

DESTINATION 2025



ACADEMIC PLAN

2018-19



A Roadmap to Equity in Action

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Introduction to the Destination 2025 Academic Plan

This plan is our commitment to students. Beyond mere promises, our Destination 2025 Academic Plan holds the strategies and tactics required to bring success to all learners in Shelby County Schools (SCS). This plan is ours. This plan is yours. We need you to hold us accountable, and we need you working with us to achieve the goals outlined herein.

Serving students is the work of our District. Paramount to any other function, we serve, nurture and grow our students into productive, effective, responsible citizens. Students are where Destination 2025 begins and ends. Readiness for graduation is not just about academic success, but also about steady, age-appropriate emotional development. We strive to provide equitable access to high quality education for every student in our District.

All students receive research-based, high-quality, general education instruction using Tennessee State Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction. All students receive exposure to effective Tier I (Grade Level) practices within the state instructional framework. Some students working at up to one year below grade level receive extended support through Tier II instruction to enable a transition from below to on-grade level work. Fewer students will receive instruction at Tier III, achieving at more than one year below grade level, who have not been able to demonstrate academic growth in Tier II and who may be at risk due to learning disabilities. Each student will have access to instruction that honors them as learners and as human beings, extending to them the values of compassion, decency, a growth mindset and nurturing support that make up the bedrock of the SCS mission. This work is done to decrease chronic absenteeism, reduce disproportionate out of school suspension and expulsion rates and embed cultural competencies in all aspects of school practices.

By the year 2025,



80 percent of seniors will be prepared for post-secondary education or the workforce.



90 percent of students will earn their high school diploma on time.



100 percent of students who are college or-career-ready will enroll in a post-secondary opportunity.

The Vision for the Office of Academics

We are committed to preparing well-rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.

The Mission for the Office of Academics

Every day, Shelby County Schools students experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

Who We Serve

Demographics

Our schools are as diverse as the communities they serve. Reaching over 110,000 students, SCS schools reflect the cultural and socioeconomic crossroads that exist within our city. Seventy-five percent of our students are African American, 14% are Hispanic, and nearly 7% are White, with other ethnicities comprising around 4% of our total demographic picture. Perhaps most critical to the scope and design of our schools is that 67% of our students qualify as economically disadvantaged with over 46% direct certified for free or reduced lunch. SCS programs are designed to ensure that our most vulnerable students have equitable access to engaging curriculum that is as relevant to their lives today as it will be for their future.

Our Community

As a community, we stand at a juncture where Memphis lags woefully behind other metropolitan areas in terms of diplomas awarded, and the gap in our city grows between what employers expect and what graduates can do. While the unemployment rate for candidates with post-secondary training or education remains low (at just over three percent for candidates without a high school diploma), unemployment rates linger at over 15% in Shelby County.

This means that for graduates with access to post-secondary opportunities, our growing national prosperity is a real and tangible thing. The rest of our job seekers live in the reality of an employment market that is worse than it was even at the height of the "Great Recession" of 2007-2010. These external hurdles are compounded for our students by the daily pressures of poverty: well over half of our students qualify as "Economically Disadvantaged" meaning that they live below the federal poverty line, and over one third of our students live in families making less than \$10,000 per year.

Our Academic Plan Priorities

The Destination 2025 Academic Plan is founded on five priorities that drive the work of every SCS team. While the strategies and tactics used to reach students may grow and shift with success from year to year, the priorities do not change. Many of these strategies are designed specifically to promote education equity. Refer to the Equity in Action chart on page 17.

These priorities are a direct response to years of program analysis to understand the trajectory of initiatives in our District. As you review our priorities to understand how and where we have made investments in our students through selection of resources, programs and professional development (PD), it is also important to realize that this plan is not simply a reaction to circumstances, but a celebration of our successes.

As important as it is to have a keen focus on struggling students, we want to continue to propel the achievement of students who are making great academic gains. We will continue to recognize and leverage what we know is working throughout the District to accelerate momentum. For example, we want to continue multiple years' growth in Literacy and Science by ensuring we have strong teaching in grades 9-12. This will ensure multiple years' worth of growth each year.

District Scores

	2018 Level	2017 Level
Composite	2	1
Literacy	5	1
Numeracy	1	1
Science	5	1
Social Studies	1	1

Grade 3 Scores

	2018 Level	2017 Level
Composite	5	1
Literacy	3	1
Numeracy	5	5
Science	NA	1
Social Studies	NA	NA

Grade 4-8 Scores

	2018 Level	2017 Level
Composite	5	1
Literacy	5	1
Numeracy	4	1
Science	5	1
Social Studies	1	NA

District Level Achievement Goals

- By May 2019, SCS will increase proficiency in 3-8 Reading/ Language Arts (RLA) from 21.6% to 30.1%, increasing annually to meet state targets.
- By May 2019, SCS will increase proficiency in 3-8 Math from 22.5% to 30.6%, increasing annually to meet state targets.
- By May 2019, SCS will increase proficiency in 3-8 Science from 42.0% to 60.9%, increasing annually to meet state targets.
- By May 2019, SCS will increase 9-12 overall proficiency from 15.9% to 32%, increasing annually to meet state targets.
- By May 2019, SCS will increase the high school graduation rate from 79.1% to 80%, increasing annually to meet state targets.

As we move closer to Destination 2025, our strategies, goals, and resources must align to attain our Destination 2025 goals.

PRIORITY 1 - STRENGTHEN EARLY LITERACY



Key Initiatives:

- Provide Foundational Literacy Laureates with content and pedagogical knowledge of foundational skills instruction and strategies to elementary schools. – New Investment SY 18-19
- Engage all K-2 teachers in year-long PD for foundational skills. – New Investment SY 18-19
- Establish a set of non-negotiables to ensure high quality foundational skills instruction.
- Equip Senior Reading Advisors to provide targeted literacy support to middle and high school students. – New Investment SY 18-19
- Mobilize an Early Learning Task Force to strengthen PD and monitor the quality of instruction in K-2 foundational skills.
- Execute Foundational Literacy Quality Reviews in 324 K-2 classrooms.
- Pilot the Expeditionary Learning (EL) Skills Block curriculum in seven elementary and K-8 schools. – New Investment SY 18-19
- Develop a district policy focusing on promotion and retention of 2nd grade students to improve literacy.



