



Tennessee Investment in Student Achievement

2024-25 Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to [T.C.A. § 49-3-114](#) to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2024**.

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION

District Name		Memphis-Shelby County Schools (0792)
Director of Schools Name		Dr. Marie N. Feagins
District Point of Contact for TISA Accountability Report	Name	William E. White II
	Phone Number	(901) 416-5533
	Email Address	whitewe@scsk12.org
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		27.5%

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ²	52 % of students will score proficient on the 3 rd grade ELA TCAP by	2030	year
Goal Statement 2:	51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.		
Goal Statement 3:	47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.		
Goal Statement 4:	52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.		
Goal Statement 5:	51% of students in grades 3-12 will score proficient on the Social Studies TCAP by 2030.		

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 29% Actual: 27.5%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	33%	
Year 3: 2025-2026 school year	37%	
Year 4: 2026-2027 school year	41%	
Year 5: 2027-2028 school year	45%	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Although ELA proficiency in grade 3 improved by 2.8 percentage points from 2022-2023, The Year 1 outcome target of 29% was not met. The actual for 2023-2024 was 27.5%.</p> <p>Based on the outcomes from the 2023-2024 school year, the district has identified specific actions to increase ELA outcomes in the 2024-2025 school year. These actions include committing to the effective implementation of the district’s adopted high-quality instructional materials in all grade levels, implementing a district-wide set of high-impact instructional strategies for use in classroom learning walks and feedback conversations, expanding access to before, during, and after school tutoring, and identifying professional learning topics that are identified as areas of need by teachers and leaders. Additionally, the district has made literacy a priority and identified specific expectations for all teachers to include opportunities for reading, writing, and speaking about text in every class, on every campus, every day this school year. Finally, to support achievement outcomes in 3rd grade ELA, the district has implemented additional supports to ensure that Specialized Education Assistants that support literacy instruction in K-5 are given additional supports to increase their impact.</p>	
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none"> • Leverage an evidence-based assessment and intervention curricular tool. Amount: \$2.9M <p>The percentage of students performing two or more grade levels below continues to trend down. Intervention providers leverage the universal screener data to plan small group instruction. The same platform utilized for the assessments is also used for the curricular resources. There is opportunity to continue strengthen Tier 1 to mitigate number of students needing intervention. Additionally, consistency of Tier 2 and 3 intervention instruction continues to be an area of opportunity.</p> <p>School-day tutoring was implemented for identified 3rd grade students based on the TN Learning Loss and Remediation Act. The external community partners and educational assistants serving as tutors implemented the district provided intervention tool and supplemental resources.</p> <ul style="list-style-type: none"> • Allocate funds to provide substitutes to cover classrooms as teachers attend professional learning. Amount: \$200K 	

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

	<p>The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices.</p> <ul style="list-style-type: none"> • Allocate funds for before and after school tutoring. <p>Amount: \$3.7</p> <p>MSCS served over 11,000 students and employed over 1200 tutors for Before/After School tutoring to best support the focused tutoring suggested ratio of 1:8 (tutor to students). The number of tutors allocated to each school was based on 20% of each school's projected student population. Additionally, we compensated over 150 Tutoring Coordinators – a designee appointed by each school's principal - to monitor and manage the implementation of Before/After School tutoring at each site.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none"> • Improve the implementation of standards-aligned curriculum in all subjects by utilizing unit and lesson preparation guides, high-impact instructional strategies that ensure reading, writing, and speaking about text every day, and leveraging coaching conversations to improve classroom instruction. • Leverage Specialized Education Assistants (SEAs) to provide individual support to students in K-2 classrooms. • Leverage strategic community partnerships, including the Strategic Partners for Literacy, to provide families with aligned resources to support at-home reinforcement and enrichment of instruction. • Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments. • Increase student enrollment in before and after school tutoring. • Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports. • Provide professional learning on small group instruction. • Implement literacy focused open and closing activities daily during each content lesson.

