

EQUITY IN ACTION

SHELBY COUNTY SCHOOLS ACADEMIC OFFICE
CHIEF ACADEMIC OFFICER DR. ANTONIO BURT



2019-2020

GUARANTEEING CONTINUITY

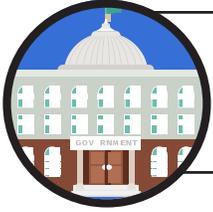
SCS is committed to a program of work that drives equity in all sectors of the district.

EMPOWERING STAKEHOLDERS

Through Equity in Action, our Academic Office ensures transparency and accountability at all levels.

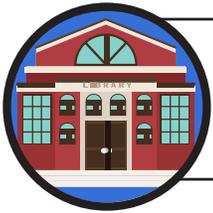


The 4 Levers



EQUITY

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



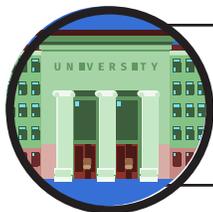
EARLY LITERACY

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



HIGH SCHOOL INITIATIVES

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



CORE INSTRUCTION

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

EQUITY REVISITED: LOOKING AHEAD TO 2019-2020

EQUITY IN ACTION represents the core of Destination 2025. It is first and foremost an academic plan focused on high-yield tactics and value-driven initiatives to ensure that every student in Shelby County Schools receives a high-quality education.

It is our commitment to all students that we understand the diversity of

Principles

PRINCIPLES AND VALUES

Guiding principles to enact equity:

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

Core values to enact equity:

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

need in our district and strive daily to ensure that every student gets an education that meets his or her individual needs. In the plan published in January 2019, we unveiled an ambitious agenda to move four key levers: Equity, Early Literacy, High School Initiatives and Core Instruction. Deemed our areas of greatest need, these levers have become the central focus of the work of the Academic Office, with implementation efforts discussed weekly

through our cross-functional Academic Focus and Strategy Sessions (AFSS), that focus on key components and deliverables within each lever. Significant results have been achieved with promising next steps forthcoming for the 2019-2020 school year, as projects evolve and begin new phases of work.

While the Academic Office publishes monthly and quarterly findings related to

our key levers, this document follows up on our initial promise to stakeholders: to take action for equity in Shelby County Schools. While at its heart, this report shows key actions, initial goals and the current status of those goals, we are also sharing additional narratives from each academic department.

EQUITY EQU



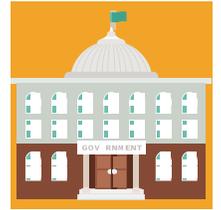
UNDERSTAND THE EQUITY LEVER

While all of the actions laid out in this document ultimately drive toward equity, many initiatives drive equitable opportunities specifically. The Equity lever strives to even the playing field for all students based on individual circumstances and the needs of traditionally under-served populations. While we strive

for all programs to be equitable, those that pay particular attention to addressing discrepancies between groups, regions, and within individual schools are critical to student success.

Equity projects address the question of how we provide quality education for each student, every day.

TACTICAL UPDATES



GOAL: By the beginning of the 2019-20 school year, each high school will offer two Pre-Advanced Placement or Honors courses; By the beginning of the 2020-2021 school year, each high school will offer two Advanced Placement courses.

STATUS: Potential Advanced Academics teachers have been identified throughout the District and master schedules in high schools are expanding to include new course offerings. As of 7/20/19, 80 teachers have been trained to deliver Pre-AP or AP coursework for the 2019-2020 school year.

GOAL: By the end of the 2019-20 school year, all 1st grade students are screened for CLUE & placed if requirements are met.

STATUS: A universal screener has been identified and a process for ensuring identification with fidelity is under development by the Department of Exceptional Children. The first testing for CLUE will occur after the fall universal screener in the week of September 30th, with parent notification of results issued by October 14th. Once students are screened and accepted it is estimated many students will be able to begin CLUE almost immediately. In cases where transportation or additional teachers are required, students will be able to begin CLUE services before the end of the Fall Semester.

GOAL: By the beginning of the 2019-2020 school year, the District plans to have hired more teachers from demographic groups that have been historically underrepresented in the District's teaching ranks.

