

Stock Take Kickoff

November 3, 2021



RE 
IMAGINING 901
SHELBY COUNTY SCHOOLS

Agenda

- Opening Remarks & Goals for Stock Take & Frequency
- What is Reimagining 901?
- Overview of ESSER
- Stakeholder Involvement
- Specific Strategy Discussions & Questions
 - Foundations: Capital Plans for Reimagining
 - Break
 - Academic Data Performance & Fast Facts
 - Educators Foundations: Specialized Ed. Assistants to increase adult to student ratio
 - Academic: Tutoring, before after & during school
 - Student Readiness: Social & Emotional Strategies

Opening Remarks

**Superintendent
Dr. Joris M. Ray**





"Let me be clear, I'm unapologetic about taking any and every step necessary to move our District to a level five."

Superintendent Academic Leadership Team (S.A.L.T)



COVID-19 ACCESS FOR ALL

Trained more than **6K+**
teachers, District staff and
parents on Microsoft Teams



95K devices distributed
in 4 WEEKS

RE 
IMAGINING 901
SHELBY COUNTY SCHOOLS

COVID-19 Vaccinations

**More
than 8K+ vaccines
administered to
educators, partners,
and families**





More than 8K
students engaged
during the SCS
Summer Learning
Academy.



- Opened new Medical District High School.
- Awarded \$2.2 million innovative grant.

TDOE Accountability & Designation Report Outlines Growth and Opportunities for SCS



TDOE SCHOOL ACCOUNTABILITY & DESIGNATION REPORT

FALL 2021

The Tennessee Department of Education (TDOE) has released scores for school accountability, a system that has been foundational to driving student growth and school improvements over the past several years. Even during an unprecedented year, 17 schools showed vast improvement to be removed from designation lists. The 2020-21 school year is considered a “hold harmless” year for SCS due to meeting the state’s required TCAP participation rate.

REWARD SCHOOL STATUS

The highest distinction a school can earn in Tennessee based on successful student achievement and growth, along with other performance measures.

MIDDLE COLLEGE HIGH

EXIT STATUS

The following schools have **successfully exited** the designation lists below:

FOCUS EXIT TSI

Targeted Support and Improvement Schools (TSI) Status
Falls in the bottom five percent for their weighted overall accountability score for any given student subgroup or racial or ethnic group.

- CHIMNEY ROCK ELEMENTARY
- EGYPT ELEMENTARY
- GARDENVIEW ELEMENTARY
- HICKORY RIDGE MIDDLE
- HIGHLAND OAKS MIDDLE
- OAKHAVEN ELEMENTARY
- SHADY GROVE ELEMENTARY
- SOUTHERN AVENUE CHARTER SCHOOL OF ACADEMIC EXCELLENCE
- TREADWELL ELEMENTARY
- WHITEHAVEN ELEMENTARY
- WILLIAM HERBERT BREWSTER ELEMENTARY
- WINRIDGE ELEMENTARY

PRIORITY EXIT

Priority Status
Schools in the bottom 5%, most in need of support and improvement.

- SHEFFIELD ELEMENTARY

FOCUS EXIT ATSI

Additional Support and Improvement Schools (ATSI)
A federal designation for schools that need particular focus on their student group performance.

- CRAIGMONT HIGH
- KINGSBURY HIGH
- OVERTON HIGH
- SNOWDEN SCHOOL*

*Snowden School exited the ATSI list, but was placed on the TSI list.

SCS Board of Education Named 2021 CUBE School Board of the Year



Goals for Stock Take

Purpose: Stock take is a meeting to report to stakeholders' data, including Academic Return on Investment (ROI).

SCS will work with stakeholders through an ROI-like process that combines available evidence, budget data, academic and professional judgment to make informed decisions to realign spending to meet the district's priority goals and aligned stakeholder goals—and then adjust investments as data come in.

Next Step: Develop stock take committees and set meeting schedule

Stock Take Planning Dates

Thursday, January 20, 2022

Progress Meeting

Time: 8:30 am – 1 pm

Breakfast: 8:30 am

Meeting Time: 9 am – 12 pm

Lunch: 12 pm – 1 pm

Thursday, March 24, 2022

Progress Meeting

Time: 8:30 am – 1 pm

Breakfast: 8:30 am

Meeting Time: 9 am – 12 pm

Lunch: 12 pm – 1 pm

Thursday, June 23, 2022

Progress Meeting

Time: 8:30 am – 1 pm

Breakfast: 8:30 am

Meeting Time: 9 am – 12 pm

Lunch: 12 pm – 1 pm

TOGETHER, WE MUST
BELIEVE.

TOGETHER, WE WILL
ACHIEVE.

TOGETHER, WE ARE
REIMAGINING 901.



Questions?

What is Reimagining 901?



Reimagining 901 Goals

- Increase and improve student achievement and growth by using effective and transformational strategies in Memphis-Shelby County Schools
- Implement foreign language immersion opportunities for all students
- Maximize digital 1:1 access (e.g., exposure to Level 5 teachers, increase student engagement, provide access to AP/honors/dual enrollment opportunities, access to dual language courses, innovative supports for fragile students)
- Connect students to the broader community (24 hours of Service Learning)
- Improve learning facilities through new buildings and strategic combinations
- Enhance community partnerships
- Strengthen connections between District-run schools and charter schools and share lessons from charter schools' best practices



Westhaven ES

Reimagining Schools

- State-of-the-art buildings and school additions
- Improvements in learning conditions from strategic combinations
- Renovations to stadiums and playing surfaces to ensure student-athlete safety
- Repairs and upgrades to existing infrastructure



Parkway Village ES



New Alcy ES

High-Impact Initiatives

- Reduce K-2 Adult-to-Student Class Ratio from 1:25 to 1:13 in August 2021
- Create a Medical District School in August 2021
- Provide enhanced Professional Development and accountability measures for teachers, principals, and district leaders in Summer 2021
- Offer After-School Tutoring Programs in August 2021
- Increase Advanced Placement and Honors Classes in August 2021
- Launch world-class Agri-STEM High in August 2022
- Implement foreign language immersion beginning in August 2022
- Provide additional quality Pre-K seats to all students, not just economically disadvantaged, by August 2026

Reimagining Education District-Wide

- Implementing **innovative and transformational programs** designed by the school community
- Providing a **device for every student and teacher** with digital pedagogy and professional development
- Expanding or creating **new choice programs** in every middle and high school
- Creating **signature partnerships** to ensure that students have the opportunity to participate in job-embedded learning
- Developing a **new teachers academy**
- Offering **dual language and bilingual programs** for all students Pre-K -12

Questions?

