

Memphis Delta Preparatory Annual Plan (2023 - 2024)

Last Modified at Feb 20, 2024 10:25 AM CST

[G 1] Reading/Language Arts - Memphis Delta Prep will increase ELA on track and mastery proficiency rates in all grades from 11.5% to 17.0%

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Provide support to ensure that an effective instructional model is implemented Rationale ----- Effective instruction begins with high quality teachers. In order to increase student achievement, we must retain high quality teachers and address continuity of staffing in hard to fill positions through competitive compensation. Additionally, teachers working in priority schools often need support meeting the needs of higher percentages of students with a variety of academic challenges. Teachers are more effective when they have support to build capacity around high quality instruction, knowledge of content standards, effective lesson internalization and implementation planning strategies, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as ongoing coaching, co-planning and intellectual</p>	<p>[A 1.1.1] Provide Foundational/Outcome-Oriented Leadership & Coaching Development through Lavinia Group.. Description ----- To support Memphis Delta Prep in meeting our goals, Lavinia Group will focus on three core methods of support. 1. Leadership Strategic Planning and Ongoing Coaching 1. We will have a minimum of 12 virtual days of strategic planning and leadership coaching. 3. Teacher Coaching 1. We will have a minimum of 24 on-site days of coaching for intellectual preparation and strong classroom culture. 5. Institute Courses for Teachers for literacy and math 1. Teachers in our highest priority placement, literacy and math for grades 3-5, will participate in ongoing virtual institute courses in their content</p>	<p>Cassie Schuyler</p>	<p>05/03/2024</p>	<p>Title I [\$193250.00] TAG 3.0 [\$6402.11]</p>	

