Knox County Annual Plan (2023 - 2024)

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[G 1] Tier 1 ELA Goals: Excellence in Foundation Skills
Through our needs assessment process, central office staff identified a need for increased coherence in support. The Knox County schools seek to build this coherence through the intentional design of professional learning activities and job-embedded support around prioritized themes. The strategies below highlight the pre-programmed professional learning opportunities and job-embedded supports that the district will make available to schools. This plan communicates which supports are mandatory and which supports schools can opt to employ.

Thematically, high-quality literacy instruction in the Knox County Schools must address the following issues:

* **Standardizing instructional practice through knowledge of standards, pedagogy, collaborative structures, and instructional materials (IPG Culture of Learning and Core Action 1).**
* **Student engagement through challenging tasks, effective questioning, relevant work, and critical thinking (IPG Core Actions 2 and 3)**

The Knox County School's primary English/Language Arts (ELA) goal is to equip early literacy instructional teams with the skills and resources required to increase third grade reading outcomes. The Knox County Schools chose third grade reading as the prioritized goal because of its link to later ELA outcomes and college enrollment. The Knox County Schools provides a maintenance goal for the middle and high school levels. These goals ensure the district capitalizes on the developed foundational skills across students' academic careers.

Performance Measure
Literacy goals are set to align with the district's Annual Action Plan.

Primary K-1 Goal: The percentage of Grade K and 1 students performing in the average, above average and well above average categories in the Early Literacy Battery (ELB) will increase from the previous year.

Primary Grade 2 Goal: The percentage of Grade 2 students performing in the average, above average and well above average categories in the Reading Composite (READB) will increase from the previous year.

Elementary School Goal: Foundational Literacy Goal: Decrease the percentage of 3rd grade students performing below the 40th percentile on READB by 1.5% by the Spring Benchmark.

Elementary School Goal: Increase grade 3-5 ELA proficiency on the state assessment by 1.9% from the previous year's results.

Middle School Goal: Increase grade 6-8 ELA proficiency on the state assessment by 1.9% from the previous year's results.

High School Goal: The Combined English I and English II proficiency on the state assessment does not decrease from previous year's results.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 1.1] Professional Learning Opportunities Provide coherent professional learning opportunities that increase student engagement in Reading/Language Arts through the implementation of HQIM. **Benchmark Indicator** These benchmarks provide evidence that the district is providing increased cohesion * District-level benchmark: ELA (central office) staff analysis of optional sections in school-level plans demonstrate alignment with district ELA themes. (Qualitative descriptors summarized as "Yes" or "No") * District-level benchmark: An analysis of facilitator support will reflect a majority of school contacts connect to ELA prioritized themes (Unit Prep, Lesson Prep, HQIM Implementation, Collected via visit logs). This benchmark provides evidence of a change in practice * District- AND school-level benchmark: ELA IPG walkthrough data indicate 80% of classroom walkthroughs are in the upper bucket (Yes and Mostly) of Core Action 1 (content) and Core Action 2 (teacher). This benchmark provides evidence that changes in practice are impacting students * District- AND school-level benchmark: The percentage of students in the "average", "above average", or "well above average" performance categories on ELB and READB increase during	[A 1.1.1] Required PD **REQUIRED** (non-negotiable) Professional Learning. Schools must include these district-led professional learning sessions in their school plans. * All grade levels: Principals (during Principal's Institute): Monitoring a move to deeper implementation of the ELA curriculums using the KCS Instructional Practice Guides (IPGs). This session orients school leaders to monitor deeper implementation of the ELA curriculums with a focus on the instructional materials and content-specific moves teachers are making to engage students in the curriculum.	See Program Designers	05/25/2024		

each benchmark period. Schools may choose to set a percentage target for the amount of increase.					
	[A 1.1.2] Optional PD Strategy 1, Action Step 2: **OPTIONAL** Professional Learning Opportunities. Schools can opt to use district-level support to address the needs of their instructional teams. Schools should **ADD** descriptions of additional school-based professional development activities (book study, structured knowledge sharing, PLC design, third-party presentations, etc.) as appropriate. Added professional development activities should align with the district's literacy themes (see goal for themes). District-level professional learning opportunities will largely be delivered by staff funded through Title II, Part A. * All Grade Levels: School Leadership Teams: The elementary and secondary ELA teams will support leader understanding of the IPG tool and work to calibrate scoring. Support will be aligned with the math team. (Theme 1, Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: School Leadership Teams: IPG Learning Walks: The elementary and secondary ELA departments will conduct learning walks with school leadership teams to build expertise in using the IPG to collect data on literacy practices and trends. (Theme 1, Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: ELA Department Chairs. ELA Department Chair Meetings: The elementary and secondary ELA departments will hold recurring meetings with department chairs that include both leadership development and content-specific pedagogical learning ng. (Theme 2, Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: Instructional Coaches and Department Chairs: Unit Preparation Protocol (Themes 2 and 3, Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: Instructional Coaches and	See Program Designers	07/05/2025		

	Department Chairs: Lesson Preparation Protocol (Themes 2 and 3, Program Designers: Riley Brewer and Erin Phillips)				
	[A 1.1.3] District-level PD District-level Professional Learning opportunities. These professional development activities are designed for district-level staff. They are included to build coherence within and across regions. **Action step 3 should be deleted from school-level plans.** * District/Regional Leaders: Orientation to Literacy: The elementary and secondary ELA departments will describe the roles the district and regional leadership can take in supporting ELA instruction in the district. The ELA departments will emphasize the shifts in literacy, use of the IPG, and how to identify scenarios where the ELA department should be recruited to address school-level issues. (Theme 1, Program Designers: Riley Brewer and Erin Phillips) * District/Regional Leaders: Literacy Supports: The elementary and secondary ELA departments will provide district leadership with an overview of the supports and resources introduced to teachers through various structures. (Theme 1, Program Designers: Riley Brewer and Erin Phillips) * District/Regional Leaders: IPG Calibration: The ELA departments will present on the IPG Core Actions 2 and 3 to district/regional leaders and support staff. ELA team members will accompany ILT members on learning walks using the IPG in literacy classrooms to calibrate scoring. (Theme 1, Program Designers: Riley Brewer and Erin Phillips)	See Program Designers	05/24/2024		
[S 1.2] Job Embedded Supports Provide coherent job-embedded support to increase student engagement in Reading/Language Arts through the implementation of HQIM. **Benchmark Indicator** These benchmarks provide evidence that the	**[A 1.2.1] Required Supports** Strategy 2, Action Step 1: **REQUIRED** (non-negotiable) ongoing leadership actions. Schools must include these ongoing routines in their school plans. * All grade levels: School Leadership Teams: Monitoring a move to deeper implementation of the	See Program Designers	05/24/2024		

district is providing support to build capacity * District-level benchmark: There is evidence that there has been a release of the walkthroughs led by ELA facilitators and an increase in walkthroughs led by identified school leaders each quarter (Collect via analysis of IPG data) This benchmark provides evidence of a change in practice * District- AND school-level benchmark: ELA IPG walkthrough data show increases in the upper bucket (Yes/Mostly) in all Core Actions. This benchmark provides evidence that changes in practice are impacting students * District- AND school-level benchmark: The percentage of students projected to be proficient on Mastery View Benchmarks will show evidence of increases from previous administration baselines.	ELA curriculums using the KCS Instructional Practice Guides (IPGs). Routine IPG walkthroughs enable school leaders to monitor deeper implementation of the ELA curriculums with a focus on the instructional materials and content-specific moves teachers are making to engage students in the curriculum. (Program Designer: Riley Brewer and Erin Phillips)				
	[A 1.2.2] Optional Supports Strategy 2, Action Step 2: **OPTIONAL** job-embedded supports to build the capacity of school-based instructional support teams. Schools can opt to use pre-programmed support to address the needs of their instructional teams. Schools should **ADD** descriptions of additional school-based support (implementing PLC with a specific focus, field –testing new strategies, assessment analysis, team lesson planning, activity planning, etc.) as needed. **Each school is required to have at least one approach listed in this section. **District-level professional learning opportunities will largely be delivered by staff funded through Title II, Part A. * All Grade Levels: IPG Learning Walks-	See Program Designers	05/24/2024		