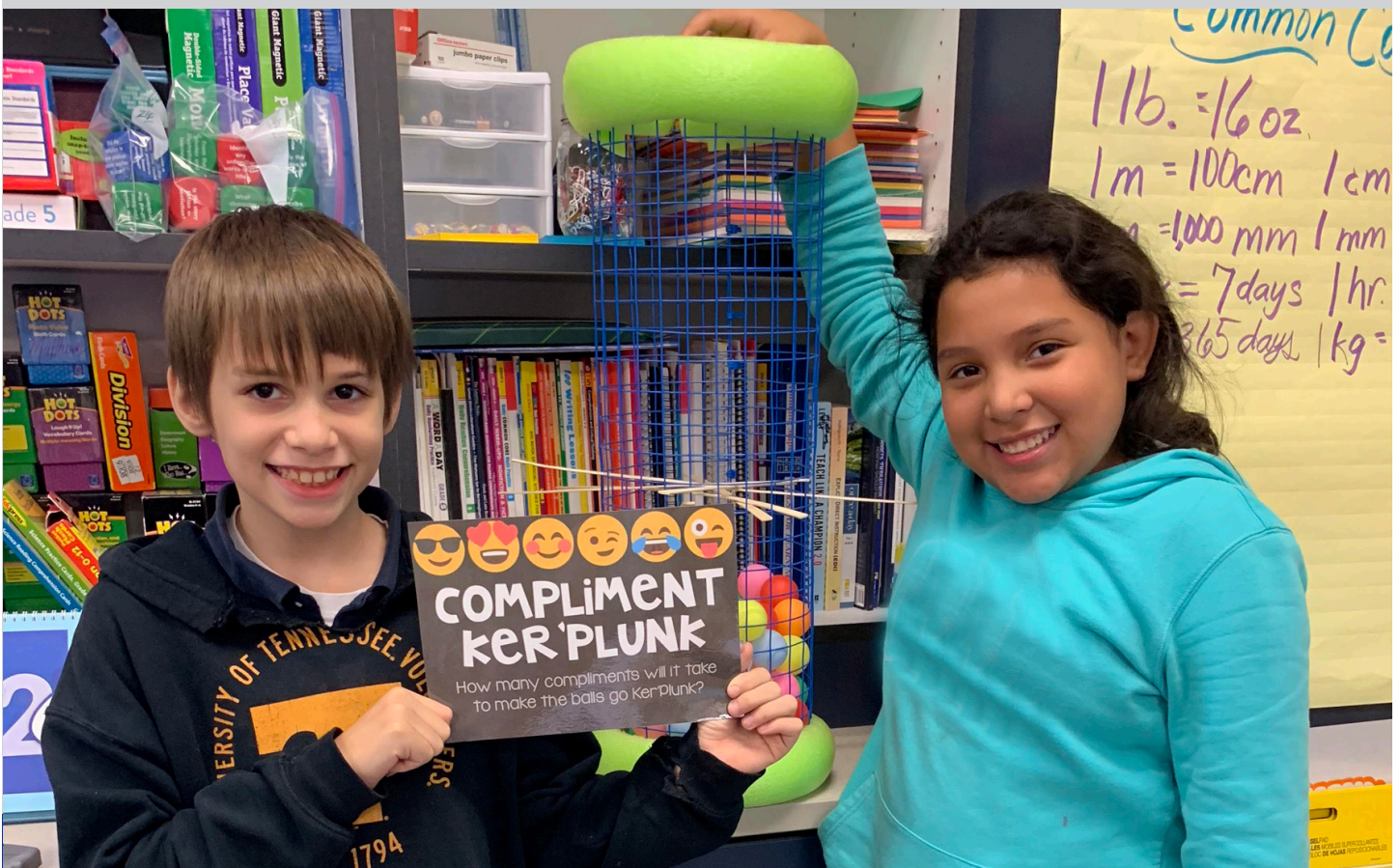
“Our teachers need to vary the skill level of the material in every grade.”



PRIORITY 1 - STRENGTHEN EARLY LITERACY

How will we know we are successful?

- By May 2019, 38.6% of all third grade students will achieve On Track/Mastery on the TNReady assessment. This percentage will increase by 10% each of the following years to reach the D2025 goal of 90% of all third grade students reading on grade level as based on TNReady.
- By May 2019, 80% of all K-2 classrooms observed during the Foundational Skills Quality Reviews will display evidence of foundational skills implementation of Phases 1-3.
- By May 2019, there will be a 20% reduction in the number of current Tier II and Tier III students in grades 6-7 (middle schools) and grades 9-10 (high schools) in schools where Senior Reading Advisors are deployed and an annual reduction of 5% additionally approaching Destination 2025.
- By May 2019, ELA data will increase by 10% (On Track/Mastery) on state assessments in schools where a Senior Reading Advisor or EL Foundational Skills Pilot is in place, with subgroup gaps closing according to state targets year over year.
- By May 2019, 27% of second grade students overall will achieve On Track/Mastery on the TNReady test at the end of the year, reflecting a growth of 10 percentage points from 17% on the 2018 TNReady.



PRIORITY 2 - IMPROVE POST-SECONDARY READINESS



Key Initiatives:

- Expand current Response to Instruction and Intervention (RTI²) strategies to better identify and support students with learning and behavior needs.
- Implement a new school-wide college and career advisement track in all high schools. - New Investment SY 18-19
- Integrate technical, career and STEM skills into the core curriculum to increase student access. - New Investment SY 18-19
- Convene a High School Task Force to improve outcomes by better leveraging our workforce, training and resources.
- Identify and support the training of potential Pre-AP/Honors teachers for each high school. - New Investment SY 18-19
- Provide universal screening for all 1st grade students during the 2019-2020 school year. - New Investment SY 18-19
- Conduct one quarterly ACT workshop for all freshmen and sophomores. - New Investment SY 18-19
- Develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC courses within our high schools. - New Investment SY 18-19
- Research, plan and introduce a PSAT predictor exam for the 2019-2020 school year.



