Memphis-Shelby County Schools Annual Plan (2023 - 2024)

Last Modified at Apr 05, 2023 09:17 AM CDT

[G 1] Reading/Language Arts
Memphis-Shelby County Schools will increase ELA meeting or exceeding expectations proficiency rates in all grades from 22.0% in 2022 to 31.8% in 2024; 3-5 from 23.4% in 2022 to 32.9% in 2024; 6-8 from 18.7% in 2022 to 28.9% in 2024 and 9-12 from 24.9% in 2022 to 34.3% in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.	**[A 1.1.1] Access to Rigorous Curriculum** Provide teachers with Reading Prescriptions and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Reading Prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	J. Carson	05/31/2024		

| District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.

Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Alignment of Classroom Observation and Feedback Utilize formal observations (TEM rubric) and the District's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.	J. Carson	05/17/2024		
	[A 1.1.3] Resource Alignment Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: * Districtwide PLC Protocol Guides (Weekly Planning Guide) * Reading Prescriptions * Re-Teach Calendars * Performance Based Objectives * Curriculum maps and toolkits * Supplementary texts (Ready Read) * Pacing guides, performance-based objectives crosswalks * Florida Virtual School crosswalks * Classroom protocols and instructional technology.	J. Carson	05/31/2024		
	[A 1.1.4] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and	J. Carson	03/25/2024		

	school-level Instructional Leadership Teams will have access to students performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards mastered and not-mastered for re-teaching opportunities.				
	[A 1.1.5] Implementation of Effective Literacy Shifts Conduct daily classroom observations using the District's Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts and gauge the implementation of standard aligned instruction.	J. Carson, T. Scott	05/31/2024		
	[A 1.1.6] Learning Equity Gap Resources Provide students access to Before School, After School and During the School Day tutoring opportunities specifically aligned to identified gaps to address the highest areas of need.	S. Page	05/31/2024		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional	**[A 1.2.1] Standards Based Curriculum Training** Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week and Teacher Development Week to enhance understanding and ensure continuity of practice across the District.	J. Carson	05/31/2024		

Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[A 1.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to Literacy Instructional Coaches, School-level Literacy Content Leads, Literacy Laureates, and New Teacher Mentors.	T. Scott and J. Carson	05/31/2024		
	[A 1.2.3] District Learning Days Provide differentiated learning opportunities as	T. Scott and J. Carson	02/21/2024		

	professional development for SPED, ESL, and Gen Ed ELA teachers during each semester's District Learning Day that focuses on building students' foundational skills, effective teaching practices, learning shifts, and addressing grade level standards.				
	[A 1.2.4] Targeted Professional Development Provide online on-going content cadre PD sessions for teachers and leaders based on identified tracks of support as a result TEM ratings. Additionally, leaders can also assign various sessions for teachers to attend and gain additional content support in the areas of teaching and learning, instructional shifts and best practices.	J. Carson and T. Scott	06/28/2024		
	[A 1.2.5] Future Black Male Teachers of Memphis Continue annual recruitment, retainment, and support of African American (AA) male teachers to increase instructional engagement of AA male students by building a culture of learning. Various learning sessions will be held (September - April) to support AA male teachers in cultivating positive relationships and utilizing culturally relevant pedagogy.	M. Lowe	06/28/2024		
	[A 1.2.6] Parent and Community Engagement Offer regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities to provide parents with support and tools to help their children.	S. Payne	06/28/2024		
	[A 1.2.7] SPED Professional Development ** **Provide numerous professional development opportunities for special education (SPED) teachers and general education teachers supporting SWDs. All SPED teachers are encouraged to participate in District provided PD for ELA. The Department of Exceptional Children	D. Harris	06/03/2024		