	Conducting learning walks with school leadership teams to develop a mutual understanding around the core IPG actions and collect trend data (Theme 1 and 2, Program Designers: Riley Brewer and Erin Phillips). * All Grade Levels: IPG Data Analysis and Planning: Reflect with school leadership teams to analyze trend data collected through IPG walkthrough process. Support school leadership teams in planning for educator support using various systems and structures. (Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: Unit Preparation Protocol Support: Empower leaders and teachers to know the content of the ELA units within high-quality instructional materials by understanding the goals and design of the unit and how the lessons build toward the culminating task(s) or assessment. Build the capacity of ELA departments to implement both process and cold writing tasks as appropriate within the curriculum and provides students with feedback aligned to Tennessee's writing rubrics. (Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: Lesson Preparation Protocol Support: Develop expertise in the process of lesson preparation with high-quality instructional materials by understanding the goals of the lesson and the resources available within the materials to support students in meeting the success criteria of the lesson. Build knowledge of the most high-leverage, content-specific (foundational literacy and/or language comprehension) teacher moves that increase student learning. (Program Designers: Riley Brewer and Erin Phillips) * All Grade Levels: Instructional Coaching: Building instructional coach and teacher capacity by strategically employing coaching actions that foster professional development and growth. This support might include, but is not limited to modeling, co-teaching/co-planning, observations, coaching conversations, facilitating and providing feedback				

	on processes utilizing formative data, building the capacity around reading strategies and accessing grade-level texts, etc. (Program Designers: Riley Brewer and Erin Phillips)				

[G 2] Tier 1 Math Goals: Excellence in Algebra I Foundational Skills
Through our needs assessment process, central office staff identified a need for increased coherence in support. The Knox County schools seek to build this coherence through the intentional design of professional learning activities and job-embedded support around prioritized themes. The strategies below highlight the pre-programmed professional learning opportunities and job-embedded supports that the district will make available to schools. This plan communicates which supports are mandatory and which supports schools can opt to employ.

Thematically, high-quality math instruction in the Knox County Schools must address the following issues:

* **Orienting to the planning requirements, pacing, and characteristics of the newly adopted math curriculum**
* **Standardizing instructional practice through knowledge of standards, pedagogy, collaborative structures, and instructional materials (IPG Culture of Learning and Core Action 1)**
* **Student engagement through challenging tasks, effective questioning, relevant work, and critical thinking (IPG Core Actions 2 and 3)**

The Knox County School's primary math goal is to prepare students for the rigors of Algebra I instruction. The Knox County Schools chose Algebra I as the prioritized goal because of its link to high school completion rates, college going rates, and eventual income. The district recognizes the role of middle schools in preparing students for these rigors, so we have provided explicit improvement goals in middle and high school math. Elementary schools are expected to continue to provide high-quality math instruction. The Knox County Schools provides a maintenance goal for elementary math. These goals ensure the district capitalizes on the developed foundational skills across students' academic careers.

Performance Measure
Math goals are set to align with the district's Annual Action Plan.

* K-2 Goal: The percentage of students who are rated as average, above average, or well above average in Aimsweb+ Spring Benchmarks will not decrease from previous year results in the following test/grade combinations:
+ K – Quantity Total Fluency
+ 1st – Math Fact Fluency, 1 Digit
+ 2nd – Concepts and Applications
* Elementary School Goal: Grade 3-5 math proficiency does not decrease from the previous year's results.
* Middle School Goal: Increase grade 6-8 Math proficiency on the state assessment by 2.2% from the previous year's results.
* High School Goal: Increase Algebra I proficiency rates by 2.5% from the previous year's results

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 2.1] Professional Learning Opportunities Provide coherent professional learning opportunities that increase student engagement in math through the implementation of HQIM. **Benchmark Indicator** These benchmarks provide evidence that the district is providing increased cohesion * District-level benchmark: Math (central office) staff analysis of optional sections in school-level plans demonstrate alignment with district Math themes. (Qualitative descriptors summarized as "Yes" or "No") * District-level benchmark: An analysis of facilitator support will reflect a majority of school contacts connect to Math prioritized themes (Unit Prep, Lesson Prep, HQIM Implementation, Collected via visit logs). This benchmark provides evidence of a change in practice * District- AND school-level benchmark: Math IPG walkthrough data indicate 80% of classroom walkthroughs are in the upper bucket (Yes and Mostly) of Core Action 1 (content) and Core Action 2 (teacher). This benchmark provides evidence that changes in practice are impacting students * District- AND school-level benchmark: The percentage of students in the "average", "above average", or "well above average" performance categories on QTF (K), MFF-1 (Grade 1), and MATHB (Grades 2-8) increase during each	**[A 2.1.1] Required PD** ****REQUIRED**** (non-negotiable) Professional Learning. Schools must include these district-led professional learning sessions in their school plans. * All Grade Levels: Principals (Principal's Institute): Orienting to the New Math Curriculum. This session discusses the highlights of the new math curriculum including lesson structures, Look-Fors, and supporting implementation with instructional leadership positions. (*Theme 1, Program Designer: Gary Petko*) * All Grade Levels: Principals (during Principal's Institute): Monitoring a move to deeper implementation of the math curriculums using the KCS Instructional Practice Guide (IPG). This session orients school leaders to monitor the implementation of the math curriculums with a focus on the instructional materials and content-specific moves teachers are making to engage students in the curriculum. (*Theme 1, Program Designer: Gary Petko*) * All Grade Levels: School Leaders (Principal's meetings). The math team will present an informational series intended to communicate how specific strategies support high-quality instruction. Each meeting will focus on one strategy and convey best practices and Look-Fors. The series will cover the use of non-permanent vertical surfaces, randomized groupings, high-quality tasks, and homework assignments. These strategies will be discussed through the lens of the new curriculum. Presentations will be tailored to each grade band. (*Themes 2 & 3, Program Designer: Gary Petko*)	See Program Designer	05/24/2024		

benchmark period. Schools may choose to set a percentage target for the amount of increase.					
	[A 2.1.2] Optional PD **OPTIONAL** Professional Learning Opportunities. Schools can opt to use district-level support to address the needs of their instructional teams. Schools should **ADD** descriptions of additional school-based professional development activities (book study, structured knowledge sharing, PLC design, third-party presentations, etc.) as appropriate. Added professional development activities should align with the district's math themes (see goal for themes). * All Grade Levels: Teachers and School Leadership Teams (District Learning Day): Engaging Students in Math Instruction. Student engagement strategies are presented to promote math discourse. Teacher moves will be modeled as opportunities for monitoring effectiveness. (*Theme 3, Program Designer: Gary Petko*) * All Grade Levels: Teachers and School Leadership Teams (Asynchronous): Lesson planning and pacing with the new curriculum. The math team will explain the changes in the required pacing along with the changes in planning expectations with the new curriculum and the rationale for the changes. (*Theme 1 & 2, Program Designer: Gary Petko*) * All Grade Levels: Teachers and School Leadership Teams (In-Person and/or Synchronous): Assessing versus Grading. The math team will discuss different approaches to using student work. Content will include how different tasks can be used for different outcomes (such as formative student feedback, evaluation of performance, etc.) (*Theme 2, Program Designer: Gary Petko*) * All Grade Levels: Teachers and School Leadership Teams (In-Person and/or Synchronous): Building Math Discourse through High-Quality Tasks and Routines. The math team	See Program Designers	05/24/2024		