STATUS: SCS Human Resources has developed a strategic recruitment plan and has successfully ensured candidate diversity in district hiring pools during the 2018-2019 & 2019-2020 hiring season.

GOAL: Consolidate Hamilton Elementary

into Hamilton Middle; Convert Raleigh Egypt Middle and Raleigh Egypt High into two separate schools.

STATUS: Consolidation has been completed, allowing newly formed administrative teams to better serve the needs of their individual populations. In the case of Hamilton which will now be a K-8 site, it will allow greater continuity between grade bands and a more concerted approach to instructional leadership. In the case of Raleigh Egypt, the growing populations at both middle and high school levels will be now be better served by two separate, dedicated administrative and instructional leadership teams to ensure that all students receive the attention and support they require.

GOAL: By the beginning of the 2019-20 school year, students scoring in the 65th percentile or higher in ELA & Math will be identified and participating in enriched Saturday workshops.

STATUS: Advanced Learning Program for High Achieving Students (ALPHAS) has been developed with a planned launch in August 2019. 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 from Expeditionary Learning, Eureka, Khan Academy Modules, and Mathia, with 75 minutes of ELA, 75 minutes of Math and a 30 minute break.

Currently the program will be hosted between 9:00 a.m. to 12:00 p.m at five sites: White Station Middle, Ridgeway Middle, Craigmont Middle, Hamilton K-8, and Maxine Smith. These sessions will take place on the following days:

- Session 1 – October 19, 2019
- Session 2- December 7, 2019
- Session 3 - January 11, 2020

Session 4 – February 15, 2020
Session 5 – March 21, 2020
Make up session if needed – April 11, 2020

GOAL: By the beginning of the 2019-20 school year, all Priority schools within SCS will receive intervention from the IZone.

STATUS: Restructure has been completed, ensuring that schools who have seen the most gains are provided a continuous improvement structure to support ongoing growth, and that schools who are most in need receive valuable resources and support to address the most urgent instructional needs.

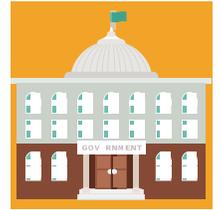
GOAL: By the end of the 2021-22 school year, all Priority schools will embed the arts into curricular activities to spark creativity within core content areas.

STATUS: An arts program has been adopted both in music and visual art through a State of the Arts grant in the amount of \$120,000 to increase student access to the arts in schools. Access to the arts in these schools provides students with critical new cognitive avenues for access to academic material. SCS believes that the arts are essential to the lives of every student and a key lever for equity.

GOAL: By the end of the 2024-25 school year, all schools within SCS will participate in a one-to-one digitally enhanced, personalized instructional model.

STATUS: Pilot high schools have been selected. Curriculum and professional training are under development and will launch in the 2019-2020 school year to prepare schools for implementation. Details p. 7.

STRATEGY SPOTLIGHT: EQUITY



In addition to the tactical updates provided throughout this document, we wish to share additional updates to demonstrate that beyond the promises made in the first iteration of Equity in Action, work done at every level of the organization is aligned to our commitment to equity. In each section we will spotlight some of these additional actions to better demonstrate the nature of critical, cross-functional work.

Family and Community Engagement

Our students can only succeed if families and communities are deeply involved in the work of equity. To this end, the department of Family and Community Engagement (FACE) has committed to several key initiatives this year that all drive to provide opportunities to our students. These include:

- **Parent Ambassadors:** Parents who play an active role in supporting district-wide initiatives that impact the overall success of Shelby County School children
- **FAST (Family Academic Support Teams):** Teams work in collaboration with the Communications Department to develop promotional videos containing testimonials from parents, teachers, and administrators describing their experience with the program and its benefit to the school community
- **Adopt a School Partnerships:** Partnerships between schools and community that help enrich the learning experience of students which can make a sustainable impact on a shared goal, student and family success
- **School support organizations:** The organizations increase parental engagement in ALL of our schools

Creative Learning in a Unique Environment (CLUE)

While initially Equity in Action called for universal CLUE screening for our 1st graders, our Department of Exceptional Children will analyze data to screen all students in grades K-8 using both reading and math assessment reports from the newly added Illuminate/FastBridge platform. Students in grades K-2 who obtain qualifying scores will be evaluated for placement in Primary CLUE enrichment in October. Students in grades 3-8 who score 90th percentile or above on the universal screener will be recommended for comprehensive evaluation to qualify for the Intellectually Gifted disability defined by the state of Tennessee.