BREAK

ESSER Overview



ESSER Overview



ESSER 1.0- CARES; State Funding Amount: \$260 million

- Purpose: To address the impact that the Coronavirus has had and continues to have on elementary and secondary schools.
- SCS Reimbursable Amount: \$48.8 million
- Funding Availability: September 2022

ESSER 2.0- CRRSA; State Funding Amount: \$1.1 billion

- Purpose: to support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning
- SCS Reimbursable Amount: \$224 million
- Funding Availability: September 2023

ESSER 3.0- ARP; State Funding Amount: \$2.48 billion

- Purpose: To help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nations
- SCS Reimbursable Amount: \$503 million
- Funding Availability: September 2024

ESSER 3.0 Process



- **Community Engagement:** The district reached out to Stakeholders to receive community engagement and input on how these one-time funds due to COVID-19 could best be used in support of our students.
- **District Needs:** District Teams reflected on challenges faced during the pandemic, identified and prioritized needs, recognized individual student groups most impacted by the pandemic, and summarized actions the district will take to address needs due to the pandemic.
- **Safe Return to In-Person Instruction and Continuity of Services Plan:** District teams consulted with Stakeholders to receive input on maintaining a safe environment and ensuring continuity of services. Prevention and mitigation strategies were created in order to continuously operate in-person learning.
- **Public-Facing ESSER Plan:** The district created a public facing ESSER plan to share our overall strategies, demonstrate how the district plans on addressing the impact of lost instructional time, exhibit intervention strategies to address the needs of students, and illustrate how all funds will be spent.

Focus Areas

Academics

- Tutoring
- Summer Programming
- Building Literacy- High Quality Materials
- Math Adoptions

Educators Foundations

- Educator Retention and Recruitment
- Principal & AP Development
- Staffing Supports & Temporary Class Size Ratios

Foundations

- Investments in Technology Hardware and Software
- High-speed Internet
- Facility Improvements (supporting academic spaces)

Student Readiness

- Supports for High School Students
- Special Populations Such As Students with Disabilities & English Learners
- Mental Health
- Students Experiencing Homelessness

Strategic Initiatives



1: Strengthen Early (K-2) and Continuing Literacy (3-12)

All TN students will have access to a high-quality education... by learning to read and reading to learn with high-quality materials.

2: Recruit and retain the best district leaders and teachers in the nation

Strengthen Structural Expectations to ensure that all our students have the technology and safe environments needed in order to succeed in school.

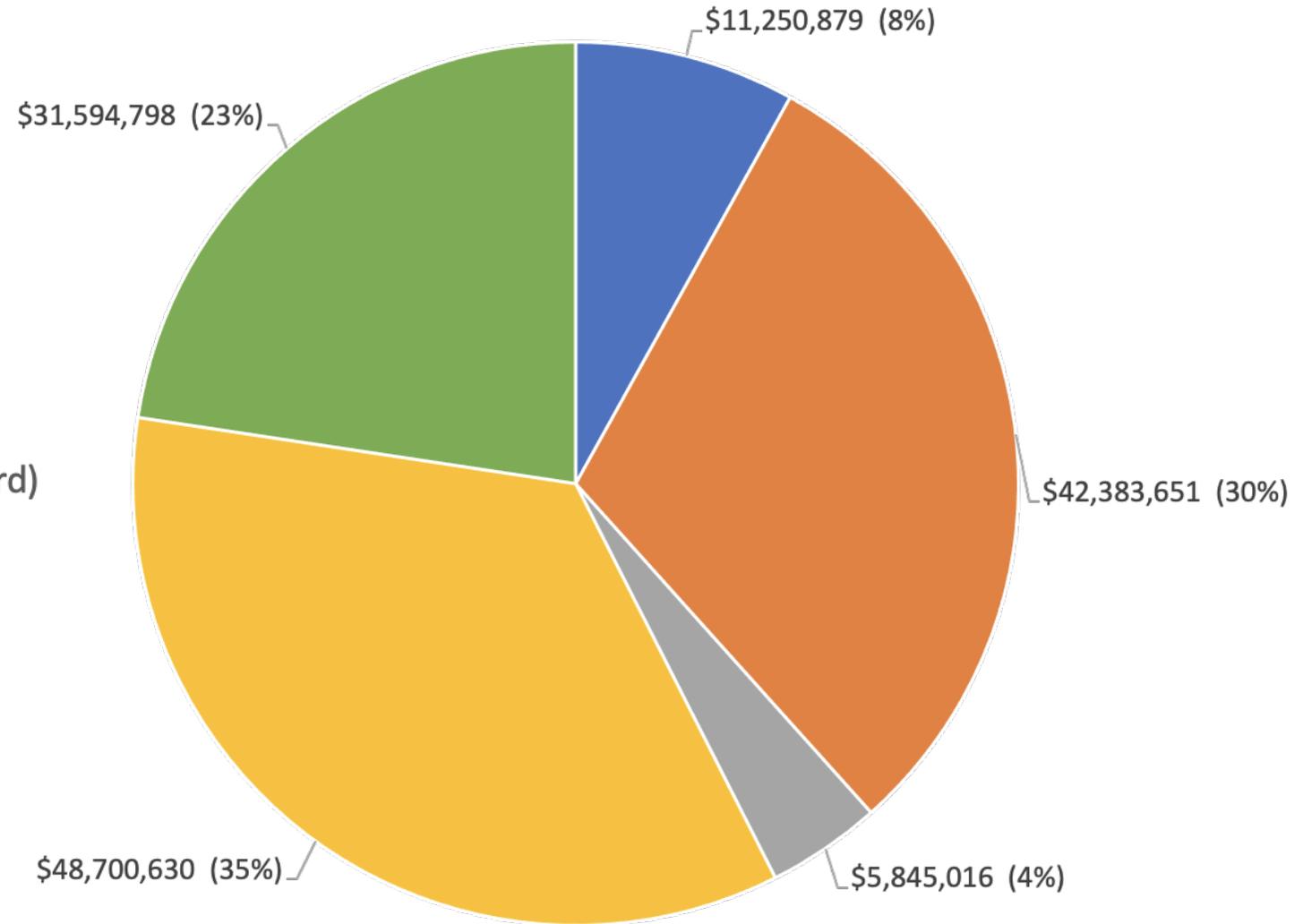
3: Create relevant and equitable academic choices and learning environments

TN schools will be equipped to serve the academic and non-academic needs of all students... by developing robust career pathway opportunities and connecting students to real-time support.