	will discuss what makes a task high-quality and how these tasks can be used to drive deeper engagement in math content. This will include routines teachers can embed in their warm-up activities or to extend opportunities for student thinking throughout a math lesson. (*Theme 3, Program Designer: Gary Petko*) * All Grade Levels: Teachers and School Leadership Teams (Synchronous Book Study): *Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance* by John San Giovanni, et. al. This book study introduces participants to strategies and habits that promote thinking and perseverance when solving math problems. (*Theme 3, Program Designer: Gary Petko*) * Middle Schools and Algebra I Teachers (In-Person and/or Synchronous): Teachers and School Leadership Teams: Building Coherence in Mathematics Series. This monthly series will focus on *Just in Time* content through key progressions and connections between and among grades/ courses. Sessions will include analysis of instruction that supports important algebraic skills such as pattern recognition, representative relationships, and analysis of change. (Theme 2*, Program Designer: Gary Petko*) * 865 Academy High School: Teachers and School Leadership Teams: Building the Academic Foundation for Future Success. What will students in the freshman academy need to be able to persevere and succeed in their studies of mathematics? (*Theme 3, Program Designer: Gary Petko*)				
	[A 2.1.3] District-level PD District-level Professional Learning opportunities. These professional development activities are designed for district-level staff. They are included to build coherence within and across regions. **Action step 3 should be deleted from school-level plans.** * Math Department. Curriculum in Action: The Math department will schedule school visits to build	See Program Designers	05/24/2024		

	expertise in using the adopted math curriculum. (*Theme 1, Program Designer: Gary Petko*) * District/Regional Leaders: Orientation to Mathematics: The math department will describe the roles the district and regional leadership can take in supporting math instruction in the district. The math department will emphasize the shifts in math instruction, use of the IPG, and how to identify scenarios where the math department should be recruited to address school-level issues. (Theme 2, Program Designers: Gary Petko) * District/Regional Leaders. Why do we do math this way? The Math department will explain to district and regional leadership why they prioritize (and value) specific instructional activities/actions. This opportunity is intended to bolster knowledge of current math philosophies among regional leadership. (*Theme 2, Program Designer: Gary Petko)* * District/Regional Leaders: IPG Calibration: The math department will present on the IPG Core Actions 2 and 3 to district/regional leaders and support staff. Math team members will accompany ILT members on learning walks using the IPG in literacy classrooms to calibrate scoring. (Theme 2, Program Designers: Gary Petko)				
[S 2.2] Job Embedded Supports Provide coherent job-embedded support to increase student engagement in math through the implementation of HQIM. **Benchmark Indicator** These benchmarks provide evidence that the district is providing support to build capacity * District-level benchmark: There is evidence that there has been a release of the walkthroughs led by Math facilitators and an increase in walkthroughs led by identified school leaders each quarter (Collect via analysis of IPG data)	**[A 2.2.1] Required Supports** Required ongoing leadership actions. Schools must include this ongoing routine in their school plans. * All grade levels: School Leadership Teams: Monitoring a move to deeper implementation of the math curriculums using the KCS Instructional Practice Guide (IPG). Routine IPG walkthroughs enable school leaders to monitor deeper implementation of the math curriculums with a focus on the instructional materials and content-specific moves teachers are making to engage students in the curriculum. (Program Designer: Gary Petko)	See Program Designer	05/24/2024		

This benchmark provides evidence of a change in practice * District- AND school-level benchmark: Math IPG walkthrough data show increases in the upper bucket (Yes/Mostly) in all Core Actions. This benchmark provides evidence that changes in practice are impacting students * District- AND school-level benchmark: The percentage of students projected to be proficient on Mastery View Benchmarks will show evidence of increases from previous administration baselines.					
	[A 2.2.2] Optional Supports **OPTIONAL** job-embedded supports to build the capacity of school-based instructional support teams. Schools can opt to use pre-programmed support to address the needs of their instructional teams. Schools should **ADD** descriptions of additional school-based support (implementing PLC with a specific focus, field –testing new strategies, assessment analysis, team lesson planning, activity planning, etc.) as needed. **Each school is required to have at least one approach listed in this section. **District-level professional learning opportunities will largely be delivered by staff funded through Title II, Part A. * All Grade Levels: School Leadership Teams: The math department will support leaders' understanding of the IPG tool and work to calibrate scoring. Support will be aligned with the math team. (Theme 2, Program Designer: Gary Petko) * All Grade Levels: School Leadership Teams: IPG Learning Walks: The math department will conduct learning walks with school leadership teams to build expertise in using the IPG to collect data on math practices and trends. (Theme 2, Program Designer: Gary Petko)	Program Designer	02/24/2024		

		* All Grade Levels: Math Department Chairs. Math Department Chair Meetings: The math department will hold recurring meetings with department chairs that include both leadership development and content-specific pedagogical learning through the lens of the Instructional Focus Document. (Theme 2, Program Designer: Gary Petko) * All Grade Levels: Instructional Coaches and Department Chairs: Unit Preparation Protocol (Themes 2 and 3, Program Designer: Gary Petko) * All Grade Levels: Instructional Coaches and Department Chairs: Lesson Preparation Protocol (Themes 2 and 3, Program Designer: Gary Petko) * 865 Academy High School: Teachers and School Leaders: Building the Academic Foundation for Future Success. What will students in the freshman academy need to be able to persevere and succeed in their studies of mathematics? (*Theme 3, Program Designer: Gary Petko*) * All Grade Level: How to Model a Math Lesson with the New Curriculum. Build the school-level instructional team's capacity to effectively co-plan and co-teach a math model lesson (*Theme 1 and 2, Program Designer: Gary Petko*). * All Grade Level: School Leadership Teams: Data Analysis in Math. The math team co-observes (with members of the school leadership team) processes (such as PLCs) that analyze and interpret formative data. The math team will point out best practice and resources matched to the participants areas of need (*Theme 1, Program Designer: Gary Petko)*. * All Grade Level: Math Instructional Leadership Teams: New Textbook Support. The math team will work with the math instructional leadership team to build an understanding of what is required in a typical lesson. (*Theme 1, Program Designer: Gary Petko*). * All Grade Level: School Leadership Teams: Improving Math PLCs. The math team will work with instructional leaders to build the capacity of site-based staff to serve as PLC leaders (*Theme 2, Program Designer: Gary Petko*).				

[G 3] Career Empowerment and Preparation
Through our needs assessment process, central office staff identified a need for increased coherence in support. The Knox County schools seek to build this coherence through the intentional design of professional learning activities and job-embedded support around prioritized themes. The strategies below highlight the pre-programmed professional learning opportunities and job-embedded supports that the district will make available to schools. This plan communicates which supports are mandatory and which supports schools can opt to employ.

Thematically, high-quality career preparation in the Knox County Schools must address the following issues:

* **Standardizing processes to ensure coherence, clarity, and promote equity in access.**
* **Engaging Students through programming that is relevant to their post-secondary plans (enrollment, employment, or enlistment).**

The Knox County School's primary goal is to prepare students for whatever comes next in their lives; be it enrolling in post-secondary schooling, enlisting in the military, or finding employment in high-wage in-demand professions. Knox County students participate in career exploration activities, experience instruction relevant to their future, and have access to work-based learning opportunities. Elementary and Middle schools can engage in this work through intentional career-oriented activities to build student awareness and curiosity.

