focused support from Advisors and the peer coaching team. From August through May, the ESL Department provides both in-person and online development opportunities to address instructional best practices for both ESL and general education teachers. Professional development opportunities were developed using the data collected and trends identified from ACCESS Results, TNReady, and EOC assessments. The ESL Department is aware of the data surrounding attendance and discipline; however, its monitoring of attendance and discipline is done through the ILP process, progress monitoring, and retention prevention plans. There is a quarterly review of school at-risk for failure lists. From these reviews, both school-based and District-based professional developments are designed, specifically around best practices for instruction and grading. To ensure educators are provided support, the ESL Advisors work with building-level administrators to provide support through informal building walk-throughs. ESL Advisors provide targeted instructional support through collaborative planning and PLCs.

**English Learners (WIDA Standards Training for All Teachers)**

Describe the district plan for ensuring all teachers of English learners are trained on the WIDA English language development standards.

Please include the following information in your description:

1. The timeline for training and/or how often training occurs.
2. How the training is delivered.
3. Who is included in the training.
4. How teacher planning time is scheduled to allow for collaboration between the ESL practitioner, general education teacher, and the special education teacher for students who are EL SWD.
5. How implementation is monitored for fidelity and success.

**Answer**

In SY 2019-20, SCS began utilizing an online professional learning platform called Canvas. All teachers within the SCS system were given access to this resource. Within the Canvas platform, the ESL Department collaborated with the Department of Professional Development to create a course entitled “How are you serving your ELs?” This course provided WIDA standards training to all teachers, and its completion by every teacher was a District-wide requirement. Teachers were given the opportunity to complete the course simultaneously during a scheduled District-wide professional development day. ESL Instructional Advisors and peer coaches remotely monitored the course throughout the day, providing instantaneous feedback, addressing misunderstandings, grading coursework, and monitoring discussion boards. The culminating task in this course assessed teachers’ understanding on the WIDA
standards and how to best serve the ELLs in their schools. Completion of the course was monitored at the District and departmental level, and those who did not successfully complete the course were provided additional opportunities to ensure their compliance with TN SBE 3.207.

In addition to the Canvas course described above, further professional development was provided specifically for teachers responsible for providing ESL services to those students waiving direct service from an ESL teacher. This professional development took place in the form of three interactive Zoom sessions, in which facilitators specifically addressed the expectations surrounding provision of appropriate services as required by TN SBE 3.207, including detailed instructions on how to create and collaboratively update students’ Individual Learning Plans (ILPs). Participants were given the opportunity to ask questions throughout the training. A session was also recorded and uploaded to the District’s shared resources site via SharePoint, giving educators access at any time to this information.

ESL Instructional Advisors review the schedules of all ESL teachers, providing feedback as needed. This process includes specifically reviewing the amount of planning and collaborative time indicated on each schedule. When necessary, the ESL manager or Instructional Advisor may collaborate with school administrators to provide insight on ways to incorporate and encourage collaboration. ESL Instructional Advisors regularly perform site-based walkthroughs at schools, which also provide advisors with the opportunity to ensure fidelity of implementation of the previously submitted teacher schedules. Throughout the year, advisors also observe and provide feedback on collaborative planning and instruction.

SCS utilizes a Coordinated Services Form that requires collaboration between DECHS and ESL, in addition to data teams, regarding service delivery for identified students. ESL Instructional Advisors work with building-level administration to ensure that ESL teachers participate in grade-level PLCs and collaborative planning. Online training has been provided to all SCS teachers regarding services for dually-identified students. Schools have been provided guidance and protocols for ensuring that ESL teachers are invited to all IEP meetings for ELLs and that the coordinated services form is used to document shared services for dually-identified students. The ESL manager and Instructional Advisors have provided training to administrators about scheduling so ELLs have access to all services for which they qualify.
English Learners (Individual Learning Plans)

Describe the process for developing and implementing Individual Learning Plans (ILP) for English learners.

