

Memphis College Preparatory Annual Plan (2025 - 2026)

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**[G 1] Reading/Language Arts**

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

**Performance Measure**

By May 2026, 32.8% of students in grades 3-12 will score proficient on the ELA TCAP.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. The office of planning and accountability is responsible for collecting and publishing internal data reports.</p> <p>Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing</p>	<p><b>[A 1.1.1] Weekly Academic Coaching Meetings</b> Grade band academic coaches will meet with their educators to provide feedback, review submitted weekly lesson plans, a deep dive into scholar data and develop a plan for the next week.</p>	<p>Academic Coaches</p>	<p>05/29/2026</p>		

<p>Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction. Instructional coaches will use PowerApps to enter data, and the office of planning and accountability will monitor it weekly.</p> <p>Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p>					
<p><b>[S 1.2] Professional Development</b> 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.</p> <p><b>Benchmark Indicator</b> Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts.</p> <p>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.</p> <p>Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership</p>	<p><b>[A 1.2.1] Weekly PDs</b> Weekly Professional Development Sessions</p>	<p>Academic Coaches</p>	<p>06/01/2026</p>	<p>General Fund</p>	

<p>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.</p> <p>Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.</p>					
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>  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.</p> <p><b>Benchmark Indicator</b>  45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students enrolled in summer learning opportunities will show</p>	<p><b>[A 1.3.1] Quartely NWEA &amp; Iready Assessments</b>  Quartely NWEA &amp; Iready Assessments</p>	<p>Exec.  Chairman</p>	<p>05/29/2026</p>		

a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.).					
<p><b>[S 1.4] Early Literacy Intervention</b> 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 to support the development of K-2 students reading skill set.</p> <p><b>Benchmark Indicator</b> Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators.</p> <p>Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers.</p> <p>Teacher and educational assistants' quarterly attendance, expected at 95% or above, will be collected using PLZ and review of specialized PD by literacy manager to focus on foundational literacy and to inform future professional learning opportunities.</p>	<p><b>[A 1.4.1] Open PreK</b> Open Pre K</p>	<p>Exec. Chairman</p>	<p>08/04/2025</p>	<p>Porter Leath Partnership [\$100000.00]</p>	
<p><b>[G 2] Mathematics</b> By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.</p> <p><b>Performance Measure</b> By May 2026, Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 19.7% in 2024 to 31%.</p>					

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>                      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.</p> <p><b>Benchmark Indicator</b>                      45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using the Instructional Practice Guide and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement standards aligned instructional practices leveraging high-quality instructional materials at or above 75% per visit.</p> <p>Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p>	<p><b>[A 2.1.1] Weekly Professional Development Series</b>                      In addition to strengthening the skills of educators, scholar data is reviewed across grade bands, with the RTI coordinator and culture team.</p>	<p>Genesis Parker</p>	<p>05/01/2026</p>	<p>ESA</p>	
<p><b>[S 2.2] Professional Development</b>                      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</p>	<p><b>[A 2.2.1] Quarterly Family Engagement Nights</b>                      Quarterly Family Engagement Nights</p>	<p>Tyree C. Daniels</p>	<p>08/29/2025</p>	<p>Title I</p>	

<p>strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction.</p> <p>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.</p> <p>Regional 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.</p> <p>Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's Mathematics goal will impact numeracy proficiency scores by at least 2 percentage points per each District common formative assessment window.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM</p>					
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score of at least 3 or higher in at least 2 indicators per semester.					
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b>  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.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>  Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).</p>	<p><b>[A 2.3.1] Quartely Assessments</b>  NWEA &amp; Iready</p>	Executive Chairman	04/24/2026		
	<p><b>[A 2.3.2] Quartely Assessments</b>  NWEA &amp; Iready</p>	Executive Chairman	04/24/2026		
<p><b>[G 3] Analyze School Wide Data Weekly</b>  With the data in the charts below, we will reach for the goals outlined and support them with data driven instruction.</p> <p><b>Performance Measure</b>  Monthly data set analysis and quarterly data meetings with the Leadership Team.</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>

<p><b>[S 3.1] Actively Monitor Data Set</b>  **After the interims, quarterly grades are entered and 9-week quarterly assessments. **</p> <p><b>Benchmark Indicator</b>  **See dataset.**</p>	<p><b>[A 3.1.1] Review dataset quarterly</b>  **Assessment team will provide the outlined dataset to the LT and educational team.**</p>	<p>Dr. Sonya Brown</p>	<p>03/24/2026</p>	<p>TSI Funds</p>	
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