Goal 1: Grade 3 ELA (Required)

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

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| * 70 % | of students will score proficient on the 3rd grade TCAP by | * Year 2030 |

**Annual Target**

| Year | Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.* | Data Sources |
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| 2026-27 | * 31.4% to 36.6% (ALL); 26.2% to 32.7% (EL); 24.2% to 26.5% (SWD) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement Tests |
| 2027-28 | * 36.6% to 41.7% (ALL); 32.7% to 39.1% (EL); 26.5% to 28.8% (SWD) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement Tests |
| 2028-29 | * 41.7% to 46.9% (ALL); 39.1% to 45.6% (EL); 28.8% to 31.1% (SWD) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement Tests |

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

**Strategies:** Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

| **Strategy Description** Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation. | **Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year. | **Estimated TISA Amount, if applicable** Enter $0 if not applicable. | **Other funding source and amount, if applicable** |
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| Memphis-Shelby County Schools (Early Literacy) will intensify its focus on the fidelity and depth of implementation of the existing five Academic Priorities to close the gap in 3rd grade. The primary strategy must be to strengthen the Instructional Core by doubling down on Job-Embedded Professional Learning & Leadership Coaching to immediately improve Tier I instruction, which the plan identifies as foundational to all other success. This means consistently executing high-leverage coaching cycles, such as the "See It. Name It. Do It." model, and ensuring that walkthrough protocols and fidelity rubrics are used not as compliance tools, but as direct drivers of specific, high-quality content delivery and teacher skill development in every classroom. Simultaneously, to address the system's most predictive milestone, we will demand non-negotiable fidelity to the Science of Reading instruction and the High-Quality Curriculum Implementation in every K-3 classroom, dedicating resources to increase the number of teachers fully certified and coached in the foundational literacy practices that support the ambitious 75% goal. | Monitored through evidence that professional learning is resulting in measurable changes in instructional practice, not simply participation or completion. Monitoring will focus on whether adult learning is reducing instructional variability and strengthening access to rigorous, grade-level instruction across MSCS. The district will examine evidence from instructional observations, planning artifacts, feedback cycles, and student work to determine whether professional learning priorities are visible in classroom practice. Reviews will assess alignment between professional learning focus areas and observed improvements in instructional rigor, coherence, and responsiveness to student needs. | $ 1,910,469.00 | |
| Memphis-Shelby County Schools (Early Literacy) will refine the approach to equity by making the Targeted Interventions through MTSS (Multi-Tiered System of Supports) far more precise and responsive in grades K-3 Since outcomes were not met, general supports are insufficient; therefore, MSCS must leverage integrated universal screening (iReady) and progress monitoring (aimswebPlus) to quickly and accurately identify students, especially those furthest from opportunity, who require immediate and intensive Tier II/III and when appropriate the additional During the Day Tutoring supports to address needs. Educators should use the data available from multiple sources to better align resources and connect supports back to Tier 1 instruction. By strengthening both the high-quality instruction for all (Tier I) and the targeted, data-driven interventions for those falling behind, the district can better realize its Theory of Action, ensuring that all students receive "what they need to thrive" and accelerating the pace of positive change in student outcomes. | This strategy of combined supports creating a throughline to Tier 1 instruction will be done through the following: MTSS Leads (school) and RTI2A Team (district) will monitor monthly with a goal of 100% implementation of student intervention plans K-12 seeing a majority of student plans in early grades with very few in grades 6-12. MTSS Leads (school) and RTI2A Team (district) will track student response to instruction and intervention using the Comprehensive Student Review Sheet (CSRS) through student progress monitoring data where students meet or exceed the 50th percentile before moving to the next instructional level and or measure. MTSS Leads (school) and RTI2A Team (district) will monitor student growth data in iReady in the winter and spring when compared to fall baseline using the metric provided by the vendor based on weeks between. MTSS Leads (school), RTI2A Team (district), and Academic Office Staff (district) will conduct regular Greatness in the Gaps Direct Fidelity Checks weekly using data to recommend professional learning, provide corrective feedback, and improve training opportunities with a goal of 80% or better on the instruction look-fors. | $ 29,329,099.00 | |

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| Memphis-Shelby County Schools (Early Literacy) will execute the instructional core with precision, coherence, and shared accountability across every layer of the system. These actions will include committing to the effective implementation of the district's adopted high-quality instructional materials in all grade levels by implementing a questioning protocol to engage teachers in the academic monitoring classroom routine. A needs assessment will be completed per region to determine and provide targeted professional learning based on the identified (school-regional) needs. Professional learning opportunities will also target the implementation of the See It, Name It, Do It coaching model to support Tier 1 instruction. As a result of the needs assessment teachers and leaders will be organized into tier placements. After their placements have been determined open labs will be offered to provide hands-on learning with immediate feedback and coaching per quarter. This will be developed and monitored by curriculum and instruction and the professional learning team based on the level of need, expected outcomes and district-wide trends. Additional support will be provided by Specialized Education Assistants (SEA) to decrease teacher to student ratios and increase the implementation of small group support. Reading Horizons dyslexia-specific intervention will focus on and support students identified with ILP-Ds throughout the school year. Collaborate with community partners through the monthly Strategic Partners for Literacy (SPL) convening Implement the Reading Horizons dyslexia-specific intervention for students identified with ILP-Ds | These strategies related to executing the instructional core with precision, coherence, and shared accountability will be monitored through the following: Monitoring will focus on whether adult learning is reducing instructional variability across classrooms and schools by aiming for an 80% or better application of the learning and strengthening access to rigorous, grade-level instruction across MSCS. The district will examine evidence from instructional observations, planning artifacts, feedback cycles, and student work to determine whether professional learning priorities are visible in classroom practice quarterly with a goal of 80% implementation. Quarterly reviews will assess alignment between professional learning focus areas and observed improvements in instructional rigor, coherence, and responsiveness to student needs. | $ 520,619.00 | |
| The Department of Multilingual Learners will provide weekly, consistent use of supplemental programs that support the development of English language proficiency through meaningful practice with standards and curriculum aligned items and games delivered weekly for at least 2 hours. The supplemental programs will serve as a bridge between participating students' current knowledge and grade level expectations supporting their mastery of grade-level standards and journey to English language proficiency. The district's ESL advisors will communicate the purpose and intent of the supplemental programs and set expectations for how students will be prioritized. Current supplemental programs include the following: IXL in grades K-12 Footsteps2Brilliance in grades K-3 | The ESL advisor team will monitor usage and conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students utilizing the different supplemental programs demonstrate at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters performance data tools. | $ 3,547,114.61 | Federal $750,000 |

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| Daily collaboration and planning between content and ESL teachers to design scaffolds that support language development while maintaining the academic rigor and cognitive demand of the task. Teachers will implement these strategies with EL students in both classrooms after the district communicates the purpose and intent of the collaboration through Professional Development that is offered at the beginning of the school year and is repeated at least one other time during the school year. This PD will set expectations for how students will be prioritized. | The ESL advisor team will provide the PD and will conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students demonstrating at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters performance data tools. | $ 0.00 | Federal $121,350 |

Goal 2

By May 2029, Memphis-Shelby County Schools will increase the percentage of students who score proficient in 3-12 ELA outcomes for all students, students with disabilities and English learners.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

**Annual Target**

| Year | Annual Target - Include targets for All students and identified subgroups | Data Sources |
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| 2026-27 | * 3rd-12th: 25.5% to 31.9% 3rd-5th: 30.6% to 35.7% (ALL); 22.7% to 27.7% (SWD); 27.9% to 33.7% (EL) 6th -8th: 18.3% to 26.5% (ALL); 17.0% to 22.0% (SWD); 20.8% to 28.4% (EL) English I: 19.1% to 27.1% (ALL); 9.2% to 14.2% (SWD); 6.9% to 17.9% (EL) English II: 39.5% to 42.4% (ALL); 13.1% to 18.1% (SWD); 17.1% to 25.6% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |
| 2027-28 | * 3rd-12th: 31.9% to 38.3% 3rd-5th: 35.7% to 40.8% (ALL); 27.7% to 32.7% (SWD); 33.7% to 39.5% (EL) 6th-8th: 26.5% to 34.7% (ALL); 22.0% to 27.0% (SWD); 28.4% to 35.9% (EL) English I: 27.1% to 35.1% (ALL); 14.2% to 19.2% (SWD); 17.9% to 29.0% (EL) English II: 42.4% to 45.3% (ALL); 18.1% to 23.1% (SWD); 25.6% to 34.1% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |
| 2028-29 | * 3rd-12th: 38.3% to 44.6% 3rd-5th: 40.8% to 45.9% (ALL); 32.7% to 37.7% (SWD); 39.5% to 45.2% (EL) 6th-8th: 34.7% to 42.8% (ALL); 27.0% to 32.0% (SWD); 35.9% to 43.5% (EL) English I: 35.1% to 43.0% (ALL); 19.2% to 24.2% (SWD); 29.0% to 40.0% (EL) English II: 45.3% to 48.1% (ALL); 23.1% to 28.1% (SWD); 34.1% to 42.5% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |

**Strategies:** Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

| **Strategy Description** Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation. | **Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year. | **Estimated TISA Amount, if applicable** Enter $0 if not applicable. | **Other funding source and amount, if applicable** |
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| Improve the implementation of daily standards-aligned grade level learning in ELA by providing district developed resources that require standards-first planning and task design. Planning expectations will prioritize: (1) naming the targeted Tennessee standard(s), (2) identifying the standard's full rigor, (3) selecting/designing tasks that match that level of rigor, and (4) anticipating misconceptions and success criteria aligned to the standard. | MSCS will monitor standards rigor using three recurring evidence streams, with clear cadence: Monthly Standards-to-Tasks Checks (system-level and school-level). Each month, schools and district teams will sample assignments/tasks from priority grades and courses and verify: (a) the targeted Tennessee standard, (b) match between the standard's rigor and the task's cognitive demand, and (c) evidence that students are producing work aligned to the standard, not just completing activities. Quarterly Student Work Reviews anchored to grade-level expectations. Each quarter, district and regional reviews will analyze student work artifacts against Tennessee standard success criteria to determine whether student products reflect grade-level complexity and whether scaffolds are increasing access while maintaining rigor. Ongoing Walkthrough Look-Fors focused on standards evidence. Routine classroom observations will prioritize standards indicators visible in instruction: the grade-level standard in play, the rigor of the task students complete, and evidence of student thinking aligned to the Tennessee expectation so that standards alignment is monitored as lived classroom practice, not paperwork. | $ 595,962.00 | |
| To help advance the Literacy Commitment, Specialized Education Assistants (SEAs) SEA tutors will provide a minimum of two 30 min small group sessions per week for each identified 4th and 5th grade student that is required to attend tutoring. | MSCS will monitor this strategy in the following ways: Review of the SEA's weekly reflection logs to ensure the support is taking place and to identify areas of need. Greatness in the Gap Fidelity Checks (observation of practice) to ensure that the tutoring is aligned to grade level expectations. Student progress is tracked through student performance on the district I-Ready Reading Diagnostic (fall, winter, and spring). | $ 26,379,374.00 | |

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| To ensure that instructional decisions are based on multiple sources of evidence rather than a single measure, reducing variability in practice and strengthening equity the district assesses students by means of universal screeners, progress monitoring, short-cycle assessments, and districtwide common formative assessments. The Performance Matters platform serves as the district's centralized system for administering, analyzing, and reporting districtwide common formative assessments. It is administered 3 times a year (fall, winter, and spring). The results will be used to inform strengths and areas of need at the district, regional, school, and teacher levels. | Following each administration of the districtwide common formative assessments (fall, winter, spring), school teams and district department leaders are expected to actively participate in districtwide CompStat data discussions. During these sessions, teams explicitly identify the academic standards requiring additional support, analyze contributing instructional factors, and outline evidence-based strategies to address observed needs. The purpose of CompStat data reviews is to: Identify instructional strengths and gaps aligned to grade-level standards Monitor student progress toward meeting grade-level expectations Determine necessary instructional adjustments and targeted supports Inform professional learning priorities and curriculum alignment | $ 0.00 | |
| To deepen teachers understanding of the ELA standards, HQIM, and instructional best practices, all professional learning will be designed to reinforce the Tennessee Academic Standards, district-adopted curriculum, and expectations for high-quality Tier I instruction, ensuring coherence between what educators learn and what students experience. Additionally, differentiated professional learning will be provided to support equitable access to grade-level instruction. Professional learning will strengthen educators' capacity to provide effective scaffolds and supports for multilingual learners, students with disabilities, and students requiring additional academic support without lowering expectations. District academic teams will design and deliver professional learning aligned to district expectations for standards, curriculum, and Tier I instruction. Regional leaders will support implementation, monitor consistency, and provide targeted coaching based on instructional evidence. School leaders will ensure participation, reinforce expectations, and monitor classroom implementation. Teachers will apply professional learning to instructional planning and classroom practice to meet student needs. | The effectiveness of the professional learning sessions will be measured in the following ways: The district will examine evidence from instructional observations, planning artifacts, feedback cycles, and student work to determine whether professional learning priorities are visible in classroom practice. Reviews will assess alignment between professional learning focus areas and observed improvements in instructional rigor, coherence, and responsiveness to student needs. In addition, MSCS will evaluate the effectiveness of professional learning based on growth in student outcomes. Monitoring will also assess whether professional learning support is timely, targeted, and responsive to identified instructional gaps. When professional learning does not result in improved instructional practices and student growth outcomes on district formative assessments (fall, winter, spring at or above 35% or higher, the district will adjust content, delivery method, or instructional support to ensure adult learning translates into classroom impact. | $ 0.00 | |

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| The Before/After School tutoring Program occurs in both fall and spring semesters for students in grades K-12. The program spans 12 weeks each semester. Schools can choose either: A) 3 days per week for 1 hour per day OR B) 2 days per week for 1.5 hours per day for a total of 3 hours per week. There is a 1:8 teacher-student ratio and for the 2025-2026 school year a total of 10,000 K-12 students were impacted. Elementary and middle school students received additional instruction in ELA and/or Math High school students received additional instruction in EOC content (9-10) and ACT prep (11-12). When possible, K-12 ELL and SPED teachers are encouraged to apply for tutoring positions to support student subgroups. Each school has a Tutoring Coordinator who has been selected by the school's Principal to oversee all before and after-school tutoring operations. Teachers, administrators, specialized education assistants, and/or educational assistants can serve as tutors. The Extended Learning Department uses a tutoring walkthrough tool to conduct tutoring visits at each school each semester to gauge the strength of implementation across the district. Advisors frequently make site visits and provide feedback to Coordinators regarding the observed implementation and effectiveness of tutoring at each location. The walkthrough tool is also shared with Tutoring Coordinators to calibrate and observe tutoring best practices at all sites. | i-Ready and Performance Matters will show an increase of 3 points per assessment window (fall, winter, spring) for students enrolled in before and after school tutoring. | $ 5,179,702.00 | |
| Ensure effective supports are in place for exceptional students, English language/multilingual learners, and other student subgroups identified as needing additional assistance and support. Weekly direct special education services will be provided to students with disabilities that have documented deficits in reading. The use of i-Ready and supplemental instructional level materials will function as a strategic bridge between students' current performance levels and grade-level expectations, with an emphasis on closing skill gaps and increasing independence in literacy tasks. DEE advisors, instructional facilitators, or assigned DEE staff will establish and communicate clear expectations for implementation, progress monitoring protocols, and usage requirements. Measurable growth will be regularly monitored through data analysis, with adjustments made to instructional practices and materials to support mastery of grade-level standards. | The Department of Exceptional Education (DEE) will implement a structured and ongoing monitoring system to ensure the effective delivery of direct special education services. DEE advisors, instructional facilitators, and support staff will utilize multiple data sources and checkpoints to monitor implementation and student engagement. Bi-weekly, DEE staff will review TN PULSE reports to track service delivery and compliance. Monthly student file reviews will be conducted to ensure accuracy, alignment to IEPs, and fidelity of implementation. In addition, weekly site visits will provide opportunities to observe instructional practices, provide targeted feedback, and verify that at least 80% of students with disabilities (SWD) are actively engaged in standards-based instruction and utilizing the i-Ready platform. i-Ready usage reports will be analyzed monthly for each assigned school to monitor student participation and progress in ELA. Findings will be shared with teachers and school administrators to inform instructional adjustments, provide targeted support, and ensure continuous improvement. | $ 157,992,592.00 | |

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| Provide weekly, consistent use of supplemental programs that support the development of English language proficiency through meaningful practice with standards and curriculum aligned items and games delivered weekly for at least 2 hours. The supplemental programs will serve as a bridge between participating students' current knowledge and grade level expectations supporting their mastery of grade-level standards and journey to English language proficiency. The district will communicate the purpose and intent of the supplemental programs and set expectations for how students will be prioritized. Current supplemental programs include IXL in grades K-12 and Footsteps2Brilliance in grades K-3. | The ESL advisor team will monitor usage and conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students utilizing the different supplemental programs demonstrate at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters performance data reports. | $ 0.00 | Federal $250,000 |
| Daily collaboration and planning between content and ESL teachers to design scaffolds that support language development while maintaining the academic rigor and cognitive demand of the task. Teachers will implement these strategies with EL students in both classrooms after the district communicates the purpose and intent of the collaboration through Professional Development that is offered at the beginning of the school year and is repeated at least one other time during the school year. This PD will set expectations for how students will be prioritized. | The ESL advisor team will provide the PD and will conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students demonstrating at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters performance data reports. | $ 0.00 | Federal $121,350 |
| Weekly direct special education services will be provided to students with disabilities that have documented deficits in reading. The use of i-Ready and supplemental instructional level materials will function as a strategic bridge between students' current performance levels and grade-level expectations, with an emphasis on closing skill gaps and increasing independence in literacy tasks. DEE advisors, instructional facilitators, or assigned DEE staff will establish and communicate clear expectations for implementation, progress monitoring protocols, and usage requirements. Measurable growth will be regularly monitored through data analysis, with adjustments made to instructional practices and materials to support mastery of grade-level standards. | The Department of Exceptional Education (DEE) will implement a structured and ongoing monitoring system to ensure the effective delivery of direct special education services. DEE advisors, instructional facilitators, and support staff will utilize multiple data sources and checkpoints to monitor implementation and student engagement. Bi-weekly, DEE staff will review TN PULSE reports to track service delivery and compliance. Monthly student file reviews will be conducted to ensure accuracy, alignment to IEPs, and fidelity of implementation. In addition, weekly site visits will provide opportunities to observe instructional practices, provide targeted feedback, and verify that at least 80% of students with disabilities (SWD) are actively engaged in standards-based instruction and utilizing the i-Ready platform. i-Ready usage reports will be analyzed monthly for each assigned school to monitor student participation and progress in ELA. Findings will be shared with teachers and school administrators to inform instructional adjustments, provide targeted support, and ensure continuous improvement. | $ 2,949,725.00 | |