Academics

Academics: \$139,774,974

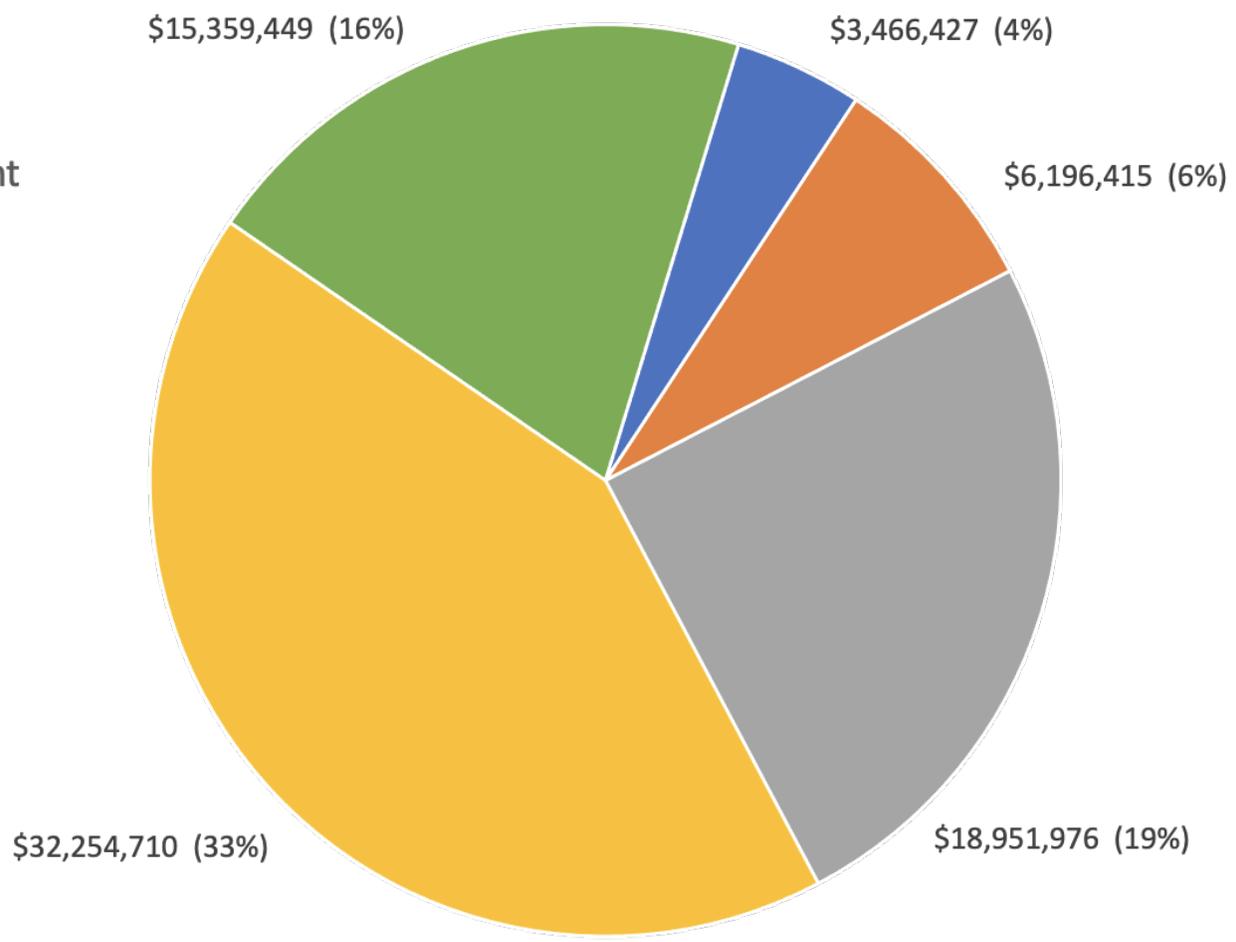
- Summer Programming
- Tutoring Programs
- Early Reading (Pre-K - 3rd)
- Interventionists
- Other



Student Readiness

Student Readiness: \$97,143,941

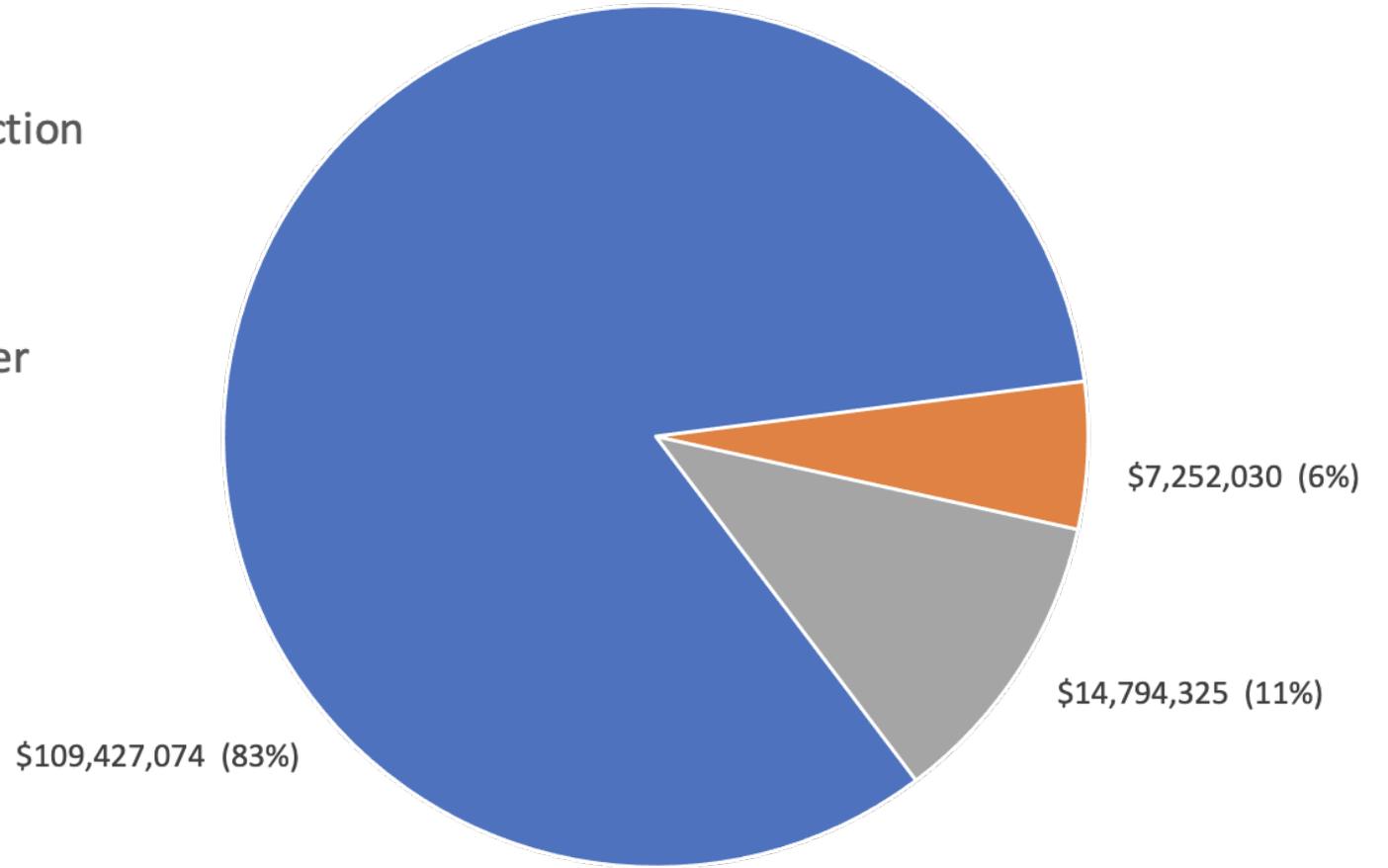
- Academic Advising
- AP and Dual Credit/Enrollment Courses
- High School Innovation
- Mental Health
- Other
- Special Populations



