

Shelby County Public Schools

Comprehensive Improvement Plan for Districts 2019-2020

1: Proficiency Goal

| | | |
|---|---|--|
| <p>Goal 1: Students will advance based on mastery of Reading and Math competencies, <i>and</i> Reading and Math Proficiency (elementary, middle and high) will be in top quartile according to state accountability measures.</p> | | |
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|--|---|---|---------|
| <p>Objective 1: The percentage of students scoring proficient or distinguished in Reading will increase: ES 45.2% to 50% MS 52.9% to 55% HS 41.6% to 45%</p> | <p>Curriculum (KCWP 1) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.</p> | <p>Director of Curriculum Personalization and Instructional Coaches will monitor the <i>alignment</i> between ELA standards, learning targets, and assessment measures.</p> | <p>Coaches will use feedback from teacher planning and coaching sessions during monthly meetings to revise curriculum for alignment as needed.</p> <p>Observations and data team discussions will show alignment.</p> | <p>Student Achievement: CAI</p> | -0- |
| | | <p>Instructional coaches will lead teachers in purposeful planning using the SCPS ELA curriculum.</p> | <p>Instructional Coaches' documentation of purposeful planning coaching (calendar, data teams, etc)</p> | <p>Student Achievement: CAI</p> | -0- |

| | | | | | |
|--|--|--|---|--|---|
| | | CAO will ensure classroom instruction aligned to the SCPS curriculum through monitoring principal actions. | Teachers' instructional units will show alignment between standards, learning targets, and assessment measures | School 30-60-90 Meeting Documents | |
| | Literacy Plan (KCWP 2,3) Literacy learning is monitored before, during, and after instruction | District Student Achievement Division will facilitate walkthroughs to provide feedback to principals and teachers in the implementation of the components of the Literacy Plan. | Teachers will use best practices in reading instruction and assessment to increase reading proficiency. | Student Achievement: CAI | -0- |
| | | Instructional Coaches will provide embedded professional learning to teachers based upon data collected in walk-throughs. | All teachers will receive personalized professional learning based upon needs. | Student Achievement: CAI | -0- |
| | Workshop (KCWP 2) Workshop is the instructional delivery model in all literacy classrooms. | The Staff Developer & Instructional Coaches will facilitate internal lab visits to strengthen coaching around the workshop delivery model in literacy and the use of <i>thinking strategies</i> . | Schedules will reflect a record of internal visits across all schools. | Student Achievement: CAI | \$5,000 substitute teachers (General Fund) |
| | Data Team (KCWP 4) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | The Staff Developer and Instructional Coaches will provide coaching and feedback on school data team processes in the analysis of student work in reading and writing. | All data teams will function at a high level. Weekly data will show an increase in student proficiency. | Student Achievement: CAI | -0- |
| | | The Digital Learning Coordinator will lead Digital Learning Teams at each school to ensure usage of Lexia Core5 / Reading Plus which leads to analysis of data that impacts instruction. | DLTs are sharing and analyzing adaptive learning platform reports to share with admin, teacher leadership. Teachers' lesson plans reflect use of this data to personalize instruction. | Student Achievement: CAI | \$124,794 Lexia & Reading Plus (Title I General Fund) |
| | CBE (KCWP 2) | The Chief Academic Officer will monitor the use of <i>Personalized</i> | School 30-60-90 Meetings reflect a structure for | School 30-60-90 Meeting Documents | -0- |