<p>preparation support, co-teaching, data analysis and assessment cycle, and strategies that cognitively engage students in the work. We will provide curriculum and key teacher skill training, coaching, and partner with consulting partners who have been proven effective to provide training and support that will impact teacher effectiveness and student outcomes.</p> <p>Supporting Data -----</p> <p>*Although this is a continuing strategy, we have ended our partnership with Jounce partners and selected Lavinia Group, a new consulting coaching partner. We have not seen the academic gains we are striving towards in our 7 year partnership with Jounce. This summer, we had the opportunity to partner with Lavinia Group for professional development during Summer Bridge Camp. We saw academic gains of 9% on average with the highest growth percentage being 42% in pre to post test assessments. In addition, teachers surveyed reported feeling more confident in intellectual preparation and improvements in their effectiveness subsequent to the Lavinia Group institute and professional development sessions. *</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>The turnaround strategy/intervention will be monitored for implementation by tracking allocated coaching sessions with Lavinia Group, tracking</p>	<p>area.</p> <p>Implementation -----</p> <p>The following indicators will be used to measure implementation of this action step:</p> <ul style="list-style-type: none"> * Leaders plan and implement effective and impactful professional development to improve teacher effectiveness and student outcomes * Leaders consistently and strategically utilize the rapid adult improvement cycle to increase teacher effectiveness * Leaders have established clear goals for teachers and have a system to follow up on them * Leaders demonstrate expertise in the areas they manage * Leaders effectively plan and manage their time in order to meet outcomes * Leaders have a clear sense of student achievement trends and respond to them in real time in order to improve student achievement. * Teachers plan effective lessons that improve student achievement. * Teachers implement effective lessons that improve student achievement. * Teachers implement schedule and curriculum with fidelity. * Teachers consistently implement feedback in order to achieve their goals. * Teachers demonstrate a mastery understanding of the content they teach. * Teachers maintain joyful classrooms where 95% of students are consistently on task. * Teachers have effective systems to analyze and respond to student work/data in real time in order to create clear goals for students and lessons. * Teachers establish and maintain positive relationships with parents and keep them informed 				
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<p>internal coaches and master teacher touch points, analyzing weekly and monthly survey data analysis, weekly Math & Literacy IPG Walkthrough data analysis, TEAMS observations, and monthly culture incident referral data analysis. Senior leadership team members will analyze weekly and monthly survey data to assess needs and identify action steps for improvement. The instructional leadership team will meet weekly to analyze Math & Literacy IPG Walkthrough data to identify teachers of concern and develop a professional development and coaching plan as needed. The culture team will meet monthly to identify students of concern, develop Behavior Intervention plans, and refer students for counseling services.</p> <p>The turnaround strategy/intervention will be monitored for implementation toward increasing student achievement, including frequent weekly and monthly survey data analysis with average score of 4 on a 5 point scale, weekly Literacy & Math IPG Walkthrough data analysis, monthly incident referral data analysis with 10 average daily referrals or less, End of Module and Unit Assessment tracker data analysis with Tier 1, 2, 3 students meeting their tiered goal, Assessment data analysis (NWEA MAP 3 times per year, mClass/DIBELS 3 times per year to establish benchmark, compare benchmark to student growth in previously identified deficit skills and identify deficit areas for small group intervention, I-Ready Diagnostic Data, Instructure Interim Assessment data 3 times per year, TN Ready data analysis once per year).* 100% of homerooms have 60% of students achieve their MAP Growth Goal, achieve a TN Ready projection of our double AMO on Spring MAP and Spring Instructure Interim 22.6%, 100% of homerooms have 35% of students achieve their iReady stretch growth goal. Retention bonuses will be based on the following performance based metrics: TVAAS Level 3, 4, and 5 and TN Ready success rate of 20% or higher.</p>	<p>of student academic and culture performance across the year.</p> <ul style="list-style-type: none"> * Teachers implement and maintain data tracking systems to ensure grade-level standards are met to increase student achievement. <p>Effectiveness -----</p> <p>The following benchmark(s) will be used to measure effectiveness toward increasing student achievement:</p> <ul style="list-style-type: none"> * Create a scope and sequence for professional development. Amend the professional development based on outstanding teacher effectiveness data or teacher survey data. * 100% of teachers score 3 or above on TEAMS evaluation for Environment and Lesson * Baseline observations have been conducted for all teachers by 9/1/23, goal for improvement, and coaching plan to support growth . * Create scope & Sequence for Operations and Instructional Leader Professional Development to be facilitated during 100% of weekly meetings. * Create and submit weekly coaching schedule with a minimum of 2 touchpoints per staff member per day by Thursday at 11:59pm and complete 100% of touchpoints. * Leaders meet their deliverables and create a weekly calendar for themselves. * Leaders create and maintain data tracking systems to ensure grade-level standards are met to increase student achievement. * 100% of teachers are planning the Direct Teacher Model with fidelity and submitting weekly Lesson plans on Thursday by 11:59PM. * 100% of teachers are implementing the Direct Teacher Model with fidelity by end of quarter 1 based on IPG walkthrough & TEAMS Presenting 				
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<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>The turnaround strategy/intervention will be monitored for effectiveness toward increasing student achievement, including frequent weekly and monthly survey data analysis with average score of 4 on a 5 point scale, weekly Literacy & Math IPG Walkthrough data analysis, monthly incident referral data analysis with 10 average daily referrals or less, End of Module and Unit Assessment tracker data analysis with Tier 1, 2, 3 students meeting their tiered goal, Assessment data analysis (NWEA MAP 3 times per year, mClass/DIBELS 3 times per year to establish benchmark, compare benchmark to student growth in previously identified deficit skills and identify deficit areas for small group intervention, I-Ready Diagnostic Data, Instructure Interim Assessment data 3 times per year, TN Ready data analysis once per year).* 100% of homerooms have 60% of students achieve their MAP Growth Goal, achieve a TN Ready projection of our double AMO on Spring MAP and Spring Instructure Interim 22.6%, 100% of homerooms have 35% of students achieve their iReady stretch growth goal. Retention bonuses will be based on the following performance based metrics: TVAAS Level 3, 4, and 5 and TN Ready success rate of 20% or higher.</p>	<p>Instructional Content data</p> <ul style="list-style-type: none"> * 100% of teachers score 3 or above on TEAMS evaluation for Environment, Planning, and Lesson Structure & Pacing. * 100% of teachers increase their TEAM observation score each observation round. * 100% of teachers score 3 or above on TEAMS Professionalism for Professional Growth & Learning * 100% of teachers are implementing the Direct Teaching Model with fidelity by end of quarter 1 based on IPG walkthrough & TEAMS Instructional Plans * 100% of teachers score a 'Yes' on IPG Walkthrough for Culture of Learning * 100% of teachers score 3 or above on TEAMS Professionalism for Use of Data. * 100% of teachers score 3 or above on TEAMS Professionalism for Professional Growth & Learning (DL, Phone Call Log from Williams, Sign in sheets for family events, Family Survey - I am satisfied with my child's teacher. My child's teacher reaches out to me.) 				
	<p>[A 1.1.2] Increase student mastery of grade level standards through high quality Tier I Instructions, Tier II & Tier III Intervention</p> <p>Description -----</p> <p>* School leadership will ensure that high stakes instructional roles are filled with high quality</p>	Cassie Schuyler	05/03/2024	TAG 3.0 [\$115000.00] SSIG [\$38640.61]	