Performance Measure
Career Empowerment and Preparation goals are set to align with the district's Annual Action Plan.

* High School: Increase the percentage of students enrolled in EPSOs by 1.6%
* High School: Increase the percentage of students awarded industry certifications by 2.8%
* High School: Increase the percent of students who have completed an aptitude assessment to 97% in 9th grade
* Middle School: Increase the percent of students who have completed an aptitude assessment to 95% in 7th grade
* Middle School/High School: Increase the number of counselors trained in the process of developing career-ready students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Professional Learning Opportunities Provide coherent professional learning opportunities that increase student engagement through the implementation of best practice. **Benchmark Indicator** This benchmark provides evidence that the district is providing increased cohesion * District-level benchmark: Feedback from industry partners reflects that 85% of interactions with KCS	**[A 3.1.1] Required PD** **REQUIRED** (non-negotiable) Professional Learning. Schools must include these district-led professional learning sessions in their school plans. * High School: School Leadership Teams: ESSER and Site based experiences. Coordinating the physical reconfiguration of high school buildings to increase opportunities to build career-relevant skills. (Theme 1, Program Designer: Matt Mosley) * Middle School/High School: School Leadership	See Program Designers	05/24/2024		

students and teachers were positive experiences (Collected via reflection form). * District-level benchmark: The number of completed SLC fidelity checks will increase each quarter.	Teams: Innovative School Models to support relevant instruction. Understand the requirements regarding teaming and co-location for structures to support the district's transition to career-relevant instruction (the 865 academy structure). (Theme 1, Program Designer: Matt Mosley)				

This benchmark provides evidence of a change in practice

* District - AND school-level benchmark (High School Only): The percentage of industry workplace visits meet quarterly progress thresholds (25% per quarter). (Cohort 1 High Schools Only).
* District - AND school-level benchmark (High School Only): The freshman post-secondary visits happen in the Spring and 80% are connected to their program of choice. (Cohort 1 and 2)

This benchmark provides evidence that changes in practice are impacting students

* District - AND school-level benchmark (High School Only): 91% of 9th graders are on track for graduation as measured by 6+ credits.
* District - AND school-level benchmark (High School Only): 80% of 10th graders in cohort 1 schools will have industry experience tied to their career-themed academy and their career interests. Quarterly benchmarks determine if we are on track.
* District - AND school-level benchmark (High School Only): There will be an increase in the percentage of students reporting a sense of belonging and relevance to their goals in the school through the Panorama Survey
* District and School-level benchmark (Middle School Only): Quarterly monitoring of participation rates indicates 95% of 7th grade students have completed the YouScience assessment.

[A 3.1.2] Optional PD **OPTIONAL** Professional Learning Opportunities. Schools can opt to use district-level support to address the needs of their instructional teams. Schools should ADD descriptions of additional school-based professional development activities (book study, structured knowledge sharing, PLC design, third-party presentations, etc.) as appropriate. Added professional development activities should align with the district's literacy themes (see goal for themes). * 865 High Schools: School Leadership Teams. Preparing for meaningful interaction with your industry partners. (Theme 2, Program Designer: Shannon Jackson) * High School: School Leadership Teams: Advanced Academics training: We will provide an overview of the systems and structures that support non-traditional students in advanced academics. (Theme 2, Program Designer: Shannon Jackson/Christy Seals) * Middle School and High School: School Leadership Teams: Effective counseling models and structures that support student success. We will discuss best practices for guiding students to academic success, developing career goals, and promoting social development (Themes 1 and 2, Program Designer: Jodie Overton) * 865 High Schools: Teachers and Department Chairs: Effective Teaming: The professional learning opportunity describes how collaborative processes should operate to place students with correct support and promote cooperation with industry partners (Theme 1, Program Designer: Shannon Jackson) * High Schools: Teachers and Department Chairs: Supporting special needs students towards college/career readiness. Learn strategies that support the recruitment, engagement, and achievement of students with disabilities in CTE instruction. (Theme 2, Program Designer: Matt	See Program Designers	05/24/2024		

	Mosley) * High Schools: Teachers, Department Chairs, CTSO Leads: Career Technical Student Organizations: Career-focused clubs to engage students in career-orient tasks, promote soft skills, develop teamwork skills, and get them involved in the community (Theme 2, Program Designer: Matt Mosley) * Middle Schools: School Leadership Teams, Teachers, and Department Chairs: Career awareness course implementation versus CTE programming. Learn what these shifts mean for programming and instructional practices (Theme 2, Program Designer: Matt Mosley)				
	[A 3.1.3] District-level PD District-level Professional Learning opportunities. These professional development activities are designed for district-level staff. They are included to build coherence within and across regions. **Action step 3 should be deleted from school-level plans.** * District/Regional Teams (region 1 IB schools only): IB Training: We discuss the systems and structures that support International Baccalaureate instruction. Learn how planning, assessment, and instructional delivery develop the critical thinking and problem-solving skills of IB students. (Theme 2, Program Designer: Shannon Jackson/Christy Seals) * District/Regional Teams: Effective counseling models and structures that support student success. We will discuss best practices for guiding students to success in developing career goals and promoting social development (Themes 1 and 2, Program Designer: Jodie Overton) * IB Schools ONLY: Effective vertical teaming training for (1) building unit planners, (2) implementing assessment criterion grading across grade bands, and (3) developing students' ability to engage in student-driven inquiry from grades 6 through 12. * District/Regional Teams: Career awareness	See Program Designers	05/24/2024		

	versus CTE programming. This guided discussion explores why Knox County is moving away from programming CTE courses as singular experiences, and instead connecting them to career interests, personal strengths, and preferences of our students. (Theme 2, Program Designer: Matt Mosley)				
[S 3.2] Job Embedded Supports Provide coherent job-embedded supports that increase student engagement through the implementation of best practice. **Benchmark Indicator** These benchmarks provide evidence that the district is providing support to build capacity * District-level benchmark: SCUTA data reflects 33% of counselor support is connected to College and Career. * District-level benchmark: Develop process for teacher engagement opportunities (i.e. advisory boards and externships) that align with Cohort 2 and 3 academy focuses. These benchmarks provide evidence of a change in practice * District-level benchmark: Partnership with Hatching Results leads to the creation of a long-term plan for KCS secondary counseling systems. Regular review will indicate that the evaluation is progressing towards this goal (Yes/No) * District - AND school-level benchmark (High School Only): 865 academies have defined roles and responsibilities in their distributed leadership models by December 2023.	**[A 3.2.1] Optional Supports** **OPTIONAL** job-embedded supports to build the capacity of school-based instructional support teams. Schools can opt to use pre-programmed support to address the needs of their instructional teams. Schools should **ADD** descriptions of additional school-based support (implementing PLC with a specific focus, field–testing new strategies, assessment analysis, team lesson planning, activity planning, etc.) as needed. **Each school is required to have at least one approach listed in this section.** * 865 High Schools (cohort 1 and 2): Distributed Leadership Models. District-level college and career staff work with academy leaders to structure the school-level team to build a functioning team with defined roles and responsibilities. (Theme 1, Program Designer: Shannon Jackson) * 865 High Schools: Academy-based Conversations: College and career staff work with academy leaders to structure the externship debriefing to inform instructional practice and build student engagement. (Theme 2, Program Designer: Shannon Jackson) * 865 High Schools: Collaborating among Collaborators: District staff work with school leadership teams to build structures that accommodate Professional Learning Communities (PLC) and Small Learning Communities (SLC) on scheduled contract time. (Theme 1, Program Designer: Shannon Jackson) * Middle School and High School: Honors Hurdles: District staff works with school leadership teams to identify barriers to advanced academic enrollment	See Program Designers	05/24/2024		

