

Attachment B
Updates to Curriculum and Instruction (C&I) Programing for 2018-19

I. Reading support plan for three (3) elementary Priority Schools

In an effort to address the literacy needs of the district's three (3) elementary Priority Schools, the following supports will be allocated:

1. Each school (Sarah Moore Greene, Green and Lonsdale) will be allocated:
 - A full-time dedicated Literacy Facilitator to coordinate, support and plan - with the school-based instructional support personnel and content area specialist team - an appropriate program to address the literacy needs of the students at each school.
 - Three (3) Literacy Assistants to work with the Literacy Facilitator and administrators to carry out the individual school plan.
 - Professional development for teachers in the Year-Long Reading Course with the required follow-up support at each school, as needed.
2. Progress and benchmark assessments monitored using AIMsweb. We are also working to identify an external, criterion formative assessment and a writing assessment aligned with the instructional frameworks to monitor student progress throughout the school year.
3. Monthly collaborative meetings with principals from each school to track progress, provide needed support and identify next steps will be supported by the content area specialist team and facilitated by the supervisor.
4. Support for principals from Human Resources and Supervisors during hiring season to ensure quality candidates are available and employed in a timely manner.
5. The extended 216-contract will allow for additional time with students at Sarah Moore Greene and Lonsdale, while the additional time will be allocated for professional development at Green.
6. The content area specialist team will continue to support each school through professional learning communities (PLC) meetings (ie. teacher collaboration meetings), grade-level meetings, bi-monthly supervisor visits, and other strategies as identified by the principals.

- II. Gifted & Talented (GT) – The Gifted and Talented Program's pull-out services for students is valued the most in our schools. Currently, we employ GT coaches who spend approximately 40% of their time working with students administering pull-out services and 60% of their time coaching teachers and preparing instructional materials. For 2018-19, KCS will begin transitioning to an Advanced Academics

Model to better serve its advanced students. This model will focus primarily on providing pull-out services for students as opposed to coaching teachers. We will spend next year transitioning GT coaches into Advanced Academic Resource Teachers (AART). With this new focus of service, there is no longer a need to hire coaches to work with teachers. Instead, we will work to hire Advanced Academic Resource Teachers and ensure each of them have or are in the process of adding a GT certification. We will provide the pull-out services with our current GT coaches for 2018-19, but transition fully to AARTS for 2019-2020. Core content supervisors and teams will create instructional materials for the AARTs to administer with students during pull out that build on extending core content.

Along with this new focus of service, we will also establish a new criterion for identifying students with advanced academic talent. These criteria will require a student to be identified based on analysis of his/her assessment and academic performance. Identification of advanced academic students will begin in the spring of a student's second grade year. If the student qualifies he/she will be served through pull-out services by an AART from grades 3-5. Once in middle and high school, honors and advanced level courses are offered at all secondary schools to meet the needs of advanced academic students. All currently identified gifted third and fourth grade students will continue to receive pull-out services through fifth grade. Rising third grade students will begin receiving services during the fall of 2018. This budget recommendation will leave 10 positions to support students needing advanced academic support. With their focus 100% on working with students, the current case load should be manageable. The C&I Department will monitor throughout next year to ensure we have the correct number of persons supporting our students.

- III. Magnet Allocations – In 2017-18, each KCS magnet school received \$40,000 to support its magnet programs for a total of \$320,000. For the 2018-19 school year, the total allocation for the KCS magnet programs will be \$160,000. The C&I Department will be responsible for approving and distributing that allocation to schools based on submitted proposals that should align to the school's specific needs. Schools may use available Title 1 funding to supplement magnet-related activities.

- IV. Project GRAD – In the past weeks, we have held ongoing discussions with Ronni Chandler, executive director of Project GRAD, and Stephanie Welch, interim president of the Great Schools Partnership, to assess the KCS partnership with Project GRAD for the future. Through careful study of an analysis conducted by Research, Evaluation and Assessment (REA) of our 18-year partnership with Project GRAD and listening to the community for input, we have concluded the GRAD high school supports most beneficial to our students moving forward are: scholarships for students, summer institute experiences and the additional staff and support at each high school. We requested Project GRAD put together a proposal that focuses services at the high school level at a cost lower than the current annual amount.

Project GRAD has presented a revised proposal that meets those criteria at a cost of \$500,000; however, it has been communicated that the actual cost of these services is approximately \$700,000. A renewal of this agreement in subsequent years will include the actual cost, which was offset in year one through additional fundraising efforts by Project GRAD. Our REA team has recommended the following specific metrics for the GRAD program:

1. Project GRAD will increase the graduation rate at Austin-East and Fulton high schools:
 - The graduating class cohort and graduation rate will be calculated according to the business rules of the Tennessee Department of Education
 - Baseline will be set by the SY1617 Graduation Rates: Austin East (76.8%), Fulton (73.9%)
 - Target: Increase the graduation rate at each school by 1.5% each year
2. Project GRAD will increase the post-secondary enrollment rate of graduates at Austin-East and Fulton high schools:
 - Graduates will be determined by TDOE business rules and post-secondary enrollment will be determined by National Student Clearinghouse enrollment data
 - Baseline will be set by the SY1617 postsecondary enrollment rate: Austin-East (39%), Fulton (48%)
 - Target: Increase the post-secondary enrollment rate of graduates at each school by 2.7% each year
3. Project GRAD will increase the number of seniors who qualify as a PGK scholar
 - Project GRAD scholars are defined as students that earn a minimum GPA of 2.5 and have participated in at least two summer institutes
 - Project GRAD will provide KCS with a list of students who have attended at least two summer institutes on an annual basis
 - Baseline will be set by SY1516 Percentage of 2016 cohort that were PGK scholars: Austin-East (28.7%), Fulton (26.7%)
 - Target: Increase the proportion of senior cohort members that are PGK scholars by 4%.
4. Project GRAD Knoxville will produce an annual report detailing the progress made toward each of the three previously mentioned goals that will be presented to the Knox County School Board in December of each year.

We are recommending the Project GRAD Memorandum of Agreement (MOA) be evaluated by the KCS Board on an annual basis. Renewal will be based on the outcomes for students and progress toward the above goals.