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| Department of Exceptional Education (DEE) advisors, instructional facilitators, and other assigned DEE staff will ensure the implementation of inclusion and co-teaching practices with fidelity to accelerate English Language Arts (ELA) outcomes for students with disabilities. Students will engage in standards-aligned instruction, using co-teaching models, focusing on critical literacy components including reading comprehension, vocabulary acquisition, written expression, and foundational skills. Expected instruction will provide explicit, systematic, and scaffolded support aligned to grade-level ELA standards while addressing individual learning needs identified through data. Instruction expectations will also include differentiated pathways, and the consistent use of accommodations and modifications (e.g., chunking, visual supports, guided practice, and extended time) to ensure equitable access and progress toward mastery. Informal walkthroughs and observations will be used to gauge implementation. | DEE advisors, instructional facilitators, and assigned DEE staff will monitor the implementation and effectiveness of inclusion and co-teaching practices through a structured cycle of data review, observation, and feedback throughout the year. Weekly walkthroughs and observations will be conducted to assess the fidelity of co-teaching models, standards-aligned ELA instruction, and the consistent use of accommodations and modifications. Quarterly data meetings with school leadership teams will be used to review trends, identify gaps, and develop targeted action steps. Ongoing feedback will be provided through coaching, modeling, and follow-up support to strengthen instructional practices that will result in 80% of students with disabilities (SWD) are actively engaged in standards-based instruction. Progress will be measured by increased student engagement, consistent implementation of inclusive practices, and improved ELA outcomes for students with disabilities. | $ 1,848,799.00 | |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

Goal 3

By May 2029, Memphis-Shelby County Schools will increase the percentage of students who score proficient in 3 -12 Math outcomes for all students and students with disabilities.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

**Annual Target**

| Year | Annual Target - Include targets for All students and identified subgroups | Data Sources |
|---|---|---|
| 2026-27 | * 22.1% to 28.3% (ALL); 3rd-5th: 26.8% to 31.9% (ALL); 17.4% to 22.4% (SWD); 29.8% to 34.1% (EL); 6th-8th: 17.9% to 25.2% (ALL); 15.5% to 20.5% (SWD); 17.6% to 25.0% (EL); Algebra I: 18.1% to 25.3% (ALL); 10.6% to 15.6% (SWD); 9.6% to 19.0% (EL); Algebra II: 23.0% to 29.0% (ALL); 13.8% to 18.8% (SWD); 10.7% to 19.8% (EL); Geometry: 27.7% to 32.5% (ALL); 12.9% to 17.9% (SWD); 19.4% to 26.3% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |
| 2027-28 | * 28.3% to 34.6% (ALL); 3rd-5th: 31.9% to 36.9% (ALL); 22.4% to 27.4% (SWD); 34.1% to 38.4% (EL); 6th-8th: 25.2% to 32.5% (ALL); 20.5% to 25.5% (SWD); 25.0% to 32.3% (EL); Algebra I: 25.3% to 32.6% (ALL); 15.6% to 20.6% (SWD); 19.0% to 28.3% (EL); Algebra II: 29.0% to 35.0% (ALL); 18.8% to 23.8% (SWD); 19.8% to 28.9% (EL); Geometry: 32.5% to 37.4% (ALL); 17.9% to 22.9% (SWD); 26.3% to 33.2% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |
| 2028-29 | * 34.6% to 40.8% (ALL); 3rd-5th: 36.9% to 42.0% (ALL); 27.4% to 32.4% (SWD); 38.4% to 42.7% (EL); 6th-8th: 32.5% to 39.7% (ALL); 25.5% to 30.5% (SWD); 32.3% to 39.7% (EL); Algebra I: 32.6% to 39.8% (ALL); 20.6% to 25.6% (SWD); 28.3% to 37.7% (EL); Algebra II: 35.0% to 41.0% (ALL); 23.8% to 28.8% (SWD); 28.9% to 37.9% (EL); Geometry: 37.4% to 42.2% (ALL); 22.9% to 27.9% (SWD); 33.2% to 40.1% (EL) ALL and EL data have been updated using 25-26 preliminary results as the baseline. | * TCAP Achievement & EOC Tests |

**Strategies:** Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

| **Strategy Description** Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation. | **Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year. | **Estimated TISA Amount, if applicable** Enter $0 if not applicable. | **Other funding source and amount, if applicable** |
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| Curriculum and Instruction will develop and maintain a district wide academic curriculum aligned to the Tennessee Academic Standards. The district will establish a curriculum that is explicitly tied to the Tennessee Academic Standards, and that defines the intended grade-level learning sequence and expectations across PK-12. This will strengthen instructional responsiveness to student needs without reducing the rigor. Tier I instruction will incorporate scaffolds and supports that provide access to rigorous content for multilingual learners, student with disabilities, and students requiring additional academic support while maintaining grade level expectations. Reduced variability in curriculum implementation and instructional practice across classrooms and schools. District expectations for curriculum use, planning, instruction, and student engagement will be applied consistently to ensure that instructional quality does not depend on school assignment or classroom placement. Position curriculum-driven Tier I instruction as the primary driver of equity and achievement. Instructional improvement efforts will prioritize strengthening core classroom practice through consistent curriculum implementation rather than expanding remediation as the default, ensuring that all student benefit from high quality instruction first. Establish Tennessee Academic Standards as the single academic baseline across PK-12. Standards will be the required starting point for unit design, daily planning, instructional tasks, and feedback across all schools, grade levels, and courses. K-AGA classes have access to fully developed grade level-lesson plans for tier 2, 3, and novice teachers that are required to be used daily. Teachers have access to all materials through our districts Landing Page, Share Point, and links within the body curriculum maps, and the pacing calendar. Ensure all students, including students with disabilities, achieve proficiency in grades 3-12 mathematics through uninterrupted instruction aligned to Tennessee Academic Standards using district-provided, grade-level lesson plans. Prior to implementation, the Curriculum and Instruction provided targeted professional learning to support effective use of the lesson plans. K-AGA teachers received early access to grade-level lesson plans, instructional resources, and PLC structures to internalize instruction and make data-driven adjustments to meet student needs. | Curriculum & Instruction will conduct monthly system-level and school-level standards to tasks checks, quarterly student work reviews anchored to grade level expectations and on-going walkthrough look-fors focused on standards evidence with a goal of 70% or better alignment. | $ 0.00 | |

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| Curriculum-to-Standards Alignment Evidence Curriculum & Instruction will clarify the relationship between Curriculum adopted materials and planning. Instructional expectations will reinforce alignment between the district curriculum district adopted materials, lesson planning, and enacted instruction so that what is intended is consistently what students experience. The team will verify standards-to-task/item alignment and adjust district assessments to reflect intended rigor. SPED and ML/EL teams will validate accessibility, scaffolds, and rigor preservation for students with disabilities and multilingual learners. School-based implementers (instructional coaches/teacher leaders) will field-test usability and provide implementation feedback based on classroom evidence. Reviews will examine patterns in student work to determine whether students are producing work that reflects the expected depth of understanding, reasoning, and mastery aligned to grade-level standards. | Curriculum & Instruction will conduct monthly system-level and school-level standards to tasks checks, quarterly student work reviews anchored to grade level expectations and on-going walkthrough look-fors focused on standards evidence with a goal of 70% or better alignment. | $ 0.00 | |
| K-2 support will develop and maintain a districtwide academic curriculum aligned to the Tennessee Academic Standards. The district will establish a curriculum that is explicitly tied to the Tennessee Academic Standards and that defines the intended grade-level learning sequence and expectations across K-2 classrooms. The curriculum will specify: K-2 across core content areas, including all grade-level ELA, Math, Science, and Social Studies courses, and all required and tested high school courses, with explicit curriculum guidance for intervention/acceleration connections that keep grade-level standards as the anchor. A district curriculum that includes year-long scope and sequence; unit maps; priority standards and standard bundles; unit learning outcomes and success criteria; pacing guidance with guardrails; lesson internalization supports; required texts/tasks/problem sets aligned to unit intent; embedded formative checks; misconception guidance and re-engagement supports; and required planning artifacts that connect curriculum tasks and student work. (Coherence, Curriculum reflects the vision of the district and the level of depth required). Standards alignment will be documented through standard codes embedded at unit and lesson levels; a standards-intent statement clarifying what the standard requires; a curriculum standards map showing when standards are introduced, practiced, and assessed; and alignment verification tools that connect standards to curriculum tasks and assessment items. | Curriculum & Instruction will conduct monthly system-level and school-level standards to tasks checks, quarterly student work reviews anchored to grade level expectations and on-going walkthrough look-fors focused on standards evidence with a goal of 70% or better alignment. | $ 0.00 | |