Educators Foundation

Educators: \$131,473,429

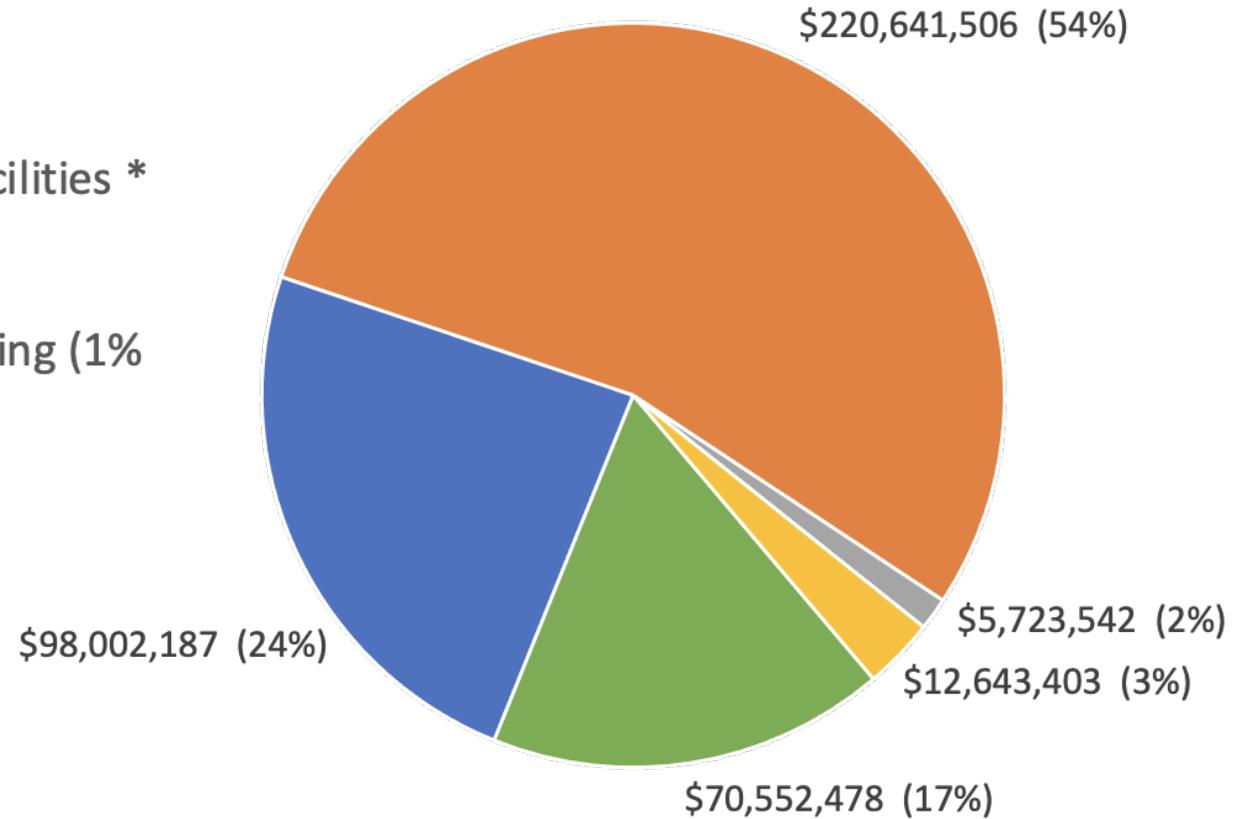
- Class Size Reduction
- Other
- Strategic Teacher Retention



Foundations

Foundations: \$407,563,116

- Technology
- Academic Space: Facilities *
- Auditing and Reporting (1% min. recommended)
- High-Speed Internet
- Other



Questions?

Engagement & Involvement

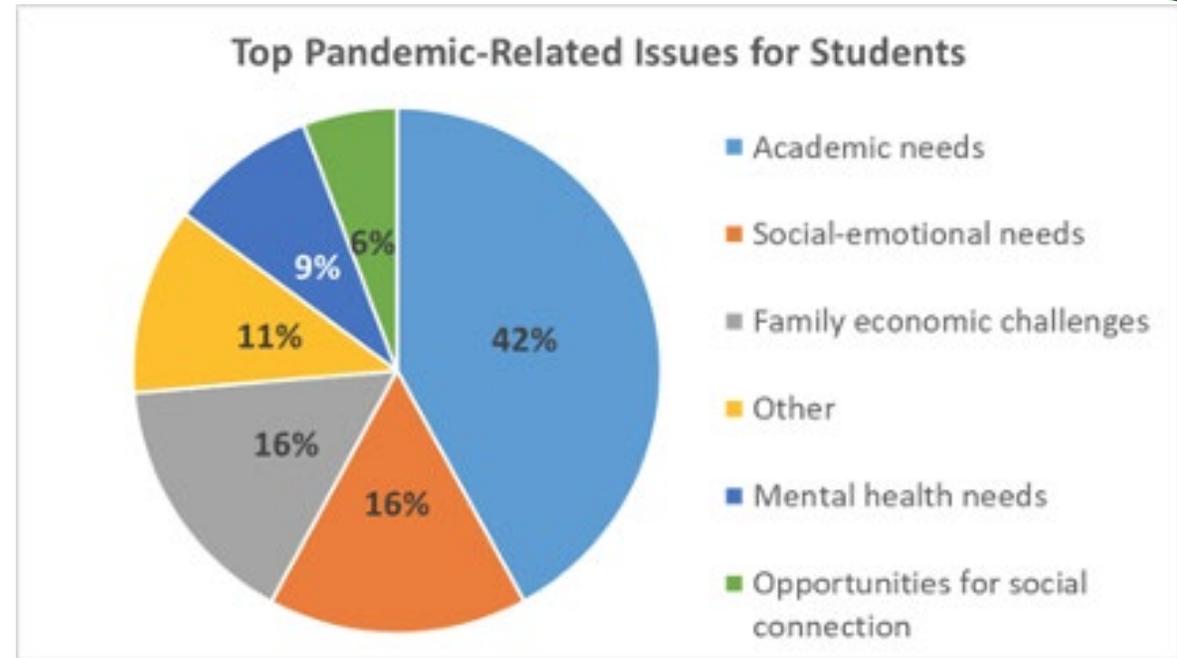


Stakeholder Engagement



Community Input

- In summer 2021, 4,957 stakeholders provided survey feedback on how SCS should prioritize ESSER funds.
- 56% of respondents were parents and 33.5% were teachers, and most remaining respondents were other school staff, school administrators and central office staff.
- Nearly half of respondents felt student academic needs were the top priority followed by socioemotional needs and family economic challenges.



Community Input

Respondents also ranked the importance of different types of resources in the following categories: Student Academic Support, Other Student Support, Educator Support, and Strengthening the District. The top three weighted rankings for each category are provided below and align closely with how SCS allocated ESSER funds.