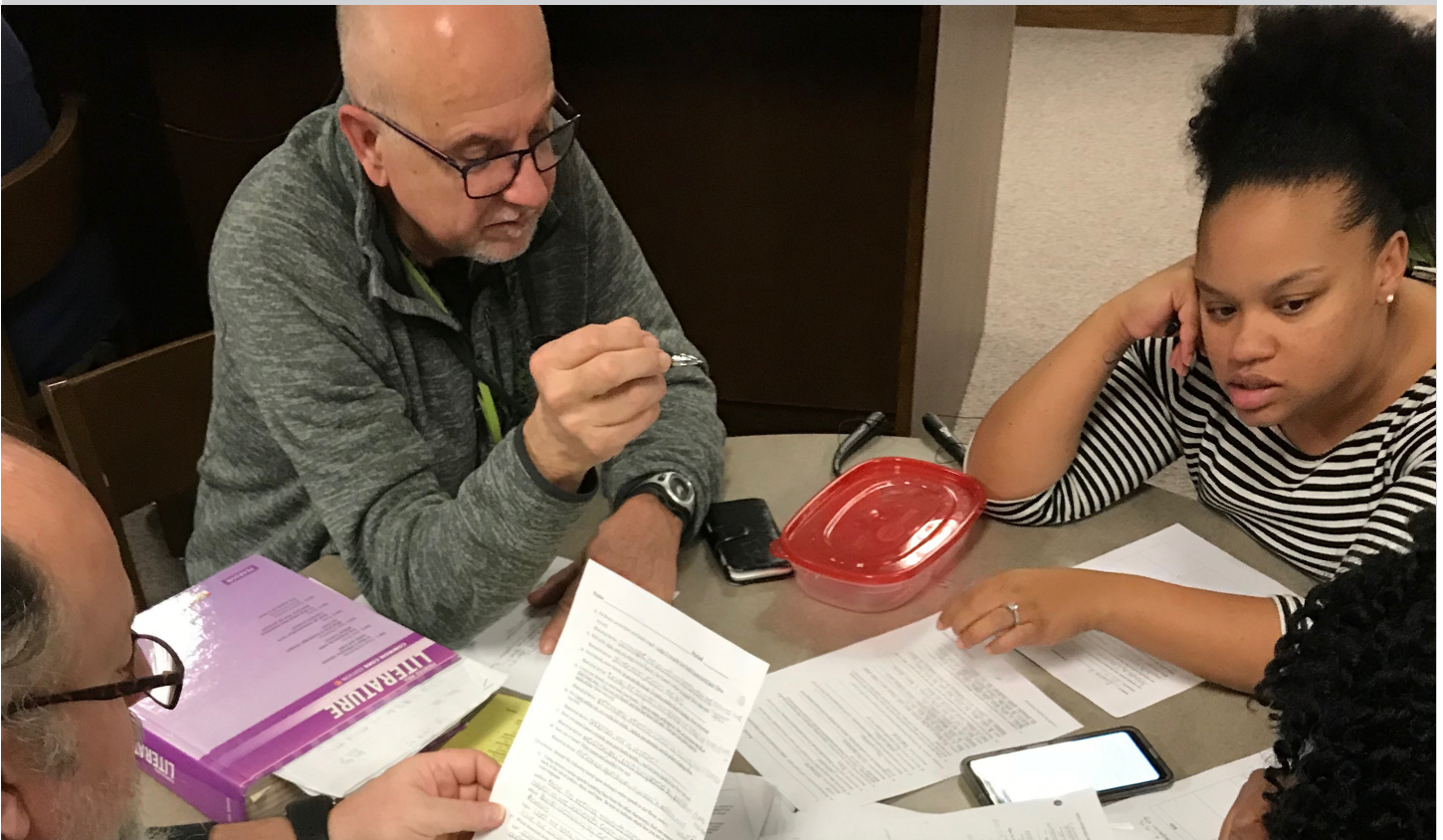
“We need to talk to younger kids about graduation too!”



PRIORITY 2 - IMPROVE POST-SECONDARY READINESS

How will we know we are successful?

- By May 2019, 85% (100% by 2025) of the intervention providers will incorporate explicit, systematic, and research-based strategies during the intervention period.
- By April 2019, we will see a 20% (100% by 2025) improvement in school-level understanding of the college and career tracks and using the tracks to advise students of next steps, and a 20% increase in Free Application for Federal Student Aid (FAFSA) completion and post-secondary enrollment.
- By March 2019, each department within the academic division will work cross-functionally with Human Resources to develop a plan for high school improvement.
- By May 2019, the ACT composite* of the class of 2019 will increase from 23%, which represents the class of 2018, to 30%. (This percentage will increase by 7% each of the following years to reach the D2025 goal of 80% of all students being college and career ready.) TDOE designates students who score an ACT composite of 21 or higher as on track. By this definition, 23% of the class of 2018 were on track.
- By May 2019, the graduation rate will increase from 79% to 80%, and to 90% by 2025.
- By May 2019, 100% of K-8 math and ELA classrooms will implement Eureka and Expeditionary Learning (EL) with fidelity.



PRIORITY 3 - DEVELOP TEACHERS, LEADERS & CENTRAL OFFICE



Key Initiatives:

- Collaborate with local educator degree and development programs to embed proven SCS teaching strategies.
- Support and train all educators on the implementation of the Cornerstones of High Quality Instruction with fidelity.
- Reboot PD and Curriculum & Instruction practices to enhance learning experiences for teachers in all subject areas.
- Support CCTE implementation with PD for school and central office leaders and teacher onboarding, as well as training to help teachers earn high-wage, high-demand certifications. - New Investment SY 18-19
- Expand work-based learning opportunities and internships/externships. - New Investment SY 18-19
- Launch a teacher leadership framework and elevate teacher voice within our District's culture as the key driver to all decisions.
- Provide monthly Content Cadre PD sessions for teachers and leaders based on identified tracks.
- Develop Virtual PD offerings to support teachers on content mastery and curriculum implementation.



“How can our teachers push us more in a way that makes us excited to learn?”



PRIORITY 3 - DEVELOP TEACHERS, LEADERS & CENTRAL OFFICE

How will we know we are successful?