| | | | | | |
|---|---|--|--|--|---|
| | A system is in place to ensure students take responsibility for their own learning | <i>Learning Plans (PLP)</i> for all students P-12 through monthly 30-60-90 meetings. | ensuring regular updates and reflection in PLPs. | | |
| | | The Student Achievement Team will support schools in the structure and implementation of advisory to enhance student agency and self-regulation. | School 30-60-90 Meetings reflect a structure for ensuring regular updates on advisory implementation. | School 30-60-90 Meeting Documents | -0- |
| Objective 2: The percentage of students at benchmark on DRA in K-2 will be 100%. | Guided Reading (KCWP 2) School/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target | The District Literacy Coach will lead Instructional Coaches in the implementation and monitoring of high yield strategies within guided reading and foundational skill instruction in grades K-2. | School guided reading implementation plans developed with coaches, DRA and MAP data at Winter and Spring. | Student Achievement: CAI | District Literacy Coach (Title 1) |
| | | District Literacy Coach will coach teachers of K-2 to implement early literacy strategies and monitor progress of students. | Coaches' schedule will reflect time and focus in K-2 classrooms. | Student Achievement: CAI | Salary of District Literacy Coach (Title 1) |
| Objective 3: The percentage of students scoring proficient or distinguished in Math will increase: ES 41.4% to 45% MS 36.0% to 40% HS 25.7% to 30% | Curriculum (KCWP 1) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity. | Director of Curriculum Personalization and Instructional Coaches will monitor the <i>alignment</i> between Math standards, learning targets, and assessment measures. | Coaches will use feedback from teacher planning and coaching sessions during monthly meetings to revise curriculum for alignment as needed. Observations and data team discussions will show alignment. | Student Achievement: CAI | -0- |
| | | Instructional coaches will lead teachers in purposeful planning using the SCPS Math curriculum. | Instructional Coaches' documentation of purposeful planning coaching (calendar, data teams, etc) | Student Achievement: CAI | -0- |
| | | CAO will ensure classroom instruction aligned to the SCPS curriculum through monitoring principal actions. | Teachers' instructional units will show alignment between standards, | School 30-60-90 Meeting Documents | -0- |

| | | | | | |
|--|--|---|--|--|--|
| | | | learning targets, and assessment measures | | |
| | Math Plan (KCWP 2,3) Mathematical learning is monitored before, during, and after instruction. | District Student Achievement Division will conduct walk-throughs to provide feedback to principals and teachers in the implementation of the components of the Math Plan. | Teachers will use best practices in mathematics instruction and assessment to increase math proficiency. | Student Achievement: CAI | -0- |
| | | Instructional Coaches will provide embedded professional learning to teachers based upon data collected in walk-throughs. | All teachers will receive personalized professional learning based upon needs. | Student Achievement: CAI | -0- |
| | Workshop (KCWP 2) Workshop is the instructional delivery model in all math classrooms. | Instructional Coaches will provide coaching in Math classrooms and grade-level teams in each school based upon individual teacher and student needs. | Instructional Coaches' schedules will reflect time and focus with teachers. | Student Achievement: CAI | -0- |
| | | The Staff Developer & Instructional Coaches will facilitate internal lab visits to strengthen coaching around the workshop delivery model in mathematics and the use of <i>CRA</i> . | Schedules will reflect a record of internal visits across all schools. | Student Achievement: CAI | \$5,000 substitute teachers (General Fund) |
| | Data Team (KCWP 4) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | The Staff Developer and Instructional Coaches will provide coaching and feedback on school data team processes in the analysis of student work in math. | All data teams will function at a high level. Weekly data will show an increase in student proficiency. | Student Achievement: CAI | -0- |
| | | The Digital Learning Coordinator will lead Digital Learning Teams at each school to ensure usage of DreamBox which leads to analysis of data that impacts instruction. | DLTs are sharing and analyzing DreamBox reports to share with admin, teacher leadership. Teachers' lesson plans will reflect use of this data to personalize instruction. | Student Achievement: CAI | \$56,000 Dreambox (General Fund) |