Student Academic Support	Other Student Support	Educator Support	Strengthening the District
1) Early Literacy	1) Mental Health Services	1) Reduced Class Size	1) Teacher Recruitment & Retention
2) Interventions for Students in Need	2) More Counselors, Psychologists & Nurses	2) More Teacher Assistants	2) Developing Strong School Leaders
3) Tutoring	3) Assistance for Special Populations (Students w/Disabilities, English Learners, Homeless)	3) Professional Development	3) Increased Focus on Equity

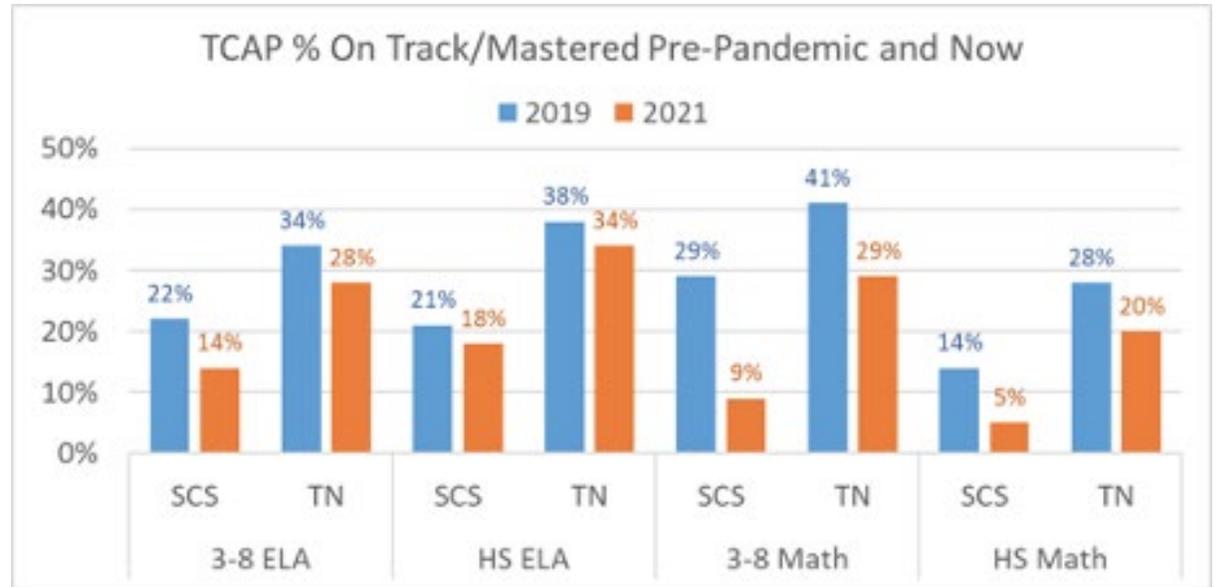
Questions?

Academic Data Performance & Fast Facts



District Fast Facts: 2020-21

- Both SCS and the State saw large declines in the percentage of students On Track/Mastered (proficient) on TCAP at the end of the 2020-21 school year. This was true in math and ELA for all grade bands. The largest decline for both SCS and Tennessee was in 3-8 math.
- In 2021, 85% of SCS schools earned a TVAAS Level 1 composite score (significantly less than one year of academic growth) and 3% earned a TVAAS Level 4-5 (more than a year of growth).
- The District's graduation rate remained steady from 2020 to 2021 at 77.7%



District Fast Facts: 2021-22

Comparing Fall 2019 to Fall 2021 iReady Diagnostic (all K-8 students) results, the percentage of students 2+ grade levels behind increased slightly in Reading (46% to 49%) and increased significantly in Math (38% to 51%).

The student attendance rate is 91.2% - four points lower than typical at this point in previous school years. About 5% of all absences to date have been coded as COVID-related.

SCS enrollment declined by roughly 5,000 students from 2020-21 to 2021-22. Kindergarten was the only grade level to gain students. The largest losses in enrollment were in the 1-8 grade band.

20 th DAY ENROLLMENT BY GRADE LEVEL														Total enrollment
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
2021-22	8,438	7,692	8,236	8,498	8,166	8,151	8,047	7,816	7,786	8,651	7,656	6,949	6,463	102,549
2020-21	8,065	8,846	8,961	8,693	8,790	8,696	8,197	8,457	8,208	8,707	8,005	7,130	6,798	107,553
Difference	373	(1,154)	(725)	(195)	(624)	(545)	(150)	(641)	(422)	(56)	(349)	(181)	(335)	(5,004)

Accountability for Outcomes

To ensure we get the maximum return on investment for ESSER and Reimagine 901, SCS has implemented these accountability structures:

- Two weekly project management and performance meetings with Cabinet members and program leads
- Data strategy/evaluation plans for every ESSER investment
- Recurring Superintendent's Academic Leadership Team (SALT) meetings to monitor student outcomes and develop learning acceleration strategies
- Quarterly Stock Takes to report on investment progress and outcomes

Questions?

Foundations

Capital Planning



Initiative & Purpose

Facilities Capital Plans have been initiated to create relevant and equitable academic learning environments to ensure scholars are prepared for the global workforce.

The purpose of the Facilities Capital Plans Initiative is to **improve learning conditions, address facility needs, and reduce deferred maintenance** of school and central office buildings.

Initiative & Purpose Continued

Who: SCS Facilities Management and Partner Contractors

What: Implementation / Execution of:
STATE-OF-THE-ART BUILDINGS and SCHOOL ADDITIONS
STRATEGIC COMBINATIONS OF SCHOOLS to improve learning conditions and reduce costs
RENOVATIONS TO STADIUMS AND ATHLETIC FIELDS to ensure student-athlete safety
REPAIRS AND UPGRADES to existing building infrastructure

When/Where: FY22 – FY24, Capital projects will be completed at various school locations across the District

How: County Capital (CIP) and ESSER 2.0 / 3.0 funds will be used to contract service providers and general contractors to execute, implement, and complete capital improvements.

Status

<u>FUND</u>	<u>SCHOOL</u>	<u>DISTRICT/ BOARD MEMBER</u>	<u>PROJECT</u>	<u>CONTRACTOR</u>	<u>AMOUNT</u>
ESSER 2.0	All	All	NPBI Indoor Air Quality	Gipson Mechanical	\$24,675,330.00
ESSER 3.0	All	All	Water Bottle Filling Stations	All Rite Plumbing + Others	\$ 5,000,000.00

Status

FUND	SCHOOL	DISTRICT/ BOARD MEMBER	PROJECT	CONTRACTOR	AMOUNT
FY22 CIP	Craigmont MS	District 2- Greene	Civil/ Paving	VuCon, LLC	\$ 149,480.00
FY22 CIP	Mallory Warehouse	District 2- Greene	Civil/ Paving	VuCon, LLC	\$ 163,872.00
FY22 CIP	Delano ES	District 3- Love	Gym Addition	Barnes & Brower	\$5,446,195.00
FY22 CIP	Mitchell HS	District 6- Avant	Fire Alarm	Oteka Technologies	\$ 139,911.20
FY22 CIP	Mitchell HS	District 6- Avant	Painting	Nickson General	\$ 120,000.00
FY22 CIP	Whitehaven Stadium	District 6- Avant	Improvements- AE	Renaissance Group	\$ 145,000.00
FY22 CIP	Sheffield HS	District 7- Bibbs	Civil/ Paving	VuCon, LLC	\$ 240,865.00
FY22 CIP	Shrine/ Sheffield ES	District 7- Bibbs	Civil/ Paving	VuCon, LLC	\$ 363,750.00
FY22 CIP	Avon Lenox HS	District 8- Orgel	Civil/ Paving	VuCon, LLC	\$ 409,075.00
FY22 CIP	Halle Stadium	District 9- Coleman	Improvements-AE	Renaissance Group	\$ 180,000.00
FY22 CIP	Maxine Smith STEM	District 9- Coleman	Civil/ Paving	VuCon, LLC	\$ 158,570.00
FY22 CIP	Wooddale HS	District 9- Coleman	Civil/ Paving	VuCon, LLC	\$ 314,000.00
					\$7,830,718.20