Please include the following information in your description:

1. The educators responsible for developing the ILPs
2. How implementation and fidelity take place
3. Procedures for updating ILPs (including who is responsible)
4. Instructional revisions when students are not making growth on ILP goals

Answer

By requiring the participation of both the general education and the ESL teacher, the ILPs create the opportunity for collaborative conversations around student progress, thus requiring educators to continuously monitor student progress and make changes to their instructional practices accordingly. The ESL Department uses ILPs as well as feedback from educators to identify instructional needs and provide appropriate support to address them. This process incorporates ESL’s Retention Prevention Plan, in which ESL Instructional Advisors use school data to identify students at risk of failure and notify their teachers so that instructional changes can be implemented as a proactive preventative measure. Preventative instructional changes include collaboration with administration and Gen-Ed teachers as well as collection and analysis of student work to ensure students were given the appropriate supports as indicated by their ILP.

The ESL Department has also designed professional development to specifically address questions around grading and best practices for collaboration and assessment of ELLs. Based on Quarter I ILPs, the ESL Department developed professional developments for ESL and Gen-Ed teachers surrounding updating observed learning outcomes and how those directly impact instruction. The ESL Department also integrated language development strategies that are aligned to the ILP into all in-person and virtual professional development. The department also provided school-based support in developing teacher expertise around collaborative conversations focusing on ELLs’ academic success. Through SIP support, the ESL manager and Instructional Advisors facilitated conversations surrounding data analysis and scheduling for collaboration and ILP updates.
ELA Instructional Materials

On May 15 you will be submitting the form to signal what instructional materials you will be adopting for K-12 ELA. Describe your plans (if any) for purchase and implementation of those materials. Describe how you will support teachers with the use of those materials.

Answer

Once our District’s ELA Textbook Adoption Committee has made the selection to determine which ELA curriculum we will adopt, the Curriculum & Instruction Department, in collaboration with the Professional Learning & Support Department, will begin our District’s implementation plan, which will include vendor-led professional development sessions for teachers, principals and all staff who support literacy. As an initial phase of new curriculum implementation, vendor-led professional learning sessions will begin Summer 2020. This vendor-supported District learning will be supplemented with District-provided supports for school-based personnel, which will continue throughout the 2020-21 school year. Curriculum & Instruction is committed to the following, in support of the new K-12 curriculum:

- **Materials & Resources**: Draft supporting documents to support, as well as respond to any identified shortcomings noted in the curriculum materials
- **Professional Learning**: Collaborate with District teams to develop strategic and aligned professional development plans to support curriculum implementation
- **Ongoing Support**: Collaborate with District teams to monitor and support curriculum usage as well as address individual and trending questions regarding the newly adopted curriculum

All ELA sessions for teachers and leaders will be grounded in the materials teachers use with their students, thus supporting strong instruction and teacher fluency with materials. This will be true for in-person sessions and Content Cadre courses available in Canvas.
IDEA Annual Performance Report (APR)
Graduation Rate and Dropout Rate for Students with Disabilities

Please indicate how and where improving the graduation rate and/or dropout rate for students with disabilities is addressed in your LEA plan or describe the plan here.

Additional guidance for addressing this indicator is available here.