| | | | | | |
|--|---|---|--|--|------------|
| | <p>CBE (KCWP 2) A system is in place to ensure students take responsibility for their own learning.</p> | <p>The Chief Academic Officer and Superintendent will monitor the use of <i>Personalized Learning Plans</i> (PLP) for all students P-12 through monthly 30-60-90 meetings.</p> | <p>School 30-60-90 Meetings reflect a structure for ensuring regular updates and reflection in PLPs.</p> | <p>School 30-60-90 Meeting Documents</p> | <p>-0-</p> |
| | <p>Hiring and Retaining (KCWP 6) Processes are in place to promote depth of educator capacity (will and skill) within school/district.</p> | <p>The Deputy Superintendent/Director of Personnel will continue to recruit and secure math teachers by standard recruiting and presenting competency based practices and the workshop model in teacher training programs on college campuses.</p> | <p>District Math Teams will be fully staffed by June 15, 2020</p> | | <p>-0-</p> |

2: Separate Academic Indicator

Goal 2: Students will advance based on mastery of Social Studies, Science and Writing competencies, *and* Separate Academic Indicator (elementary, middle and high) will be in top quartile according to state accountability measures.

| | | |
|---|---|--|
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|---|--|---|------------|
| <p>Objective 1: The percentage of students scoring proficient or distinguished in Social Studies will increase: ES 44.9% to 50%</p> | <p>Standards (KCWP 1) All Social Studies teachers are knowledgeable about the KAS Social Studies Framework.</p> | <p>Director of Curriculum and Instructional Coaches will lead professional learning with instructional coaches to support all Social Studies teachers in</p> | <p>Completed professional learning plan around the shifts of inquiry based</p> | <p>Student Achievement: CAI</p> | <p>-0-</p> |

| | | | | | |
|--|--|--|---|--|--|
| MS 45.8% to 50% | | understanding the revised KAS Social Studies Framework with the shifts to inquiry based instruction. | instruction and assessment practices. Completion of best practices guide for inquiry based instruction in Social Studies. | | |
| | Planning & Instruction (KCWP 2) (Inquiry-based)Strategies are implemented in lesson design. | Instructional Coaches will co-plan with Social Studies teachers utilizing backward design that includes inquiry-based instruction and using rigorous formative and summative assessments. | Evidence of inquiry based practices in classroom walkthroughs. | Student Achievement: CAI | -0- |
| Objective 2: The percentage of students scoring proficient or distinguished in Science will increase: ES 18.7% to 25% MS 20.2% to 25% HS 23.4% to 30% | Curriculum (KCWP 1) Science curriculum is valid - aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy. | Director of Curriculum, Instructional Coaches and teacher leaders will monitor and continue revision K-12 science curriculum. | By May 2020, a K-12 Science Curriculum will be fully completed and implemented. | Student Achievement: CAI | \$10,000 substitute teachers/stipends (General Fund) |
| | | Director of Curriculum and Instructional Coaches will continue to train teachers on new Science Curriculum. | All Science teachers will use the SCPS Science Curriculum. | Student Achievement: CAI | -0- |
| | Planning & Instruction (KCWP 2) Phenomena based, 3-dimensional instruction is implemented in lesson design. | Instructional Coaches will co-plan with Science teachers utilizing backward design that includes phenomena based, 3-dimensional instruction and using rigorous formative and summative assessments. | Evidence of phenomena based, 3-dimensional instruction in classroom walkthroughs. | Student Achievement: CAI | -0- |
| | Mastery Scales (KCWP 3) Use mastery scales to evaluate achievement as related to the learning target and standards. | Instructional coaches will coach teachers using Mastery Scales to design performance tasks and assess learning | Use and understanding of mastery scales will be evident in lesson plans, assessment design and data teams. | Student Achievement: CAI | -0- |
| | Content Knowledge (KCWP 2) Teachers are knowledgeable about scientific content, and strategies are implemented in | District Student Achievement Division will provide professional learning opportunities for elementary, middle and high school teachers to increase Science content | All science teachers will have identified areas of growth, and all will be given opportunities for | Student Achievement: CAI | \$10,000 Registration Consultation Travel (General Fund) |