To accomplish all of this, it has been necessary to provide not only a path and a plan for identifying new students but also to develop a timeline for universal CLUE screening, which as of the time of this publication

includes the following steps:

- New Primary Test 2.0 to be created – Draft Instructional Reading Inventory (IRI) 2.0 was created and piloted during the PreK screening pilot in May 2019. CLUE teachers who will administer the test in the Fall of 2019 were trained and normed in July
- The new intervention screener, Fast-Bridge, will be used to screen potential CLUE students in grades K-8. Students will be screened for scores in both reading and math and participate in a second tier of screening to identify more students for Primary CLUE enrichment.
- Screening should be completed in quarter 1 so that newly identified students may begin participating in CLUE during the second quarter

In addition, the Department of Exceptional Children will collaborate with the Department of Early Childhood to monitor progress of students in Prekindergarten (Pre-K) who are reading above grade level in order to identify students who may qualify early for Primary CLUE enrichment. During the first two weeks of May 2019, Pre-K Advisors and CLUE teachers traveled to SCS Pre-K centers to test students who had scored at a high achievement rate on a Pre-K assessment. Using the Informal Reading Assessment, the team was unable to identify students ready to enter CLUE in kindergarten; however, piloting the IRI 2.0 with these students provided insight to update testing protocols and expectations

for testing in the 2019-20 school year.

Based on feedback from stakeholders, the CLUE team is preparing to launch a Pre-K CLUE pilot program at White Station Elementary in the 2019-20 school year. To provide equity to parents, the district will examine ways to fund Pre-K CLUE while providing enrichment services to advanced students in the Pre-K program on site through a pull-out model similar to the current kindergarten CLUE service model. This will allow students to experience full-time Pre-K while also participating in enrichment without parents having to provide transportation during the school and work day.

Another key deliverable for the CLUE program has been the recruitment of an increasingly diverse pool of CLUE teachers to meet the needs of students in all parts of our district. The marketing plan to attract these teachers has included the following elements:

- **Teacher Weekly:** Advertisement with specific information about state requirements for becoming a teacher of gifted students. Link to information received 2,447 hits in the month of January 2019.
- **Teacher Interest Meetings:** CLUE Interest Meetings held to explain the program, the requirements for eligibility, and the process for hiring.
 - 81 total teachers attended the meetings.
 - 116 teachers registered in PLZ and received a follow-up email on February 27 outlining the hiring framework and expectations.

Additionally, in Collaboration with Human Resources our district developed protocols for CLUE hiring pool. This process was held before the end of the transfer period, and 20 teachers qualified for the CLUE hiring pool. 7 teachers (or 35% of the pool) have already been hired into vacated CLUE positions. Of the 7 teachers, 43% are African-American.

Aligned to the vision of both the Chief Academic Officer and the Superintendent, diversity in hiring is essential. Teaching is driven by relationships, and having teachers who understand the nuances of life experienced from diverse perspectives that align to those of our students can make the difference between instruction that works and instruction that does not.

IZONE 2.0

To meet the needs of struggling schools with greater rigor and effectiveness, the Academic Office has undertaken significant changes within the IZone for the 2019-2020 school year. Equity in Action laid out the transition plan for the schools moving both into and out of the IZone; however, this work is further supported by several key goals to ensure that IZone personnel are best positioned to serve stakeholders. IZone 2.0 will support 23 priority schools under Dr. Thomas Rogers, the Assistant Superintendent of IZone and Priority Schools. Schools leaving the IZone will continue to receive support through the Continuous Improvement Zone structure before transitioning to a traditional school model after two years of proven stability. To increase IZone efficiency, the position of IZone Director has been dissolved and IZone supports at the District and building level now report directly to Dr. Rogers for streamlined, consistent program direction.