- By May 2019, 75% (100% by 2025) of core classrooms will demonstrate high quality instruction every day by focusing each lesson on high quality content; employing questions and tasks that are specific and address analytical thinking required by all grade level standards; and providing all students with the opportunity to engage in the work of the lesson.
- By May 2019, CCTE will provide 50% more teacher training sessions than in 2017-2018.
- By May 2019, Educator Preparation Programs will report a 50% improvement in clearly defining the mutual benefits of participation in the SCS University Consortium, which will result in stronger teacher candidates and the development of courses to support current teachers and leaders.
- By May 2019, enrollment in the SCS Summer Internship program will increase by 25%, with incremental growth of 25% annually as awareness of the program and in-district offerings increase.
- By May 2019, teachers will report a 50% improvement in access to school and District-level teacher leadership and teacher voice opportunities. By 2025, 75% of teachers will report engagement in at least one teacher leadership or teacher voice opportunity during the course of the school year.
- By May 2019, 85% (100% by 2025) of the Instructional Leadership Teams (ILTs) will score a 15 or higher on the ILT Effectiveness Rubric to evaluate their ILT process which includes identifying IPG trends and developing/executing CPLs.



PRIORITY 4 - EXPAND HIGH-QUALITY SCHOOL OPTIONS



Key Initiatives:

- Expand Honors, AP, Dual Enrollment and IB offerings for all high schools.
- New Investment SY 18-19
- Build two 21st century schools to model the latest teaching and learning innovations. - New Investment SY 18-19
- Equip a lead in every school to train and support staff to help students with Adverse Childhood Experiences (ACEs).
- Expand early college sites and implement five STEM pathways. - New Investment SY 18-19
- Provide after-school and extended year enrichment aligned to career pathways.
- New Investment SY 18-19
- Provide industry certification exams for qualifying students.
- New Investment SY 18-19
- Equip eight 21st century classrooms to serve as demonstration sites to inform and model digital project-based learning District wide.
- Research, plan, and implement a comprehensive high school focused solely on the Arts and Sciences.
- Identify and select highest-performing literacy and math teachers to provide enrichment opportunities for students in grades 6-8 on Saturdays .
- New Investment SY 18-19
- Restructure the I-ZONE to include all Priority schools within SCS.
- Provide curriculum and training on integrating the Arts in all Priority schools.
- New Investment SY 18-19
- Provide one-to-one devices to students at nine high schools. - New Investment SY 18-19



“Get younger kids thinking about careers earlier, like in elementary school.”



PRIORITY 4 - EXPAND HIGH-QUALITY SCHOOL OPTIONS

How will we know we are successful?

- By August 2019, the number of students enrolled in Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate offerings will increase by 10% across SCS, with a projected 10% annual increase.
- By May 2019, students receiving industry certifications will increase from 350 to 1000. By 2025, 100% of students enrolled in CCTE certification offerings will obtain a certification.
- By May 2019, AP scores of 3, 4, or 5 will increase from 48% to 50% and to 75% by 2025.
- By May 2019, SCS will establish a baseline of EPSO course offerings (AP/DE/SDC).
- By May 2019, teachers and students will report a 10% increase in agreement or favorable responses to the SCS Technology and Learning Survey, with a total increase to 90% by 2025.
- By May 2019, the average ACT Composite score for CCTE concentrators will increase to 17.1 by June 30 2019 (3% increase from 2017-18) and to an average of 21 by 2025.
- By May 2019, CCTE students will earn 1500 Dual Enrollment hours, measured by SCS 2019 transcript review (5% increase from 2017-18 with a total increase of 25% by 2025).



PRIORITY 5 - MOBILIZE FAMILY & COMMUNITY PARTNERS



Key Initiatives:

- Expand industry and post-secondary partnerships to increase career pathways for students. - New Investment SY 18-19
- Expand the Adopt-A-School program to connect schools with community resources that support teaching and learning.
- Strengthen the Parent Ambassadors program to inform and involve families on important topics (school readiness, curriculum, high school readiness, college prep, etc.).
- Develop a process to connect industry & post-secondary partnerships with school-based programs. - New Investment SY 18-19
- Revamp the volunteer process and increase the capacity of the program to provide schools with an increased number of volunteers that support academic initiatives.



“I think that the community and our city should help kids reach their dreams!”



PRIORITY 5 - MOBILIZE FAMILY & COMMUNITY PARTNERS

How will we know we are successful?

- By May 2019, community confidence in SCS will increase from 80% to 83% and to 95% by 2025.
- By May 2019, 100% of schools will utilize the Adopt-A-School program to connect schools with community resources that support teaching and learning, resulting in an increase of 5-7%.
- By May 2019, the Department of Family and Community Engagement's (FACE) Parent Ambassadors will create a safe place for parents to share ideas and decrease school barriers by 10% through action planning and goal setting, with 100% decrease by 2025.
- By May 2019, Level 2 and 3 volunteers will increase from 42% to 45% by revitalizing the volunteer process and increasing the capacity of the program to provide schools with increased numbers of volunteers that support academic initiatives. This number will increase by 5% annually to reach Destination 2025 targets.



Tools for Tracking Success

Our plan cannot work without an understanding of the data we use to determine where, when and how we are successful. To achieve results, we must develop a continuous flow of information to ensure that every student receives the support they need to succeed.

BrightBytes Student Success and Data Sense

This year our District has launched a partnership with BrightBytes to leverage its Student Success and Datasense platforms to monitor student progress towards graduation. By measuring data related to student academic performance, behavior and attendance, the BrightBytes platforms use predictive algorithms to assist schools in determining which of their students are at highest risk of not graduating on time. Even more critical, this monitoring is available at every stage of a child's education. Through a deep understanding of this tool, we will grow school and district level awareness of where we as a District can most improve our ability to help our students walk across the graduation stage at the end of 12th grade.

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP)

The MAP measures student achievement and growth by a standard measuring unit called a Rauche Unit, or RIT. All tested students are measured as a cohort and assessed three times annually. The MAP is the primary measure of interim progress in our District, helping us identify trends in learning and address them systematically in grades K-12. Next to the TNReady, the MAP is the richest source of student data for SCS.

EasyCBM Progress Monitoring

To meet the needs of our most academically vulnerable students, our District utilizes EasyCBM, a progress monitoring and benchmarking platform to assess needs and improve performance of learners. EasyCBM is used at regular intervals in tandem with the NWEA MAP to ensure the effectiveness of ongoing intervention. This data is used at the school level to make determinations about instruction as RTI teams in every school work to analyze the impact of instruction on student growth.