| | | | | | |
|--|---|--|--|--|--|
| | classrooms/schools to measure their effectiveness on student achievement. | knowledge and instructional practices. | professional learning in those growth areas. | | |
|--|---|--|--|--|--|

| | | | | | |
|---|---|--|---|--|-----|
| Objective 3: The percentage of students scoring proficient or distinguished in Writing will increase: ES 38.0% to 40% MS 23.3% to 30% HS 40.0% to 45% | Curriculum (KCWP 1) Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity. | Instructional Coaches will lead teachers in purposeful planning using the SCPS ELA curriculum. | Teachers' instructional units will show alignment between standards, learning targets, and assessment measures. | Student Achievement: CAI | -0- |
| | | Principals will ensure all teachers in grades 5, 8 and 11 use the On-Demand Writing Unit in the SCPS Curriculum. | All students will experience instruction in the "test-writing genre" | Student Achievement: CAI | -0- |
| | Literacy Plan (KCWP 2,3) Literacy learning is monitored before, during, and after instruction | District Student Achievement Division will conduct walk-throughs to provide feedback to principals and teachers in the implementation of the components of the Literacy Plan. | Teachers will use best practices in writing instruction and assessment to increase writing proficiency. | Student Achievement: CAI | -0- |
| | | Instructional Coaches will provide embedded professional learning to teachers based upon data collected in walk-throughs. | All teachers will receive personalized professional learning based upon needs. | Student Achievement: CAI | -0- |
| | | Principals will monitor extraordinary amounts of non-fiction writing in all content areas. | Teachers in all content areas will integrate writing into daily workshops. | School 30-60-90 Meeting Documents | -0- |

3: Gap

| | | |
|--|--|---|
| Goal 3: All identified gap groups will score above the state average according to all state accountability measures. | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | |
|--|--|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|--|---|---|---|------------------------------|
| <p>Objective 1: The percentage of students with disabilities scoring novice in Reading, Math, Writing, Science and Social Studies will reduce:</p> <p>Reading ES 49.5% to 37% MS 58% to 41% HS 62% to 50%</p> <p>Math: ES 50.5% to 37% MS 45.7% to 30% HS 68.6% to 49 %</p> <p>Writing: ES 62.9% to 46.2% MS 60.3 % to 41.9% HS 32.1 % to 26.2 %</p> <p>Science: ES 43.4% to 33.1% MS 34.8% to 27.85% HS 56.6% to 40.9%</p> <p>Social Studies: ES 35.5% to 25.8% MS 50.8% to 32.15%</p> | <p>Co-teaching (KCWP 2, 5) Systems of collaboration are in place to meet the educational needs of all students and achieve improved results for students with disabilities.</p> | <p>Director of Exceptional Children and ECS team will co-create and lead professional development on best practices in co-teaching. Director of Exceptional Children will lead training of school administrators to build their capacity to give meaningful feedback to co-teaching staff.</p> | Completed plan for implementation | Student Achievement: CAI ECS 30-60-90 DATA 30-60-90 | -0- |
| | | <p>Director of Exceptional Children and ECS Team will conduct District/School Walkthroughs of resource and co-teaching classrooms; and will provide feedback to principals.</p> | Walkthrough Data with 100% evidence of UDL in planning in resource and co-teaching classrooms and co-teaching best practices in action | Student Achievement: CAI ECS 30-60-90 DATA 30-60-90 | -0- |
| | | <p>Director of Exceptional Children will collaborate with School Administration to develop school-specific training implementation plans based on walkthroughs and feedback.</p> | Completed plans for implementation by school | Student Achievement: CAI ECS 30-60-90 DATA 30-60-90 | -0- |
| | | <p>Novice Reduction (KCWP 2, 3, 5) Monitoring systems are in place to ensure implementation of evidence-based strategies.</p> | <p>Director of Exceptional Children will coordinate professional learning at ECE DPLCs in <i>Basic Reading and Writing Strategies for Assessment Capable Learners</i> and <i>Use of Graphic Organizers</i></p> | Walkthrough Data with 100% implementation of activities in resource and co-teaching classrooms | ECS 30-60-90 |