candidates in order to increase student achievement. Retention bonuses will be awarded based on specified performance metrics.

- * Instructional Coaches Intervention Coordinator are to ensure teachers and RTI Interventionists are using the standardized Intellectual Preparation Document when preparing for lessons. Leaders should reference that document and provide feedback grounded in each step. If there are any parts of the framework not completed, the leader should provide clear and actionable feedback around that step.
- * Teachers plan effectively by completing student-facing materials during the intellectual preparation process. The student facing material should include the following:
 - + Questioning for all parts of the lesson including back-pocket questions
 - + Time stamps
 - + Misconceptions
 - + Key Takeaways for each part of the lesson in student friendly language
 - + Exemplar responses and strategies

Implementation

- * Intellectual Preparation Meetings - It is important to begin conducting weekly Intellectual Prep to discuss the upcoming week, address any questions teachers may have, and practice lesson implementation.
- * In the first nine weeks, we will conduct baseline and then weekly observations using the Tennessee Instructional Practice Guide. The goal would be for teachers to receive a 2 in all areas by the end of the six weeks and a 3 in 3/5 of the areas by the end of October.
- * To ensure teachers are able to receive clear, targeted feedback that will move their practice and

	<p>positively impact student outcomes, we will focus on one domain at a time.</p> <p>Effectiveness -----</p> <p>Achieve double AMO goal on Interim 1. All Tier 1 students score 90%/A or above on EOU Assessment. 60% of students meet their NWEA MAP Growth Goal Fall to Winter. Retention bonuses will be based on the following performance based metrics: TVAAS Level 3, 4, and 5 and TN Ready success rate of 20% or higher.</p>				
<p>[S 1.2] Provide additional support for students who are failing to make academic progress Rationale -----</p> <p>It is important for all students to be presented with grade-level standards aligned curriculum with complimentary work tasks that allow them to fully engage in lessons with standards based objectives. Students who have suffered severe learning loss or are otherwise one or more year behind grade level benefit from additional instructional supports such as small group instruction during Tier 1, Tier 2, Tier 3 instruction or high dose tutoring during or after school lead by a tutor, teaching assistant or academic interventionist. In addition, the proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p>	<p>[A 1.2.1] Utilize co-teaching, teacher assistants, tutors and RTI interventionists to close student achievement gaps Description -----</p> <p>Memphis Delta Prep will facilitate collaboration among content leads, co-teachers, teacher assistants, tutors and RTI Lead, specialist and interventionists allowing students to receive effective targeted instruction and high dose tutoring. Lavinia Group, district advisors, and school-based instructional coaches will work collaboratively with the RTI Lead Coordinator, tutoring coordinator and data teams to address and eliminate barriers that relate to tutoring, remediation and intervention. This collaborative will serve as an active participant in school-based data teams to ensure that all teachers have structures to support students who are not experiencing academic success and students have access to researched-based Tier I, Intervention, and tutoring curriculum that increases the opportunity for students to achieve.</p>	Cassie Schuyler	05/31/2024	<p>Title I [\$94226.00]</p> <p>ESSER 3 [\$570675.00]</p> <p>TAG 3.0 [\$115000.00]</p> <p>SSIG [\$38640.61]</p>	