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$13.5M

Tutoring \$7.2M

Exceptional Children \$90M

Multilingual Learners \$27.3M

Professional Development \$3.2M

Literacy \$614K

Specialized Ed Assistants \$20M

Curriculum Associates – Curriculum Tools \$2.9M

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 28% Actual: 23.7%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	28.3%	
Year 3: 2025-2026 school year	32.8%	
Year 4: 2026-2027 school year	37.4%	
Year 5: 2027-2028 school year	41.9%	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Although ELA proficiency in grades 3-12 improved by 0.9 percentage points from 2022-2023, the Year 1 outcome target of 28% was not met. The actual for 2023-2024 was 23.7%.</p> <p>Based on the outcomes from the 2023-2024 school year, the district has identified specific actions to increase ELA outcomes in the 2024-2025 school year. These actions include committing to the effective implementation of the district's adopted high-quality instructional materials in all grade levels, implementing a district-wide set of high-impact instructional strategies for use in classroom learning walks and feedback conversations, expanding access to before, during, and after school tutoring, and identifying professional learning topics that are identified as areas of need by teachers and leaders. Additionally, the district has made literacy a priority and identified specific expectations for all teachers to include opportunities for reading, writing, and speaking about text in every class, on every campus, every day this school year. Finally, the district has implemented additional supports to ensure that Specialized Education Assistants that support literacy instruction in K-5 are given additional supports to increase their impact.</p>	
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none"> Provide high-quality Tier 2 and 3 interventions through the RTI2 Framework Amount: \$560K <p>The percentage of students performing two or more grade levels below continues to trend down. Intervention providers leverage the universal screener data to plan small group instruction. The same platform utilized for the assessments is also used for the curricular resources. There is opportunity to continue strengthen Tier 1 to mitigate number of students needing intervention. Additionally, consistency of Tier 2 and 3 intervention instruction continues to be an area of opportunity. Students have the opportunity to participate in small group instruction aligned with their skill-deficit and engage in their Individualized Learning Path on the computer.</p> <p>Before and after school tutoring was provided to students in grades K-12. The external community partners, educational assistants, and teachers serving as tutors implemented the district provided intervention tool and supplemental resources.</p> <ul style="list-style-type: none"> Train tutors to leverage an evidence-based curricular tool to provide tutoring to students performing below grade level Amount: \$460K 	

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

	<p>Imagine Learning ELA professional development courses were offered to high school tutors each semester covering the following topics:</p> <ul style="list-style-type: none">• Planning specific small group lessons to address the learning targets• Creating personalized learning experiences for tutoring <p>I-Ready ELA professional development courses were offered to K-8 tutors each semester covering the following topics:</p> <ul style="list-style-type: none">• Differentiated Instruction• Best practices for using i-Ready Instructional Materials• Using i-Ready Tools for Scaffolding Comprehension
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none">• Improve the implementation of standards-aligned curriculum in all subjects by utilizing unit and lesson preparation guides, high-impact instructional strategies that ensure reading, writing, and speaking about text every day, and leveraging coaching conversations to improve classroom instruction.• Leverage Specialized Education Assistants (SEAs) to provide individual support to students in K-2 classrooms.• Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction.• Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments.• Increase student enrollment in before and after school tutoring.• Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.• Provide professional learning on small group instruction.• Implement literacy focused open and closing activities daily during each content lesson.

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$13.5M

Tutoring \$7.2M

Exceptional Children \$90M

Multilingual Learners \$27.3M

Professional Development \$3.2M

Literacy \$614K

Specialized Ed Assistants \$20M

Curriculum Associates – Curriculum Tools \$2.9M

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 21% Actual: 19.7%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	24.3%	
Year 3: 2025-2026 school year	28.8%	
Year 4: 2026-2027 school year	33.4%	
Year 5: 2027-2028 school year	37.9%	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Although Math proficiency in grades 3-12 improved by 3.7 percentage points from 2022-2023, the Year 1 outcome target of 21% was not met. The actual for 2023-2024 was 19.7%.</p> <p>New Math textbooks and updated State standards were implemented for the first year. The district team met with district and school leaders on a monthly basis to develop capacity around the standards and the new inquiry-based instructional model. The inquiry-based instructional model posed a challenge for teachers accustomed to being the ‘sage on the stage’ because students must be able to enter a lesson by grappling with problems, which serves as a bridge to learning between previous and current concepts. Teachers and leaders are falling back on the direct teaching model. Development of student conceptual understanding is vital to long-term student success with Math.</p> <p>The focus is ‘returning to the basics’, to allow teachers to focus on intellectual preparation so that they are internalizing the plans for instruction. In order to overcome school-leader compliance mindset, the District teams are modeling intellectual preparation across each grade band. Additionally, each day’s lesson is expected to open and close with a literacy-based activity to deepen the coherence of engagement with reading and writing across all content areas.</p> <p>Instructional coaches are school-based to be able to provide timely coaching supports which can include planning, data-analysis, review of student work, and modeling or side-by-side teaching. These coaches are supported by Network Advisors, which meet weekly to address areas of need and develop content capacity. The coaches and Advisors assist with creating and facilitating professional learning opportunities focused on the standards, instructional model, and Math Core Actions.</p>	