| | | | | | |
|---|---|--|---|--|---|
| | | Director of Exceptional Children and ECS Team will survey students regarding proficiency with using their accommodations and compile data to inform teacher and student training. | Training implementation plan tied to survey results | ECS 30-60-90 | |
| | | Director of Exceptional Children will collaborate with Student Achievement Team and School Administration on Novice Reduction Plans by school | Fully implemented novice reduction plans by school | ECS 30-60-90 | -0- |
| <p>Objective 2: The percentage of EL+ monitoring students scoring novice will decrease:</p> <p>Reading ES 41.2% to 33% MS 59.4% to 41% HS 69% to 54%</p> <p>Math ES 41.2% to 32% MS 37.3% to 30% HS 69% to 49%</p> | <p>Culturally Responsive Teaching (KCWP 6) School/district leadership ensures that classrooms are culturally responsive to student needs.</p> | EL Certified and Classified Staff will be trained in teaching strategies for EL students. | Monthly trainings for certified and classified EL staff. | Student Achievement: CAI | \$3,000 Substitute Teachers (Title III) |
| | | EL staff will train all certified teachers on EL instructional strategies and use of language objectives. | Monthly training for all school certified staff during Tuesday afternoon learning sessions. | Student Achievement: CAI | \$5000 (General Fund) |
| | | EL staff will survey students and parents to identify needs to increase academic and language proficiency. | All EL families will complete survey. | Student Achievement: CAI | -0- |
| | <p>Learning Targets and Success Criteria (KCWP 1) Teachers create clear and precise learning targets and students co-create success criteria.</p> | <p>Classroom teachers will use language objectives including reading, writing, speaking or listening skills. The objectives will include sentence frames and visual clues.</p> | Evidence of Language Objectives used in all classroom observations/walkthroughs. | Student Achievement: CAI | -0- |
| | <p>Universal Design for Learning (KCWP 2, 5) Monitoring systems are in place to ensure teachers utilize UDL principles to meet the needs of diverse learners.</p> | <p>Director of Exceptional Children will collaborate with the Director of Curriculum Personalization and Staff Developer to create a plan for building capacity of staff to incorporate Universal Design for Learning (UDL) in their lesson planning and instruction.</p> | Completed plan for implementation | Student Achievement: CAI ECS 30-60-90 | -0- |

| | | | | | |
|---|---|--|--|--|---|
| | | Student Achievement Division will conduct District/School Walkthroughs of classrooms and will provide feedback to principals. | Walkthrough Data with 100% evidence of UDL in planning in resource and co-teaching classrooms | Student Achievement: CAI | -0- |
| | Progress Monitoring (KCWP 3) Analyze language proficiency formative data in order to identify priorities and implement actionable steps that impact instruction/student learning | District EL Consulting Teacher and EL Certified Teachers will administer LAS Links to students in the mid-proficiency ACCESS levels to inform next steps in the speaking domain. | All ELL students will have monthly progress monitoring. Students will meet the 4.5 benchmark in the speaking domain of ACCESS. | Student Achievement: CAI | \$4,000 (Title III) |
| Objective 3: The percentage of African American students scoring novice will decrease: <u>Reading</u> ES 35.3% to 30% MS 35.6% to 29% HS 63.4% to 50% <u>Math</u> ES 41.2% to 32% MS 22.8% to 18% HS 52.4% to 41% | Community Outreach (KCWP 6) Processes are in place to communicate with parents/guardians/community members in order to address barriers to learning. | SCPS Family Resource Center Coordinators will partner with local community groups and churches to provide academic support outside the school day. SCPS personnel will lead cooperative efforts to provide student support. | SCPS will have at least 1 community site where students are provided support from SCPS personnel. Each school will provide support at their designated location. | Student Achievement: CAI | \$5,000 Supplies (Title 1) Teacher Stipends (ESS) |
| | | SCPS Family Resource Center Coordinators will have parent academies in neighborhoods to empower parents, grandparents and stakeholders in supporting the academic needs of students. | At least 2 parent academies completed between January and May 2020. | Student Achievement: CAI | \$5,000 Supplies (Title 1) |
| | Culturally Responsive Teaching (KCWP 6) Teachers design lessons with students' cultural, social, and developmental needs in mind. | District Student Achievement Division will provide training to all teachers in culturally responsive teaching (CRT) and planning strategies. | Evidence of CRT in daily lesson plans and classroom walkthroughs | | \$5,000 Substitute Teachers Registration Travel Materials (General Fund) |
| Objective 4: The percentage of Free/Reduced students scoring novice will decrease: | Community Outreach (KCWP 6) Processes are in place to communicate with | SCPS Family Resource Center Coordinators will partner with local community groups and churches to provide academic | SCPS will have at least 1 community site where students are provided support from | Student Achievement: CAI | \$5,000 Supplies (Title 1) |

