



2025 100-DAY PLAN

DR. RODERICK F. RICHMOND



ACADEMICS



ATTENDANCE



ATTITUDE



ART



ATHLETICS







Table of Contents

100-Day Plan Guiding Questions - 3

Governance and Board Relations
Student Achievement
Staff Relations and Capacity
Operations and Finance

100-Day Plan Overview - 8

Goals and Outcomes
Action Steps and Performance Measure
Evaluation and Reporting

5 As Action Plan and Steps - 13

Academics
Attendance
Attitude
Athletics
Arts

Effective Teachers
Effective Leaders
Feeder Patterns



100-Day Plan Guiding Questions

1. Governance and Board Relations

Key Considerations: Transparency, alignment, and collaboration between the Superintendent and Board Members.

- What structures and processes are in place to ensure a strong governance team?
- How effectively is the Superintendent engaging with the Board to align on district priorities?
- What are the main concerns and expectations of Board Members regarding district leadership?
- What strategies are being used to enhance communication and trust between the Board and the Superintendent?
- How do Board Members perceive the effectiveness of retreats and one-on-one meetings?
- What policies, governance documents, and accountability measures need to be updated or reinforced?
- How will Board priorities be integrated into long-term strategic planning?

2. Student Achievement

Key Considerations: Instructional quality, student outcomes, and support systems.

- What key academic gaps and strengths have been identified in student achievement data?
- How is the district addressing disparities in literacy, numeracy, and college/career readiness?
- What strategies are being implemented to improve instructional quality and student engagement?
- How effectively do current curricula align with workforce demands and higher education expectations?
- What role do stakeholder focus groups play in shaping academic improvement plans?
- What extended learning opportunities (e.g., summer bridge programs, tutoring) have been developed?
- How is student performance being measured and monitored over the 100-day period?
- What interventions are in place to support multilingual learners, students with disabilities, and at-risk populations?
- How does the district assess and address student attendance and behavioral trends?

3. Staff Relations and Capacity

Key Considerations: Recruitment, retention, professional growth, and collaboration.

- What are the key concerns and needs of teachers and staff based on feedback sessions?
- How is the district fostering a culture of collaboration, professional growth, and support?
- What recruitment strategies are being used to attract and retain high-quality educators?
- How effectively is the district filling critical vacancies and reducing time-to-hire?
- How is professional development aligned with student achievement goals?
- What communication systems have been put in place to ensure staff voices are heard?
- How is the academic organizational chart being realigned to better address achievement goals?
- What metrics are used to evaluate teacher and leader effectiveness?
- How does the district recognize and reward high-performing educators?

4. Operations and Finance

Key Considerations: Budget efficiency, resource allocation, and financial sustainability.

- How are financial resources being allocated to maximize student success and operational efficiency?
- What are the district's short-term and long-term financial priorities?
- How does the district ensure transparency and accountability in budget planning?
- What opportunities exist for cost savings, cost avoidance, and revenue generation?
- How is the forensic audit helping to identify financial risks and opportunities?
- What improvements have been made in procurement, payroll, and grant management processes?
- What steps have been taken to optimize school closures, capital planning, and facilities management?
- How is the district addressing safety concerns and crisis management?
- What technology and infrastructure investments are necessary to support future growth?



5. Community Relations

Key Considerations: Stakeholder engagement, transparency, and partnerships.

- How effectively is the district engaging parents, community members, and local leaders?
- What communication strategies are being used to enhance transparency and trust?
- How are stakeholder concerns and feedback being incorporated into decision-making?
- What partnerships have been established with businesses, nonprofits, and government agencies?
- What virtual platforms and social media strategies are being used to improve community outreach?
- How are community engagement events contributing to stronger relationships and district goals?
- What are the most pressing concerns of families regarding student success and district operations?
- How does the district ensure equity and inclusion in all community engagement efforts?

6. Evaluation and Accountability

Key Considerations: Measuring impact, ensuring accountability, and defining next steps.

- How is progress being tracked for each strategic priority?
- What key performance indicators (KPIs) have been identified for success?
- How often are updates shared with Board Members, staff, and the community?
- What adjustments have been made based on early findings from the 100-day assessment?
- How will the district sustain and build upon progress after the 100-day period?
- What lessons learned during the 100 days will shape long-term strategic planning?