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.

- Leverage an evidence-based assessment and intervention curricular tool.

Amount: \$2.9M

Approximately 16,889 students were served through Tier 2 and 3 intervention support plans in Literacy and Math. Problem Solving is the greatest area of Math need. Some students did show positive tier movement while other students remained unchanged over the course of the school year. Teachers communicated progress to parents and made Diagnostic screening data available to families, encouraging iReady Personalized Instruction at home to extend the learning in the greatest area of need. While many students did engage in iReady Personalized Instruction to complement face-to-face small group instruction in the classroom, this is an area of opportunity where students meet the recommended weekly engagement of 45 minutes per week and is an area of focus, allowing a connection between small group instruction and computer-based learning.

- Leverage funding for professional learning for tutors.

Amount: \$460K

Imagine Learning Math professional development courses were offered to high school tutors each semester covering the following topics:

- Planning specific small group lessons to address the learning targets
- Creating personalized learning experiences for tutoring

I-Ready Math professional development courses were offered to K-8 tutors each semester covering the following topics:

- Differentiated Instruction
- Best practices for using i-Ready Instructional Materials
- Using i-Ready Tools for Scaffolding Comprehension
- Planning and Evaluating Small Group Instruction - Math

- Provide funds for supplemental materials to support the curriculum.

Amount: \$6.9M

- Supplemental resources include primary and secondary sources. Additionally, resources from Junior Achievement.

- Allocate funds for before and after-school tutoring.

Amount: \$3.7M

MSCS served over 11,000 students and employed over 1200 tutors for Before/After School tutoring to best support the focused tutoring suggested ratio of 1:8 (tutor to students). The number of tutors allocated to each school was based on 20% of each school's projected student population. Additionally, we compensated over 150 Tutoring Coordinators – a designee appointed by each school's principal - to monitor and manage the implementation of Before/After School tutoring at each site.

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none"> • Improve the implementation of standards-aligned curriculum in all subjects by utilizing unit and lesson preparation guides, high-impact instructional strategies that ensure reading, writing, and speaking about text every day, and leveraging coaching conversations to improve classroom instruction. • Utilize double blocking of math courses to provide additional instructional time. • Leverage Specialized Education Assistants (SEAs) to provide individual support to students in K-2 classrooms. • Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction. • Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments. • Increase student enrollment in before and after school tutoring. • Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports. • Provide professional learning on small group instruction. • Implement inquiry-based instructional model, integrating the 5Es.
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>Funding from the following areas is being used to support the Action Plan.</p> <p><i>Curriculum and Instruction \$13.5M</i></p> <p><i>Tutoring \$7.2M</i></p> <p><i>Exceptional Children \$90M</i></p> <p><i>Multilingual Learners \$27.3M</i></p> <p><i>Professional Development \$3.2M</i></p> <p><i>Literacy \$614K</i></p> <p><i>Specialized Ed Assistants \$20M</i></p> <p><i>Curriculum Associates – Curriculum Tools \$2.9M</i></p>

Goal Statement 4: 52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 29% Actual: 26.6%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	30.8%	
Year 3: 2025-2026 school year	35.1%	
Year 4: 2026-2027 school year	39.3%	
Year 5: 2027-2028 school year	43.5%	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Although Science proficiency in grades 3-12 improved by 2.4 percentage points from 2022-2023, the Year 1 outcome target of 29% was not met. The actual for 2023-2024 was 26.6%.</p> <p>Improving literacy rates continues to be a district priority. Science content offers the opportunity to engage with concepts through reading, writing, and experimenting. Across grades K-12, every day, the Science lessons will open and close with a literacy-based activity. Students will be expected to write and explain their answers scientifically in groups or individually.</p> <p>Leaders and teachers are supported with unpacking the State Science Standards, assisting in developing short-cycle assessments, reviewing student work, and analyzing data to guide instructional decisions.</p>	
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none"> Allocate funds to provide substitutes to cover classrooms as teachers attend professional learning <p>Amount: \$200K</p> <p>The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices.</p>	

Goal Statement 4: 52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.