Status

FUND	SCHOOL	DISTRICT/ BOARD MEMBER	PROJECT	CONTRACTOR	AMOUNT
ESSER 2.0	Downtown ES	District 1- McKissack	HVAC Replacement	Martin & White	\$ 2,260,726.00
ESSER 2.0	Peabody ES	District 1- Caldwell	HVAC Replacement	Damon Marcus	\$ 3,513,370.00
ESSER 2.0	Westside ES	District 1- McKissack	HVAC Replacement	Gipson Mechanical	\$ 5,329,745.00
ESSER 2.0	Craigmont MS	District 2- Greene	HVAC Replacement	CS3, Inc.	\$ 4,049,714.00
ESSER 2.0	East CTC	District 2- Greene	HVAC Replacement	A&B Construction	\$ 993,123.00
ESSER 2.0	East HS	District 2- Greene	HVAC Replacement	A&B Construction	\$ 2,031,043.00
ESSER 2.0	Kingsbury CTC	District 2- Greene	HVAC Replacement	A&B Construction	\$ 993,123.00
ESSER 2.0	Vollentine ES	District 2- Greene	HVAC Replacement	Gipson Mechanical	\$ 5,742,546.00
ESSER 2.0	Grandview Heights MS	District 3- Love	HVAC Replacement	CS3, Inc.	\$ 4,991,376.00
ESSER 2.0	Lucie E. Campbell ES	District 3- Love	HVAC Replacement	CS3, Inc.	\$ 1,963,564.00
ESSER 2.0	Northaven ES	District 3- Love	HVAC Replacement	Damon Marcus	\$ 2,621,659.00
ESSER 2.0	Woodstock MS	District 3- Love	HVAC Replacement	Martin & White	\$ 2,828,240.00
ESSER 2.0	Cordova MS	District 5- Harris	HVAC Replacement	Martin & White	\$ 5,759,856.00
					\$43,078,085.00

Status

FUND	SCHOOL	DISTRICT/ BOARD MEMBER	PROJECT	CONTRACTOR	AMOUNT
ESSER 3.0	Windridge ES	District 4- Woods	HVAC Replacement	Martin & White	\$ 1,002,500.00
ESSER 3.0	Kirby HS	District 4- Woods	HVAC Replacement	Martin & White	\$ 5,712,638.00
ESSER 3.0	Southwind HS	District 4- Woods	HVAC Replacement	Damon Marcus	\$ 6,152,000.00
ESSER 3.0	Bolton HS	District 5- Harris	HVAC Replacement	Damon Marcus	\$ 6,602,920.00
ESSER 3.0	Carver HS	District 6- Avant	HVAC Replacement	Morgan & Thornburg	\$ 5,910,821.00
ESSER 3.0	Geeter K-8	District 6- Avant	HVAC Replacement	Morgan & Thornburg	\$ 5,263,280.00
ESSER 3.0	Whitehaven ES	District 6- Avant	HVAC Replacement	Damon Marcus	\$ 2,699,097.00
ESSER 3.0	Westwood HS	District 6- Avant	HVAC Replacement	W.A. Soefker & Sons	\$ 4,099,000.00
ESSER 3.0	Cummings K-8	District 6- Avant	HVAC Replacement	Walker J. Walker	\$ 5,379,100.00
ESSER 3.0	Havenview MS	District 6- Avant	HVAC Replacement	Gipson Mechanical	\$ 5,134,943.00
ESSER 3.0	American Way MS	District 7- Bibbs	HVAC Replacement	CS3, Inc.	\$ 8,069,676.00
ESSER 3.0	Crump ES	District 7- Bibbs	HVAC Replacement	Martin & White	\$ 3,348,884.00
ESSER 3.0	Hamilton K-8	District 7- Bibbs	HVAC Replacement	Martin & White	\$ 6,283,095.00
ESSER 3.0	Oakhaven HS	District 7- Bibbs	HVAC Replacement	Gipson Mechanical	\$ 8,271,827.00
ESSER 3.0	Fox Meadows ES	District 9- Coleman	HVAC Replacement	Martin & White	\$ 1,763,000.00
ESSER 3.0	Wooddale HS	District 9- Coleman	HVAC Replacement	CS3, Inc.	\$ 4,040,000.00
					\$79,732,781.00

Status

FUND	SCHOOL	DISTRICT/ BOARD MEMBER	PROJECT	CONTRACTOR	AMOUNT
ESSER 3.0	Brownsville Road ES	District 2- Greene	10- Classroom Addition	Standard Builders, Inc.	\$ 7,189,070.00
ESSER 3.0	Macon Hall ES	District 5- Harris	10- Classroom Addition	Standard Builders, Inc.	\$ 7,173,399.00
ESSER 3.0	Geeter K-8	District 6- Avant	8-Classroom Addition	Standard Builders, Inc.	\$ 6,174,465.00
ESSER 3.0	Westhaven ES	District 6- Avant	10- Classroom Addition	Standard Builders, Inc.	\$ 6,953,572.00
ESSER 3.0	Sheffield ES	District 7- Bibbs	8- Classroom Addition	Standard Builders, Inc.	\$ 6,309,145.00
ESSER 3.0	Willow Oaks ES	District 9- Coleman	10- Classroom Addition	Standard Builders, Inc.	\$ 7,042,492.00
					\$40,842,143.00

Status

FUND	SCHOOL	DISTRICT/ BOARD MEMBER	PROJECT	CONTRACTOR	AMOUNT
FY22 CIP	Treadwell K-8	District 2- Greene	New School Design	TBD	\$ 2,220,450.00
FY22 CIP	Frayser Area HS	District 3- Love	New School Design	TBD	\$ 6,000,000.00
FY22 CIP	Raleigh Egypt HS	District 3- Love	Track Replacement	TBD	\$ 350,000.00
FY22 CIP	Whitehaven Stadium	District 6- Avant	Stadium Renovation	TBD	\$ 1,855,000.00
FY22 CIP	Halle Stadium	District 9- Coleman	Stadium Renovation	TBD	\$ 2,320,000.00
FY22 CIP	Orange Mound K-8	District 9- Coleman	New School Design	TBD	\$ 750,000.00
					\$13,495,450.00
ESSER 3.0	Mt. Pisgah MS	District 6- Avant	Classroom Addition	TBD	\$ 5,000,000.00
ESSER 3.0	Melrose HS	District 7- Bibbs	Classroom Addition	TBD	\$ 5,000,000.00
					\$10,000,000.00

Accountability for Outcomes Capital Plans



- Increase in Air Quality Index measurements (% Acceptable) in buildings receiving improvements
- Increase in teacher Insight Survey perception (% who agree “My building is maintained and clean”)
- Reduction of deferred maintenance backlog
- % of projects completed on time/performance to schedule
- 100% of schools have water bottle filling station by Jan. 2022
- 100% of schools receive assessment of lead in water supply every two years
- Increase in useable square footage in permanent buildings
- Increase in square footage per student ratio
- Reduction in the number of portable buildings used as classroom space

Educators Foundations

Specialized Education
Assistants



RE 
IMAGINING 901
SHELBY COUNTY SCHOOLS

Initiative & Purpose



- The District is seeking to employ 750 Specialized Education Assistants to address the student learning loss attributed to the aftermath of COVID-19 and the interruption of teaching and learning in the traditional classroom.
- The purpose of the Specialized Education Assistant (SEA) initiative is to reduce the student: teacher ratio, increase the literacy achievement of K-2 students and advance progress toward the Third Grade Commitment.