These benchmarks provide evidence that changes in practice are impacting students * District and School-level benchmark (High School Only): Increased subgroup enrollment in AB/IB/DE/NIC courses (high school only) * District and School-level benchmark (Middle School Only): 80% of middle school students attend the College and Career Expo by May 2024.	and identify ways those barriers can be removed. (Theme 2, Program Designer: Shannon Jackson/Christy Seals) * Middle School and High School: Counseling at its Best: District staff works with school leaders to identify the expectation of the Tennessee Comprehensive School Counseling Model and diagnose where school-level implementation may need to be adjusted. District-level counseling support will develop the next steps with the leadership team to address issues. (Theme 1, Program Designer: Jodie Overton) * High School: Finding Time: District staff works collaboratively with school leaders to efficiently build student schedules that meet students' graduation requirements while intersecting with students' interests and aptitudes. (Theme 1, Program Designer: Jodie Overton) * IB Schools ONLY: Job-embedded support with CCR, Humanities Specialists, and Regional Content District staff for (1) building unit planners, (2) implementing assessment criterion grading across grade bands, and (3) developing students' ability to engage in student-driven inquiry from grades 6 through 12. * 865 High Schools: Constrained Scheduling: How and when do students change academies? How do you accommodate incoming transfer students? How can we meet elective requirements in the 865 academy model? The district-level counseling staff will work with school leadership to address these and related issues through direct field support. (Theme 1, Program Designer: Jodie Overton) * 865 High Schools: Academy team Meetings: The college and career district-level staff work with school leadership to design productive and collaborative academy team meetings. (Theme 1, Program Designer: Shannon Jackson) * High School: Bridging the Gap: district-level CTE support staff will work with leadership teams to identify effective strategies to align instruction in career and technical courses with instruction in				

	core content areas. (Theme 1, Program Designer: Matt Mosley) * Middle School: Career Walkthrough: College and career staff will conduct diagnostic walkthroughs to help middle schools transition to career awareness instructional models. (Theme 2, Program Designer: Matt Mosley) * High School: School Leadership Teams: Perkins Monitoring. Describe the documentation required for monitoring compliance with the Carl D Perkins Career and Technical Education Act. These monitoring activities are to ensure career and technical instruction are high-quality and inclusive. (Theme 1, Program Designer: Matt Mosley)				

[G 4] Success for Every Student Goals

Through our needs assessment process, central office staff identified a need for increased coherence in support. The Knox County schools seek to build this coherence through the intentional design of professional learning activities and job-embedded support around prioritized themes. The strategies below highlight the pre-programmed professional learning opportunities and job-embedded supports that the district will make available to schools. This plan communicates which supports are mandatory and which supports schools can opt to employ.

Thematically, support to promote student success in the Knox County Schools must address the following issues:

1. **Standardizing the processes for student support through the instructional leadership teams. These norming processes are intended to promote equity in the deployment of student support.**
2. **Increasing student and staff connectedness through holistic support structures.**
3. **Provide a foundation for academic success through organizational leadership structures.**

Special Education Sub-Themes:

+ Develop Instructionally Appropriate Individual Education Plans. (All Grades)
+ Improve fidelity in reading and math interventions resulting in student achievement growth (All Grades)
+ Improve the use of effective instruction and behavior interventions to improve students remaining in their zone schools. (All Grades)

School Culture Sub-Themes:

+ Evaluate and reimagine the role and impact of stakeholders in the effective intervention planning for schools around the work of Attendance and Chronic Absenteeism.
+ Ensure schools have the tools and expertise to implement a Whole Child Support Team, to best meet the needs of the students.

Strategically, these themes will be supported through:

* Teacher and leader learning on best practices for student support (tutoring, RTI2, PBIS, cultural competency, restorative practice, whole child support teams)
* Teacher and leader learning on action planning (such as matching RTI2 students to programming, scheduling support, developing IEPs for SWDs, and creating data-informed action plans)
* Teacher and leader learning on monitoring the effectiveness of action plans

Performance Measure
Success for Every Student goals are set to align with the district's Annual Action Plan.

* All Grade Levels: Increase math achievement among Black/Hispanic/Native American (BHN) students, Students with Disabilities (SWDs), English Language Learners (ELL), and Economically Disadvantaged (ED) students by 2.7% on the state test from the previous year's results. Primary Schools will monitor via Mastery View Benchmark Assessments.
* All Grade Levels: Increase English/Language Arts achievement among Black/Hispanic/Native American (BHN) students, Students with Disabilities (SWDs), English Language Learners (ELL), and Economically Disadvantaged (ED) students by 2.5% on the state test from the previous year's results. Primary Schools will monitor via Mastery View Benchmark Assessments.
* All Grade Levels: Decrease the percentage of students labeled as "chronically absent" (missing 10% or more instructional days) by 2.1% from the previous year's results.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Opportunities Provide coherent professional learning opportunities that increase student engagement through the implementation of best practice. **Benchmark Indicator** These benchmarks provide evidence that the district is providing increased cohesion * District-level benchmark: School visits by the Department of School Culture staff, and meeting notes demonstrate WCST student progress on action plan and goals (Qualitative discussion resulting in "Yes" or "No") * District - AND school-level benchmark: The LRE percentages for each school will be examined 4 times a year for growth toward the goal of 76% of the students spending at least 80% of their day in general education. * District - AND school-level benchmark:	**[A 4.1.1] Required PD** **REQUIRED** (non-negotiable) Professional Learning. Schools must include these district-led professional learning sessions in their school plans. * All Grade Levels: School Leadership Teams: Comprehensive review of roles and responsibilities for each stakeholder to address Chronic Absenteeism. This training will establish clarity in targeted interventions of each discipline/stakeholder. (Theme 1 program designer Heather Willis) * Elementary: What is the state model for counselors? This professional development event orients school leaders to the functions of a counselor per state board requirements. This learning opportunity will outline the required components of the comprehensive school counseling model, appropriate counseling activities (including time requirements), and an overview of	See Program Designers	05/24/2024		