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| Weekly direct special education services will be provided to students with disabilities that have documented deficits in reading. The use of i-Ready and supplemental instructional level materials will function as a strategic bridge between students' current performance levels and grade-level expectations, with an emphasis on closing skill gaps and increasing independence in numeracy tasks. DEE advisors, instructional facilitators, or assigned DEE staff will establish and communicate clear expectations for implementation, progress monitoring protocols, and usage requirements. Measurable growth will be regularly monitored through data analysis, with adjustments made to instructional practices and materials to support mastery of grade-level standards. | The Department of Exceptional Education (DEE) will implement a structured and ongoing monitoring system to ensure the effective delivery of direct special education services. DEE advisors, instructional facilitators, and support staff will utilize multiple data sources and checkpoints to monitor implementation and student engagement. Bi-weekly, DEE staff will review TN PULSE reports to track service delivery and compliance. Monthly student file reviews will be conducted to ensure accuracy, alignment to IEPs, and fidelity of implementation. In addition, weekly site visits will provide opportunities to observe instructional practices, provide targeted feedback, and verify that at least 80% of students with disabilities (SWD) are actively engaged in standards-based instruction and utilizing the i-Ready platform. i-Ready usage reports will be analyzed monthly for each assigned school to monitor student participation and progress in Math. Findings will be shared with teachers and school administrators to inform instructional adjustments, provide targeted support, and ensure continuous improvement. | $ 0.00 | |

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| DEE advisors, instructional facilitators, and other assigned DEE staff will ensure the implementation of inclusion and co-teaching practices with fidelity to accelerate Mathematics outcomes for students with disabilities. Students will engage in standards-aligned instruction, using co-teaching models, focusing on critical numeracy components including number sense, problem solving, mathematical reasoning, computation, and foundational math concepts. Expected instruction will provide explicit, systematic, and scaffolded support aligned to grade-level Math standards while addressing individual learning needs identified through data. Instruction expectations will also include differentiated pathways, repetition, structured problem solving opportunities, and the consistent use of accommodations and modifications (e.g., chunked tasks, visual models, manipulatives, guided practice, and extended learning time) to ensure equitable access and progress toward mastery. Informal walkthroughs and observations will be used to gauge implementation. | DEE advisors, instructional facilitators, and assigned DEE staff will monitor the implementation and effectiveness of inclusion and co-teaching practices through a structured cycle of data review, observation, and feedback throughout the year. Weekly walkthroughs and observations will be conducted to assess the fidelity of co-teaching models, standards-aligned Math instruction, and the consistent use of accommodations and modifications. Quarterly data meetings with school leadership teams will be used to review trends, identify gaps, and develop targeted action steps. Ongoing feedback will be provided through coaching, modeling, and follow-up support to strengthen instructional practices that will result in 80% of students with disabilities (SWD) are actively engaged in standards-based instruction. Progress will be measured by increased student engagement, consistent implementation of inclusive practices, and improved Math outcomes for students with disabilities. | $ 2,574,561.57 | |
| Provide professional development for general education and/or special education teachers in small and large group settings, during school, after school, and weekend sessions. To strengthen students' access to the content, teachers will learn how to provide accommodations and modifications, coteaching strategies, and how to best educate students based on disability characteristics. | Implementation of co-teaching or inclusive strategies will be monitored during monthly walkthroughs to show at least 85% of teachers implementing learned strategies, that will result in 80% SWDs showing an increase on district formative assessments (fall, winter, spring). , site visits, attendance records, and stakeholder feedback/surveys. | $ 0.00 | |

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| Weekly planning between content and ESL teachers to provide targeted scaffolds for academic vocabulary. Teachers will implement these strategies with EL students in both classrooms after the district communicates the purpose and intent of the collaboration through Professional Development that is offered at the beginning of the school year and is repeated at least one other time during the school year. This PD will set expectations for how students will be prioritized. | The ESL advisor team will provide the PD and will conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students demonstrating at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters data reports. | $ 0.00 | |
| Professional Development sessions offered once each semester for math teachers targeting each grade band focused on support for Tier I instruction through the use of manipulatives and other hands-on tools that will help English Learners. The sessions will serve as a bridge between participating students' current knowledge and grade level expectations supporting their mastery of grade-level standards. The district will communicate the purpose and intent of PD sessions and set expectations for how students will be prioritized and methods and frequency of monitoring. | The ESL advisor team will provide the PD and will conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students demonstrating at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters data reports. | $ 0.00 | |

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| High dosage, low ratio math lab courses in high school grades that support English Learners succeed in Tier I instruction through intensive, small-group sessions delivered as a daily class reinforcing grade level content utilizing HQIM. The lab courses will serve as a bridge between participating students' current knowledge and grade level expectations supporting their mastery of grade-level standards. The district will set expectations for how students will be prioritized, developing student-focused schedules, the types and use of resources/materials, and methods and frequency of progress monitoring. | The ESL advisor team will conduct walkthroughs during visits at each school each semester to gauge the strength of implementation across the district. Progress toward improvement will show 75% of students demonstrating at or above expected growth on the Winter and Spring administration of each assessment. Each advisor is responsible for gathering the data and reporting to the school's principal during their data meetings with the school. Current benchmarking tools are IReady and Performance Matters data reports. | $ 286,497.11 | |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

This goal not established.

**Goal 4**

By Spring 2029 Memphis-Shelby County Schools will increase the overall rates for the following:
- graduation rate from 86.5% (25-26) to 92.9% (28-29)
- increase the percentage of students scoring a 21 or higher ACT Composite from 19.6% (25-26) to 31.2% (28-29)
- increase the College and Career Readiness (CCR) rate from 74.3% (25-26) to 78.8% (28-29).

Graduation Rate (GR) Subgroup Goals
72.6% to 78.9% (ELL); 84.1% to 90.4% (SWD)

ACT Composite = 21 Rate Subgroup Goals
8.0% to 19.4% (ELL); 9.9% to 21.3% (SWD)

CCR Rate Subgroup Goals
59.3% to 66.5% (ELL); 55.8% to 63.6% (SWD)

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

**Annual Target**

| Year | Annual Target - Include targets for All students and identified subgroups | Data Sources |
|---|---|---|
| 2026-27 | * Annual Target for GR: From 86.5% to 88.6% (ALL), 72.6% to 74.7% (ELL), 84.1% to 86.2% (SWD) Annual Target for ACT: From 19.6% to 23.5% (ALL); 8.0% to 11.8% (ELL); 9.9% to 13.7% (SWD) Annual Target for CCR: From 74.3% to 75.9% (ALL); 59.3% to 61.9% (ELL); 55.8% to 58.6% (SWD) | * Graduation Graduation/completion file from PowerSchool and EIS Transcript and schedule files from PowerSchool to track students' progress toward meeting graduation requirements Weekly cohort download from TDOE ACT Student-level ACT file from success.act.org School teams also submit ACT score reports to the district's Assessment & Accountability team CCR Industry Credential Vendor Files and Certificates ASVAB file from the Department of Defense Transcript files from PowerSchool Student-level ACT file from success.act.org |
| 2027-28 | * Annual Target for GR: From 88.6% to 90.8% (ALL), 74.7% to 76.8% (ELL), 86.2% to 88.3% (SWD) Annual Target for ACT: From 23.5% to 27.3% (ALL); 11.8% to 15.6% (ELL); 13.7% to 17.5% (SWD) Annual Target for CCR: From 75.9% to 77.4% (ALL); 61.9% to 64.2% (ELL); 58.6% to 61.2% (SWD) | * Graduation Graduation/completion file from PowerSchool and EIS Transcript and schedule files from PowerSchool to track students' progress toward meeting graduation requirements Weekly cohort download from TDOE ACT Student-level ACT file from success.act.org School teams also submit ACT score reports to the district's Assessment & Accountability team CCR Industry Credential Vendor Files and Certificates ASVAB file from the Department of Defense Transcript files from PowerSchool Student-level ACT file from success.act.org |

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| 2028-29 | * Annual Target for GR: From 90.8% to 92.9% (ALL), 76.8% to 78.9% (ELL), 88.3% to 90.4% (SWD) Annual Target for ACT: From 27.3% to 31.2% (ALL); 15.6% to 19.4% (ELL); 17.5% to 21.3% (SWD) Annual Target for CCR: From 77.4% to 78.8% (ALL); 64.2% to 66.5% (ELL); 61.2% to 63.6% (SWD) | * Graduation Graduation/completion file from PowerSchool and EIS Transcript and schedule files from PowerSchool to track students' progress toward meeting graduation requirements Weekly cohort download from TDOE ACT Student-level ACT file from success.act.org School teams also submit ACT score reports to the district's Assessment & Accountability team CCR Industry Credential Vendor Files and Certificates ASVAB file from the Department of Defense Transcript files from PowerSchool Student-level ACT file from success.act.org |