| | | | | | |
|---|--|---|---|---|---|
| <p>Reading ES 33.3% to 24% MS 31.4% to 27% HS 47.6%% to 38%</p> <p>Math ES 33.8% to 23% MS 22.4% to 15% HS 40% to 30%</p> | <p>parents/guardians/community members in order to address barriers to learning.</p> | <p>support outside the school day. SCPS personnel will lead cooperative efforts to provide student support.</p> | <p>SCPS personnel. Each school will provide support at their designated location.</p> | | |
| | | <p>SCPS Family Resource Center Coordinators will have parent academies in neighborhoods to empower parents, grandparents and stakeholders in supporting the academic needs of students.</p> | <p>At least 2 parent academies completed between January and May 2020.</p> | <p>Student Achievement: CAI</p> | <p>\$5,000 Supplies (Title I) Teacher Stipends (ESS)</p> |
| | | <p>SCPS District MTSS Committee will review academic (NWEA) and behavior data 3 times a year in relationship to gap areas and build action plans according to the data.</p> | <p>At least 3 meetings will occur this school year with action plans to reduce behaviors and increase math and reading scores.</p> | <p>District MTSS Committee: Notes and minutes</p> | <p>-0-</p> |
| | | <p>SCPS Family Resource Center Coordinators will maintain a list of tutoring opportunities on the SCPS website.</p> | <p>The SCPS website will have a continuous updated list of tutoring resources for K-12 students.</p> | <p>Student Achievement: CAI</p> | <p>-0-</p> |
| | | <p>The Chief Academic Officer and RTI Team will plan <i>Magic School Bus</i> and other intervention and extension opportunities in identified communities during spring and summer breaks.</p> | <p>Preschool & Elementary students will have the opportunity for literacy and numeracy activities during spring and summer break.</p> | <p>Student Achievement: CAI</p> | <p>\$10,000 Supplies Teacher Stipends Transportation (Title I)</p> <p>\$10,000 (General Fund)</p> |

4: Graduation rate

| | | |
|--|--|--|
| <p>Goal 4: SCPS Graduation Rate will be in top quartile according to state accountability measures.</p> | | |
| <p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide</i></p> | <p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> | <p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p> |

| | | |
|---|---|--|
| <p>justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | |
|---|---|--|