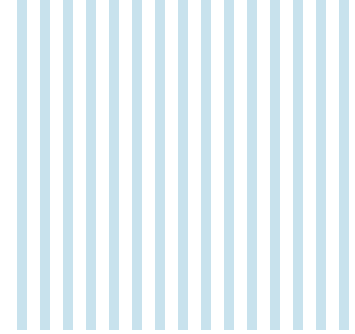
This structured set of guiding questions will provide a clear framework for assessing the 100-Day Plan's implementation, impact, and long-term sustainability.





100-Day Plan Overview

Evaluation and Performance Measure



Plan Overview:

The 100-day plan outlines actionable steps to address five strategic priorities: Governance and Board Relations, Student Achievement, Staff Relations and Capacity, Operations and Finance, and Community Relations. Each priority includes clear goals, action steps, and performance measures to evaluate progress and ensure accountability.

Goals and Outcomes

1. Governance and Board Relations:

- **Goal:** Establish a transparent, trusting relationship with the Board to drive unified decision-making focused on student achievement and organizational excellence.
- **Outcome:** A high-performing governance team that positions the district as a national model for educational transformation.

2. Student Achievement:

- **Goal:** Assess and improve instructional programming, close achievement gaps, and prepare students for life readiness.
- **Outcome:** Confident, multilingual students equipped to make meaningful contributions to their communities.

3. Staff Relations and Capacity:

- **Goal:** Build a culture of collaboration and support to elevate professional growth and learning among staff.
- **Outcome:** A team of empowered, valued, and high-performing educators and leaders.

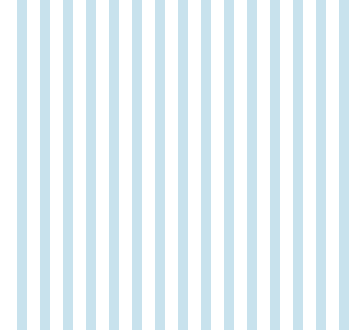
4. Operations and Finance:

- **Goal:** Optimize resource allocation and operational processes through comprehensive analysis.
- **Outcome:** Efficient systems and processes that maximize organizational performance.

5. Community Relations:

- **Goal:** Strengthen partnerships with stakeholders through transparent communication and collaboration.
- **Outcome:** An engaged community aligned with the district's mission and goals.





Action and Performance Measures:

1. Governance and Board Relations

- **Action Steps:**

1. Establish a transition team to oversee initial priorities.
2. Conduct campus visits with each Board Member to build relationships and gather insights.
3. Host two Board retreats:
 - o First: Define budget priorities, roles, and expectations.
 - o Second: Share findings and recommendations from the 100-day assessment.
4. Schedule regular meetings with the Board Chair/Vice Chair to discuss agendas and district matters.
5. Schedule individual check-ins with each Board Member.
6. Review policies, governance documents, and accountability protocols.

- **Performance Measures:**

- o Completion of individual and group Board sessions within 60 days.
- o Feedback surveys from Board Members on clarity and effectiveness of communication.
- o Documented action plans from retreats addressing key priorities.

2. Student Achievement

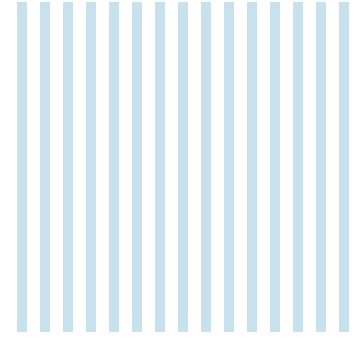
- **Action Steps:**

1. Host stakeholder focus groups to identify academic gaps and strengths.
2. Analyze K-12 data on achievement, attendance, and behavior trends to inform strategies.
3. Review course offerings and curricula to align with student interests and workforce demands.
4. Develop and implement extended learning opportunities and summer bridge programs.

- **Performance Measures:**

- o Completion of stakeholder sessions within 45 days.
- o Report on trends in achievement, attendance, and behavior by day 60.
- o Enrollment and participation metrics for summer programs and extended learning.





