Memphis College Preparatory Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts
Memphis College Prep will increase ELA meeting or exceeding expectations proficiency rates amongst tested grades to over 75% on TNReady in 2024 . We have seen our growth scores rise tremendously and continue to see a rise in students tracking to mastery.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using i-Ready, and Diebels

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. We have adopted CKLA 2.0 and working with additional ELA intervention technology tools. **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above 75% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the TEAM evaluation tool will provide MCP with data to determine trends in educators' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.	**[A 1.1.1] Implement new CKLA curriculum** In the Summer of 2023, we purchased CKLA 2.0 and trained staff on the new curriculum. We will monitor the implementation over the first month, quarters and semesters.	G. Parker-Managing Director of School/Principal	04/15/2024	ESSR 3 [$70000.00]	

[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 TEAM model will provide us 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. Quarterly parent professional development sessions for families designed to teach them effective strategies to help students reach their ELA goals. 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 1.2.1] Quarterly Parent Meetings** Along with Data & Desserts, staff will work with families to teach them the skills needed to support academic outcomes.	G. Parker -Managing Director of School/Principal	10/25/2023	Esser 3	
[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. **Benchmark Indicator** Students should perform at or above 75% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.	**[A 1.3.1] Develop Invivdualized Academic Success Plans** All educators will develop academic success plans for each scholar after the initial academic assessments.	G. Westbrook - Director of Academics	09/15/2023	Esser 3	

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. Memphis College Prep tracks this on a monthly, quarterly and semester basis. We provide these updates directly to parents and guardians.					

[G 2] Mathematics
Memphis College Prep continues to experience strong gains in mathematics. We will continue to devote resources to increasing proficiency and mastering. Memphis College Prep will increase math proficiency on TNReady by at least 3% in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using i-ready and Reflex Math.

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 75% on	**[A 2.1.1] Implement i-Ready Math Curriculum** We purchased a new mathematics curriculum, i-ready math and invention system, to support academic outcomes.	G. Parker	11/01/2023	General Funds [$45000.00]	

District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. We will monitor the results of the quarterly i-ready testing to progress monitor students. Quarterly review of TEAM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
[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** Students should perform at or above 75% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the TEAM evaluation tool will provide MCP with data to determine trends in educators' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.	**[A 2.2.1] Weekly PD Sessions** Each Wednesday staff has PD sessions to educate and support staff development.	G. Westbrook	08/30/2023		
[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. ** ** ** **	**[A 2.3.1] Monitor Learning Outcomes** Develop a comprehensive tracking system to evaluate all student data and compile data for trends.	T. Daniels -Executive Chairman	09/15/2023		

Benchmark Indicator					
Benchmark Indicator Students should perform at or above 75% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the TEAM evaluation tool will provide MCP with data to determine trends in educators' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.					

[G 3] Safe and Healthy Students

MCP will maintain a healthy school environment. We want to decrease chronic absenteeism and school-related offenses by at least 2% in 2024.

 With a 19% increase in school offenses and RISE value violations, we must provide scholars with a better recreational experience.

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

* PowerSchool Data
* PowerBI Data
* SchoolRunner Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support. Add an additional Family Engagement Coordinator focused on school climate and culture along with a mental supports family engagement specialist. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:	**[A 3.1.1] Monthly Data Team Meetings** RTI Data Teams will meet monthly to track progress monitoring data and adherence to academic plans.	G. Westbrook	10/02/2023		

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). The additional personnel will be paid from ESSR 3 funds.					
[S 3.2] Professional Development Provide ongoing, high-quality professional development for educators and other instructional staff to focus on changing instructional practices that result in improved student attendance, reduction in chronic absenteeism, 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. Weekly reports will be shared.	**[A 3.2.1] School Culture Team Meeting** Weekly team meetings to discuss high flyers, repeated offenses and targeted interventions needed.	T. Gunn	05/24/2024		
[S 3.3] Parent, Family, and Community Engagement	**[A 3.3.1] Quarterly Family Engagement Meetings**	T. Gunn	10/11/2023	Title 1 [$2500.00]	

Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **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.	Quarterly meetings with scholar families to discuss scholar data, progress monitoring and culture concerns.				

[G 4] 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 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through	**[A 4.1.1] The Science of Reading & ALL Memphis Certification** By the end of 2024, all educators will be trained	G. Westbrook	03/29/2024	ESSR 3 [$15000.00]	

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; 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.	and certified by ALL Memphis and the Science of Reading.				
[S 4.2] Foundational Literacy Trained Educators Each grade band will have a specialized and trained ELA educator to support high-quality foundational literacy instruction and strategies. **Benchmark Indicator** Weekly monitoring of each grade bands progress in literacy through formative assessments, weekly ELA tests, i-ready, STEP and diebels metrics.	**[A 4.2.1] Data Tracking** Monitor ELA skill development.	S. Hunt	02/01/2024		