Answer
In 2018, the District met the targeted goal of 73.55% by obtaining a graduation rate of 79.2%. In 2019, the District had a graduation rate of 79.3%. This represents a positive of 0.1% change. Data were disaggregated into subgroups to compare SWDs to the District graduation rate. SWDs had a graduation rate of 59.4% in 2018 and 59.06% in 2019, for -0.34% change. This is significantly lower than the State’s target indicator. Prior practices that may have contributed to the outcomes or challenges are: High Truancy, ISS, OSS, and Expulsion (resulting in limited instructional time), Excessive Mobility within the Family Unit, Under Credit/Overage for Grade, Academic Under-performance, Attendance/Absenteeism, and Inadequate Support System. ACT preparation courses are offered but many of our students are bus riders and do not have alternative modes of transportation to attend after-school programs; additionally, many students do not have internet access outside of school and are unable to use the online program. The District has put into place an ACT retake for the 2019-20 school year. All high schools do not have the Modified Credit Options for SWDs. Measures to increase graduation rates: Graduation/Intervention Team, Early Identification of At-risk Students (EWS), 9th Grade Academy, Project Graduation, Gradpoint, Virtual Schools, Tutoring, Course Recovery, and Transcript Reviews. Interventions at the middle school level to prepare students for a smooth transition to high school. Assessing students annually to monitor the appropriate course of study. Accessing CCTE programs when appropriate for successful completion. A collaborative effort between staff of Exceptional Children and CCTE has been created to develop a procedure to identify and track students with disabilities enrolled in CCTE courses. Provide opportunities for students to explore and learn about college and career options through volunteering, work-study programs, field trips, and research based projects and explore options for students to receive post-secondary opportunities through college campus visits, on-site college recruiters, ASVAB, and real world simulated business opportunities in the business and marketing classes. The goal is to have students engaged in areas of interests that will promote positive outcomes with improved graduation rates. A Transition Task Force has been created to identify strategies to improve graduation rates for students with disabilities.

The dropout rate reflects the percentage of students who dropped out without graduating and earning a diploma. In 2017-18, the dropout rate for students with disabilities was 6.52% compared to 6.25% for the 2018-19 school year, which resulted in a change of .27%. In an effort to improve the rate of dropouts, the District has reviewed transcripts, discipline and attendance, the Early Warning System, and options for decreasing dropout rates. Effective strategies for improving dropout rates are Family Engagement, Early
Childhood Education, Early Literacy Development, Basic Core Strategies, Student Buy-in for Career and Technical Education, and Alternative Schooling (CCTE, Work Based Learning, Overage for Grade, Project Graduation, Course Recovery, Virtual School, GradPoint, Project S.T.A.N.D., Tutoring, Mentoring, and After School Opportunities). The most effective way to reduce the number of children who will ultimately drop out of school is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades. Factors that contribute to the dropout rate are Poor Attendance, Discipline, Lack of Motivation/Disengagement, Inappropriate Placement of Students, Low Generational Expectations, Social Economic Status, Low Self-Esteem, Drugs, Gangs, Incarceration, Unmet Needs, and Teen Pregnancy.

**Achievement Results for Students with Disabilities (Participation in Regular Assessments)**

Please indicate how and where improving participation rates on regular statewide assessments for students with disabilities is addressed in your LEA plan or describe the plan here. Ensure you are considering and referencing all subject areas and grade bands for which you were identified via the IDEA Annual Performance Report.

*Additional guidance for addressing this indicator is available here.*

**Answer**

**Indicator:** Participation in the statewide assessment has a target rate of ≥90%. SCS SWD participation increased in every subgroup area: RLA 3-8 increased from 76.14 to 78.88 (2.24%); Math 3-8 increased from 76.27 to 78.67 (2.4%); EOC Algebra I/Integrated Math increased from 75.8 to 82.86 (7.06%); EOC English II increased from 78.37 to 81.74 (3.37%). Although we did not meet the target indicators, we trended up in each subgroup.

SCS Department of **Exceptional Children and Health Services (DECHS)** continues to make strides in meeting the state indicators. We are addressing the needs of each subgroup, identified above, here and in the Reflection Questions regarding Professional Development in the LEA plan. Underlying causes include: Scheduling Errors, Chronically Out of School, Discipline, Teacher Retention and possible PowerSchool/EIS errors.