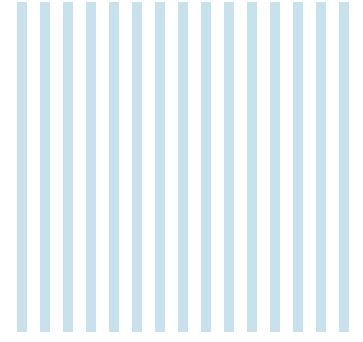
3. Staff Relations and Capacity

- **Action Steps:**
 1. Conduct regular check-ins and COMSTAT-style meetings to ensure alignment across teams.
 2. Collect briefing summaries on district-led initiatives to evaluate effectiveness.
 3. Strengthen recruitment efforts to close vacancy gaps with high-quality candidates.
 4. Realign the academic organizational chart to better address achievement goals.
 5. Improve internal communication loops to foster collaboration.
- **Performance Measures:**
 - o Vacancy reduction rate and time-to-hire metrics for key positions.
 - o Staff surveys on communication effectiveness and job satisfaction.
 - o Completion of a revised organizational chart by day 75.

4. Operations and Finance

- **Action Steps:**
 1. Review protocols for school closures and facilities capital planning.
 2. Assess grant applications, budget proposals, and ESSER spending plans.
 3. Conduct a five-year forensic audit to evaluate financial practices.
 4. Evaluate customer service and safety feedback from surveys.
 5. Address crisis management protocols and walking routes for safety improvements.
- **Performance Measures:**
 - o Completion of audits and spending plan reviews within 90 days.
 - o Safety and customer service survey results with actionable recommendations.
 - o Identification of cost-saving measures and resource reallocation strategies.





5. Community Relations

- **Action Steps:**

1. Host community engagement events in all regions of the district.
2. Use virtual platforms, social media, and surveys to gather stakeholder feedback.
3. Actively participate in local and state events to strengthen relationships with partners.
4. Establish consistent communication with key stakeholders, including parents, media, and elected officials.

- **Performance Measures:**

- Attendance and feedback from community engagement events.
- Completion of stakeholder surveys and actionable recommendations by day 80.
- Number of new partnerships established within 100 days.

Evaluation and Reporting

Evaluation Framework:

- Weekly progress reports from transition teams on all priority areas.
- Monthly updates to the Board and key stakeholders.
- Creation of a dashboard to track performance metrics in real time.

Final Reporting:

- A comprehensive report summarizing findings, progress, and next steps will be presented at the 100-day mark, outlining actionable recommendations and measurable goals for long-term success.

Accountability:

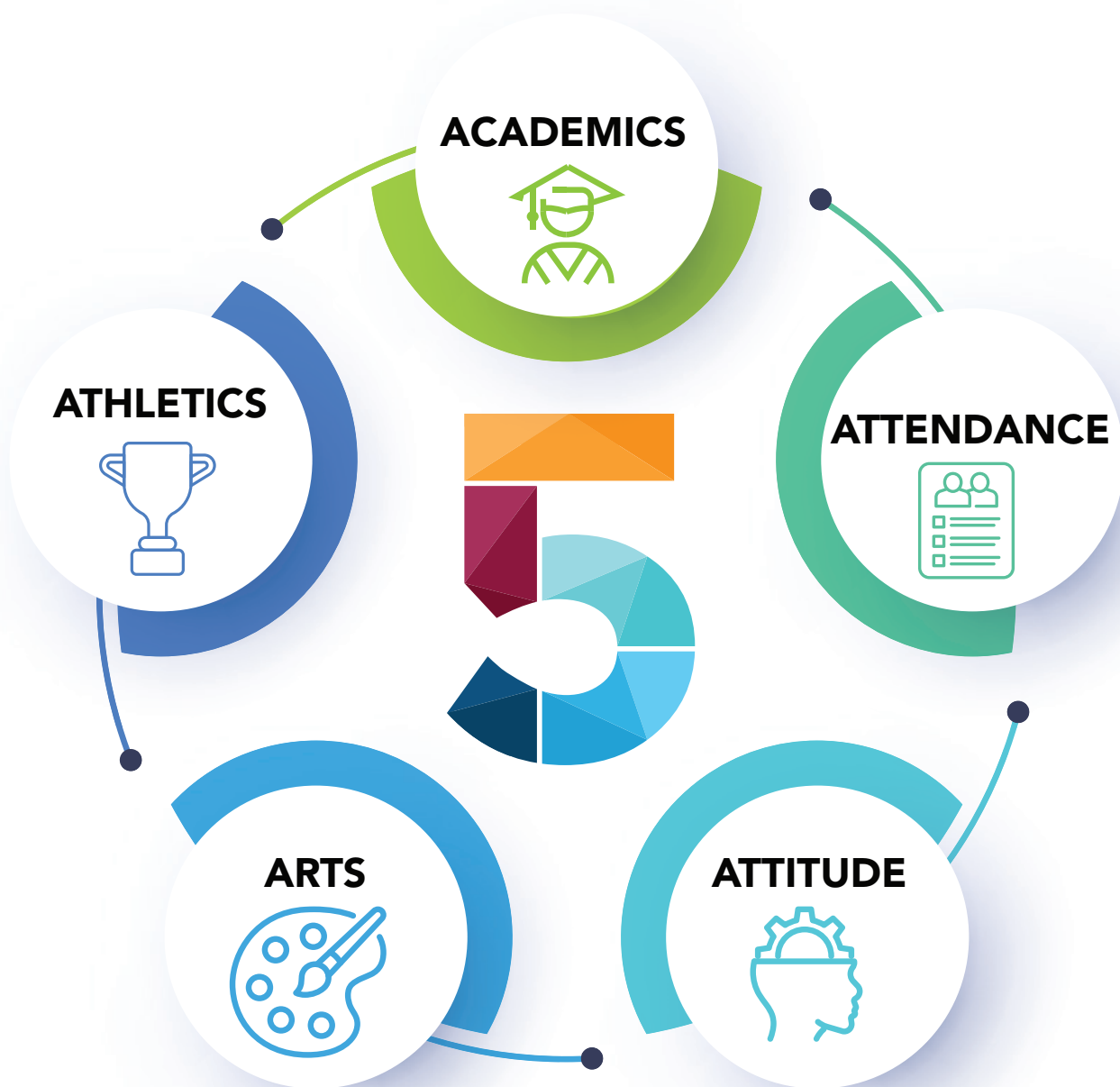
Regular updates to the community through newsletters, media briefings, and public forums will ensure transparency and alignment with stakeholder expectations.



5 As Action Plan and Steps



5 As Action Plan and Steps



ACADEMICS



Action Steps:

1. Curriculum Development:

- Conduct bi-annual curriculum reviews and realign to state standards. Ensure teacher and instructional coach feedback is incorporated.
- Use formative and benchmark assessments to track student performance and adjust teaching strategies.

2. Professional Development:

- Provide monthly professional development (PD) sessions focusing on data-driven instruction and differentiated learning.
- Implement classroom observations and peer reviews quarterly.

3. Personalized Learning Plans (PLPs):

- Identify and assign PLPs for students needing additional support.
- Track progress bi-monthly through individualized goals and interventions.

4. Extracurricular Activities:

- Expand academic clubs and promote participation in intellectual growth activities.
- Compare participation and academic results for extracurricular-engaged students vs. non-participants.

5. Parental Involvement:

- Conduct quarterly parent-teacher conferences and track attendance.
- Offer online modules and parent workshops to foster engagement and track student improvement linked to parent involvement.



Timeline:

- **Year 1 (Q1-Q2/Jul-Oct):** Initiate curriculum review, identify students for PLPs, and begin PD sessions.
- **Year 1 (Q3-Q4/Jan-Jun):** Review mid-year data on student progress, curriculum efficacy, and extracurricular participation.
- **Year 2 (Q1-Q2/Jul-Oct):** Adjust curriculum, PD, and PLPs based on Year 1 outcomes. Aim for a 10% improvement in proficiency by Year 2.