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|---|---|--|--|---|------------|
| <p>Objective 1: The SCPS graduation rate will increase from 91.6% to 94% as measured by the 4 year cohort.</p> | <p>Competency-Based Education (CBE) (KCWP 2) A system is in place to ensure students take responsibility for their own learning.</p> | <p>All high schools will provide an Advisory course and students will meet with their advisors weekly to ensure they are moving toward successful acquisition of graduation requirements.</p> | <p>All high school students will be on track to graduate <i>on time</i>.</p> | <p>College and Career Education</p> | <p>-0-</p> |
| | | <p>SCHS, MLCHS and Milestone Administrators will provide opportunities for personalized learning for students to acquire graduation requirements.</p> | <p>All high school students will be <i>on track</i> to graduate on time.</p> | <p>College and Career Education</p> | <p>-0-</p> |
| <p>Objective 2: The SCPS graduation rate for EL +monitored students will increase from 72.3% to 80% as measured by the 4 year cohort.</p> | <p>Newcomer Academy (KCWP 6) District leadership ensures that classrooms are culturally responsive to student needs</p> | <p>All first year students (in US) in grades 8-12 will attend a newcomer academy within their high school to have intentional instruction in language acquisition in speaking, listening, reading and writing.</p> | <p>Students will show growth in ACCESS scores and enter their home schools.</p> | <p>College and Career Education</p> | <p>-0-</p> |
| | <p>Competency-Based Education (CBE) (KCWP 2) A system is in place to ensure students take responsibility for their own learning.</p> | <p>District Advisory Implementation in all high schools will provide weekly opportunity for EL and EL+monitored students to receive support personalization of schedules to meet graduation requirements.</p> | <p>PLP will show goal setting and action planning to graduation requirements</p> | <p>College and Career Education</p> | <p>-0-</p> |
| <p>Objective 3: The SCPS graduation rate for Students with Disabilities will increase from 85.1% to 88% as</p> | <p>Competency-Based Education (CBE) (KCWP 2) A system is in place to ensure students take responsibility for their own learning.</p> | <p>District advisory implementation in all high schools will provide weekly opportunity for students with disabilities to receive support</p> | <p>PLP will show goal setting and action planning to graduation requirements</p> | <p>College and Career Education</p> | <p>-0-</p> |

| | | | | | |
|--------------------------------|--|---|--|--|--|
| measured by the 4 year cohort. | | personalization of schedules to meet graduation requirements. | | | |
|--------------------------------|--|---|--|--|--|

5: Growth

Goal 5: Students will advance based on mastery of Reading and Writing competencies, *and* Growth scores (elementary & middle) will be in top quartile according to state accountability measures.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|---|--|--|---------------------------------------|
| Objective 1: The growth index for reading will increase: ES 54.2 to 60 MS 55.5 to 60 | Measures of Academic Progress (MAP) (KCWP3,5) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | Instructional Coaches will coach teachers in the use of MAP's <i>Student Profile, Learning Continuum and Quadrant Report</i> to inform personalization and differentiation in reading. | All students will have PLPs including data from MAP diagnostic tools. | Student Achievement: CAI | \$73,737.00 NWEA (General Fund) |
| | Data Team (KCWP 4) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | School data teams will use data team process to analyze student work to inform high effect strategies in reading for differentiation for each performance group. | All data teams will function at a high level. Weekly data will show an increase in student proficiency. | Student Achievement: CAI | -0- |
| | RTI (KCWP 5) Processes are in place to ensure appropriate academic | District RTI Coordinator and Coach will meet with school coordinators and teachers monthly | Identified students will have reading intervention plans. | Student Achievement: CAI | -0- |