Additionally, the IZone continues to embrace a robust program of professional development to ensure that IZone planning includes numerous initiatives aimed at principals, teachers and instructional staff to build capacity specifically within schools that require innovative solutions for strong instruction.

Perhaps most significantly, IZone 2.0 sets its sights on two key goals to drive learning and the deployment of support structures within its schools:

1. By the end of the 2019-20 school year, teachers will display a greater understanding of the curriculum and TNReady results will increase by 5% in all subjects. To do this we will deploy the following strategies:
 - Summer Learning Institute: All content and grade band selections offered daily
 - Early return stipends for each school for PD and planning
 - Coaching cycle support: Modeling, co-planning, co-teaching, observation/feedback
2. By the end of the 2019-20 school year,

members of the Instructional Leadership Team (ILT) at every school will understand their roles and provide daily support to teachers which includes:

- ILT professional learning supported with vendor led Data Wise coaching/processes
- ILT meetings supported directly from IZone Managers
- Modeling, monitoring, co-planning, observation/feedback provided by ILT members

Digitally Enhanced Personalized Learning Pilot

Equity In Action envisioned a bold 1:1 digital device initiative that is now under development at the District level. The 2019-2020 school year will build on the progress made by a cross-functional team of SCS stakeholders and the nine chosen pilot schools.

Student choice, personalization, and customization of course content and learning paths, augmented with digital devices will allow teachers to deliver content innovatively and collaboratively to meet the needs of individual students and grow true equity at the classroom level.

From our research based on current implementation across the country, we know there are three conditions that lay the necessary groundwork for success:

1. Articulate a clear vision for challenging, standards-aligned blended instruction
2. Give teachers regular coaching, using a rubric designed for blended learning classrooms
3. Offer exemplars of blended learning in action

EARLY LITERACY



UNDERSTAND THE EARLY LITERACY LEVER

Early Literacy, also called Foundational Literacy, underpins all of the academic work in our district. Without the ability to read on grade level by the third grade, students engage in a slow, uphill battle against learning increasingly difficult content, without the ability to access complex texts. Even more difficult, is that

the further students move from primary grades, the less likely it is that a student will encounter teachers who have the specialized training in foundational literacy skills required to address their deficits. The specific body of work around Early Literacy is our surest way to promise an equitable solution for readers across our district.

RACV TACTICAL UPDATES



GOAL: Identify and select five additional Early Learning task force members to support the foundational skills initiative.

STATUS: Task force members have been hired and will be trained and active by July 1, 2019. This will allow the Early Literacy team to deliver a full range of support to all elementary schools.

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

STATUS: Revisions to SCS Board Policy #5013 (Promotion and Retention) have been drafted, vetted and adopted. Our district will engage in two hold-harmless years in the 2019-2020 & 2020-2021 school years to ensure that the structures for monitoring and addressing student needs are in place. K-2 supports will be provided to every student through an additional 45-minute support period. See p. 10 for details.

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

STATUS: A phonics program will be identified and adopted through the 2019-2020 cycle of ELA curriculum and textbook adoption to support foundational reading in classroom instruction.

GOAL: By August of 2019, all elementary schools will have a trained paraprofessional available to every school with an emphasis on Early Literacy.

STATUS: Paraprofessional positions have been funded. Professional learning opportunities are under development to ensure that paraprofessionals are able to meet the needs of struggling students to ensure that all students receive the attention

and support they require. These paraprofessionals will be trained to deliver support in foundational skills and support classroom teachers in the delivery of instruction and intervention.



STRATEGY SPOTLIGHT: EARLY LITERACY



The work of Early Literacy is among the most important underway in SCS. With an emphasis on fewer, larger initiatives the Early Literacy team collaborates cross-functionally to ensure literacy growth in literacy for all. Supported in the coming year by the adoption of robust curriculum and community-based initiatives, Early Literacy will continue to make gains by leveraging policy, human capital and quality resources.

The Third Grade Commitment

The cornerstone of the Shelby County Schools Early Literacy initiative is embodied in the Third Grade Commitment. No other tactic in this document is as far reaching or as rich in potential. The commitment is simple: No student will be promoted to third grade without being able to read at grade level and will not promote students who we have not set up to be successful.