Evaluation Strategy:

- **Curriculum Development:** Conduct bi-annual reviews of curriculum alignment with state standards, incorporating feedback from teachers and instructional coaches. Use student performance data (such as state test scores, formative assessments, and benchmark exams) to assess effectiveness.
- **Professional Development:** Track participation in ongoing professional development sessions focusing on instructional strategies, data-driven instruction, and differentiated learning. Evaluate teacher performance improvements through classroom observations, peer reviews, and student growth data.
- **Personalized Learning Plans:** Monitor the implementation of personalized learning plans (PLPs) for students requiring additional support. Assess student growth and achievement through individual learning goals and progress tracking.
- **Extracurricular Activities:** Survey student participation in activities that promote intellectual growth (e.g., academic clubs, debate teams). Compare participation rates and academic outcomes of students engaged in extracurriculars with those who are not.
- **Parental Involvement:** Use parent-teacher conference attendance and survey data to evaluate engagement levels. Track the impact of parental involvement on student academic performance.

Performance Outcomes:

- 5% increase (each year) in student proficiency in math and literacy by the end of Year 1.
- 85% teacher participation in professional development focused on data-driven instruction.
- 100% implementation of PLPs for students identified as needing intervention, with 70% showing significant academic progress. (eg. bottom 25%, 3rd, 4th, 5th graders, ELL, SPED)
- Increased participation in extracurricular activities by 10% and improved academic outcomes for participating students.
- TBD parent-teacher conference attendance and a correlating rise in student performance for those students whose parents are engaged.



ATTENDANCE



Action Steps:

1. Incentive Programs:

- Implement monthly attendance awards and track attendance trends across the schools. (Come to Win)

2. Early Intervention:

- Identify students at risk of chronic absenteeism early and organize family meetings for support and intervention.

3. Parental Communication:

- Regularly engage families through phone calls, home visits, and attendance reports. Offer resources for attendance improvement.

4. School Climate:

- Conduct quarterly climate surveys and implement programs to improve school environment.

Timeline:

- **Year 1 (Q1/Aug):** Launch attendance incentive programs and identify at-risk students for intervention.
- **Year 1 (Q2/Oct):** Hold early intervention meetings, assess communication effectiveness, and conduct the first climate survey.
- **Year 1 (Q3/Jan):** Monitor attendance improvements and adjust strategies.
- **Year 2 (Q1/Aug):** Aim for a 10% reduction in chronic absenteeism by Year 2.

Evaluation Strategy:

- **Incentive Programs:** Implement monthly attendance awards and track changes in student attendance rates. Use data to assess whether students with chronic absenteeism show improvements after program implementation.
- **Early Intervention:** Monitor the number of early intervention meetings with students and families at risk of chronic absenteeism. Track their attendance improvement over time.
- **Parental Communication:** Review the frequency and effectiveness of communication strategies (phone calls, letters, home visits). Survey parents on how communication impacts their child's attendance.
- **School Climate:** Conduct regular climate surveys to assess student and teacher perceptions of the school environment. Compare these perceptions with attendance rates to determine the correlation.

Performance Outcomes:

- Reduce chronic absenteeism by 5-10% in the first year through incentive programs and early interventions.
- 80% of students at risk of absenteeism engaged in early intervention programs show a 10% improvement in attendance.
- Increased parent involvement in attendance improvement strategies, with 70% of parents contacted showing a positive response.
- Positive school climate ratings improve by 20%, correlating with a 5% increase in overall student attendance. (insight data)



ATTITUDE



Action Steps:

1. Character Education:

- Introduce character education programs focusing on SEL (social-emotional learning) and positive behavior.

2. Mentorship Programs:

- Establish mentorship programs pairing students with faculty/staff to guide behavioral and academic improvement. (TBD)

3. Positive Behavior Recognition:

- Implement a positive behavior recognition system with quarterly awards.

4. Conflict Resolution:

- Train teachers and students in conflict resolution techniques and track reductions in disciplinary incidents.

Timeline:

- **Year 1 (Q1/Aug):** Implement character education and mentorship programs. (RTI²-BPlan)
- **Year 1 (Q2/Oct):** Review mentorship participation and introduce positive behavior recognition.
- **Year 2 (Q1/Aug):** Aim for a 10% reduction in behavioral incidents and a 20% decrease in suspensions by Year 2.

