Memphis College Preparatory Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts
Memphis-Shelby County Schools will increase ELA meeting or exceeding expectations proficiency rates in all grades from 21.6% in 2023 to 31.4% in 2025; 3-5 from 24.2% in 2023 to 33.7% in 2025; 6-8 from 18.4% in 2023 to 28.6% in 2025 and 9-12 from 27.0% in 2023 to 36.1% in 2025.

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. School-level data shows exceptional growth in data between Fall and Winter assessments. **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 indicate that at least 33% of core content area teachers demonstrate the ability to effectively implement the identified instructional	**[A 1.1.1] Quarterly Data Review** The Director of Curriculum and Instruction will host quarterly student data review sessions with educators, instructional staff, and academic partners to discuss the current strategy, evaluate implementation, and make adjustments.	G. Westbrook	10/11/2024		

shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction. 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. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. * Quarterly TEM Evaluations * Weekly Analysis of Student Work * MAP					
[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 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.	**[A 1.2.1] Weekly Professional Development Meeting** Deliver up to date sessions designed to enhance the profession.	G. Westbrook	08/28/2024		

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 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] School Professional Development Day Utilizing planned calendar days to enhance the staff and instruction.	G. Parker	10/14/2024		
[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. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and	**[A 1.3.1] Review i-ready data** Review i-ready data after each testing window.	G. Westbrook	09/30/2024		

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.					

[G 2] Mathematics
Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 18.2% in 2023 to 28.4% in 2025; 3-5 from 22% (2023) to 31.7% (2025); 6-8 from 13.5% (2023) to 25.4% (2025); and 9-12 from 11.7% (2023) to 21.5% (2025).

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using iReady

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	**[A 2.1.1] Weekly Grade Level Data Review Meetings** Each grade has a student data review meeting weekly.	G. Westbrook	05/30/2025		

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. 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.					
[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	**[A 2.2.1] Weekly Professional Development Sessions** 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' proficiency reading level of grade supported texts.	G. Westbrook	05/21/2025		

Teams for 80% standard aligned core instructional implementation with fidelity 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 walkthroughs. Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to ensure collegial support is assigned to each new hire.					
[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	**[A 2.3.1] Quarterly MAP & iReady Assessments** Quarterly assessments designed to deterimine RTI and invention group placements.	C. Lane	05/30/2025		

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 move them to grade level performance. 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 2.3.2] Quarterly Data Review Sessions were developed to investigate data and adjust strategy accordingly.	G. Westbrook	05/30/2025		

[G 3] Safe and Healthy Students
MCP will maintain at least a 85**%** progressive discipline rate in SY2024-25, from **80%** in SY2023-24 (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
* Schoolrunner

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 supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the	**[A 3.1.1] Weekly Truancy Team Meeting** Truancy Team starts with the identification of attendance and/or behavior concerns followed by classroom, and school interventions. The team focuses on finding solutions to unresolved student attendance and discipline problems by bringing together, regular, representatives of agencies that make up the team surveying available community resources to determine the appropriateness of their services, and making recommendations to meet	G. Parker	05/30/2025		

benchmark indicators are: 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 needs of referred students to understand why students are experiencing attendance and behavior problems that have not been resolved. Prescriptive interventions are made and fidelity checks take place.				
[S 3.2] 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 3.2.1] Weekly Parent Contact** All educators must contact each parent twice weekly.	G. Westbrook	05/30/2025		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community	**[A 3.3.1] Quarterly Parent University Nights** Data review sessions designed to equip parents with the skills to develop their students.	G. Parker	05/23/2025		

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.

[G 4] Early Literacy
By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.

By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

Performance Measure
Memphis-Shelby County Schools' early learners will be engaged for the 2024-25 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.

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 engagement in professional learning experiences anchored in the science of reading.	**[A 4.1.1] Monthly Data Review Sessions** Data Review sessions use a defined agenda template and decision rules to guide the meetings and make intervention adjustments as necessary to individualized scholar achievement plans using MAP, iReady and exit ticket data to review student data and progress.	G. Westbrook	05/30/2025		

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 K-2 teachers' 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 K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.					
[S 4.2] 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. QUARTERLY review of Laureate support logs to ensure high-yielding instructional and coaching practices meet the implementation expectations.	**[A 4.2.1] Weekly Grade Level Data Sessions** Data Review sessions use a defined agenda template and decision rules to guide the meetings and make intervention adjustments as necessary to individualized scholar achievement plans using MAP, iReady and exit ticket data to review student data and progress.	G. Westbrook	05/30/2025		