By revising existing policies governing student retention, our district moves to ensure that at the critical junction of learning to read and reading to learn, literacy is of utmost importance. Student success will be measured through a combination of assessments, with timely and continuous communication with parents around student progress. Moreover, this process will be backed by key work in Kindergarten, First Grade, and Second Grade, cementing our commitment to students that begins when they first enter school. Specifically, each student in KK-2 will receive an additional 45 minutes of support each day, tailored to the skills that are most needed by the individual student.

The next two years will mark a “Hold Harm-

less” period, where schools and district offices will work closely to identify and overcome obstacles to implementation and discover exactly how best to serve students who fall below proficient mastery levels. This process requires the collective effort of Academics, Schools and Leadership and Academic Operations to ensure that all of the necessary conditions are met to ensure the success of this bold approach to literacy.

Foundational Literacy Laureates, Senior Reading Advisors & Second Grade Paraprofessionals

Last school year signified the inception of two key teaching cohorts: Foundational Literacy Laureates and Senior Reading Advisors. Laureates provided an on-site resource for foundational skills development that schools deployed in a number of ways to meet the needs of students and staff alike. This cohort, consisting of one teacher from each elementary and K-8 school, will change and expand in scope this year, with new members and a newly articulated cycle of professional development for returning Laureates.

The work of the Senior Reading Advisors (SRAs) has been consolidated into fewer schools for a maximum impact. Throughout the 2018-2019 school year, SRAs worked with Reading Horizons and an enhanced curriculum to revisit critical foundational skills for remediation with secondary students. SRAs will receive focused training and guidance on implementation to ensure continued good results in secondary environments where knowledge of foundational literacy instruction may be a largely un-built capacity.

Finally, the addition of support from Paraprofessionals whose work will directly target 2nd grade classrooms will be augmented by Foundational Literacy Skills training, beginning August 2019. Paraprofessionals will receive monthly training throughout the 2019-2020 school year. The strategy to train paraprofessionals, who are traditionally trained at the discretion of building leaders, will specifically enable consistent and high-quality foundational literacy support at each elementary school.



HIGH SCHOOL INITIATIVES



UNDERSTAND THE HIGH SCHOOL LEVER

Arguably the greatest resource at a student's disposal is opportunity. Students make bold choices based on the information we give them about their own success, especially in high school where

strong grades and an on-time graduation might convince high school students that they are ready to take on the world. Students are ready to leverage opportunities in the post-secondary landscape to make a future for themselves. The problem is, while we may provide a steady stream of graduates, the pride in graduation all too frequently gives way to a

harsh truth: the opportunity we promised students falls short of expectations. With 47% of our district's high school valedictorians scoring below a 21 composite on the ACT and only 23% of all recent ACT test-takers having the minimum composite score to achieve post-secondary education or training, the work of equity in high schools is critical.

SCHOOL TACTICAL UPDATES



GOAL: We will research, plan, and introduce a PSAT/ACT predictor exam for the 2019-2020 school year.

STATUS: PSAT has been adopted and the first administration occurred in April of 2019. 4,983 students sat for the test, with an average score of 808, comparable to a score of 15 on the ACT. A PSAT score of 1060 is equivalent to a 21 on the ACT.

GOAL: By the end of the 2019-20 school year, all 9th and 10th grade students will be able to participate in one quarterly ACT workshop.

STATUS: Workshops are currently scheduled and planned for 9/7, 11/23, 2/1, 3/28 of 2019. 80 Teachers will be trained by Jane Ross Tutoring to build capacity in schools around ACT core content and deliver student workshops.

GOAL: By the beginning of the 2021-22 school year, a comprehensive high school focused solely on the Arts/Sciences will open.

STATUS: A task force has been convened to explore options and logistics to develop and support the foundation of a new school.

GOAL: We will staff an ELA coach at each high priority high school to provide individualized coaching support.

STATUS: Funding was provided and hiring conducted to ensure an ELA coach at 9 priority schools.

GOAL: We will identify, select, and train teachers to become Honors, Pre-AP/AP teachers.

STATUS: A program has been instituted for identifying and training new Honors, Pre-AP

and AP teachers. that includes opportunities for educator development.