TNReady and High School End of Course (EOC) Summative Data

TNReady is a part of the Tennessee Comprehensive Assessment Program (TCAP) and is designed to assess true student understanding, not just basic memorization and test-taking skills. It is a way to assess what our students know and what we can do to help them succeed in the future. In conjunction with the EOC, TNReady provides us with annual data that guides the work of schools in our District.

Understanding Student Milestones

The student is the work of our District. Paramount to any other function, we serve, nurture and grow our students into productive, effective, responsible citizens. They are where Destination 2025 begins and ends. Readiness for graduation then is not just about academic success, but also about steady, age-appropriate emotional development. This work is done in alignment with the Tennessee Leaders for Equity Playbook in its commitment to providing equitable access to high quality education for every student in our District.

While the expectations and major work of the grade level may be found embedded extensively in the TN State Standards (<https://www.tn.gov/education/instruction/academic-standards.html>), graduation readiness is about more than academic achievement. Moreover, as our District leverages literacy within Priority 1, our graduation goals seek to expand foundational literacy instruction in key transition grades to further student success.

Beyond regular attendance of at least 170 days during the school year, students should be exhibiting the following to be graduation ready by the end of:

Pre-Kindergarten-Kindergarten

Students should be vocal observers of life, inquisitive, able to take turns and show kindness to others and to view themselves as strong, capable learners. Students at the end of Kindergarten should understand that a community is built up of people who work in professions to sustain and support society, and that people work to earn money. In this way, they will be putting their best foot forward on a path toward graduation.

2nd - 3rd Grade

Students at this age are learning to persevere through difficult tasks and identify the steps needed to perform routine tasks to accomplish academic and personal goals. This will make sure that these students are ready to graduate on time, and are more likely to tackle challenging work in middle school.

4th - 5th Grade

Students should be reading at or above grade level and demonstrate how to use information to support or reject arguments and theories. They should be able to explain relationships between events in level-appropriate text and collaborate effectively with peers to build on and synthesize the ideas of others in all subjects. Students at this age should be involved in regular conversations about graduation and exploring what post-secondary, college and career ready options might be of the most interest to them.

6th - 7th Grade

Beginning in middle school, students should begin exploring a variety of course choices to prepare them for the challenges of high school level work. Students should continue exploring ideas about careers and future opportunity through volunteer projects and develop key networking skills through after school activities and work with student-centered organizations.

Research shows that middle school students who participate in extracurricular opportunities are more likely to persist in school all the way through graduation and beyond.

Understanding Student Milestones (Continued)

8th - 9th Grade

Students at this age become easily bored, so their success depends on academic variety and learning in the context of their own lives. They also gain a deepening sense of self and what they can achieve through their own hard work and should be able to work well in cooperative groups. Students in 8th grade should be frequently discussing the idea of on-time graduation, seeking out opportunities to earn high school course credit and understanding how the work they are doing fits into a pattern for college or career readiness. While 8th graders may not yet have a concrete idea of their future after high school, by 9th grade it should be prioritized as they start the journey into their secondary education.

11th - 12th Grade

By the end of high school, students should benefit from well-established patterns of attendance and increased ability to read and interact with texts in a variety of disciplinary settings. To be deemed graduation ready in the state of Tennessee, students by this time should complete at least four Early Post-secondary Opportunity Courses (EPSOs), or two EPSOs with an approved industry certification/significant ASVAB score. A score of 21 or higher on the ACT may also be used to demonstrate readiness to graduate.

By the end of high school, students should have a better sense of who they are and the positive things that they can contribute to emotional relationships and friendships. Students by this point should be considering concrete post-secondary opportunities at the college and career level, and should be able to continue or complete advanced coursework toward college credit or career certification.