| | | | | | | |
|---|--|--|--|--|--|-----|
| | interventions are taking place to meet the needs of all students. | to develop reading intervention plans and to analyze data. | | | | |
| | | District RTI Coordinator, RTI Coach and Instructional Coaches will provide training and support in use of research-based reading intervention strategies for struggling readers. | All teachers will receive training and support through strategy bank and monthly meetings. | | -0- | |
| | Adaptive Learning Systems (KCWP 5) Programs are implemented in classrooms/schools and measured for effectiveness on student achievement. | Elementary Teachers will facilitate use of <i>Lexia</i> with all students according to SCPS definition of fidelity. | System report shows appropriate use and growth by all elementary students. | | \$86,320 Lexia (Title 1) | |
| | | Middle School Teachers will facilitate use of <i>Reading Plus</i> with all students according to SCPS definition of fidelity. | System report shows appropriate use and growth by all middle school students. | Student Achievement: CAI | \$38,474 Reading Plus (General Fund) | |
| Objective 2: The growth index for math will increase: ES 61.2 to 65 MS 49.3 to 60 | Measures of Academic Progress (MAP) (KCWP3,5) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | Instructional Coaches will coach teachers in the use of MAP's <i>Student Profile, Learning Continuum and Quadrant Report</i> to inform personalization and differentiation in math. | All students will have PLPs including data from MAP diagnostic tools. | Student Achievement: CAI | See above NWEA | |
| | Data Team (KCWP 4) Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction. | School data teams will use data team process to analyze student work to inform high effect strategies in math for differentiation for each performance group. | All data teams will function at a high level. Weekly data will show an increase in student proficiency. | Student Achievement: CAI | -0- | |
| | RTI (KCWP 5) Processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students. | District RTI Coordinator and Coach will meet with school coordinators and teachers monthly to develop math intervention plans and to analyze data. | Identified students will have math intervention plans. | | Student Achievement: CAI | -0- |
| | | District RTI Coordinator, RTI Coach and Instructional Coaches will provide training and support in use of research-based math | All teachers will receive training and support through strategy bank and monthly meetings. | | Student Achievement: CAI | -0- |

| | | | | | |
|--|---|---|--|--|---|
| | | intervention strategies for struggling math students. | | | |
| | Adaptive Learning Systems (KCWP 5) Programs are implemented in classrooms/schools and measured for effectiveness on student achievement. | Elementary and Middle School teachers will facilitate use of <i>Dreambox</i> with all students according to SCPS definition of fidelity. | System report shows appropriate use and growth by all elementary and middle school students. | Student Achievement: CAI | \$56,000.00 Dreambox (General Fund) |

6: Transition Readiness

Goal 6: SCPS Transition Readiness will be in top quartile according to state accountability measures.

| | | |
|---|---|---|
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
| <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities | |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|--|---|---|---|--|---------|
| Objective 1: SCPS transition readiness will increase from 72.7 to 80. | PLP KCWP 6 <i>Personalized Learning Plans</i> ensure students take responsibility for their own learning. | College and Career Coach and Director of College and Career Education will work with high school counselors to ensure all students have opportunities to attain career readiness through ATC/CTE programs. (Advisor awareness for students in low SES and Hispanic/Latino subgroups) | All students are enrolled in a career pathway or have met academic readiness. | College and Career Education | -0- |
| | | College and Career Coach will work with high school counselors to ensure all students have | All students who are not academic ready and meet college | College and Career Education | -0- |

| | | | | | |
|--|--|---|--|--|-----|
| | | opportunities to attain academic readiness through general education dual credit offerings. (Advisor awareness for low SES and Hispanic/Latino subgroups) | enrollment requirements are enrolled in dual credit classes in order to attain academic readiness. | | |
| | Educator Capacity KCWP 6 Processes are in place to promote depth of educator capacity about transition readiness model | College and Career Coach and Director of College and Career Education will conduct informational sessions for middle school and high school faculty on current transition readiness opportunities. | Middle and high school teachers are aware of all transition readiness opportunities for SCPS students. | College and Career Education | -0- |
| Objective 2: SCPS transition readiness for EL + <i>monitored</i> students will increase from 34.9 to 50. | PLP KCWP 6 <i>Personalized Learning Plans</i> ensure students take responsibility for their own learning. | College and Career Coach and Director of College and Career Education will work with high school counselors to ensure all EL + <i>monitored</i> students have opportunities to attain career readiness through ATC/CTE programs. | All students are enrolled in a career pathway or have met academic readiness. | College and Career Education | -0- |