	and Health Services (DECHS) offers supplemental PD to support scaffolding and differentiation to meet the needs of SWDs. Maintain and publish a monthly PD calendar of activities to support SPED teachers in ELA. SPED PD for ELA may include Wonders (for special education teachers new to using Wonders or a deeper dive into scaffolding for experienced Wonders users); i-Ready- scaffolding and differentiation through a variety of tools within i-Ready. PD for any other products available to teachers. PD may be vendor led, face to face, Canvas (on-demand), or through a virtual platform. DECHS will also host a Literacy Institute in the Fall, 2023 and Spring 2024 to address the five fundamental reading skills (phonics, phonemic awareness, vocabulary, reading comprehension and fluency). Additional PD will be provided or recommended based on post - survey results and District walk-throughs using Educational Epiphany.				
	[A 1.2.8] Differentiation for Gifted Learners: CLUE Provide professional development for CLUE teachers centered around differentiated instruction. The sessions will include a book study using Differentiation for Gifted Learners: Going Beyond the Basics. Participants will read, then implement learned strategies from the text. Book study sessions will address gaps to scaffolding and differentiating ELA instruction in a way that moves learners beyond their normal method of processing content. Additionally, CLUE teachers will also have access to PD offerings in CANVAS related to Depth and Complexity.	D. Harris	03/31/2024		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.	**[A 1.3.1] Response to Instruction and Intervention (RTI2)** ** **Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention	A. Maples	05/17/2024		

Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.				
	[A 1.3.2] Personalized Literacy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards.	A. Maples	05/17/2024		
	[A 1.3.3] Targeted Support for Ongoing Learning Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based Extended Learning programs through Title I and TN All Corps, Superintendent's Summer Learning Academy (K-8), Read to Be Ready Summer Learning Academies, and Fall and Spring Break Learning Academies.	S. Paige and D. Sanders	06/28/2024		
	[A 1.3.4] District Implementation Guide (DIG) Employ an annual meeting to review/revise the District Implementation Guide in order to create a systematic process that will inform the implementation of RLA intervention and use of the progress monitoring data which guides each student's plan for intervention. Interventionists use	J. Carson	08/11/2023		

	the guide as a resource to provide instructional and intervention supports aligned with District and State expectations.				

[G 2] Mathematics
Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 13.6% in 2022 to 24.4% in 2024; 3-5 from 18.2% (2022) to 28.4% (2024); 6-8 from 13.1% (2022) to 23.9% (2024); and 9-12 from 8.8% (2022) to 20.2% (2024).

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.	**[A 2.1.1] Access to Rigorous Curriculum** Provide teachers with curriculum maps and Math Prescriptions that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. Curriculum maps and Math Prescriptions will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	J. Carson	04/01/2024		

District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.					
	[A 2.1.2] Alignment of Classroom Observation and Feedback Utilize formal evaluations (TEM rubric) and informal Classroom Walkthrough Protocol and Debriefing Document** **for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.	J. Carson	05/24/2024		
	[A 2.1.3] Resource Alignment Provide teachers with resources for Tier 1 instruction aligned to the TN Academic Standards. The following are examples of resources teachers have access to on a daily basis: Professional Learning Communities Guides (PLC Guides), Math Prescriptions, Re-Teach Calendars, Coherence Tools, Performance Based Objectives, curriculum maps, curriculum toolkits, supplementary texts (Ready Math), pacing guides, performance-based objectives crosswalks, classroom protocols and instructional technology.	J. Carson	06/28/2024		
	[A 2.1.4] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to performance data following each	J. Carson	03/29/2024		

	CFA, which will support teachers in planning differentiated instruction.				
	[A 2.1.5] Implementation of Effective Mathematical Learning Shifts Conduct daily classroom observations using the Districts Classroom Walkthrough Protocol and Debriefing Document will provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.	J. Carson, T. Scott	05/24/2024		
	[A 2.1.6] Utilizing Learning Equity Gap Resources Provide students access to Before School, After School and During the School Day tutoring opportunities specifically aligned to identified gaps to order to address identified areas of need.	J. Carson, T. Scott	06/03/2024		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.	**[A 2.2.1] Standards Based Curriculum Training** Instructional Leadership Development weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week to enhance understanding and ensure continuity of practice across the District.	J. Carson, T. Scott	06/28/2024		

Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
	[A 2.2.2] Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve math practices across applicable content areas through Math Instructional Coaches, School-level Math Content Leads, and New Teacher Mentors.	T. Scott	06/28/2024		
	[A 2.2.3] SPED Professional Development Provide numerous professional development opportunities for Special Education (SPED) teachers and general education teachers supporting SWD. All SPED teachers are encouraged to participate in District provided PD for Math. The DECHS offers supplemental PD to support scaffolding and differentiation to meet the	D. Harris	06/03/2024		

	needs of SWDs. Maintain and publish a monthly PD calendar of activities to support SPED teachers in Math. SPED PD will include i-Ready- scaffolding and differentiation through a variety of tools within i-Ready, Imagine Learning support, and PD for any other products available to teachers. DECHS will conduct a Fall 2023 and Spring 2024 Math Institute. SPED Math Institute outside the school day, supporting SPED teachers with math skills instruction to build teacher capacity and support students with scaffolding and differentiation. The PD may be vendor provided, face to face, Canvas (on-demand), or through a virtual platform. Additional PD will be provided or recommended based on post survey results, classroom observation, and District walk-throughs using Educational Epiphany.				
	[A 2.2.4] District Learning Day Continue to provide differentiated professional development for both SPED, ESL, and General Education Math teachers during each semester's District Learning Day that focuses on building students' foundational skills and addressing grade level math standards.	L. Fason, T. Scott, and D. Harris	02/21/2024		
	[A 2.2.5] Targeted Professional Development Provide online on-going content cadre PD sessions for teachers and leaders based on identified tracks of support as a result of TEM ratings and District walkthrough data. Additionally, leaders can assign various sessions for teachers to attend and gain additional content support in the areas of teaching and learning, instructional shifts and best practices.	J. Carson, T. Scott	06/03/2024		
	[A 2.2.6] Future Black Male Teachers of Memphis Continue annual recruitment, retainment, and support of African American (AA) male teachers to increase instructional engagement of AA male students by building a culture of learning. Various learning sessions will be held (September - April) to	M. Lowe	04/30/2024		

	support AA male teachers in cultivating positive relationships and culturally relevant pedagogy.				
	[A 2.2.7] Parent and Community Engagement Offer regular family forums for parents and community members to learn about the State curriculum, math strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these learning opportunities to provide parents with supports and tools to help their children.	S. Payne	06/28/2024		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 2.3.1] Response to Instruction and Intervention (RTI2)** Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, students performing below the 25th percentile are referred to the data team to determine specific deficits in numeracy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.	J. Carson	03/08/2024		
	[A 2.3.2] Personalized Math Support Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the	C. Jones	05/24/2024		

	district's online intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in meeting the State standards.				
	[A 2.3.3] Targeted Support for Ongoing Learning Provide all students with year-round access to extended learning opportunities, e.g., school-based extended learning programs, Superintendent's Summer Learning Academy (K-8), and Fall and Spring Break Learning Academies, to help close the achievement gap.	S. Page	06/28/2024		
	[A 2.3.4] District Implementation Guide (DIG) Annual review to create a systemic approach to guide the implementation of mathematics intervention and use the progress monitoring data to guide each student's plan for intervention is supported in the revisions of the District Implementation Guide. Interventionists use the guide as a resource to ensure approaches and instructional and intervention supports are aligned with District and State expectations to provide instructional and interventional support.	J. Carson	08/08/2023		

[G 3] College and Career Readiness
Memphis-Shelby County Schools will increase the percentage of ready graduates from 20.7% (2021*) to 34% (20243*) and increase the graduation rate from 77.7% (2021) to 80.5% (2024).

*accountability lag year

Performance Measure
Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered
* ACT composite score (21 or higher)
* Earnings of Industry Certifications
* ASVAB Scores
* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. **Benchmark Indicator** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.	**[A 3.1.1] Underclassmen ACT Workshops** ACT Specialists at SCS managed high school conduct quarterly ACT workshops for all SCS high school students.	J. Carson	04/12/2024		
	[A 3.1.2] School Based ACT Awareness ACT Specialists at each SCS managed high school enact the plan embodied in the SCS ACT Field Guide, including quarterly school level data meetings, quarterly school team collaborative meetings with members of the Office of Academics, once-per-semester school level awareness opportunities and individual school level annual ACT plans.	J. Carson	05/03/2024		
	[A 3.1.3] ACT Prep Course Selection Provide targeted content and test-taking skills support to students in the 16-20 ACT Composite cohort in an attempt to undergird content area deficits, improve testing stamina and address school-wide areas for concern. Additionally, ACT Prep courses act as an opportunity for students to engage in the Naviance Test Prep adaptive ACT support platform, which provides custom plans for each student based on diagnostic performance results.	J. Carson	05/17/2024		
	[A 3.1.4] ACT Mock Assessment Provide formative ACT data to high schools and allow them to monitor and adjust strategies for	J. Carson	05/17/2024		