Instructional leaders and SPED teachers will improve the effectiveness of the selected intervention. (Qualitative discussion resulting in "Yes" or "No") These benchmarks provide evidence of a change in practice * District-level benchmark: Whole Child Support Teams show the use of the WCST root cause analysis to determine student supports (Qualitative discussion resulting in "Yes" or "No") * District-level benchmark: WCSTs meetings occur at scheduled times (Report percentage observed from district-level visits) * District-level benchmark: The RTI monitoring reports show an increase each quarter in fidelity and consistency across the district with implementation of RTI services (Qualitative discussion resulting in "Yes" or "No") * District - AND school-level benchmark: IPG walkthrough data show increases in "Yes" in the "Culture of Learning" sections. This benchmark provides evidence that changes in practice are impacting students * District-level benchmark: Students will remain in their zoned schools at a greater rate, thus decreasing suspension rates and disparities. * District-level benchmark: Students' IEP will be written to reflect more inclusive practices across all grade spans (Random sample judges by district-level SPED staff) * District - AND school-level benchmark: Increase in student attendance rates from previous-year baselines * District - AND school-level benchmark: Median	the counseling standards. (Theme 1, Program Designer: Heather Willis) * All Grade Levels: School Leadership Teams: Therapeutic Crisis Intervention (TCI) Refresher. Effective TCI helps schools prevent, de-escalate, and manage student behavior issues to support other school goals. This refresher focuses on the basics of TCI, establishing a TCI response team, as well as providing clarity on administrative responsibilities associated with TCI. (Themes 1, Program Designer: Jeff Wright) * All Grade Levels: Whole Child Support Teams (WCSTs): The Department of School Culture conducts a series of monthly trainings that are district requirements for WCSTs. Topics covered include the roles and responsibilities of WCST members, documentation requirements, referral processes, root cause analysis, action planning, and monitoring. (Themes 1 and 2, Program Designer: April Baer) * All Grade Levels: Target Audience: All Administrators (Principals Meetings, Principals Institute, Summer PD Opportunities) Understand the practices of RTI2. We will discuss the requirement of RTI2 by state board policy, structuring RTI2 supports, using best practices, and provide clarity on what supports RTI2 can offer. (Theme 1, Program Designer: Paula Sarver) * All Grade Levels: School Leadership Teams, (Professional Development Session) RTI2 and Dyslexia. This refresher will address how to appropriately identify and support students with characteristics of dyslexia. We will provide the most up-to-date information about state board requirements and the development of individual learning plans. We will also discuss the connection between dyslexia and resourcing in connection with the Tennessee Investment in Student Achievement (TISA) initiative. (Theme 1, Program Designer: Paula Sarver) * All Grade level, all Teachers: WIDA framework and second language acquisition training			

rate of improvement is positive for tiered RTI2 students in their progress monitoring data.	asynchronously. This training is required by the state board of education. The training builds connection between core content and EL learning, supports planning for EL inclusion, and orients teachers to language expectations and proficiency categories. These skills are vital to building individual learning plans for EL students. (Theme 1, Program Designer: Inna Slisher) * All Grade Levels: School Leadership Teams: Instructional Appropriate IEPs Rubric and Fidelity Monitoring. Spring 23 and Summer of 23-24 the sped department will train the use of the state rubric to examine IEPs to determine their appropriateness to be highly effective for students with disabilities. (Theme 2, Program Designer: Karen Loy) * All Grade Levels: School Leadership Teams: The Right of Every Child with a Disability: Improving participation in general education for students with disabilities. Scheduling to improve students' participation in general education. Preparing all staff for inclusive practices. (Theme 1 & 3, Program Designer: Karen Loy) * All Grade Levels: School Leadership Teams: The Role and Responsibilities of the LEA in an IEP Meeting. A meeting should not happen that the LEA does not have a clear understanding of what will happen for the student when the meeting is over. (Theme 2 & 4, Program Designer: Karen Loy) * All Grade Levels: School Leadership Teams: Scheduling and Supervising High Quality Interventions: Closing the Achievement Gap! The importance of the small group instruction and participating in grade level standards to improve student achievement in reading and math. (Theme 3, Program Designer: Karen Loy) * All Grade Levels: School Leadership Teams: New Data Management System for IEP, 504, ILP and Dyslexia Plans. (Theme 1, 2, 3, 4 for SPED also supports RTI, 504, & ELL themes. Required for at least one Administrator per school/ Recommended for others,, Program Designer: Karen Loy)				

	* All Grade Levels: School Leadership Teams: Understanding the PreK-12 Full Continuum of Services Available for Students with Disabilities (Theme 1, 2, 3 & 4, Program Designer: Karen Loy) * Elementary: School Leadership Teams: Understanding KCS Suspension and Expulsion Policy as it Relates to Preschool Aged Students: What Steps Can You Take? (Theme 1, 2, 4 , Program Designer: Karen Loy)				
	[A 4.1.2] Optional PD ****OPTIONAL**** Professional Learning Opportunities. Schools can opt to use district-level support to address the needs of their instructional teams. Schools should ADD descriptions of additional school-based professional development activities (book study, structured knowledge sharing, PLC design, third-party presentations, etc.) as appropriate. Added professional development activities should align with the district's literacy themes (see goal for themes). * All Grade Levels: School Leadership Teams: Building an effective Whole Child Support Team (WCST). District facilitators discuss the roles and responsibilities of the members of the WCST. The facilitators will help school leaders match skills to roles to ensure the right people are leading the WCST at the school. (Theme 2, Program Designer: April Baer) * All Grade Levels: School Leadership Teams: Using facilitation protocols to provide student agency. Student agency provides students with voice and choice in shaping their school's community. (Theme 2, Program Designer: Jay Butler) * All Grade Levels: School Leadership Teams: How to use the school culture walkthrough tool. This activity orients school-based leadership teams to expectations related to student prompting, feedback, and connecting social behavior to academic behavior. Optional after-action meetings will reflect on what strategies are likely to be	See Program Designers	05/24/2024		

	effective in the classroom. (Theme 2, Program Designer: Jeff Wright)				
	* All Grade Levels: Principals (Principal's Meetings): Strategies that promote staff wellness. This activity orients district leaders to the ways in which we can recognize and respond to our staff needs. These strategies should help school leaders address the increasingly complex needs of our staff so that they can better serve our students. (Theme 2, Program Designer: Gina Byrd)				
	* All Grade Levels: School Chronic Absenteeism Teams: Asynchronous professional development in Canvas explores different strategies that can be used to impact student attendance. (Theme 2), Program Designer: Heather Willis				
	* All Grade Levels: School Leadership Teams: Using Positive Behavioral Interventions and Supports (PBIS) as a multi-tiered system to establish norms that allow students to achieve social, emotional, and academic success. (Theme 2, Program Designer: Jeff Wright)				
	* All Grade Levels: School Leadership Teams: Orienting whole-child practices in instructional and family/community partnerships. This training focuses on developing an array of tools (cultural responsiveness, trauma responsiveness, restorative practices, and social-emotional development) for integration with other supports. (Theme 2, Program Designer: April Baer)				
	* All Grade Levels: School Leadership Teams: Using Restorative practices to develop positive relationships, build a sense of community, and teach empathy to promote academic success and social-emotional development. (Theme 2, Program Designer: Jeff Wright)				
	* All Grade Levels: School Leadership Teams: How clear and explicit behavioral expectations increase compliance to classroom routines. This professional learning opportunity focuses on using behavior management to maximize the effectiveness of Tier 1 learning. (Themes 1 and 2, Program Designer: Jeff Wright)				

	* All Grade levels: School Leadership Team: Ensuring Trauma and Resilience are considered in the MTSS and disciplinary processes. (Program Designer: Cindy Sandford) * All Grade Levels: School leadership Teams, EL Teachers, & Core Content Teachers: Developing your Practice, asynchronously. This series provides an overview of the understanding of multilingual learners, supporting newcomers, developing academic language, deepening comprehension, strengthening writing and speaking skills, fostering interactions, assessing multilingual learners, and building socio-cultural competence (Theme 2, Program Designer Inna Slisher) * All Grade Levels: School Leadership Teams, EL Teachers, & Core Content Teachers: developing understanding of struggling ELL students and pathways to Response to Intervention programming, asynchronously. * All grade levels: School Leadership Teams, counselors, enrollment staff, and social workers: developing an understanding of the Welcome Center operations, enrollment, family supports, cultural backgrounds, and requests for translations and Family Community Liaisons' support, asynchronously. (Theme 2, Program Designer: Inna Slisher) * All Grade Levels: Intervention teachers: Asynchronous opportunities to facilitate best practices in the implementation of literacy interventions (Theme 1, Program Designer: Paula Sarver) * All Grade Levels: SPED Department Chairs: Instructionally Appropriate IEPs Rubric and Fidelity Monitoring. Spring 23 and Summer of 23-24 the SPED department will train in the use of the state rubric to examine IEPs to determine their appropriateness to be highly effective for students with disabilities. (Theme 2 – Required) Program Designer: Regional SPED Supervisor * All Grade Levels: All SPED Staff using IEPs: New Data Management System for IEP, 504, ILP, and				