Scheduling errors and PowerSchool/EIS errors will be investigated and continuously monitored by the DECHS and research/planning and testing staff to make sure students are properly coded and captured. Social Emotional Learning (SEL) support is provided to schools in support of the Districts SEL initiative to address students who are chronically out of school and have disciplinary offenses. Hiring and retaining highly qualified teachers is crucial to meeting the needs of the SWD. The DECHS will continue to support District efforts to hire and retain special education teachers and paraprofessionals.
Achievement Results for Students with Disabilities (Year over Year Growth)

Please indicate how and where improving growth in achievement data on the statewide assessments for students with disabilities is addressed in your LEA plan or describe the plan here. Ensure you are considering and referencing all subject areas and grade bands for which you were identified via the IDEA Annual Performance Report.

Additional guidance for addressing this indicator is available here.

Answer

Growth in the statewide assessment has a target rate of +3%. SCS SWD participation increased in 2 subgroups and decreased in 2 subgroups in the area of growth.

RLA 3-8 decreased from 6.63 to -2.86 (-9.49%); Math 3-8 increased from 2.81 to 4.85 (2.04%); EOC Algebra I/Integrated Math decreased from 4.97 to 1.5 (-3.47%); EOC English II increased from -2.55 to 7.33 (9.88%).

SCS Department of Exceptional Children and Health Services (DECHS) is committed to growing and improvement in order to meet state indicators. We are addressing the needs of each subgroup, identified above, here and in the Reflection Questions under Professional Development in the LEA plan. Underlying causes include: Chronically Out Of School, Discipline, Retention of Teachers, Large Achievement Gaps (which must be overcome to bridge the gap), and lack of foundational skills in reading and math.

Social Emotional Learning (SEL) support is provided to schools in support of the District’s SEL initiative to address students who are chronically out of school and have disciplinary offenses. Hiring and retaining highly qualified teachers is crucial to meeting the needs of the SWD. The DECHS will continue to support District efforts to hire and retain special education teachers and paraprofessionals. DECHS has tweaked the Individual School Support Plan (ISSP) that was instituted last school year. This year, the focus is on absenteeism, discipline, instruction and compliance.

These reports are revised quarterly and are designed to provide targeted support to individual schools based on need. Professional development is recommended or created and provided based on this need.

RLA 3-8: Continue to provide professional development in the content and the use of Expeditionary Learning; recommend that special education teachers participate in PD provided in content area from Curriculum and Instruction, as well as Exceptional Children PD. Encourage scheduling common planning time so general education and special education teachers can work collaboratively. A reading cohort was established this year to provide special education teachers the skills they need to teach basic reading skills. This cohort met as a large group on a Saturday for a day of content and breakout sessions. Those who attended became the yearlong cohort. First-semester sessions were provided (after school) for teachers to learn about the 5 pillars of teaching reading and strategies across grade bands (elementary, middle and high). Second-semester sessions provided a make up for those unable to attend in November/December. Additionally, the use of the District online learning platform,
Canvas, will be used for cohort support. This Canvas class has 2 modules. Module One is a review of teaching basic reading skills and practical applications. Module 2 is an authentic discussion among the members of the cohort to include best practices, review of strategies and how they have been or could be applied in the classroom. Teachers (cohort members) are expected to participate and provide feedback to one another. This spring, cohort members can also volunteer to have members of the Reading Cohort Leadership Team (managers, advisors and consulting teachers) come to the class and observe, providing non-evaluative feedback and support for strategy implementation.

Math 3-8: Continue to provide professional development in the content and the use of Eureka Math; recommend that special education teachers participate in PD provided in content area from Curriculum and Instruction, as well as Exceptional Children PD. Encourage scheduling common planning time so general education and special education teachers can work collaboratively.

Similar to the reading institute, a math institute is planned for the spring. This will provide special education teachers the opportunity to learn strategies to use across grade bands to help SWD show achievement in basic math skills. Teachers will have hands-on sessions and share strategies for use for elementary, middle and high school math.
2020-21 SHELBY COUNTY SCHOOLS DISTRICT IMPROVEMENT PLAN