	instruction based on the data from the assessments. These assessments will be administered in the Spring semester to grades 9-10 and in the Fall semester to 11-12 to account for the Spring ACT and Senior Retake. This allows school leaders the opportunity to make decisions on intervention and enrichment opportunities to help students achieve a composite score of 21 or higher and a Ready Graduate designation.				
	[A 3.1.5] School Based ACT Specialists Each school will select two ACT Specialists (ELA and STEM) to enact the work of the SCS ACT Field Guide, including leading workshops, analyzing ACT data, holding quarterly meetings, crafting the school level ACT plan and advocating on behalf of all students in the school for robust, transformative ACT instruction as appropriate in all grades 9-12.	J. Carson	05/24/2024		
	[A 3.1.6] ACT Professional Learning ACT Specialists at each SCS managed high school will participate in annual professional learning to enhance ACT test prep, deepen understanding of ACT data and increase awareness around the components and construction of the assessment itself and its link to high quality core instruction.	J. Carson	05/17/2024		
	[A 3.1.7] Virtual School Using the SCS Virtual School platform, students will have access to complete additional courses required for graduation during before-school, after-school, and weekend sessions. Students will have the opportunity to gain knowledge needed to master content information that is on ACT.	V. Matthews	06/28/2024		
[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** Semester review of the number of Advanced	**[A 3.2.1] Post-Secondary Institute Collaboration** Semi-Annual review of the collaborative process among secondary and post secondary institutions, employers, and industry partners to monitor programs currently in place to maintain pre-requisite alignment to ensure a seamless transition from secondary into higher education or the work force.	T. Lester	05/24/2024		

Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.					
	[A 3.2.2] Advanced Academics Training Expand support to schools for high-quality Advanced Academics offerings including Honors classes, International Baccalaureate (IB), Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Statewide Dual Credit (SDC), and Dual Enrollment (DE) courses by providing professional development for teachers to ensure fidelity of implementation and compliance with all course requirements. Professional development sessions required for teachers to be certified, authorized, or vetted to teach advanced courses (i.e., AP, Pre-AP, IB, SDC, DE, CLUE) occur between June–August each year. District Learning Days are facilitated three times per year to provide in-depth support on programmatic learning objectives for AP, Pre-AP, IB, and CLUE courses. Quarterly AP collaboratives provide new and experienced AP teachers with content-specific training grounded in the instructional materials teachers utilize with their students. New and struggling AP and IB teachers participate in mentoring activities facilitated by experienced or retired teachers between August-May each year. Quarterly SDC lead teacher planning meetings enable lead teachers to discuss best practices,	L. Sklar, D. Harris	06/28/2024		

	share resources and unpack semester objectives. Districtwide honors compliance sessions are facilitated between August – February to support teachers in providing academic acceleration and implement the framework of standards for honors courses with fidelity. School-based and one-on-one support sessions are provided between July – May to build teacher capacity to implement rigorous instructional practices. Self-paced Canvas courses are developed and launched quarterly between September - June to provide teachers with additional support on implementing high-yield strategies that support student success. Gifted teachers are required to complete the classes required by TDOE for the employment standards within 12 months of employment. However, all gifted teachers are provided with coaching and mentoring to ensure rigorous instruction in CLUE English 9 and 10 to prepare these students for enrollment in AP and DE courses.				
	[A 3.2.3] Postsecondary Opportunities Align and expand, where possible, Industry Certification course offerings to high school students with support and educator professional development opportunities to ensure student success.	T. Lester	06/28/2024		
	[A 3.2.4] Enrichment and Support for Students Provide AP tutoring sessions and summer camp opportunities for students enrolled in AP courses. Provide Advanced Learning Program for High Achieving Students (ALPHAS) It will target between 1500 -2000 students and will be taught and facilitated by 100 teachers. These teachers will engage students in enrichment opportunities taken from Expeditionary Learning, Eureka, Khan Academy Modules, and Mathia, with 75 minutes of ELA, 75 minutes of Math and a 30-minute break. Provide gifted and talented enrichment programs	L. Sklar, J. Carson, D. Harris	06/28/2024		