	Dyslexia Plans. (Theme 1, 2, 3, 4 for SPED also supports 504, RTI & ELL themes Required) Program Designer: Regional SPED Supervisor			
	* All Grade Levels: SPED Teachers: Personal Coaching Using Instructional Appropriate IEP Rubric. (Theme 1 & 2 Recommended) Program Designer: Regional SPED Supervisor			
	* All Grade Levels: SPED Staff – Secondary: Transition Plans (Theme 2 Require) Program Designer: Michelle Pittman, Transition Coordinator			
	* All Grade Levels: SPED Staff: Services and Scheduling for the least restrictive environment. (Theme 2 & 3 Required) Program Designer: Regional SPED Supervisor			
	* All Grade Levels: SPED Staff & General Education Teacher who are Co-Teaching. Title: Co-Teaching Models for Inclusive Practices. (Theme 1 Required) Program Designer: Regional SPED Supervisor			
	* All Grade Levels: SPED Staff: Small Group Instruction Using Specific Interventions. (Theme 3 Recommended) Program Designer Regional SPED Supervisor			
	* All Grade Levels: SPED STAFF: Implementing Positive Behavior Supports, Behavior Intervention Plans and Safety Plans. (Theme 4 Required) Program Designer: Regional SPED Supervisor			
	* All Grade Levels: Evaluators: Evaluations and Manifestations for Student Success. (Theme 4 Recommended) Program Designer: Lisa Ross, Supervisor of Psychological Services			
	* Elementary: Preschool Staff: Understanding the Preschool Continuum of Services (Theme 1 Required) Program Designer: Shelli Eberly, Supervisor of SPED Pre-School and Child Find			
	* Elementary: Preschool Staff: Tier 1 Interventions and the S-Team Process in Preschool (VPK, Title 1, Blended Preschool) (Theme 1 & 4 Recommended) Program Designer: Shelli Eberly, Supervisor of SPED Pre-School and Child Find			
	* All Grade Levels: K-12 & Preschool Staff: Effective Data Collection Tools and Strategies for			

	students with disabilities. (Theme 1, 2, 3, 4 Required) Program Designer: Regional SPED Supervisor * Elementary: Preschool Staff: Developmentally Appropriate Effective Behavior and Social/Emotional Support in the Early Childhood Setting (Theme 2 & 4 Required) Program Designer: Shelli Eberly, Supervisor of SPED Pre-School and Child Find * All Grade Levels: Preschool and K-12 Staff: Determining Appropriate Accommodations and Modifications to Effectively Implement the State Standards and Preschool Curriculum. (Theme 1 & 2 Required) Program Designer: Regional SPED Supervisor				
	[A 4.1.3] District-level PD District-level Professional Learning opportunities. These professional development activities are designed for district-level staff. They are included to build coherence within and across regions. **Action step 3 should be deleted from school-level plans.** * District/Region Level: Connecting student supports to Tier 1 needs. This activity provides district leaders with clarity around the roles and responsibilities of school services staff. The discussion is intended to facilitate how the actions of the student support team support Tier 1 instructional goals. (Theme 1, Program Designer: Janice Cook) * District/Region Level: Assistant Superintendents, District & Regional Directors, District & Regional Supervisors. Title: *Review of the multi-layered support systems within the Department of School Culture, with a focus on state, Federal, and legal accountability. (District Theme 1&2, Program Designer, Janice Cook)* * District/Region Level: Assistant Superintendents, District & Regional Directors, and District and Regional Supervisors. Title: *Disproportionality: the role of the Regional Director in the impact on Attendance and Special Education Discipline.	See Program Designers	05/24/2024		

	(District Theme 1&2, Program Designer, Janice Cook) * * District/Region Level: Strategies that promote staff wellness. This activity orients district leaders to the ways in which we can recognize and respond to our staff's needs. These strategies should help school leaders address the increasingly complex needs of our staff so that they can better serve our students. (Theme 2, Program Designer: Gina Byrd) * District/Region Level: Strategies that address Chronically Absent: The School Culture chronic absenteeism (CA) expert outlines the criteria used to identify schools for intensive CA support and the process used to identify possible interventions. (Theme 2, Program Designer: Brian Tunstall) * District/Region Level: Creating a District leadership team to support RTI2. The RTI2 specialist will highlight state board requirements of this team and describe how the team can streamline RTI2 programming decisions through reflection on current practices. (Theme 1, Program Designer: Paula Sarver) * District/Region Level: Reviewing RTI2 benchmark Data. RTI2 facilitators will work with regional leadership to conduct a large-scale review of trends in RTI2 screener/benchmark data. Facilitators will discuss interpreting the trends, identify "hot spot" schools, and negotiate next steps for struggling schools. (Theme 1, Program Designer: Paula Sarver) * District/Region Level: Assistant Superintendents, District & Regional Directors, District & Regional Supervisors. Title: Building One Big Team Collaborative Session to build understanding and support systems for school leaders to successfully supervise the special education programs in their buildings. (Theme 1, 2, 3, 4, Program Designer: Karen Loy) * District/Region Level: Assistant Superintendents, District & Regional Directors, District and Regional Supervisors. Title: Critical Elements of Special				

	Education to Support Every School; Rights of a Child with a Disability, FAPE in the LRE, Proactive Supports and Discipline (Theme 1, 2, 3, 4, Program Designer: Karen Loy)				
[S 4.2] Job Embedded Supports Provide coherent job-embedded supports that increase student engagement through the implementation of best practice. **Benchmark Indicator** These benchmarks provide evidence that the district is providing support to build capacity * District-level benchmark: Each teacher at some point in the year will have one IEP they have written reviewed using the IAIEP Rubric with individual feedback. Common language and reflection will improve meetings and services. These benchmarks provide evidence of a change in practice * District-level benchmark: SPED teachers and LEA will learn to recognize the IAIEP/FBA & BIP (Qualitative discussion resulting in "Yes" or "No) * This benchmark provides evidence that changes in practice are impacting students * District - AND school-level benchmark: Decrease in student behavior incidents from previous year baselines. * District - AND school-level benchmark: The IAIEP will enable schools to impact students with disabilities with the service they need to make progress (Qualitative discussion resulting in "Yes" or "No", as measured with support from the SPED case manager)	**[A 4.2.1] Required Supports** **REQUIRED**(non-negotiable) Professional Learning. Schools must include these district-led professional learning sessions in their school plans. * All Grade Levels: School Leadership Teams: Reviewing the Rights of a Child with a Disability and Parental Responsibilities (Theme 1, 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Running an Effective IEP Meeting (Theme 1 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Small Group Instruction (Theme 3) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: When and How to Write at FBA & BIP (Theme 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Professional Review to Prepare for Challenging Meetings (Theme 1, 2, 3, 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Preparing for Behavior Manifestations (Theme 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Consideration for a Student to Move to a More Restrictive Environment (Theme 1 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels - SPED Staff and School Leadership Teams - Understanding the KCS Full Continuum of Preschool and K-12 Services: Empowering Case Managers to Confidently Discuss and Consider Special Education Supports (Theme 1, 2, 3, 4) Program Designer: Regional SPED Supervisor * Elementary: Preschool Staff: Implementing Connect 4 Learning Curriculum with Fidelity in the	See Program Designers	05/24/2024		