<p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <p>The turnaround strategy/intervention will be monitored for implementation via the following:</p> <ul style="list-style-type: none"> * mClass/DIBELS data 5 times per year * NWEA MAP data 3 times per year * Use of I-Ready technology/blended learning during small group instruction * 35% of students achieving stretch growth on I-Ready Benchmarks in ELA 3 times per year. * TNReady TCAP Data 1 time per year * IRON (Intentional, Relevant, Organized, and Neat) rubric checks are taken bi-weekly to ensure that classroom spaces are conducive to student learning. * Small group instruction lead by teacher assistants * RTI2 intervention lead by academic interventionists * Data tracking for students who attend after school tutoring. * Data tracking for incentive based and retention bonuses. * TEAMS Observations 	<p>Implementation -----</p> <p>The following indicator(s) will be used to measure implementation of the action step:</p> <ul style="list-style-type: none"> * Lavinia Group strategy and coaching sessions * Instructional Leadership Team Meeting * Data Team Meeting agenda and sign-in * Fidelity check notes/records * RTI Compliance reports * Literacy & Math IPG Walkthroughs * I-Ready professional development * Content Team Meetings <p>Effectiveness -----</p> <p>The following benchmark(s) to be used to measure effectiveness toward increasing student achievement.</p> <ul style="list-style-type: none"> * The number of Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment. * 60% of students will meet their growth goal as established by NWEA MAP from fall 2023 to spring 2024. * 85% of students will meet expectations during fidelity checks and informal walkthroughs. * TN Ready ELA on track and mastery proficiency rates in all grades increasing from 10.6% in 2023 to 20% in 2024 * 60% of students reach their growth goal as 				
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<p>Effectiveness -----</p> <p>The turnaround strategy/intervention will be monitored for effectiveness toward increasing student achievement by TN Ready ELA on track and mastery proficiency rates in all grades increasing from 10.6% in 2023 to 20% in 2024; 60% of students reach their growth goal as projected by NWEA MAP, 35% of students meet their i-Ready stretch goal on iReady Benchmark; earning a school-wide TVAAS of 4 or 5. 85% of classrooms have a 4 or higher on bi-weekly IRON check data.</p>	<p>projected by NWEA MAP * 35% of students meet their i-Ready stretch goal on iReady Benchmark * Earning a school-wide TVAAS of 4 or 5.</p>				
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[G 2] Mathematics - Memphis Delta Prep will increase Math on track and mastery proficiency rates in all grades from 7.0% to 12.8%.
****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
 [G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Provide support to ensure that an effective instructional model is implemented Rationale -----</p> <p>Effective instruction begins with high quality teachers. In order to increase student achievement, we must retain high quality teachers and address continuity of staffing in hard to fill positions through competitive compensation. Teachers working in priority schools often need support meeting the</p>	<p>[A 2.1.1] Provide Foundational/Outcome-Oriented Leadership & Coaching Development through Lavinia Group.. Description =====</p> <p>To support Memphis Delta Prep in meeting our goals, Lavinia Group will focus on three core methods of support.</p> <p>1. Leadership Strategic Planning and Ongoing</p>	Cassie Schuyler	05/31/2024	Title I [\$193250.00]	