**Strategies:** Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

| **Strategy Description** Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation. | **Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year. | **Estimated TISA Amount, if applicable** Enter $0 if not applicable. | **Other funding source and amount, if applicable** |
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| Develop and expand opportunities for students to access multiple early postsecondary opportunities (EPSO) and advanced academic courses while enrolled in high school in order to increase students' college and career readiness. To implement this strategy MSCS will: Develop EPSO expansion plans for every district-managed high school Utilize the District's AP Virtual Academy and TN's AP Access for All to increase access to AP courses. Provide required professional development sessions for new advanced course teachers to become authorized or vetted to teach advanced courses (i.e., AP, Pre-AP, IB, SDC, DE). These sessions will be offered annually between June and August. | The Advanced Academic Team will conduct a semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase of at least one advance course offering. The Advanced Academics Team will review the District's AP Virtual Academy and TN's AP Access for All student rosters will show at least 10% increase of enrollment each semester. Professional development sessions for new advanced course teachers to become authorized or vetted to teach advanced courses (i.e., AP, Pre-AP, IB, SDC, DE) will occur between June and August each year. A tracker will be used to identify teachers that participated in the appropriate PD sessions per semester. | $ 9,050,762.00 | Estimated cost for EPSO courses is $600,000 (including tuition costs and AP/IB exam costs). |

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| Equip EPSO teachers with the skills, resources, and collaborative support needed to deliver rigorous, relevant, and engaging early postsecondary coursework that prepares students for college and career success. To implement this strategy MSCS will: Expand support to schools for Advanced Academics offerings including Honors classes, International Baccalaureate (IB), Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Statewide Dual Credit (SDC), and Dual Enrollment (DE) courses by providing professional development for teachers to ensure fidelity of implementation and compliance with all course requirements. District Learning Days are facilitated three times per year to provide in-depth support on programmatic learning objectives for AP, Pre-AP, IB courses. Quarterly AP/Pre-AP collaboratives provide new and experienced AP/Pre-AP teachers with content-specific training grounded in the instructional materials teachers utilize with their students. New and struggling AP and IB teachers participate in mentoring activities facilitated by experienced or retired teachers between August-May each year. Quarterly Statewide Dual Credit (SDC) lead teacher planning meetings will enable lead teachers to discuss best practices, share resources and unpack semester objectives. Districtwide honors compliance sessions are facilitated between August - February to support teachers in providing academic acceleration and implement the framework of standards for honors courses with fidelity. School-based and one-on-one support sessions are provided between July - May to build teacher capacity to implement rigorous instructional practices. Self-paced Canvas courses are developed and launched quarterly between September - June to provide teachers with additional support on implementing high-yield strategies that support student success. | Pre-AP and AP informal observation tracker will show 90% of teachers implementing content specific pedagogy and strategies each semester. | $ 0.00 | Estimated cost for DLD is $6,000 (includes teacher stipends). Estimated cost for lead teacher planning meetings is $1,000 (includes teacher stipends). |
| The DEE Advisor will review transcript audits 4 times per year at the school site and within the PowerSchool to ensure accuracy and proper tracking of student progress toward graduation. This process involves analyzing student grades, schedules, and the graduation tracker; identifying any discrepancies or missing requirements; collaborating with school staff to resolve issues; and documenting updates to ensure compliance and alignment with graduation expectations for all students. | DEE Advisors will complete the DEE department Data Tracker and monitor the graduation dashboard to show that at least 85% of the students are on track for graduation. | $ 1,848,799.00 | |
| The DEE Advisor will assign and complete personalized training on graduation and transition for special education teachers on a quarterly basis at the school site and through virtual platforms to build teacher capacity and ensure compliance with graduation requirements and effective transition planning for students with disabilities. This process involves identifying training needs, developing or selecting targeted professional development, facilitating or completing training sessions, and monitoring implementation to support improved student outcomes. | PD training will result in teachers, counselors, and/or Graduation Coaches will complete transcript reviews for each senior on their caseload at least 80% accuracy quarterly. | $ 595,962.00 | |
| Identify and provide a higher rate of adequate proof of transfers/appeals. Once the data is available from the MSCS Assessment Department, Multilingual Cultural Counselors contact EL families in their native language to determine if students have transferred out of the district. If evidence of a transfer out of the country is found, the team will create an out of the country document for the student(s) and provide it to the Assessment and Accountability Department. Through the TDOE appeals and documentation process, student records will be updated to reflect accuracy, which will increase the graduation rate. | Power BI 20-day attendance report will show a 3% increase in attendance for EL students. | $ 0.00 | |

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| Coordination with counselors and graduation coaches to ensure students take the correct courses to graduate on time where ESL District staff and school counselors collaborate quarterly to ensure ELs are on track to graduate. | Quarterly meetings to determine if students are on track. Goal is for 100% of students to be on track by the end of the school year. | $ 0.00 | |
| Provide system to prevent course failures through providing parental, ESL & content teacher, and counselor input. This will occur through the Multilingual Academic Success Assurance Plan, with ESL Advisors providing quarterly support to students who are at risk of being assigned a failing course grade. | Quarterly review of monitoring forms will show 85% or higher of teachers implementing Individual Learning Plans (ILP) and communicating with families in their preferred language on the progress of the students throughout the year. | $ 0.00 | |
| Graduation rate gaps persist when no one is consistently watching the right students closely enough. Cross-functional oversight ensures consistency and urgency. Targeted Cohort Management System is a structured cohort monitoring system for high-risk groups (ELL, overage for grade, and highly transient students), with clear ownership and escalation: Counselors monitor cohort data, fulfillment of graduation requirements to ensure that deficiencies are addressed and the proper interventions are in place Graduation coaches manage high-risk student caseloads, track attendance and persistence, gather and upload documentation ELL staff provide instructional and language support Family liaisons/community partners support communication. The process will begin with the initial identification at the start of the year with new enrollees. Ongoing, monitoring will occur biweekly/monthly and data will be reviewed monthly (admin-led) during student support/RTI/data meetings and counseling follow-ups. | Graduation Progress Dashboards will track overage for grade students, ELL subgroup progress, and withdrawal/transfer patterns will show an increase of at least 5% of students on-track for graduation each semester. Weekly Cohort Tracker will show an increase of 5 percentage points for the removal rates (potential drop outs removed from the cohort) in February and June with a final review in October. | $ 0.00 | |

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| Expanding CTE Pathway Enrollment and Completion that supports the graduation rate will be structured around the CTE Research and Analytics team conducting quarterly CTE Pathway audits across all MSCS high schools to identify gaps in course sequencing and enrollment in September. The CTE Central Office, Community Partners, and School-level Personnel will develop targeted recruitment campaigns that target the low-enrolled pathways each Spring. To build stronger connections, the CTE Central Office will partner with all middle school-level personnel to build a pipeline into high school pathways that will support the identified students being College and Career Ready. | Spring 2026 - CTE pathway enrollment increases by 10% district-wide; on-track graduation rate for CTE-enrolled students reported and baselined. Spring 2027 - 75% of CTE-enrolled students complete at least 2 courses in a coherent sequence; dropout rate among CTE pathway completers decreases by 5%. Spring 2028 - CTE pathway completion rate reaches 65%; graduation rate for CTE concentrators reaches or exceeds 90% Spring 2029 - District graduation rate reaches 92.9%, with CTE concentrators performing at or above that threshold. | $ 0.00 | Perkins V Grant and Innovative School Model (ISM) Grant Perkins V expenditures are based upon enrollment and type of CTE pathway. ISM Grant funding is based on the grant application requirements and for a specific period of time. (Ending 2027) |
| To integrate ACT-aligned academic skill-building into CTE Instruction central office staff (Curriculum and Instruction and CTE) will align CTE course curriculum maps to ACT College Readiness in math and English/Language Arts, identifying where technical content reinforces tested skills per year. CTE teachers will be provided on-going professional development on how to contextualize instructional strategies aligned to ACT skills. As a result, ACT prep support will be embedded within CTE courses, including related reading passages and applied math problems throughout the year. | Spring 2026 - 100% of CTE course curriculum maps include documented alignment to ACT standards; baseline ACT data collected for all CTE-enrolled students. Spring 2027 - CTE students show measurable ACT score growth (average composite increase of 1.5+ points) compared to prior year; co-teaching pilots launched in at least 5 schools. Spring 2028 - Percentage of CTE concentrators scoring 21+ on ACT reaches 25%; co-teaching model scaled district-wide Spring 2029 - District ACT 21+ rate reaches 31.2%; CTE concentrators meet or exceed that rate. | $ 357,435.00 | |

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| In order to maximize College and Career Readiness through CTE Credentialing and Dual Enrollment the Central Office and Community Partners will audit all current CTE pathways to identify which ones lead to state-approved industry certification and ensure exam access for every eligible student per semester. Dual Enrollment partnerships (postsecondary institutions) will expand to increase access to eligible students. CTE Central Office and Business/Community Partners will develop and scale a work-based learning continuum in partnership with Memphis regional employers, prioritizing industries aligned to CTE pathways/clusters. | Spring 2026 - Industry certification pass rates baselined by each pathway (Current number of industry credentials: 4,654); dual enrollment CTE course offerings expanded by at least 15% Spring 2027 - Industry certifications pass rate reaches 70% among eligible CTE students; work-based learning placements increase by 20%; CCR rate reaches 75% Spring 2028 - Dual enrollment CTE participation increases by 30% over baseline; 80% of CTE pathway completers earn at least one CCR designation Spring 2029 - District CCR rate reaches 78.8%; CTE-based readiness designations account for a measurable and documented share of the overall gain. | $ 0.00 | Funding Source(s): Perkins V Grant and Innovative School Model (ISM) Grant Perkins V expenditures are based upon enrollment and type of CTE pathway. ISM Grant funding is based on the grant application requirements and for a specific period of time. (Ending 2027) |

Goal 5

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

☐ This goal not established.