Evaluation Strategy:

- **Character Education:** Track the number of character education programs implemented and evaluate their effectiveness through pre- and post-program behavior assessments.
- **Mentorship Programs:** Monitor student participation in mentorship programs and track improvements in behavior, attendance, and academic performance.
- **Positive Behavior Recognition:** Implement a positive behavior tracking system and assess student behavior data quarterly to determine the impact on school culture.
- **SEL:** Assess SEL program implementation through teacher training records and student participation. Measure the emotional and social progress of students using surveys and behavioral incident data.
- **Conflict Resolution:** Track the frequency and effectiveness of conflict resolution interventions and compare them with behavior-related referrals and suspension rates.

ATHLETICS



Action Steps:

1. Inclusive Sports Programs:

- Expand sports programs with attention to inclusivity across gender, race, and special needs.

2. Physical Education:

- Introduce regular fitness assessments and improve PE programs.

3. Facilities Improvement:

- Review and update athletic facilities annually based on student feedback.

4. Community Partnerships:

- Establish partnerships with community organizations for coaching support and facility access.

Timeline:

- **Year 1 (Q1/Aug):** Launch inclusive sports programs and set fitness assessment benchmarks.
- **Year 1 (Q2/Oct):** Secure new community partnerships and improve facilities.
- **Year 2 (Q1/Aug):** Achieve a 10% increase in sports participation and a 10% improvement in fitness scores by Year 2.

Evaluation Strategy:

- **Inclusive Sports Programs:** Track participation rates in sports programs, focusing on inclusivity by monitoring gender, race, and special needs participation.
- **Physical Education:** Use student fitness assessments to evaluate the effectiveness of PE programs, comparing physical health markers year-over-year.
- **Facilities:** Conduct annual reviews of athletic facilities and assess improvements based on student feedback and participation rates in sports.
- **Community Partnerships:** Measure the number and impact of community partnerships in supporting athletic programs (e.g., donations, coaching support, facility access).

Performance Outcomes:

- 10% increase in student participation in sports, with balanced gender and special needs representation.
- 10% improvement in student fitness assessment scores by the end of Year 1.
- Facility improvement surveys show a 90% satisfaction rate among students and staff.
- Three new community partnerships secured to support athletic programs, resulting in increased student access to resources and facilities.

ARTS



Action Steps:

1. Arts Integration:

- Integrate arts education into the core curriculum across all grade levels.

2. Performance Opportunities:

- Increase opportunities for student performances and exhibitions.

3. Funding and Resources:

- Apply for external funding to expand arts programs and secure needed resources.

4. Community Engagement:

- Build partnerships with local arts organizations to enhance student exposure to the arts.

Timeline:

- **Year 1 (Q1/Aug):** Begin arts integration into core subjects and secure initial funding for arts expansion.
- **Year 1 (Q2/Oct):** Host student performances and exhibitions. Secure community arts partnerships.
- **Year 2 (Q1/Aug):** Aim for a 10% increase (per year) in student participation in arts programs by Year 2.

Evaluation Strategy:

- **Arts Integration:** Monitor the inclusion of arts in the curriculum across subjects and grade levels, and track student engagement through participation rates and feedback.
- **Performance Opportunities:** Track the number of student performances and exhibitions held, as well as student participation rates. Collect feedback from community attendees and students.
- **Funding and Resources:** Monitor the allocation and use of resources for arts programs, including external funding secured. Evaluate the impact on program expansion and quality.
- **Community Engagement:** Measure the number of community partnerships and events focused on the arts. Track student involvement in community-based arts programs.

Performance Outcomes:

- 100% integration of arts into the core curriculum in at least one subject per grade.
- 20% increase in student participation in performances and exhibitions by Year 2.
- 50% increase in external funding for arts programs by the end of Year 1.
- Establishment of at least five new community arts partnerships, leading to expanded opportunities for students.



Effective Teachers

Goal: Increasing the Number and Distribution of Effective Teachers

Action Steps:

1. Recruitment and Retention:

- Collaborate with recruitment partners like Teach for America and Memphis Teacher Residency to fill vacancies.
- Offer retention bonuses for highly effective teachers.

2. Professional Development:

- Provide monthly PD sessions on instructional improvement, student engagement, and data-driven teaching.