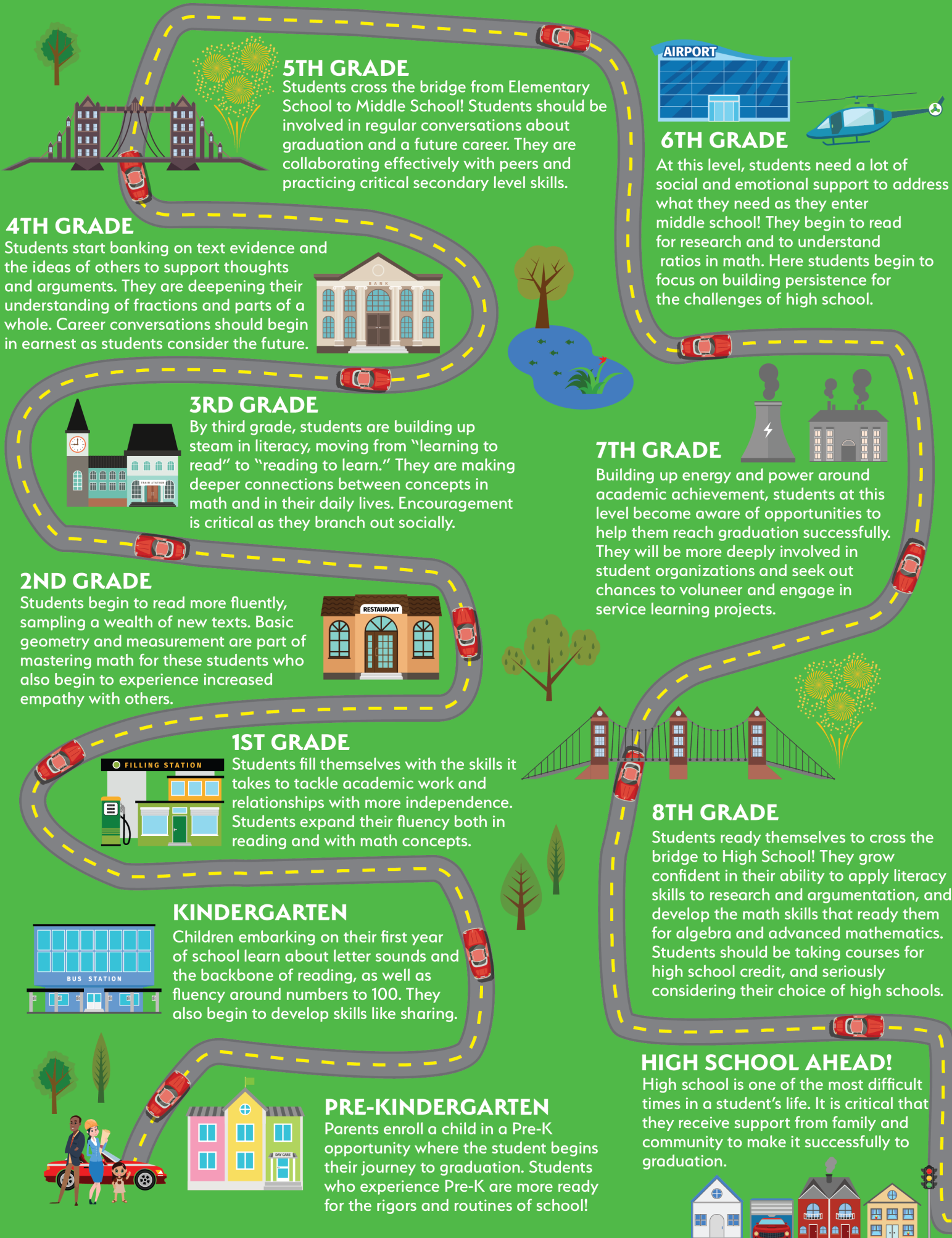
Meeting the Needs of All Learners

Addressing Equity

The purpose of Shelby County Schools is to ensure that we provide every student with access to quality education. Educational equity ensures that all children—regardless of their circumstances—are receiving high-quality, grade-level, and standards-aligned instruction with access to first-class materials and resources. We have taken initial steps to ensure equity by providing the following:

- **Student-Based Budgeting (SBB):** Student-based budgeting differs fundamentally from the traditional funding model, where the central office distributes resources to schools in the form of staff and dollars designated for specific purposes. With student-based budgeting, money is allocated to schools based on the number of enrolled students and funding “weight” based on needs, such as for gifted students, those with high mobility, and low academic performers. District-level budget planning also differs from school-budget planning. Decisions which typically occur at Central Office now shift to school leadership teams. Each school has the autonomy to focus their resources where it’s most effective to increase student success. SBB works to eliminate biases that could arise from unfair funding systems and organizational cultures. This relates directly to the first principle, “Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.”
- **Adverse Childhood Experiences (ACEs) Awareness Training:** These experiences are stressful or traumatic events, including abuse and neglect experienced by a minor. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person’s lifespan, including those associated with substance misuse. Through training we will equip a leader in every school to train and support staff to help students facing this difficulty. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support. Research shows the benefits of implementing trauma-informed approaches and this research informs the shaping of our ACEs training throughout SCS.
- **Adopting Rigorous Curriculum:** A strong curriculum ensures that every student is exposed to meaningful, effective content every day. A curriculum for every learner is the essence of equity. We have taken the first steps in adopting a rigorous curriculum for K-8 students concerning literacy, math, and science. Our goal is to address the high school curriculum during the 2019-2020 school year.

Many of the academic strategies listed in our Academic Plan form a core of initiatives known as Equity in Action. Through the four levers of Equity, Early Literacy, Core Instruction and High School Reform, SCS seeks to make the greatest positive impact on children and their communities as they reach Destination 2025.



4TH GRADE

Students start banking on text evidence and the ideas of others to support thoughts and arguments. They are deepening their understanding of fractions and parts of a whole. Career conversations should begin in earnest as students consider the future.



5TH GRADE

Students cross the bridge from Elementary School to Middle School! Students should be involved in regular conversations about graduation and a future career. They are collaborating effectively with peers and practicing critical secondary level skills.



6TH GRADE

At this level, students need a lot of social and emotional support to address what they need as they enter middle school! They begin to read for research and to understand ratios in math. Here students begin to focus on building persistence for the challenges of high school.



3RD GRADE

By third grade, students are building up steam in literacy, moving from "learning to read" to "reading to learn." They are making deeper connections between concepts in math and in their daily lives. Encouragement is critical as they branch out socially.



7TH GRADE

Building up energy and power around academic achievement, students at this level become aware of opportunities to help them reach graduation successfully. They will be more deeply involved in student organizations and seek out chances to volunteer and engage in service learning projects.



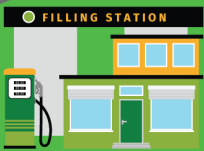
2ND GRADE

Students begin to read more fluently, sampling a wealth of new texts. Basic geometry and measurement are part of mastering math for these students who also begin to experience increased empathy with others.



1ST GRADE

Students fill themselves with the skills it takes to tackle academic work and relationships with more independence. Students expand their fluency both in reading and with math concepts.



8TH GRADE

Students ready themselves to cross the bridge to High School! They grow confident in their ability to apply literacy skills to research and argumentation, and develop the math skills that ready them for algebra and advanced mathematics. Students should be taking courses for high school credit, and seriously considering their choice of high schools.



KINDERGARTEN

Children embarking on their first year of school learn about letter sounds and the backbone of reading, as well as fluency around numbers to 100. They also begin to develop skills like sharing.



PRE-KINDERGARTEN

Parents enroll a child in a Pre-K opportunity where the student begins their journey to graduation. Students who experience Pre-K are more ready for the rigors and routines of school!



HIGH SCHOOL AHEAD!

High school is one of the most difficult times in a student's life. It is critical that they receive support from family and community to make it successfully to graduation.



ROADMAP TO READINESS

POSTSECONDARY ED



Destination 2025 is about opportunity for all of our students. SCS commits to leading students on the journey to graduation and a life after school shaped by good choices and the desire and ability of each student to achieve. 80/90/100 is the roadmap that leads to successful, healthy, well-rounded lives for each generation of citizens in our thriving community.

WORKPLACE



DUAL ENROLLMENT

Students may take courses provided through a certified postsecondary school while still in high school, earning credit for successful completion.

INDUSTRY CERTIFICATION (IC)

Students can pursue a path of study that allows them to enter the work force, certified in a field of technical skill, right out of high school.

INTERNATIONAL BACCALAUREATE (IB)

Students may choose to take a challenging course of study to be certified for postsecondary credit through an end-of-course examination.

GRADUATION!

Students finish high school on time!

ADVANCED PLACEMENT (AP)

Students take college level courses in high school classrooms. Students earn a weighted GPA and can qualify for college credit by passing the end-of-course AP exam.