GOAL: By the beginning of 2019-20 school year, all high schools will have high-quality certified teachers in End of Course tested subjects.

STATUS: Strategic, High School specific campaign has been developed and launched by SCS Human Resources.

GOAL: Increase quality engagement with colleges and universities that produce great teachers and whose programs are aligned with the goals of SCS.

STATUS: SCS has developed a coalition of Educator Preparatory Programs, known as The University Collaborative, to ensure that candidates provided by those programs meet specific needs of SCS.

GOAL: We will develop and launch a Praxis exam toolkit to prepare candidates to pass the exam.

STATUS: Praxis exam toolkit has been developed and launched as part of the SCS Aspiring Teachers program, with an emphasis on training existing SCS employees to become certified classroom educators.

GOAL: We will develop a partnership with local universities to provide adjunct professors with an opportunity to teach EOC courses within our high schools.

STATUS: SCS has established a partnership within a program of work known as the Graduate Academy. Our team is working to establish guidelines and clear expectations for university faculty members to teach within SCS for the coming school year.



STRATEGY SPOTLIGHT: HIGH SCHOOL INITIATIVES



High Schools are the heart of our Destination 2025: 80-90-100 commitment to on-time, college and career ready graduation. From ensuring high quality instruction to innovative approaches to virtual instruction, high school remains a high focus domain for the 2019-2020 school year. As the state expands its definition of Ready Graduates, we must do all we can as a district to ensure that our students have the opportunities they need to find the path to graduation that fits each student the best. The following strategies demonstrate our commitment to high schools that work and promote a bright future for all SCS students.

The ACT Playbook

No other initiative is more quintessentially related to college and career readiness than helping our students score a composite of 21 or greater on the ACT. This score represents the Tennessee standard for college readiness, and qualifies students for critical financial assistance for college.

While high schools have traditionally worked to provide students access to preparatory materials and opportunities to practice before the test, the 2019-2020 school year will be governed by The ACT Playbook, a document provided to principals with resources and suggestions for ACT best practices, aimed at students receiving between a score of 15-20 on the ACT.

Moreover, each high school will be providing on-site ACT preparatory classes for some students, while others will attend Saturday workshops once per quarter to maximize ACT performance.

The Academic Office has initiated extensive

task-force work combining stakeholders from across the district to participate and bring ideas to advance ACT performance.

While increasing the number of scores of 21 or higher on the ACT may be the most statistically difficult path toward ready graduate status for a school, it is also the one that has the highest potential yield for students in the long run.

Advanced Academics Expansion

A need for diversity in advanced coursework is an unfortunate hallmark of school districts nationwide. To combat this trend in SCS, we are undertaking a course of action committed to building strong clusters of advanced academic coursework in all high schools.

While much emphasis has been placed on building Advanced Placement offerings, similar movement has been made to build International Baccalaureate, Dual Enrollment, State Wide Dual Credit and College, Career and Technical Education opportunities