	Early Childhood Inclusive Setting (Theme 1, 2, 3) Program Designer: Regional SPED Supervisor				
	[A 4.2.2] Optional Supports **OPTIONAL **job-embedded supports to build the capacity of school-based instructional support teams. Schools can opt to use pre-programmed support to address the needs of their instructional teams. Schools should **ADD **descriptions of additional school-based support (implementing PLC with a specific focus, field–testing new strategies, assessment analysis, team lesson planning, activity planning, etc.) as needed. **Each school is required to have at least one approach listed in this section.** * All Grade Levels: School Leadership Teams: If I can't go, then who goes? The Department of School Culture will help you build a flexible TCI team by discussing scheduling, identifying alternate TCI leaders, and organizing teams to respond to different levels of crises. (Theme 1, Program Designer: Jeff Wright) * Elementary: Counselors: Using student-level needs assessments to deliver targeted support. District-level counseling support will provide strategies and tips to address academic needs, social-emotional development, and college and career needs. (Theme 2, Program Designer: Heather Willis) * All Grade Levels: School Leadership Teams: Strategies to make your Whole Child Support Team (WCST) more effective. Diagnostic visits conducted by district-level staff will identify how your WCST can become more efficient, prioritize discussions, and implement best practices. District-level staff will prescribe changes for the WCST and monitor the effectiveness of changes on subsequent visits. (Themes 1 and 2, Program Designer: April Baer) * All Grade Levels: School Leadership Teams & EL	See Program Designer	02/24/2024		

	Teachers: EL coaches will support the EL Teachers assigned to their Region regarding language development practices, student engagement, WIDA framework, and implementation of instructional materials. * All Grade Levels: School Leadership Teams: RTI2 Fidelity Checks: The RTI2 facilitator will guide members of the school leadership team in best practices for conducting RTI2 fidelity checks in using intervention resources with integrity to address student-specific needs. (Theme 1, Program Designer: Paula Sarver) * All Grade Levels: School Leadership Teams: Accountability for Progress Monitoring for Interventions (Theme 3) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Assisting with Transitions Between Grade Spans (Theme 1, 2, 3 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Assisting with New Students from Out-of-County or Out-of-State (Theme 1 & 2) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Thoughtful Conversations about Diploma Pathways for Students (Theme 1, 2 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: The Sped Teacher's Role in an Effective Co-Teaching Classroom (Theme 1, 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: How to Determine the Most Appropriate Intervention for a Student (Theme 1, 2) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Using Structured Teaching Strategies to Increase Desired Behaviors (Theme 1, 4) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: "Look Fors" During Wilson/Language Live Reading				

	Instruction During Learning Walks (Theme 2 & 3) Program Designer: Regional SPED Supervisor * All Grade Levels: Setting up a Classroom with Defined Physical Boundaries (Theme 1, 2, 3, 4) Program Designer: Regional SPED Supervisor * Elementary: School Leadership Teams and Preschool Staff: Understanding the TDOE Rules and Regulations for Early Childhood Classrooms (VPK, Title 1, SPED) (Theme 1 & 2) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Effective Use of TIGER Evaluation Model in the Early Childhood Inclusive Education Setting. (Theme 1, 2 & 3) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Understanding and Identifying Key "Look Fors" in the Early Childhood Inclusive Setting During Learning Walks. (Theme 1 & 2) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Identifying and Supporting High-Quality Special Education Supports and Instruction in the Early Childhood Setting During Learning Walks. (Theme 1 & 2) Program Designer: Regional SPED Supervisor * All Grade Levels: School Leadership Teams: Utilizing Instructional Assistants Effectively in the Early Childhood and K-12 Special and Inclusive Settings. (Theme 1 & 2) Program Designer: Regional SPED Supervisor * Elementary: Preschool Staff: Environmental Strategies to Support Effective Classroom Instruction in the Early Childhood Inclusive Setting (Theme 1 & 2) Program Designer: Regional SPED Supervisor * Elementary: Preschool Staff: Implementing Effective Routines and Procedures in the Early Childhood Inclusive Setting (Theme 1 & 2) Program Designer: Regional SPED Supervisor * Elementary: Preschool Staff: Highly Effective Behavior and Social/Emotional Supports in the				

	Early Childhood Setting (Theme 2 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels - SPED staff and School Leadership Teams - School Psychologists assist with data reviews to support high-quality discussion on the effectiveness of math and reading interventions. (Theme 3) Program Designer: Regional SPED Supervisor * All Grade Levels- SPED staff and School Leadership Teams - School Psychologists assist with helping the school-based teams understand the educational impact of SPED and 504 eligibility areas as it relates to developing effective behavioral interventions. (Theme 2 & 4) Program Designer: Regional SPED Supervisor * All Grade Levels - Special and Regular Education staff and School Leadership Teams – Providing support for student(s) with visual impairments and/ or hearing impairments (Theme 1 and 2) Program Designer: Regional SPED Supervisor * All Grade Levels: Special and Regular Education Staff, School Leadership Teams, and Interpreters-Understanding how to set up educational settings for students who are deaf (Theme 1, 2, 3 and 4) Program Designer: Regional SPED Supervisor * All Grade Levels: Instructional Leaders: Capacity Building: Regional Directors and/or Supervisors work with instructional leadership teams to create systems and structures that build the instructional capacity of teachers. These systems and structures would focus on effectively using distributed leadership through coaches, department chairs, curriculum principals, or other building-level leaders to streamline building-level operations. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Instructional Leaders: Data Analysis and Use: Regional Directors and/or Supervisors work with instructional leadership teams to create systems and structures that promote goal setting and monitor progress in support of continuous improvement (Theme 3, Program Designer: Regional Director)				

		* All Grade Levels: Program Implementation: Regional Directors and/or Supervisors work with instructional leadership teams to address operational and logistic hurdles to the daily procedures required to run an effective school. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Leveraging Strengths: Regional Directors and/or Supervisors work with instructional leadership teams to make sure roles and responsibilities align with team members' strengths and weaknesses. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Family Engagement: Regional Directors and/or Supervisors work with instructional leadership teams to address logistic and operational hurdles that prevent deeper family and community involvement at the school. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Ownership: Regional Directors and/or Supervisors work to create systems that share and delegate responsibilities among school leadership teams with diverse talents. (Theme 3, Program Designer: Regional Director) * All Grade Levels: School Climate: Regional Directors and/or Supervisors work with instructional leadership teams to address climate concerns in the building. Directors/Supervisors will help create systems that foster professional, respectful, and orderly school environments for parents, teachers, and students. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Building Professional Development Systems: Regional Directors and/or Supervisors work with instructional leadership teams to design professional learning opportunities with a strong sense of purpose and focus. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Staffing: Regional Directors and/or Supervisors work with instructional leadership teams to create systems and structures that promote staff retention through differentiated support structures. (Theme 3, Program Designer:				

	Regional Director) * All Grade Levels: Asset Management: Regional Directors and/or Supervisors work with instructional leadership teams to build structures that address in-the-moment needs (like student behavior) with minimal impacts on operational efficiency. (Theme 3, Program Designer: Regional Director) * All Grade Levels: Prioritization: Regional Directors and/or Supervisors work with instructional leadership teams to analyze and prioritize needs to minimize the number of issues the leadership team is addressing. (Theme 3, Program Designer: Regional Director)				