INTERNSHIPS, EXTERNSHIPS & APPRENTICESHIPS

All 9-12 students should explore interests, build career experience and engage in networking through professional workplace opportunities.

LEADERSHIP

Students should find opportunities to develop leadership skills through school (i.e. student government and mock trial).



COMMUNITY SERVICE

Students should be involved in service learning through school, community or faith based opportunities.

TRANSITION

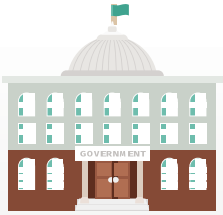
Students may participate in early orientation or other bridge to high school activities that vary from school to school, but can be a lot of fun in the summer!

9TH-12TH GRADE

As they develop into socially responsible adults, students in high school explore a broad variety of rigorous, academic coursework to prepare them for college or a career. Students develop focus and an understanding of the steps required to move from high school to the path of their choice.

EQUITY IN ACTION

EQUITY



Identify and support the training of potential Pre-Advanced Placement, Honors and AP teachers for each high school

Restructure the i-Zone to include all Priority schools within SCS

Identify and select the highest-performing literacy and math teachers to provide enrichment opportunities for students in grades 6-8 on Saturdays

Provide curriculum training on integrating the Arts in all Priority schools

Provide one-to-one devices to students at 9 high schools

Provide universal screening for all 1st grade students during the 2019-20 school year

HIGH SCHOOL REFORM



Research, plan, and implement a comprehensive high school focused solely on the Arts / Sciences

Conduct one quarterly ACT workshop for all freshmen and sophomores

Develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC courses within our high schools

Identify, select, and train teachers to become Honors, Pre-AP/AP teachers

Develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC courses within our high schools

CORE INSTRUCTION



Provide monthly Content Cadre PD sessions for teachers and leaders based on identified tracks

Develop Virtual PD offerings to support teachers on content mastery and curriculum implementation

Form an Instructional Leadership Team (ILT) task force to measure the effectiveness of ILTs in supporting teachers

Form an Instructional Practice Guide (IPG) task force to measure the effectiveness of curriculum implementation and fidelity.

Identify, select, and purchase a formative assessment tool

EARLY LITERACY



Develop an SCS policy focusing on promotion and retention of 2nd grade students to improve literacy

Identify and select a universal phonics program for students in K-2nd grade

Identify and select one paraprofessional for 2nd grade teacher in schools with less than 25% On-Track/Mastery (56 out of 91 schools)

Identify and select three additional Early Learning task force members to support the foundational skills initiative

Reaching Diverse Learners

As a large, urban District, SCS is responsible for the learning and daily well-being of diverse and frequently vulnerable populations of students. While we support many different learners, we look at key groups as we shrink gaps in achievement: Special Education (SPED), English Language Learners (ELL), and Economically Disadvantaged (ED).

How will we provide safety nets for English Language Learners (ELLs) and Special Education (SPED) Students?

- We will continue to support ESSA accountability measures by providing tutoring for our exceptional children population
- We will continue to provide extensive, intentional professional development to support teachers on engagement strategies to support the learning of exceptional students
- We will continue to provide teachers with specific strategies for engagement with ELL students
- We will have a keen focus on supporting students entering English I or II by having additional opportunities to address the same standards while in ESL

How will we continue to push our high-performing students to the next level?

We have some of the brightest, most talented students in the country. Our drive to bring every student through from kindergarten to graduation is focused by the passion and performance of our high-performing, high-achieving students.

- Expansion of Advanced Academics
- Increased access to Early Post-secondary Opportunities
- Alignment of Creative Learning in a Unique Environment (C.L.U.E.) gifted curriculum to rigorous standards
- Expanded pathways in Science, Technology, Engineering and Math (STEM)
- Enhanced instructional technology through 21st Century Classrooms

How will we continue to leverage Social and Emotional Learning and address chronic absenteeism, discipline, and culture and climate?

While we acknowledge that an academic plan naturally addresses specific academic programs of work, we cannot speak to the 90% commitment without addressing the work in our District aimed at improving attendance, discipline, and socio-emotional learning. We will focus on the following:

- Adverse Childhood Experiences (ACEs) training for teachers and staff to meet the needs of students who may struggle with attendance and discipline as a result of abuse or neglect
- Implementation of school wide restorative practices to keep students in school and learning
- Enhanced enrollment initiatives in Alternative Schools to ensure continuity for students who may struggle in disciplinary matters
- Implementation of a cross functional truancy team to build a culture of high student attendance

How will we leverage the arts to enrich the lives of students?

In SCS, an arts rich framework encompasses a comprehensive relationship between standards-based arts curricula, partnerships with cultural institutions, and strategic arts-integrated classrooms. Course offerings in the areas of visual art, music, dance, and theatre help all students to develop multiple capabilities for learning and to develop critical and problem-solving skills that are applicable to lifelong learning that extends beyond the classroom.

Our Path Forward

Creating a Collaborative Service Center for Schools

A collaborative service center is an empowered inter-departmental function that enables school leaders to meet the academic mission by providing planning support, addressing identified or emergent problems, unlocking essential resources and training, and ensuring ownership and alignment with District priorities. The core departments that drive economic energy and keys to success in the District:

1. Human Resources
2. Academics
3. Finance
4. Student Support
5. Strategy and Performance Management

Strengthening Human Resources Collaboration

Many elements of this plan require the allocation and redistribution of human capital throughout our network. In those cases where new departments are formed, or existing teams deeply reorganized, we will require significant investments in hiring, training and vision alignment for new and existing teams.

Aligning with Performance Management

To maintain our “true north” of Destination 2025, our Office of Academics and our Office of Research and Performance Management collaborate to construct annual goals and metrics aligned to their portion of this work. By leveraging our accountability framework, we will create a professional space where we can handle tough questions of implementation and remain nimble as a District in the face of obstacles.



Our Path Forward (Continued)

Partnering with Memphis Teacher Residency (MTR) to open an Early Literacy Lab School

SCS will partner with Memphis Teacher Residency (MTR) to create an elementary literacy lab school (PreK-5) that intently focuses on early literacy. The new innovative school will close literacy gaps of all enrolled students and serve as a demonstration site for effective literacy instruction. While this initiative will most directly impact attending students, it is also expected to benefit SCS broadly by improving student achievement (especially in Reading and Writing) as educators in other schools learn high-quality literacy strategies provided in the Literacy Lab School through a laboratory setting.