**Goal 5**

By May 2029 Memphis Shelby County Schools (MSCS) will reduce the district's chronic absenteeism rate by 5.25 percentage points, decreasing it from 31% in 2026 to 25.75% through the implementation of targeted attendance, engagement, and student support strategies.
K-8 - 25.2% to 20.0%(ALL); 27.6% to 22.4%(SWD); 13.4% to 8.2%(ELL)
9-12 - 36.0% to 30.8%(ALL); 34.9% to 29.7%(SWD); 36.9% to 31.7%(ELL)

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

**Annual Target**

| Year | Annual Target - Include targets for All students and identified subgroups | Data Sources |
|---|---|---|
| 2026-27 | * 31% to 29.2% (ALL) K-8 - 25.2% to 23.5%(ALL); 27.6% to 25.9%(SWD); 13.4% to 11.7%(ELL) 9-12 - 36.0% to 34.3% (ALL); 34.9% to 33.2%(SWD); 36.9% to 35.2% (ELL) | * Power School and PowerBI |
| 2027-28 | * 29.2% to 27.5% (ALL) K-8 - 23.5% to 21.7%(ALL); 25.9% to 24.1%(SWD); 11.7% to 9.9%(ELL) 9-12 - 34.3% to 32.5%(ALL); 33.2% to 31.4%(SWD); 35.2% to 33.4% (ELL) | * Power School and PowerBI |
| 2028-29 | * 27.5% to 25.75% (ALL) K-8 - 21.7% to 20.0%(ALL); 24.1% to 22.4%(SWD); 9.9% to 8.2%(ELL) 9-12 - 32.5% to 30.8%(ALL); 31.4% to 29.7%(SWD); 33.4% to 31.7%(ELL) | * Power School and PowerBI |

**Strategies:** Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

| **Strategy Description** Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation. | **Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year. | **Estimated TISA Amount, if applicable** Enter $0 if not applicable. | **Other funding source and amount, if applicable** |
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| The district will implement a K-12, data-driven system of attendance and behavior interventions to reduce chronic absenteeism and behavioral incidents by providing tiered supports aligned to a Multi-Tiered System of Supports (MTSS). Beginning July 1 of Year 1 and continuing through June 30 of Year 3, the Office of Student Support Services-working with principals, assistant principals, attendance administrators, counselors, social workers, and teachers-will deliver universal, targeted, and intensive interventions based on early identification and ongoing progress monitoring. Attendance and behavior data will be reviewed daily and weekly, with school-level team meetings held monthly and district reviews conducted quarterly. Progress will be measured by reductions in chronic absenteeism rates, increases in average daily attendance, decreases in office discipline referrals, and the percentage of students successfully exiting interventions. Required resources include the district's student information system, attendance and behavior dashboards, evidence-based intervention tools, professional development materials, and family communication supports to ensure consistent implementation and sustainability. | Student discipline and attendance improvement will be measured using district discipline, attendance, and suspension reports via PowerSchool and PowerBI, reviewed on 20-day and quarterly reporting cycles to monitor trends and intervention effectiveness. Progress targets include a 2-5% reduction in discipline incidents each 20-day period, a quarterly decrease in suspension rates, and a 2.75% quarterly increase in attendance, with specific improvements tracked for students identified as needing additional support (including homeless, foster care, RTI-B participants, and students receiving truancy or progressive discipline supports). Data will be reviewed every 20 days to identify students requiring adjusted or intensified interventions, with quarterly reviews used to evaluate overall progress toward annual goals. Continuous monitoring and data-driven adjustments will ensure behavioral, and attendance supports remain responsive and effective throughout the school year. | $ 7,514,252.00 | |
| The district will provide ongoing, high-quality professional development to improve student behavior and school climate by strengthening staff capacity in classroom management, positive behavior supports, and social-emotional learning (Seven Mindsets). From July 1, Year 1 through June 30, Year 3, the Office of Student Support Services, in collaboration with the district's Professional Learning team, principals, instructional coaches, and behavior specialists, will deliver quarterly districtwide trainings and ongoing job-embedded supports such as coaching, professional learning communities, and classroom feedback. Professional development will be differentiated by role and reinforced through modeling, practice, and follow-up. Progress will be measured by staff participation rates, pre- and post-training assessments, observation data, and trends in office discipline referrals and repeat behavioral incidents. Required resources include evidence-based PD curricula, SEL toolkits, observation rubrics, coaching materials, and behavior data dashboards to ensure consistent implementation and continuous improvement. | Student discipline and attendance improvement will be measured using district student discipline and attendance reports reviewed on an ongoing 20-day reporting cycle, serving as the primary tool for assessing the impact of changed practices resulting from professional development. Expected progress includes a consistent reduction in discipline incidents and attendance-related concerns across each 20-day cycle, with year-long improvement demonstrated through sustained positive trends rather than a single end-of-year outcome. Fidelity checks of student data entry will be conducted during each 20-day cycle to identify and reduce data entry errors and ensure accurate reporting, with the expectation that errors will decrease over time as staff practice improves. Data will be reviewed every 20 days to guide timely adjustments to practices and supports, while quarterly summary reports will be shared districtwide to monitor cumulative progress, reinforce accountability, and inform continuous refinement of professional development and implementation strategies. | $ 389,000.00 | |

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| The district will strengthen student outcomes by promoting effective parent, family, and community engagement activities that support attendance, behavior, and safe school environments. From July 1, Year 1 through June 30, Year 3, the Office of Student Support Services, in collaboration with principals, school staff, and community partners, will implement consistent communication, monthly school-based engagement activities, and quarterly district-supported events designed to build strong partnerships with families. Engagement efforts will include workshops, family forums, informational sessions, and collaborative planning opportunities that are inclusive and culturally responsive. Progress will be measured through participation rates, parent survey feedback, and improvements in student attendance and behavioral data. Required resources include family communication materials, engagement toolkits, translation and interpretation services, and data tracking tools to ensure effective implementation and continuous improvement. | Student and family engagement outcomes will be measured using 20-day student attendance and discipline reports, parent participation records, and structured survey tools to assess the impact of engagement events and parent ambassador involvement. Progress targets include a measurable increase in student attendance (minimum 3-5%) and a reduction in discipline incidents each semester at schools implementing engagement strategies, with comparative improvements expected at schools supported by trained parent ambassadors. Attendance and discipline data will be reviewed every 20 days and analyzed at the end of each semester to identify trends and guide adjustments to engagement practices. Evidence of parent participation and collaboration will be monitored through monthly parent surveys, with a target of consistent or increasing participation rates across the year, and a semi-annual adopter survey will be used to measure the impact of parent contributions of resources on student success. Ongoing data reviews will support continuous evaluation, timely course corrections, and refinement of engagement strategies throughout the year. | $ 2,408,293.16 | |
| DEE central office staff and school-based staff (DEE managers, advisors, facilitators, teachers) will use PowerBI to track to track the total number of absences to avoid chronic absenteeism and improve attendance. Special education teachers will attend SART meetings and/or schedule IEP meetings to address problematic attendance. Consistent attendance. Consistent attendance in required classes will improve knowledge, grades, and proficiency in state assessments. The use of Power BI will allow DEE central office staff and school-based staff (DEE managers, advisors, facilitators, teachers) to identify trends in attendance and or absenteeism, helping to improve students' knowledge, grades, and proficiency in state assessments. | DEE central office staff and school-based staff (DEE managers, advisors, facilitators, teachers) will review 20-day attendance reports looking for a decrease in chronic absenteeism by 3% for each high school. | $ 0.00 | |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

**Overview**

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

• Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.

• Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.

• For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by November 1, 2026.

**Resources**

Click here to open the guide.

Goal 1

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

**Goal Statement 1: 3rd Grade ELA Proficiency**

| | | |
|---|---|---|
| 52 % | of students will score proficient on the 3rd grade ELA TCAP by | Year 2030 |

District Goal 1

| Year | Annual Outcome Target(s) | Associated Metrics/Data |
|---|---|---|
| **Year 1**: 2023-2024 school year (Previous outcome) | Target: 29% Actual: 27.5% | TCAP Achievement & EOC Tests |
| **Year 2**: 2024-2025 school year (Use previous outcome) | Target: 33% Actual: 29.8% | TCAP Achievement & EOC Tests |
| **Year 3**: 2025-2026 school year (Use actual outcome) | Target: 37% Actual: 31.4% | TCAP Achievement & EOC Tests |

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward target
- ○ End of year outcome data for 2025-26SY is unavailable at the time of this report

**Reflection**: Based on progress toward the goal, how will this impact your action plan for the coming years?

Because previous benchmarks were not met, MSCS will deepen its commitment to executing its five Academic Priorities with greater fidelity to close the 3rd-grade achievement gap. The core approach will strengthen the instructional core through job-embedded professional learning and leadership coaching to upgrade Tier I instruction immediately.