Timeline:

- **Year 1 (Q1-Q2/Jul-Oct):** Increase the hiring of effective teachers and monitor retention rates. Begin PD sessions.
- **Year 1 (Q3-Q4/Jan-Jun):** Track teacher effectiveness and retention improvement.
- **Year 2:** Achieve a 20% increase in effective teachers in Year 1 and boost retention rates by 15%.

Evaluation Strategy:

- Track teacher effectiveness through evaluations, classroom observations, and student achievement data.
- Measure recruitment and retention rates of high-performing teachers, especially in underperforming schools.
- Monitor the impact of professional development on teacher effectiveness and student outcomes.

Performance Outcomes:

- Increase in the percentage of effective teachers (TEM 3 or above) in Priority Schools by 20% in Year 1.
- Retention rate of effective teachers increases by 15% through targeted recruitment and retention strategies.
- 50% of teachers demonstrate improved effectiveness scores after participating in professional development.





Effective Leadership

Challenge:
hen
he-
Rhyme Time:
skin chin,
Silly Sentence:
David's dirty dog dog
on daily.
Love
Ms. More and Mrs. Jones

Goal: Developing a Leadership Pipeline

Action Steps:

1. Leadership Training:

- Offer leadership development programs focused on instructional leadership and data-driven decision-making.

2. Distributed Leadership:

- Encourage distributed leadership by forming instructional leadership teams in each school.

Timeline:

- **Year 1 (Q1/Aug):** Launch leadership development programs and identify participants for pipeline roles.
- **Year 2 (Q1/Aug):** Ensure 30% of leadership roles are filled by pipeline participants by Year 2.

Evaluation Strategy:

- Monitor leadership development programs, including participation rates, completion rates, and subsequent promotions to leadership roles.
- Track improvements in school performance under leaders who participated in the pipeline program.
- Use surveys to gather feedback from program participants and assess satisfaction with the development process.

Performance Outcomes:

- 30% of leadership positions in Priority Schools are filled by participants in the leadership development pipeline programs by Year 2.
- 85% of participants report satisfaction with the program and feel prepared for leadership roles.
- Schools led by program participants demonstrate a 15% improvement in student outcomes and school climate.





Feeder Patterns

Goal: Strengthening Feeder Patterns

Action Steps:

1. Vertical Curriculum Alignment:

- Develop vertically aligned curricula to create coherence across elementary, middle, and high school feeder patterns.

2. Feeder Pattern Collaboration:

- Host bi-monthly feeder pattern meetings to encourage cross-grade collaboration among teachers and administrators.

Timeline:

- **Year 1 (Q1-Q2/Jul-Oct):** Align curricula across feeder schools and begin regular collaboration meetings.
- **Year 2 (Q1/Aug):** Achieve a 5% increase in graduation rates within strengthened feeder patterns by Year 2.

Evaluation Strategy:

- Track vertical alignment in curriculum, student outcomes, and teacher collaboration across elementary, middle, and high schools within each feeder pattern.
- Measure progress in key academic and behavioral indicators across the feeder patterns.
- Conduct regular feeder pattern meetings to assess collaboration and improvement strategies.

Performance Outcomes:

- Increase in the number of students progressing from elementary to middle school, and from middle to high school, within feeder patterns.
- 15% improvement in graduation rates in the target feeder patterns by the end of Year 2.
- 5% increase in student proficiency in key academic subjects across the feeder pattern by Year 2.

By following this timeline and structured action plan, the district will be able to address the key areas of academics, attendance, attitude, athletics, and the arts while developing strong leadership and improving feeder patterns for long-term success.