Initiative & Purpose Continued



- **Who:** Up to 750 Specialized Education Assistants (SEAs)
- **What:** The primary role of the SEA is to assist classroom teachers in closing the literacy gaps of K-2 students by focusing on basic early literacy skills.
- **When/Where:** SEAs will be leveraged in K-2 classrooms to support foundational literacy skill development during whole group instruction, small group instruction, pull-out settings, and RTI2 lessons utilizing state-approved high-quality instructional materials.
- **How:** SEAs will reinforce skills and concepts, assist students with completing assignments, implement small group lessons with integrity, and provide immediate, specific feedback to students.

Budget

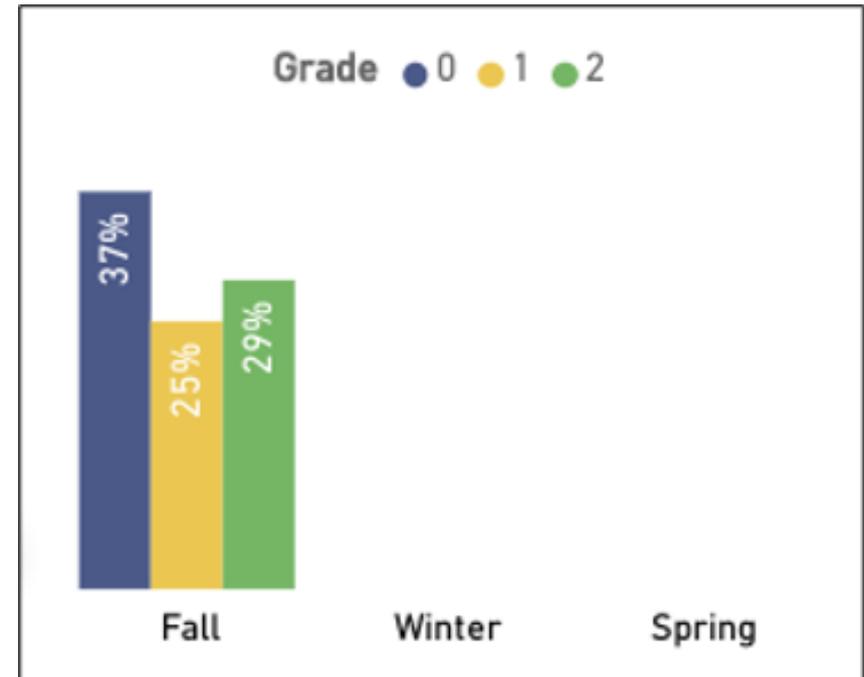
Description	Type	ESSER 2.0 ESSER 3.0
K-2 Specialized Education Assistants	Salaries & Benefits	\$87,018,750
SEA Foundational Literacy Kits for Small Group Instruction	Supplies & Materials	\$900,000
Stipends to SEAs for Summer Learning Experience	Stipends	\$96,950
TOTAL		\$88,015,700

Status

There are 616 Specialized Education Assistants currently serving in K-2 classrooms.

Forecast: 750 SEAs will be hired by January 2022. These are the current reading levels depicting the percent of K-2 students scoring in the 50th percentile or greater on the Illuminate/Fastbridge Fall benchmark assessment.

Forecast: The percent of K-2 students scoring in the 50th percentile or greater will increase by at least 10% by June 2022.



Accountability for Outcomes Specialized Ed Assistants



- Increase in student mastery (Target: 10% increase in On Track/Mastery for students in 3rd Grade on TNReady by 2022-23)
- Increase in academic performance on K-2 formative assessments (iReady, Fastbridge Illuminate screener)
- Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)
- Improved culture and climate (K-2 student discipline, Panorama Student Survey results)

SPECIALIZED EDUCATION ASSISTANTS (S.E.A.)



Support

- The district will continue to develop the content knowledge of SEAs and provide ongoing support.
- Monthly professional learning experiences centered on the Wonders curriculum and instructional best practices in early literacy
- Observe and record SEA support in schools
- Provide real-time feedback and instructional guidance
- Supply SEAs with foundational literacy kits and model effective use of kit materials/resources

Questions?

Academics

Tutoring, Before, After
& During School



Initiative & Purpose



- Tutoring will be provided to students before, during, and after the regular school day
- Purpose of tutoring is to provide enrichment in reading and math and mitigate learning loss as a result of COVID-19 school closures

Initiative & Purpose Continued



During the school day tutoring

- **Who:** Students in grades 1-8
- **What:** Individualized support in reading and math
- **When:** 5 days/week beginning November and During RTI or other designated time
- **Where:** Elementary/K-8 schools
- **How:** High-dosage/low ratio tutoring (1:3 ratio) 1-hour sessions

Before & after school tutoring

- **Who:** Students in K-12
- **What:** Individualized support in reading and math
- **When:** 2-3 times/week beginning October 18 and 1 Saturday/month
- **Where:** Most elementary, middle, & high schools
- **How:** Small group tutoring (1:5-1:10 ratio) and 3 hours/week

Accountability for Outcomes Tutoring

During the school day tutoring

- By the end of the 2021-22 school year, elementary and middle students in the bottom 15% who meet tutoring participation criteria will show a 5% increase on pre and post assessment results

Before & after school tutoring

- By the end of the 2021-22 school year, elementary, middle and high school students with a 95% participation rate will show a 5% increase on pre and post assessment results using the iReady diagnostic, EOC and ACT tests
- By the end of the 2021-22 school year, elementary, middle and high school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results using the iReady diagnostic, EOC and ACT tests

Budget "Annual"

Before & After School Tutoring	Budget
Tutoring Coordinators elementary/middle/high	715,000
Teachers (regular pay rate)	4,957,559
LOE bonus (Level 4/5 teachers)	1,200,000
Incentives	250,000
Marketing/Recruiting Budget for Tutoring	10,000
Teacher materials (iReady)	856,500
Ready Reading instruction worktexts	171,275
TN Ready Math instruction & practice worktexts	216,845
iReady Phonics for Reading	371,535
Costs of Snacks	57,593
Total	\$ 8,806,307

Budget "Annual"

During the Day Tutoring	Forecast
Tutors	4,576,601
Administrative Staff	546,840
Supplies & Materials	368,059
Total	\$ 5,491,500

Status

Action Item	Status
Toolkit created for schools and information sessions	Complete/In progress
Publicity for before/after school tutoring	In progress
Hiring (internal) for before/after school tutoring	In progress
Managing vendors to ensure staff placement for during the day tutoring	In progress
Student recruitment for before/after school tutoring	In progress
Teacher training for before/after school tutoring	On target

Book Nook Tutoring

Connected Literacy
Grant

Partnership with
Methodist Lebonheur
& BookNook



Initiative & Purpose



This school year, BookNook will target 1st – 3rd grade students in all elementary and K-8 schools.