To execute this, leaders will implement consistent, high-leverage coaching routines-such as the "See It. Name It. Do It." framework-supported by district-created scripted lesson plans explicitly aligned to adopted High-Quality Instructional Materials (HQIM). Additionally, the district will transition from its internal walkthrough tool to content-specific Instructional Practice Guides (IPGs). This shift will replace compliance checklists with practical observation and coaching tools that define high-quality, standards-aligned instruction in action, directly driving teacher skill development and rigorous delivery. Furthermore, MSCS will enforce strict fidelity to the Science of Reading across all K-3 classrooms, dedicating resources to ensure every teacher will be fully certified, coached, and equipped to reach the 75% literacy milestone.

To advance equity, MSCS will sharpen its Multi-Tiered System of Supports (MTSS) into a responsive, data-driven framework. The district will deploy integrated progress monitoring to swiftly identify students-particularly those furthest from opportunity-who require immediate, intensive Tier II and Tier III supports. Concurrently, leadership will restructure the deployment of Specialized Education Assistants (SEAs). To maximize impact, SEAs will participate in intensive, job-embedded professional development in the Science of Reading, building the capacity required to deliver strong, effective instructional routines during small-group and tutoring sessions that reinforce Tier I content and target diagnostic deficits.

Finally, MSCS will accelerate ELA proficiency by executing key actions with system-wide precision and shared accountability. Teachers will deliver adopted HQIM with fidelity, embed robust questioning protocols, and reinforce daily academic monitoring routines alongside frequent observation-and-debrief cycles. Educator capacity will be built through tiered coaching placements, regional professional development, and district-wide teacher and leader learning labs. Simultaneously, the district will provide specialized foundational interventions by deploying Reading Horizons for students with ILP-Ds, utilizing SEAs to lower student-to-teacher ratios in grades K-5 literacy blocks, and mobilizing community stakeholders through monthly Strategic Partners for Literacy (SPL) convenings

**Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

| Major TISA Investment | Expended Amount (Rough Estimate) | Reflection of whether the investment contributed to progressing toward the goal or not, and how so. |
|---|---|---|
| Curriculum and Instruction $13.5M Tutoring $7.2M Exceptional Children $90M Multilingual Learners $27.3M Professional Development $3.2M Literacy $614K Specialized Ed Assistants $20M Curriculum Associates Curriculum Tools $2.9M | $ 164,714,000.00 | The strategic investments across our key instructional and support areas generated measurable operational and foundational progress, even though aggregate outcomes did not reach our ultimate performance target. Core instructional funding of $13.5M in Curriculum and Instruction and $2.9M in Curriculum Associates Tools established essential standards alignment and delivered actionable diagnostic data across classrooms; however, varied fidelity of software usage and uneven daily rigor prevented these resources from translating into system-wide mastery. Similarly, high-intensity interventions, supported by $7.2M in Tutoring and $614K in targeted Literacy initiatives, successfully closed specific skill deficits and reinforced early reading foundations for participating students, but dosage constraints and limited overall scale hindered broader district-wide benchmark attainment. Substantial funding targeted toward specialized student populations and classroom support built vital infrastructure that moved individual students forward despite top-line target shortfalls. The $90M dedicated to Exceptional Children and $27.3M for Multilingual Learners expanded direct accommodations, bilingual staffing, and targeted language scaffolds, fostering individual growth despite persistent baseline gaps and the multi-year timeline inherent to English language acquisition. Complementing these student supports, $20M for Specialized Education Assistants and $3.2M for Professional Development strengthened classroom behavioral stability and built foundational educator capacity; nevertheless, staff turnover and the extended runway needed to fully transfer professional learning into daily practice kept overall results just shy of our final goal. |

Goal 2

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

**Goal Statement 2:**

51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

District Goal 2

| Year | Annual Outcome Target(s) | Associated Metrics/Data |
|---|---|---|
| **Year 1**: 2023-2024 school year (Previous outcome) | Target: 28% Actual: 23.7% | TCAP Achievement & EOC Tests |
| **Year 2**: 2024-2025 school year (Use previous outcome) | Target: 28.3% Actual: 25.0% | TCAP Achievement & EOC Tests |
| **Year 3**: 2025-2026 school year (Use actual outcome) | Target: 32.8% Actual: 25.5% | TCAP Achievement & EOC Tests |

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

**Reflection**: Based on progress toward the goal, how will this impact your action plan for the coming years?

Although ELA proficiency across grades 3-12 grew by 1.8 percentage points from the 2023-2024 baseline, performance fell short of the 32.8% Year 3 milestone, finishing at 25.5% for the 2025-2026 school year. In response, MSCS will execute a set of targeted, high-leverage actions outlined in the Academic Plan to accelerate literacy growth across the district. Driving this work will require executing the instructional core with precision, systemic coherence, and shared accountability across every layer of the organization.

The district will enforce full-fidelity implementation of adopted High-Quality Instructional Materials (HQIM) across all grade levels, anchor lessons in a common questioning protocol, and embed daily academic monitoring routines to actively track student mastery. To build educator capacity, leaders will deliver differentiated regional professional development focused on state standards, utilize the "See It. Name It. Do It." coaching framework within tiered coaching placements, and host district-wide teacher and leader learning labs paired with frequent observation-and-debrief cycles. Concurrently, the district will address specialized needs by implementing Reading Horizons for students with Individualized Learning Plans for Dyslexia (ILP-Ds) and aligning literacy efforts with community stakeholders through monthly Strategic Partners for Literacy (SPL) convenings.

To provide high-quality Tier II and Tier III supports through the $\text{RTI}^2$ framework, MSCS will aggressively strengthen core instruction while enhancing the consistency and impact of supplemental interventions. While the proportion of students performing two or more grade levels below baseline continues to decline, the district will fortify Tier I instruction to reduce the overall volume of students requiring remediation. Intervention providers will systematically leverage universal screener data to design targeted small-group instruction via the district's integrated assessment and curricular platform, ensuring students participate in skill-deficit interventions alongside computer-based Individualized Learning Paths. Additionally, MSCS will continue to leverage its strategic partnership with Curriculum Associates to deliver customized support centered on growth data analytics and evidence-based practices for closing student skill gaps.

Furthermore, the district will expand extended-day learning by coordinating before- and after-school tutoring for grades K-12, equipping teachers, educational assistants, and community partners with district-provided intervention tools and aligned supplemental resources to maximize student recovery and sustain academic gains.

**Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

| Major TISA Investment | Expended Amount (Rough Estimate) | Reflection of whether the investment contributed to progressing toward the goal or not, and how so. |
|---|---|---|
| Curriculum and Instruction $13.5M Tutoring $7.2M Exceptional Children $90M Multilingual Learners $27.3M Professional Development $3.2M Literacy $614K Specialized Ed Assistants $20M Curriculum Associates-Curriculum Tools $2.9M | $ 164,714,000.00 | The strategic investments across our key instructional and support areas generated measurable operational and foundational progress, even though aggregate outcomes did not reach our ultimate performance target. Core instructional funding of $13.5M in Curriculum and Instruction and $2.9M in Curriculum Associates Tools established essential standards alignment and delivered actionable diagnostic data across classrooms; however, varied fidelity of software usage and uneven daily rigor prevented these resources from translating into system-wide mastery. Similarly, high-intensity interventions, supported by $7.2M in Tutoring and $614K in targeted Literacy initiatives, successfully closed specific skill deficits and reinforced early reading foundations for participating students, but dosage constraints and limited overall scale hindered broader district-wide benchmark attainment. Substantial funding targeted toward specialized student populations and classroom support built vital infrastructure that moved individual students forward despite top-line target shortfalls. The $90M dedicated to Exceptional Children and $27.3M for Multilingual Learners expanded direct accommodations, bilingual staffing, and targeted language scaffolds, fostering individual growth despite persistent baseline gaps and the multi-year timeline inherent to English language acquisition. Complementing these student supports, $20M for Specialized Education Assistants and $3.2M for Professional Development strengthened classroom behavioral stability and built foundational educator capacity; nevertheless, staff turnover and the extended runway needed to fully transfer professional learning into daily practice kept overall results just shy of our final goal. |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

☐ This goal not established.

**Goal Statement 3:**

47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

District Goal 3

| Year | Annual Outcome Target(s) | Associated Metrics/Data |
|---|---|---|
| **Year 1**: 2023-2024 school year (Previous outcome) | Target: 21% Actual: 19.7% | TCAP Achievement & EOC Tests |
| **Year 2**: 2024-2025 school year (Use previous outcome) | Target: 24.3% Actual: 21.2% | TCAP Achievement & EOC Tests |
| **Year 3**: 2025-2026 school year (Use actual outcome) | Target: 28.8% Actual: 22.1% | TCAP Achievement & EOC Tests |

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

**Reflection**: Based on progress toward the goal, how will this impact your action plan for the coming years?

Although Math proficiency in grades 3-12 improved by 2.4 percentage points from 2023-2024, the Year 3 outcome target of 28.8% was not met. The inquiry-based instructional model continues to pose a challenge for teachers as they were too often relying on the Gradual Release of Responsibility (GRR) model. To strengthen teacher efficacy, a crosswalk connecting the inquiry model with the Gradual Release of Responsibility (GRR) framework was developed and utilized to support instructional planning and delivery. Additionally, professional learning for leaders and teachers focused on the three-phase instructional model and student discourse.