Pathway to Greatness

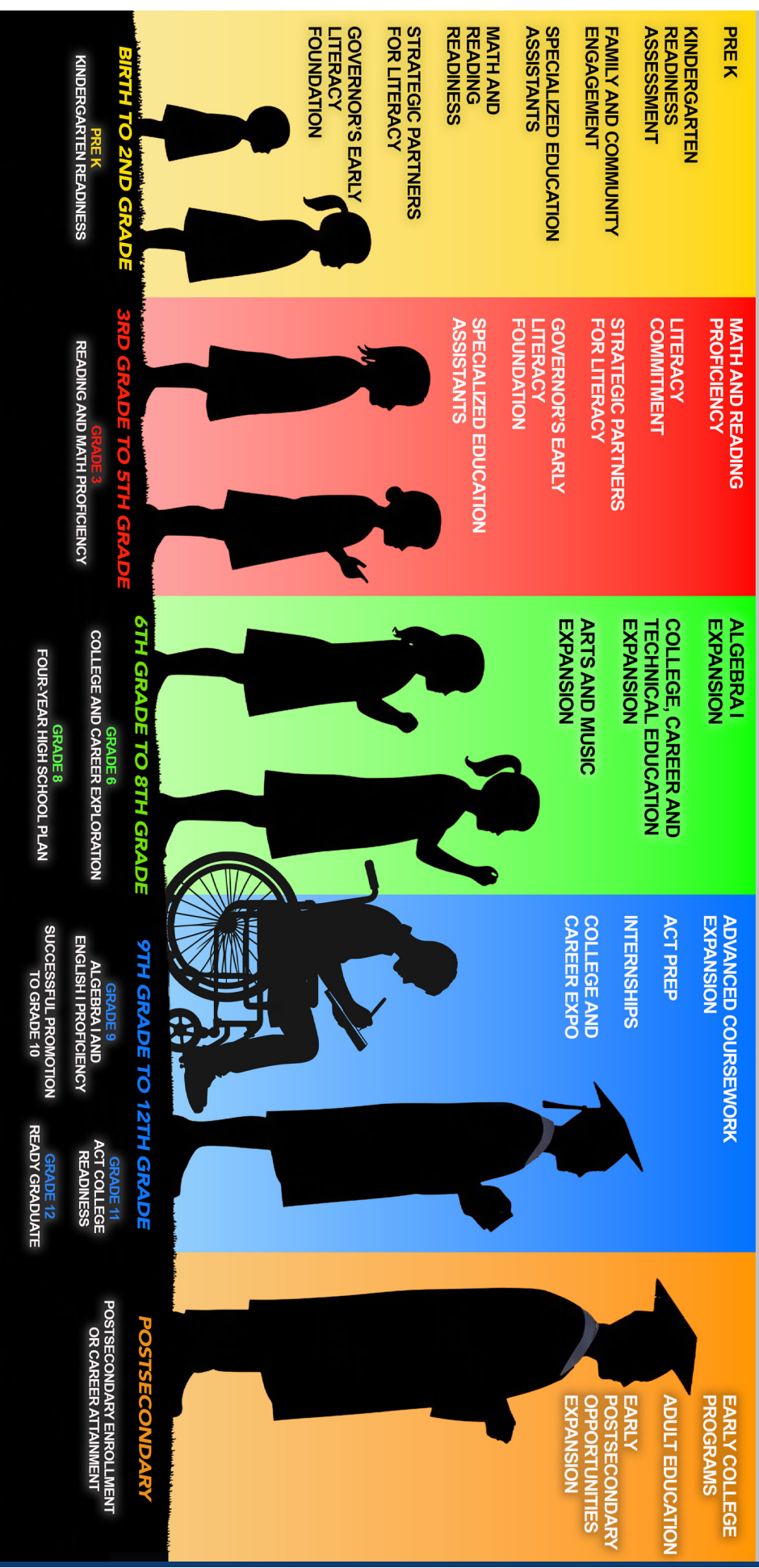


Pathway to Greatness

DRAFT 5 A's

Academics, Attendance, Attitude, Athletics, Arts

Teacher and Leader Effectiveness • Master Scheduling • MSCS Health Clinics • Virtual Learning • Multi-Tiered System of Supports • Radio Read-a-Long • Extended Learning
Community Solutions Project • Accelerated Reader • Days of Peace • Curriculum Maps • Innovation Labs • Parent Engagement • Dyslexia Intervention • Discovery Memphis





Notes





Board of Education

Joyce Dorse Coleman, Chair

Stephanie Love, Vice Chair

Amber Huett-Garcia

Michelle Robinson McKissack

Natalie McKinney

Towanna Murphy

Tamarques Porter

Sable Otey

Keith Williams

Dr. Roderick Richmond, Interim Superintendent

Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.