Students will be offered virtual tutoring based on “approaching” or below grade level based on 2021 Fall Mastery Connect data.

Students will participate for 12 weeks after school for 30 minutes for 3 X weekly
(Monday, Wednesday, Thursday)
(1 to 3 student/teacher ratio)

Grant requires a minimum of 3,500 students attend 85% of BookNook sessions (31 sessions)

Initiative & Purpose



The goal is to have at least 5,000 (1st-3rd grade) students enrolled in the program.

Parents must register for the tutoring via [state registration site](#) (required by the state)

Projected district-wide start date: November 29



There will be 350 tutors (1 to 3 teacher/student ratio)

Tutors are from all states across the U.S. and have at least one year of teaching experience

Tutors have been fully trained on the BookNook program

They each will have received a passed background check prior to start date

Before and After School Tutoring

Purpose: Structured tutoring programs have been proven to significantly increase student achievement. The before and after school tutoring program is designed to support students' academic needs and accelerate student learning. Tutoring sessions will create high impact learning experiences, focusing on re-teaching content, and connecting prerequisite skills to grade level content.



- **Dates:** October 18, 2021-April 14, 2022
- Students in grades K-12
- 1:5 minimum to 1:10 maximum tutor-to-student ratio
- 2-3 days per week for 1-1.5 hours per day & 1 Saturday per month (optional)
- Elementary and Middle school students will receive additional instruction in ELA and/or Math
- High school students will receive additional instruction in EOC content (9-10) and ACT prep (11-12)

During the Day Tutoring

Purpose: Structured tutoring programs have been proven to significantly increase student achievement. The during the day tutoring program is designed to support students' academic needs and accelerate student learning. Tutoring sessions will create high impact learning experiences, focusing on re-teaching content, and connecting prerequisite skills to grade level content.



- **Dates:** November 8, 2021-May 20, 2022
- Students in grades 1-8; Elementary and Middle school students will receive additional instruction in ELA and/or Math
- Small group tutoring sessions will last between 30-45 minutes and occur 3-5 times per week
- 1:3 tutor-to-student ratio

BookNook After School Virtual Tutoring

Purpose: Provide small group virtual/online tutoring centered around phonics, oral reading fluency, and dialogic reading. The tutors will also provide scaffolding and guided instruction to ensure literary success. Students will be able to participate in engaging activities that support mastery of TN ELA standards.



- **Dates:** November 15, 2021- March 4, 2022 (12 weeks / 31 sessions)
- Students in 1st – 3rd grade
- 30 minutes virtual tutoring (Monday, Wednesday, Thursday)
- 1:3 tutor-to-student ratio
- Parent can choose a 30 minute time slot between 4pm – 7pm central
- Parents must register on the state website state registration site by November 11, 2022

Rock and Learn

Purpose: To improve literacy rates and impact on community. This program incentivizes parents to ensure that their children are engaging **at home** with tools that teach phonics and reinforce foundational literacy skills through music and kinesthetic learning for at least 20 minutes a day. Families will be encouraged to move (ie. dance, exercise, etc..) while engaging with musical videos with humorous, loveable characters and catchy songs that help knowledge stick in the minds of young learners. Also, students are encouraged to engage in additional learning in the iReady platform at least 30 minutes outside the school day



- **Dates:** March 29 – May 28
- Students in KK – 3rd grade
- 20 minutes per day (Rock and Learn) and at least 30 minutes of i-ready weekly



SCS Tutoring Programs



SCS TUTORING PROGRAMS



Questions?

Student Readiness

Social & Emotional
Strategies



RE 
IMAGINING 901
SHELBY COUNTY SCHOOLS

Initiative & Purpose



Social and emotional learning builds social and emotional skills, help students to regulate their behavior, and provide concrete strategies for coping with stress. Strategies include: implementation of a universal screener to identify SEL needs; hiring additional behavioral specialists for Tier I and II needs; hire additional ReSET room assistants to decrease exclusionary consequences; and hire additional social workers to provide evening counseling services to families.

- **WHO:** SEL benefits all students in Pre-K through 12th grade and services are provided by classroom teachers, behavior specialists, ReSET room assistants, school counselors, social workers and school psychologists.
- **WHAT:** SEL provides supports to students through a tiered intervention model from the entire student body to students who require specialized assistance and support
- **WHEN AND WHERE:** SEL occurs both at school and during the school day and outside of school hours and off site (virtual- teletherapy)
- **HOW:** SEL can be provided during whole group/classroom format, small group, and individual sessions

Budget "Annual"

	2019	2020	2021	2022	ESSER
Behavioral Specialist	5,408,971	4,116,752	4,589,565	4,119,152	5,448,400
Social Worker	6,470,240	6,567,910	6,696,416	6,696,416	856,830
Professional School Counselor	26,565,356	25,409,095	26,123,882	25,514,862	-
ReSET Room Assistant	-	-	-	1,405,056	-
Family Engagement Specialists	2,108,159	2,019,957	1,643,301	1,720,879	-
CCEIS	-	5,346,267	5,105,011	5,105,011	-
Mental Health	8,498,122	7,766,910	7,160,230	7,642,362	-
SEL Curriculum	-	-	330,000	330,000	330,000
Student Affairs	372,000	372,000	680,000	680,000	-
African American Male Initiative	-	-	32,950	789,700	-
Building Strong Brains- Grant Eplan - Trauma Informed Parent	-	85,000	125,000	75,000	-
Behaviorial Advisors	-	-	-	-	564,480
SEL Coordinator	-	-	-	-	126,000
Stipends for Behavioral Supports	-	-	-	-	250,000
Discipline/Registration/Truancy	-	-	-	-	2,255,400
Homeless Tutors	-	-	-	-	567,000
Mental Health Centers	-	-	-	-	1,926,000
Reset Rooms: furniture & infrastructure	-	-	-	-	1,731,000
Reset Room Advisors & Assistants	-	-	-	-	8,701,140
	49,422,848	51,683,891	52,486,356	54,078,439	22,756,250

Status



- Implemented districtwide SEL curriculum for all students
- Hired three of the five new social workers to staff three (3) evening Mental Health Centers at Booker T. Washington Middle-High, Cordova Middle School, and Grandview Heights Middle School. Sites will be remodeled and staffed to provide services.
- Hired all 50 Additional Behavior Specialists and they will now be trained and assigned to school sites
- Hired 60 of the 77 ReSET Room positions . ReSET rooms at identified sites have been renovated and supplied with items for program implementation.
- SEL Screener identified and to be implemented in January

Social & emotional Learning Outcomes



- Increase in the use of progressive disciplinary practices (Reset Rooms, Counseling, etc.)
- 3% reduction in out-of-school suspensions in schools with Reset Rooms; 5% reduction for schools with both Reset Rooms and behavior specialists
- Increase in culture and climate scores on the Panorama/Insight Surveys
- 10% increase in Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase in student attendance
- Decrease in the number of student discipline incidents

Questions?

Final Discussions & Questions





Thank You!

