

Director of Literacy

Memphis-Shelby County Schools

100 Day (+) Entry Plan

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Goal:

- Conduct a thorough assessment of the current literacy instructional culture in Memphis-Shelby County Schools in order to **determine, develop, launch, and support** the most immediate needs and strategic next steps that will best position students, families, teachers, leaders, and the larger community for a bold improvement in literacy-related outcomes.

Outcome:

- A community-informed, student-centered, research-based instructional framework for improving literacy outcomes (including short- and long-term achievement and growth SMART goals) with immediately relevant resources and strategies grounded in the Science of Reading and reflective of the instructional core that will build the capacity of leaders to support teachers in a replicable and excellent manner.

Actions:

Week 0 to Week 1:

- Begin building relationships with leadership team, academic team, cross-functional teams, school leadership, stakeholder groups, and university partners.
- Review and analyze all relevant data, including achievement and growth patterns of student groups and feeder patterns from TNReady, district benchmarks, diagnostics, screeners, etc.
- Study the historical context, including successes and challenges of past literacy initiatives and review of current practices.

Week 2:

- Conduct district and school leadership interviews to develop perspective and gather input and ideas on literacy successes and challenges, including gathering information on PLC and grade level planning structures for the purpose of lesson and unit preparation (if in place).

- Review district's adopted curricula in ELA and corresponding national feedback (e.g. EdReports).
- Review planning/preparation resources including lesson preparation protocols, unit preparation protocols, and coaching resources.
- Analyze school schedules for compatibility with curriculum requirements.
- Create new teacher literacy digital toolkits with recommended best practices to increase frequency of evidence-based reading and writing in all subjects for use in Fall 2024.
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.

Week 3:

- Establish meeting cadence with team members and cross-functional teams.
- Review assessment platforms used in ELA and other literacy-based subjects.
- Review and assess vendor supply list and generate recommendations and criteria for improving the quality of vendor partnerships.

Week 4:

- Review curriculum pacing guidance and gather feedback on past practices.
- Gather data on leader completion of available reading trainings from the district or state (e.g. Early Reading Training, Secondary Literacy Training, etc.).
- Review student literacy programs that support a culture of literacy (e.g. reading rewards programs, competitions, interest groups, etc.).
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.

Week 5 and Week 6 (start of school):

- Attend as many first days of school as possible.
- Focus groups (Student, teacher, parent, community, and other stakeholders) to gain feedback on literacy opportunities and curriculum, including perceptions of student cultural representation in required texts.
- Deploy survey on literacy practices and ELA curriculum usage for teachers to measure current perceptions.
- Review walkthrough data from existing walkthrough protocols.
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.

Week 7 and Week 8:

- Conduct strategic school and classroom visits based on data review.
- Create tiered literacy support system based on multiple data types (screener, diagnostic, summative, interviews, and survey) to inform support needs and resources.
 - Work with district team to identify current phase of ELA curriculum implementation for each school based on ELA HQIM Implementation Framework (developed by team I supported at TDOE).
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.
- Shadow grade level meetings/curriculum planning meetings at selected schools from tiered literacy support system list.

Week 9 (first week of September):

- Recommend literacy practices to be incorporated into the district's instructional framework and learning walk protocols for use by school leadership teams, including supporting professional learning (face to face and asynchronous opportunities).
- Begin school and classroom visits based on tiered literacy support system.
- Prepare 50 day report summary.

Week 10:

- School and classroom visits continued (based on tiered literacy support system).
- Create initial outline and structure of district literacy report.
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.
- Visit afterschool programs from selected schools.

Week 11:

- School and classroom visits continued (based on tiered literacy support system).
- Outline critical content for Literacy Leadership Institute (for school leadership teams that will launch in late Fall or Winter 2024) for feedback from leadership team and cross-functioning teams.
 - Virtual professional learning opportunity with school-based application and follow up support for identified schools.
- Visit afterschool programs from selected schools.

Week 12:

- School and classroom visits continued (based on tiered literacy support system).

- Support school leaders in highest tier of literacy support system in refining their lens on literacy practices as they conduct teacher observations and prepare for feedback.
- Begin review of available universal screener data and adjust tiers of school support as necessary.
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.

Week 13:

- School and classroom visits continued (based on tiered literacy support system).
- Continued support of school leaders in highest tier of literacy support system in refining their lens on literacy practices as they conduct teacher observations and prepare for feedback.
- Begin review of available diagnostic, benchmark, and curriculum-based assessment data and adjust tiers of school support as necessary.

Week 14:

- School and classroom visits continued (based on tiered literacy support system).
- Continued support of school leaders in highest tier of literacy support system in refining their lens on literacy practices as they conduct teacher observations and prepare for feedback.
- Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.

Week 15:

- School and classroom visits continued (based on tiered literacy support system).
- Prepare 100 day report summary, including accomplishments and next steps.

Bi-weekly reflections on completed actions, revisions, and recommendations will be completed for leadership review throughout.