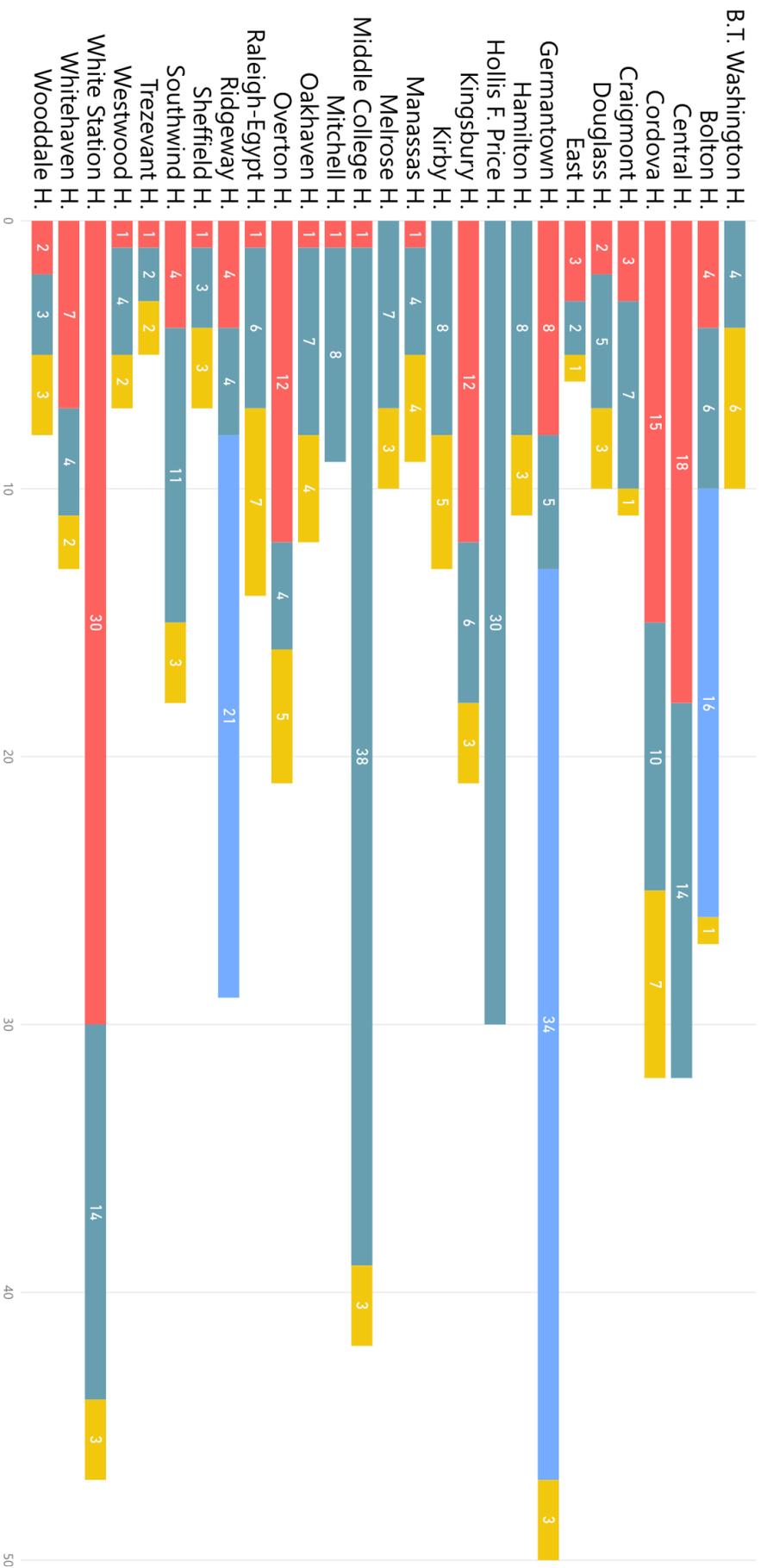
within our district. These advanced options, referred to broadly as Early Post-Secondary Opportunities or EPSOs, combined with ACT scores and state-recognized career certifications hold the key to the Ready Graduate status for schools and the success of our students.

In the 2018-2019 School Year, SCS undertook efforts to grow honors and Pre-AP offerings in schools that offered between zero and one Advanced Placement course. This strategy was designed to build capacity with faculty and to help schools identify those students who would benefit the most from exposure to Advanced Placement coursework as they prepare for the post-secondary landscape.

The graph on the following page shows the number of SCS Advanced Academics offerings by school as of May in the 2018-2019 School Year. The courses shown here count as EPSOs for the sake of Ready Graduate status. Through this lens we hope to demonstrate the diversity of advanced offerings within the district, as well as opportunities within the district to deepen and expand advanced offerings for our students as an expression of equity in SCS high schools.

Number of Advanced Academics Courses Offered by School 2018-2019

● Advanced Placement ● Dual Enrollment ● International Baccalaureate ● Statewide Dual Credit



INSTRUCTION

CORE INSTRUCTION



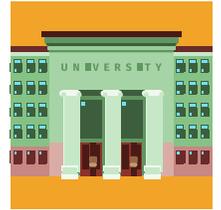
UNDERSTAND THE CORE INSTRUCTION LEVER

Core Instruction is the lifeblood of academic work in SCS. Providing pathways to success and building student competencies to ensure not only high test scores but an effective, well rounded student, the work of this lever is the essential function of schools everywhere. Core Instruction rides on the ability of schools to provide quality teaching to students

of all backgrounds, using high-quality materials that help students succeed. It means teaching to the needs of individual students, understanding how to engage learners, all while building the kind of lasting relationships that are necessary for a student to want to perform at his or her highest level and do so consistently.