Expanding STEM

In SCS classrooms, STEM will allow schools to focus on the integration of science, technology, engineering and mathematics at every level of school education, including pre-kindergarten; the Tennessee Science Academic Standards, set firmly on the foundation of three-dimensional learning, scientific and engineering practices, cross-cutting concepts and disciplinary core ideas, looks at how best this instruction can be integrated and taught in the classroom.

Revisiting High School Reform

After reviewing our End of Course summative data, a cross-functional team was created to address the barriers that we are facing in high schools. The team plans to address the following: curriculum, teaching strategies, student engagement, student diversity, and learning environments.

Expanding Strategic Design for Student Based Budgeting Pilot Schools Leading to Managed Empowerment

Over the last 18 months, we have engaged six schools (Cohort 1) in the strategic design process. As we prepare to scale up the project, we plan to model and empower schools to have autonomy when making decisions about how to utilize resources to ensure equity.

Expanding the Technology Plan

We believe our students deserve to learn in an environment that will mimic and prepare them for the workforce. This includes incorporating technology into instruction in an authentic way. We see a future in which all our classrooms are driven by technology infusions such as: synchronous virtual learning with masterful teachers; virtual peer-to-peer cross-District collaboration to tackle real-world problems; classroom design that enables assistive technology to all students (talk to text, text to talk); virtual field trips; use of augmented reality; 3-D printers to test out mini-models of STEM principles in action; and cloud computing.

A Collaborative Service Center in Action

Reaching Destination 2025 will require persistence and synergy. To meet these needs, the Office of Schools developed the Five Priorities, which were adopted as the key points of leverage between the Office of Schools and SCS stakeholders. They answer the defining question: "How?"

Within each strategic priority are equally critical strategic objectives. Each of these in turn drives the work of each department within the Office of Schools. The initiatives and projects of each of these offices link to metrics and data that measure progress toward meeting these objectives.

Our Path Forward (Continued)

Leadership and School Support

Created with the aim of developing high quality training and a pathway for school leaders, the work and scope of Leadership and School Support within the academic plan will fall primarily within Priority 3 as SCS works to build capacity around principals and instructional leaders to drive crucial, everyday work in schools.

Academic Operations and School Support (AOSS)

With a broad scope, AOSS work falls within Priority 2, 4 and 5 as it drives initiatives around community engagement, school culture, graduation readiness and student equity. While the work of AOSS is far reaching, key elements such as development of the District's strategy for English Language Learners and Parent and Community Engagement connect to work carried out in schools every day.

Priority Schools and Innovation

Priority 1 is the keystone priority for Priority Schools and Innovation whose work focuses on the development of early childhood initiatives and longitudinal projects like the development of iZone schools. With significant investments in programs to build early literacy, it is our hope that interdepartmental partnerships will yield high achievement, broadening our focus to encompass K-12 literacy as our critical focus in SCS.

Curriculum and Instruction (C&I)

Without robust, research based, high quality curriculum we cannot hope to succeed in our plan. C&I focuses on Priority 2 and Priority 4 to maintain high standards across all content areas. Moreover, C&I delivers work that develops both core instruction and Response to Instruction and Intervention (RTI2) to ensure equity of access to high quality content for every student in the District.

Professional Development (PD)

The work of PD focuses on the delivery of objectives in Priority 3 and Priority 5. Utilizing data to inform the needed scope and sequence of ongoing, District-led professional development, PD works to build capacity within part of SCS including family and community engagement in partnership with AOSS.

College, Career and Technology Education (CCTE)

To align our organizational outlook and vouch safe compliance with state mandates, the Office of Schools has charged CCTE with a far reaching, innovative redesign. Aligning work primarily with Priority 2, CCTE is committed to ensuring that students have access to early post-secondary opportunities (EPSOs) and gain the career awareness required and persistence required to graduate successfully into college or a job of their choosing.

School Improvement and Accountability (SIA)

Focusing on Priority 4, SIA maintains our District alignment to state guidelines and ensures that school level improvement plans are guided by the vision set out in the SCS academic plan. In this way, SIA delivers on the SCS commitment to high quality schools through scrupulous attention to regulation and initiatives at and above the local government and organizational level.

Call to Action

In SCS we strive every day to meet the rigors of Destination 2025. Every one of our employees is deeply driven to meet the needs of 80/90/100, but we cannot do it alone. Among all our projects and ambitious initiatives, none is more powerful an agent of change than an engaged family member, a supportive community leader, a mentor for a child. Without you, we will never achieve our goals, no matter how hard we work as educators, and so we ask you for your support. Below we have listed some ways in which you could become involved in the life of Destination 2025. They are only the beginning. If you have questions or ideas about how you, your family or organization could become a part of 80/90/100, please reach out to any of the programs listed below. We are committed to the work of academic excellence. Will you join us in our commitment?

Adopt-A School Partnerships

Adopt-a-School Partnerships is a program that provides a structured pathway for corporate and community organizations to form meaningful, engaging, partnerships with our schools. The Department of Family & Community Engagement's goal for the Adopt-a-School Program is to strengthen the relationships of our adopters and significantly increase the number of adopters during the 2018-2019 school year.

Contact: Judy Keys - keysjc@scsk12.org

Volunteer Programs

Family & Community Engagement staff coordinate Volunteer Services for the District, which allows parents and community partners to share their time and talents with our students and schools.

Contact: Sara AlWafai - alwafaisn@scsk12.org

College, Career and Technical Education Strategic Partnerships

The CCTE Partnership Initiative cultivates opportunities to collaborate with community, industry and college partners to bridge the gap between high school and high-demand, high-skill careers. Through authentic experiences, students develop employability skills that prepare them for success.

Contact: Philip Dotson - dotsonp@scsk12.org

SchoolSeed

SchoolSeed supports public schools in Shelby County by raising money for programs that federal, state and local government funding are unavailable to support, coordinating community efforts to support area public schools, helping schools develop more effective educational practices and providing ongoing educational opportunities for teachers and administrators.

Contact: Vincent McCaskill - vince@schoolseed.org

Thanks and Acknowledgments

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