	for K-5 students at 5 hours per week, using interdisciplinary instructional units with above grade-level standards, to support their readiness for advanced level courses in middle and high schools.				
	[A 3.2.5] CCTE Professional Development Ongoing professional development opportunities are provided to all CTE teachers throughout the school year. Not only do teachers participate in opportunities to stay abreast of changing and emerging technologies and industry trends, but they are also prepared to transition students from the classroom to post-secondary and the workforce.	T. Lester	06/28/2024		
[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. **Benchmark Indicator** Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts. Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades. Analyze semester transcripts for Pathways to support the program of study and maintain	**[A 3.3.1] CCTE Strategic Redesign Plan** Continue to align high quality CCTE programs and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations, providing students foundational skills for future internships and apprenticeships.	T. Lester	05/24/2024		

alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.					
	[A 3.3.2] Pathway Programs' Alignment to Career Opportunities Provide on-going support to Career and Technology Centers to ensure instructional rigor in CCTE programs, and quarterly analyze program sustainability to examine the degree to which pathways connect students to workplace and post-secondary learning opportunities.	J. Carson and T. Lester	05/24/2024		
	[A 3.3.3] Work Based Learning Expansion Expand WBL opportunities from 19 WBL sites to 23 WBL sites by the end of the 2024 school year (SY) for students in low incidence classrooms to prepare for successful transitions from high school to inclusive employment or post-secondary education. This is measured by the District's Post-School Outcomes Survey results. This will also be measured by the number of WBL sites at the end of the 2024 SY.	D. Harris and T. Lester	06/03/2024		
	[A 3.3.4] College, Career, and Technology Education (CCTE) Teacher Training; Preparing for Students with Disabilities (SWD) Collaborate and provide training to CCTE teachers on working with SWD. This takes place at minimum 1 time per school year. It will take place in the Fall of 2023. The expected outcome is to increase the number of SWDs in CTE courses. This will be measured by reviewing the number of SWD enrolled in CCTE courses.	D. Harris	06/03/2024		
	[A 3.3.5] College, Career, and Technology Education (CCTE) Training - Community Based Instruction (CBI) for Students with Disabilities (SWD) Provide initial CBI, a component of Work Based Learning (WBL), training to elementary through high school teachers. Provide CBI Refresher training for returning special education (SPED)	D. Harris	06/03/2024		

	teachers. This will take place in Fall 2023 and Spring 2024. The outcome is to prepare teachers to provide SWD instruction and guidance for meaningful CBI experiences and to provide a continuum of services in preparation for successful post-secondary outcomes. This will be measured by CBI post-training surveys.				
[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings; Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students; Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.	**[A 3.4.1] High School Student Transcript Evaluations** Provide comprehensive transcript evaluations three times a year for every student in grades 9-12 along with intervention guidance to ensure school counselors are aware immediately when students fall off track from their current courses. * January - First semester credits are analyzed * May/June - Second semester, Project Graduation, Credit Recovery and Memphis Virtual School credits are analyzed. * August - Summer School credits and transcripts of newly enrolled students are analyzed.	R. McPherson	06/28/2024		
	[A 3.4.2] Early Warning System Training Train high school counselors multiple times throughout the year on early warning systems to identify students' at-risk variables and devise a plan to keep students on track for on time graduation during District Learning Days. Most high school meetings include a transcript analysis exercises. Additionally, high school counselors have been trained in the use of Naviance. Naviance has the capacity to upload student course histories from	R. McPherson	02/23/2024		

	PowerSchool and identify course requirements not met by individual students. Additionally, school counselors complete a review of all transcripts at the beginning of the school year, after Semester 1 grades have been stored in PowerSchool, and after Semester 2 grades have been stored in PowerSchool. Fidelity checks are completed by the High School Counseling Manager.				
	[A 3.4.3] Middle School Student Transition Plan Annually school counselors will develop an Elementary-to-Middle and a Middle-to-High School transition plan focused on college and career exploration. * Elementary schools collaborate with their feeder middle school(s) to coordinate transition programs and activities for 5th grade students during the spring (March – May). Transition activities include student and parent orientation, in-person or virtual campus tours, and College & Career Day. Also, school counselors assist 5th grade students and parents with the middle school selection process (i.e., registration, class selection, extra-curricular activities). * Middle schools collaborate with their feeder high school(s) to coordinate transition activities and events for 8th grade students during the spring (March – May). Transition activities include High School Open House for students and parents, in-person or virtual Campus Tours, High School Transition Fairs, and College & Career Day/Fair. School Counselors assist 8th grade students with developing and completing their Four-Year Course Plan of Study to prepare them for the transition to high school. Also, school counselors conduct individual student meetings and parent conferences to discuss and assist with the high school selection process (i.e., review assessment test data, middle school report card grades, registration, students' interests and/or interest inventory results, extra-curricular activities, Four-Year Plan of Study course selections,	R. McPherson	05/31/2024		