ATTENTION

TACTICAL UPDATES



GOAL: We will identify, select, and purchase a new formative assessment tool to replace the NWEA MAP assessment.

STATUS: Formative assessment tool, Mastery Connect along with universal screener Illuminate has been selected for implementation district-wide. This tool will allow classroom, school and district level access to both formal and informal student assessment. By gaining an understanding of individual student mastery, we empower teachers and leaders with the knowledge to design equitable instruction that meets the needs of every student.

GOAL: We will provide monthly Content Cadre PD sessions for teachers and leaders based on identified paths.

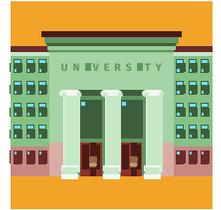
STATUS: Professional learning opportunities both in person and virtual for Content Cadres sessions are under development.

GOAL: We will form an ILT/IPG task force to measure the effectiveness of ILTs in supporting teachers.

STATUS: A consolidated ILT/IPG task force has been developed with a schedule of walkthroughs under production for the 2019-2020 school year. The formation of this task force ensures equity through consistent implementation of curriculum and instruction. By monitoring the health of specific instructional practices and how it balances in the work of the ILT, we hope to provide every student with unique classroom instruction that is best matched to the needs present in individual schools.



STRATEGY SPOTLIGHT: CORE INSTRUCTION



While curriculum and professional learning largely comprise the work of Core Instruction, in addition to traditional Tier 1 classroom teaching, this lever also comprises the work of the Response to Intervention and Instruction (RTI²) team, a key driver of equity that gives access to robust curriculum to the students who are most in need of academic support. As in the other levers, the work of Core Instruction is only possible through the support of our entire organization, from professional development for our teachers, to high quality learning materials for our students, to support structures such as the Homework Hotline provided by the FACE office. By building opportunities for collaboration within our organization every team member strives for equity in learning.

Assessment Platforms

In response to a call for more flexible comprehensive formative assessments and a clearer path from assessment to intervention our district has adopted two tools: Illuminate FastBridge as a skills-based universal screener and MasteryConnect as a flexible standards-driven assessment platform.

These tools replace EasyCBM and NWEA MAP respectively while bringing ease of use and customization to the forefront. Each platform enriches both school and district level data for maximum student growth and will be used as a function of equity through the school year on a quarterly basis to identify exactly where students need support to master the work of the grade.

Moreover, the work of Response to Instruction and Intervention (RTI²), where students who are currently performing below grade level receive much needed support, relies critically on the data provided by regular universal screening and progress monitoring provided within these tools.

Innovative Coursework Solutions

For both students and district employees, personalized learning is essential. To this end, both Curriculum and Instruction and Professional Development and Support are exploring innovation in the Learning Management System known as Canvas.

Canvas allows a district to build virtual course content that then forms the backbone of a robust, learner-driven approach to teaching. This approach can then be applied to school classrooms as well as professional learning. Moreover, virtual coursework builds equity, allowing customization of content that directly matches the needs of students, and provides opportunities for students to participate in coursework that might not be otherwise offered within a student's school.

Innovative courses that leverage technology can be used to address deficits of learning, provide participants with specialized micro-credentials and supplement existing curriculum.



A Word in Closing...

As we enter the 2019-2020 school year, equity must be the core of all academic work in Shelby County Schools. Delivering robust content and professional learning is not enough. We must work daily to ensure that all students have access to the high quality programs that meet them where they are and grow them toward success. We tirelessly remind our stakeholders that equity and equality, while related are very different concepts. Our goal is not to provide the same services to every child, but to provide every child the services they need to be the best for their communities, their schools and most importantly, for themselves. Now is the time for all of us to stand for equity, in every action that we take.

THANKS AND ACKNOWLEDGMENTS

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