<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none"> • Improve the implementation of standards-aligned curriculum in all subjects by utilizing unit and lesson preparation guides, high-impact instructional strategies that ensure reading, writing, and speaking about text every day, and leveraging coaching conversations to improve classroom instruction. • Leverage Specialized Education Assistants (SEAs) to provide individual support to students in K-2 classrooms. • Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction. • Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments. • Increase student enrollment in before and after school tutoring. • Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports. • Provide professional learning on small group instruction. • Implement the 5E instructional model.
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>Funding from the following areas is being used to support the Action Plan.</p> <p><i>Curriculum and Instruction \$13.5M</i></p> <p><i>Tutoring \$7.2M</i></p> <p><i>Exceptional Children \$90M</i></p> <p><i>Multilingual Learners \$27.3M</i></p> <p><i>Professional Development \$3.2M</i></p> <p><i>Literacy \$614K</i></p> <p><i>Specialized Ed Assistants \$20M</i></p> <p><i>Curriculum Associates – Curriculum Tools \$2.9M</i></p>

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 28% Actual: 25.1%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	29.4%	
Year 3: 2025-2026 school year	33.7%	
Year 4: 2026-2027 school year	38.1%	
Year 5: 2027-2028 school year	42.4%	
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Although Social Studies proficiency in grades 3-12 (6-12) improved by 1.8 percentage points from 2022-2023, the Year 1 outcome target of 28% was not met. The actual for 2023-2024 was 25.1%.</p> <p>To continue the upward momentum, teacher supports focus on building content knowledge, student engagement, authentic connections to the content, and the State Standards. Teachers will continue to develop strength in utilizing the Social Studies practices to increase literacy and understanding of Social Studies content. In addition, the district will continue to provide individual teacher support for by working in tandem with building leaders to build capacity in implementing short cycle assessments, which will provide a base for teachers as they modify their classroom instruction to meet the needs of their students.</p> <p>Developing student background knowledge is vital for students to be able to authentically connect to the content. Integrating supplemental standards-aligned resources, which include local historical events, figures, and locations will assist in students being able to see themselves in the content and enhance student engagement. Additionally, ensuring literacy focused activities open and close each lesson allows students the opportunity to continue enhancing their reading and writing skills.</p>	
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<ul style="list-style-type: none"> Allocate funds to provide substitutes to cover classrooms as teachers attend professional learning Amount: \$200K <p>The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices.</p> <ul style="list-style-type: none"> Allocate funds for supplemental materials for Social Studies Amount: \$12k 	

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

	<p>Supplemental materials were purchased to ensure relevant learning opportunities for Social Studies engagement. These supplemental materials included integration of Junior Achievement resources to extend learning aligned with Personal Finance and Economics. Additionally, texts reflecting local historical events, famous individuals, and landmarks continue to be integrated within the standards aligned instruction so that students can make sense of their community and impact of significant events.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none">• Improve the implementation of standards-aligned curriculum in all subjects by utilizing unit and lesson preparation guides, high-impact instructional strategies that ensure reading, writing, and speaking about text every day, and leveraging coaching conversations to improve classroom instruction.• Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction.• Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments.• Increase student enrollment in before and after school tutoring.• Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.• Provide professional learning on small group instruction.

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$13.5M

Tutoring \$7.2M

Exceptional Children \$90M

Multilingual Learners \$27.3M

Professional Development \$3.2M

Literacy \$614K

Specialized Ed Assistants \$20M

Curriculum Associates – Curriculum Tools \$2.9M

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Date(s) of opportunity for local public comment.	October 28 through October 31
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Memphis-Shelby County Schools provided a link and form via the District website to allow for public comment related to the TISA Accountability Report.
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	