The district maintained a consistent set of instructional expectations across content areas, including the use of curriculum maps, scripted lesson plans, the See It, Name It, Do It coaching model, academic monitoring routines, questioning protocols, leader and teacher learning labs, and common assessment tools and cycles.

Academic Coordinators worked closely with schools throughout the year to provide ongoing coaching and instructional support. Their work included collaborative planning, data analysis, student work reviews, modeling effective instructional practices, and side-by-side coaching with teachers.

Tutoring materials were amended to align with the standards that pose a challenge for students and teachers. Curriculum remains available for those high schools implementing a Math Lab.

**Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

| Major TISA Investment | Expended Amount (Rough Estimate) | Reflection of whether the investment contributed to progressing toward the goal or not, and how so. |
|---|---|---|
| Curriculum and Instruction $13.5M Tutoring $7.2M Exceptional Children $90M Multilingual Learners $27.3M Professional Development $3.2M Literacy $614K Specialized Ed Assistants $20M Curriculum Associates Curriculum Tools $2.9M | $ 164,714,000.00 | Strategic investments across our key instructional and support areas built steady progress toward our math goals, even though overall student performance fell short of our target. Core instructional funding, including $13.5M for Curriculum and Instruction and $2.9M for Curriculum Associates Tools, established standards alignment, provided high-quality instructional materials (HQIM), and delivered diagnostic data to guide daily math practice. However, variations in how consistently teachers utilized these digital tools and monitored student problem-solving prevented these resources from translating into system-wide mastery. At the same time, targeted supports, including $7.2M for Tutoring and $614K for foundational Literacy initiatives, helped close numeracy and reading comprehension gaps so students could better understand multi-step word problems. Ultimately, limited scheduling and program reach kept these targeted gains from moving the needle across the entire district. While we did not meet our overall district math targets, targeted funding for specialized student populations and teacher coaching directly strengthened classroom instruction. Dedicated investments of $90M for Exceptional Children and $27.3M for Multilingual Learners provided specialized accommodations, bilingual math glossaries, and small-group scaffolds, helping diverse learners access complex mathematical concepts and reasoning. Complementing these supports, $20M for Specialized Education Assistants ensured active student engagement during small-group guided math, while $3.2M for Professional Development funded ongoing learning throughout the school year and job-embedded coaching from Academic Coordinators. While this coaching sharpened teachers' ability to unpack state standards, lead mathematical discourse, and check for understanding, the time needed to fully establish these practices in every classroom kept overall results just below our annual goal. |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

☐ This goal not established.

**Goal Statement 4:**

52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.

District Goal 4

| Year | Annual Outcome Target(s) | Associated Metrics/Data |
|---|---|---|
| **Year 1**: 2023-2024 school year (Previous outcome) | Target: 29% Actual: 26.6% | TCAP Achievement & EOC Tests |
| **Year 2**: 2024-2025 school year (Use previous outcome) | Target: 30.8% Actual: 27.7% | TCAP Achievement & EOC Tests |
| **Year 3**: 2025-2026 school year (Use actual outcome) | Target: 35.1% Actual: 28.3% | TCAP Achievement & EOC Tests |

* Check the response that best describes the progress made on the 2025-26 target toward Goal 4.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

**Reflection**: Based on progress toward the goal, how will this impact your action plan for the coming years?

Although Science proficiency in grades 3-12 increased by 1.7 percentage points from 2023-2024, the Year 3 outcome target of 35.1% was not met. The actual proficiency rate for 2025-2026 was 28.3%. The 2025-2026 school year marked the initial year of implementation of the updated Science standards and high-quality instructional materials (HQIM).

Professional learning is ongoing throughout the school year and focuses on developing teachers' understanding of the state standards and standards guides, effectively leveraging HQIM, engaging students through the 5E instructional model, conducting consistent academic monitoring, implementing the questioning protocol, and utilizing curriculum maps and lesson plans. Additionally, Biology-specific teacher cohorts will participate in targeted professional learning and coaching provided by the district team and Academic Coordinators to strengthen instructional practices and support improved student outcomes.

**Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

| Major TISA Investment | Expended Amount (Rough Estimate) | Reflection of whether the investment contributed to progressing toward the goal or not, and how so. |
|---|---|---|

| | | |
|---|---|---|
| Curriculum and Instruction $13.5M<br>Tutoring $7.2M<br>Exceptional Children $90M<br>Multilingual Learners $27.3M<br>Professional Development $3.2M<br>Literacy $614K<br>Specialized Ed Assistants $20M<br>Curriculum Associates Curriculum Tools $2.9M | $ 164,714,000.00 | Strategic investments across our key instructional areas built steady progress toward our science goals, even though overall student performance fell short of our target. Core funding, including $13.5M for Curriculum and Instruction and $2.9M for Curriculum Associates Tools, helped establish high-quality instructional materials (HQIM) aligned to state standards, along with updated curriculum maps and diagnostic data to support lesson planning. However, variations in how consistently teachers delivered these materials and conducted regular academic monitoring prevented them from translating into system-wide mastery. At the same time, targeted interventions, including $7.2M for Tutoring and $614K for Literacy initiatives, helped close foundational reading gaps so students could better understand complex science texts. Ultimately, limited scheduling and program reach kept these literacy gains from moving the needle across the entire district. While we did not meet our overall district proficiency targets, targeted funding for specialized student populations and teacher coaching directly strengthened the delivery of our core science framework. The $90M dedicated to Exceptional Children and $27.3M for Multilingual Learners provided specialized accommodations, bilingual scaffolding, and small-group support necessary for diverse learners to access complex scientific discourse and participate fully in the 5E instructional model. Furthermore, $20M for Specialized Education Assistants ensured active, safe student engagement during hands-on learning, while $3.2M for Professional Development financed ongoing professional learning throughout the school year, complemented by targeted coaching supports provided to all science teachers by our district team and Academic Coordinators. Ultimately, while this job-embedded coaching strengthened teachers' understanding of state standards, questioning protocols, and academic monitoring practices, the extended runway required to fully institutionalize these habits across every classroom kept overall results just below our annual science benchmark. |

**Memphis-Shelby County Schools (792) Public District - FY 2027 - LEA Plan - Rev 1**

☐ This goal not established.

**Goal Statement 5:**

51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

District Goal 5

| Year | Annual Outcome Target(s) | Associated Metrics/Data |
|---|---|---|
| **Year 1**: 2023-2024 school year (Previous outcome) | Target: 28% Actual: 25.1% | TCAP Achievement & EOC Tests |
| **Year 2**: 2024-2025 school year (Use previous outcome) | Target: 29.4% Actual: 27.0% | TCAP Achievement & EOC Tests |
| **Year 3**: 2025-2026 school year (Use actual outcome) | Target: 33.7% Actual: 28.5% | TCAP Achievement & EOC Tests |

* Check the response that best describes the progress made on the 2025-26 target toward Goal 5.

- ○ Exceeded target
- ○ Met target
- ◉ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

**Reflection**: Based on progress toward the goal, how will this impact your action plan for the coming years?

Although Social Studies proficiency increased from 25.1% to 28.5% during the 2025-2026 school year, the district did not meet its annual target of 33.7%. This growth demonstrates that efforts to strengthen the instructional core are yielding positive results. Teachers engaged in ongoing professional learning focused on standards-based instruction, disciplinary literacy, student discourse, and the effective use of curriculum resources. Academic Coordinators and district advisors provided coaching, modeled instructional practices, facilitated teacher learning labs, and supported data-driven instructional planning. While student outcomes improved, the results indicate a need for greater consistency in implementation and continued focus on developing students' historical reasoning, analysis, and writing skills. The district will use these findings to refine instructional supports and accelerate progress toward future achievement goals.

**Goal 5 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

| Major TISA Investment | Expended Amount (Rough Estimate) | Reflection of whether the investment contributed to progressing toward the goal or not, and how so. |
|---|---|---|
| | | |

| | | |
|---|---|---|
| Curriculum and Instruction $13.5M Tutoring $7.2M Exceptional Children $90M Multilingual Learners $27.3M Professional Development $3.2M Literacy $614K Specialized Ed Assistants $20M Curriculum Associates - Curriculum Tools $2.9M | $ 164,714,000.00 | To continue the upward momentum, teacher supports focused on building content knowledge, student engagement, authentic connections to the content, and the State Standards. Teachers continued to develop strength in utilizing the Social Studies practices to increase literacy and understanding of Social Studies content. In addition, the district continued to provide individual teacher support by working in tandem with building leaders to build capacity in implementing short cycle assessments, which provided a base for teachers as they modify their classroom instruction to meet the needs of their students. Developing student background knowledge was vital for students to be able to authentically connect to the content. Integrating supplemental standards-aligned resources, which included local historical events, figures, and locations assisted students being able to see themselves in the content and enhance student engagement. Additionally, ensuring literacy focused activities opened and closed each lesson allowed students the opportunity to continue enhancing their reading and writing skills. |