	graduation requirements and post-secondary options).				
	[A 3.4.4] Parent Meetings Provide numerous parent meetings throughout the Spring semester to discuss the transition to middle schools and high schools including visits to the middle school or high school the student will be attending. * Elementary Counselors collaborate with their feeder Middle School Counselor(s) to host parent meetings during the spring (March – May) to discuss the transition to middle school which includes sharing dates for the Middle School Open House, Student/Parent Orientation, and Campus Tours. * Middle School Counselors collaborate with their feeder High School Counselor(s) to host parent meetings during the spring (March – May) to discuss the transition to high school which includes the Four-Year Planning Process, Course Selection and sharing dates for the High School Open House for students/parents, Campus Tours, and Freshman Orientation. * High School Counselors collaborate with feeder Middle School Counselors to coordinate course selections for high school. Additionally, High School Counselors host a transition event for 9th grade students and parents during the summer, when schools meet in person. In a virtual setting, virtual meetings are held during the same time period for ninth grade students and their parents.	R. McPherson, S. Payne	04/26/2024		
	[A 3.4.5] Student Transcript Training for Special Education (SPED) Teachers The Department of Exceptional Children and Health Services (DECHS) will provide transcript review training to high school SPED teachers to help make informed Individualized Education Program (IEP) decisions. This will take place Fall 2023 and Spring 2024. Transcript reviews will occur once per semester of each school year. This	D. Harris	06/03/2024		

	will be measured by post professional development (PD) surveys and DECHS random transcript monitoring				
	[A 3.4.6] Post-Secondary Transition Training for Special Education (SPED) teachers The Department of Exceptional Children and Health Services (DECHS) will conduct a minimum of 6 Post-Secondary Transition trainings for SPED teachers. This training will cover best practices and compliance requirements for students transitioning between grade bands. The training will utilize a collaborative approach to transition planning with the sending/receiving schools as part of the transition process. Effectiveness will be based on post-training survey results.	D. Harris	06/03/2024		

[G 4] Safe and Healthy Students
MSCS will maintain a 60% progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:	**[A 4.1.1] Positive Behavior Intervention Support** Implement RTI2 behavior prevention and intervention plans that provides support to students with fidelity.	A. Hargrave	05/17/2024		

Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
	[A 4.1.2] Intervention Teams Utilize cross-functional teams to complete statistic cycles that review attendance, chronic absenteeism, and behavioral data to identify at-risk students. S.E.E.D. Managers will conduct weekly visits to identified priority schools to provide on the ground tailored supports for chronic absenteeism.	A. Hargrave	05/17/2024		
	[A 4.1.3] Support for Displaced Students Provide services, through District and community partnerships, to displaced students and their families to eliminate barriers for attendance and academic success.	A. Hargrave	06/28/2024		
	[A 4.1.4] Intervention Programs for Students Implement intervention programs to encourage positive and safe behavior among students; to include programs such as Restorative Justice and dropout prevention.	B. Walker	05/17/2024		
	[A 4.1.5] Support for Students with Disabilities Department of Exceptional Children and Health Services (DECHS) will monitor Power BI data monthly to identify Students with Disabilities (SWD) who are approaching suspension/expulsion of 10 days. Communication and training with schools will include topics such as: Manifestation Determination	D. Harris	06/03/2024		

	Review (MDR), the need for the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), state mandated data collection forms, Isolation and Restraint, Interventions/ strategies for support and review of coding with support of Student Equity Enrollment & Discipline (SEED) Department and Discipline Guidelines. The DECHS advisors will participate in MDR meetings for SWD and suspected disabilities. Also, a liaison from DECHS will continue to collaborate with the Kindergarten Intervention & Discipline (KID) Team to offer support to kindergarten SWD displaying problematic behaviors.				
[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	**[A 4.2.1] Targeted Training** Provide principals, teachers, school counselors, attendance secretaries and PBIS coaches professional development to address student discipline, attendance, data entry and chronic absenteeism.	A. Hargrave, R. Richmond	06/28/2024		
[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.	**[A 4.3.1] Safe Tips Line & Mental Health Supports** Maintain a Safe Tips Line that provides students, parents, and community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools. Provide ongoing Mental Health supports for students with	A. Hargrave and R. Richmond	06/28/2024		

Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	access to immediate assistance during and after school (Mental Health Facilities).			
	[A 4.3.2] Community Partnership Partner with multiple community entities (DCS, UTCHS Center for Health in Justice-Involved Youth) to support schools with high chronic absenteeism rates. This strategy will also be used to focus on parental supports for kindergarten students who exhibit severe behavior challenges.	A. Hargrave	06/28/2024	
	[A 4.3.3] Expanded Community Resources Expand the Adopt-A-School program to connect schools with community resources that support the teaching and learning environment and the overall well being of students.	S. Payne	02/14/2024	
	[A 4.3.4] Parent Ambassadors Program Strengthen the Parent Ambassadors program to inform and involve families on important topics to include, but not limited to school readiness, curriculum, high school readiness, college prep, safe schools, and attendance.	S. Payne	12/20/2024	

[G 5] Early Literacy
Memphis-Shelby County Schools' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;	**[A 5.1.1] Early Literacy Professional Learning Experiences** Design and customize quarterly early literacy professional learning experiences which equip Instructional Leaders (e.g., Principals, Assistant Principals, PLC Coaches, Instructional Facilitators, school-based literacy coaches, Central Office Literacy Instructional Support Advisors, etc.) with the standards, strategies, and pedagogical knowledge needed to support teachers in making appropriate adjustments to current practices to provide students more meaningful opportunities to develop, practice, and apply literacy skills.	L. Fason, T. Scott	06/30/2024		

Once a semester DECHS will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.					
	[A 5.1.2] Early Literacy Professional Learning Modules for K-2 Teachers Design and customize quarterly early literacy professional learning experiences that build and strengthen teacher's content and pedagogical knowledge of foundational literacy standards, instruction, and strategies. Modules will be developed based on the instructional trends evidenced during informal observations in K-2 literacy classrooms. The professional learning opportunities will be flexible in that they are facilitated in-person, virtually, and in CANVAS.	L. Fason, T. Scott	05/24/2024		
	[A 5.1.3] Early Literacy Professional Learning for Specialized Education Assistants Design and customize monthly professional learning experiences for K-2 Specialized Education assistants aligned to the ELA curriculum's scope and sequence for literacy instruction to provide students with additional instructional support during whole group instruction, small group instruction, literacy workstations, one-on-one, and RTI2.	L. Fason	06/30/2024		
	[A 5.1.4] Early Literacy Teacher's Academy The Early Literacy Teacher's Academy is a two-week professional learning experience for new/novice teachers of students in grades K-2. The purpose of the program is to engage new/novice K-2 teachers with science of reading so they become experts in how the brain learns to read and how to align classroom instruction with the science of reading. Academy Teachers will engage in instruction and activities centered on the science of reading research and methods. The Early Literacy Teachers' Academy will serve 100 teachers. Bridge to Practice opportunities will be included to promote teacher application of evidence-based practices.	L. Fason	06/30/2024		

	[A 5.1.5] Early Literacy Liaisons Exemplary K-2 teachers (3 in each of the four district regions) support K-2 teachers' instructional improvement by providing explicit guidance for implementing evidence-based reading instruction through modeling/peer observations and providing concrete examples that translate science of reading research into classroom application. Early Literacy Liaisons embody teaching excellence by implementing standards-aligned, scientifically based reading instruction.	L. Fason	06/30/2024		
[S 5.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	**[A 5.2.1] School-based Support in Early Literacy** Identify one person as the school's Foundational Literacy Laureate to facilitate school-based professional development and/or individualized coaching sessions for K-2 literacy aligned to the specific needs of each school; Observe literacy instruction in K-2 classrooms and offer actionable feedback for improvement; Model literacy best practices for K-2 teachers and assist with planning.	L. Fason, A. Marsh, and T. Scott	05/31/2023		