<p>needs of higher percentages of students with a variety of academic challenges. Teachers are more effective when they have support to build capacity around high quality instruction, knowledge of content standards, effective lesson internalization and implementation planning strategies, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as ongoing coaching, co-planning and intellectual preparation support, co-teaching, data analysis and assessment cycle, and strategies that cognitively engage students in the work. We will provide curriculum and key teacher skill training, coaching, and partner with consulting partners who have been proven effective to provide training and support that will impact teacher effectiveness and student outcomes.</p> <p>Supporting Data -----</p> <p>*Although this is a continuing strategy, we have ended our partnership with Jounce partners and selected Lavinia Group, a new consulting coaching partner. We have not seen the academic gains we are striving towards in our 7 year partnership with Jounce. This summer, we had the opportunity to partner with Lavinia Group for professional development during Summer Bridge Camp. We saw academic gains of 9% in pre to post test assessments and improvements in teacher effectiveness.*</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p>	<p>Coaching</p> <p>1. We will have a minimum of 12 virtual days of strategic planning and leadership coaching.</p> <p>3. Teacher Coaching</p> <p>1. We will have a minimum of 24 on-site days of coaching for intellectual preparation and strong classroom culture.</p> <p>5. Institute Courses for Teachers for literacy and math</p> <p>1. Teachers in our highest priority placement, literacy and math for grades 3-5, will participate in ongoing virtual institute courses in their content area.</p> <p>Implementation -----</p> <p>The following indicators will be used to measure implementation of this action step:</p> <ul style="list-style-type: none"> * Leaders plan and implement effective and impactful professional development to improve teacher effectiveness and student outcomes * Leaders consistently and strategically utilize the rapid adult improvement cycle to increase teacher effectiveness * Leaders have established clear goals for teachers and have a system to follow up on them * Leaders demonstrate expertise in the areas they manage * Leaders effectively plan and manage their time in order to meet outcomes * Leaders have a clear sense of student achievement trends and respond to them in real time in order to improve student achievement. * Teachers plan effective lessons that improve student achievement. * Teachers implement effective lessons that improve student achievement. * Teachers implement schedule and curriculum with fidelity. * Teachers consistently implement feedback in order to achieve their goals. 				
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<p>The turnaround strategy/intervention will be monitored for implementation by tracking allocated coaching sessions with Lavinia Group, tracking internal coaches, RTI Lead, RTI Specialist and master teacher touch points, analyzing weekly and monthly survey data analysis, weekly Math & Literacy IPG Walkthrough data analysis, TEAMS observations, and monthly culture incident referral data analysis. Senior leadership team members will analyze weekly and monthly survey data to assess needs and identify action steps for improvement. The instructional leadership team will meet weekly to analyze Math & Literacy IPG Walkthrough data to identify teachers of concern and develop a professional development and coaching plan as needed. The culture team will meet monthly to identify students of concern, develop Behavior Intervention plans, and refer students for counseling services.</p> <p>The turnaround strategy/intervention will be monitored for implementation toward increasing student achievement, including frequent weekly and monthly survey data analysis, weekly Literacy & Math IPG Walkthrough data analysis, monthly incident referral data analysis, End of Module and Unit Assessment tracker data analysis, Assessment data analysis (NWEA MAP 3 times per year, I-Ready Diagnostic Data, Instructure Interim Assessment data 3 times per year, TN Ready data analysis once per year).* 100% of homerooms have 60% of students achieve their MAP Growth Goal, achieve a TN Ready projection of our double AMO on Spring MAP and Spring Instructure Interim 18.6%, 100% of homerooms have 35% of students achieve their iReady stretch growth goal. Retention bonuses will be based on the following performance-based metrics: TVAAS Level 3, 4, and 5 and TN Ready success rate of 20% or higher.</p>	<ul style="list-style-type: none"> * Teachers demonstrate a mastery understanding of the content they teach. * Teachers maintain joyful classrooms where 95% of students are consistently on task. * Teachers have effective systems to analyze and respond to student work/data in real time in order to create clear goals for students and lessons. * Teachers establish and maintain positive relationships with parents and keep them informed of student academic and culture performance across the year. * Teachers implement and maintain data tracking systems to ensure grade-level standards are met to increase student achievement. <p>Effectiveness -----</p> <p>The following benchmark(s) will be used to measure effectiveness toward increasing student achievement:</p> <ul style="list-style-type: none"> * Create a scope and sequence for professional development. Amend the professional development based on outstanding teacher effectiveness data or teacher survey data. * 100% of teachers score 3 or above on TEAMS evaluation for Environment and Lesson * Baseline observations have been conducted for all teachers by 9/1/23, goal for improvement, and coaching plan to support growth . * Create scope & Sequence for Operations and Instructional Leader Professional Development to be facilitated during 100% of weekly meetings. 				
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	<p>[A 2.1.2] Increase student mastery of grade level standards through high quality Tier I Instructions, Tier II & Tier III Intervention. Description</p>	Cassie Schuyler	05/03/2024	TAG 3.0 [\$115000.00]	

	<p>Memphis Delta Prep School leadership will ensure that high stakes instructional roles are filled with high quality candidates in order to increase student achievement. Retention bonuses will be awarded based on specified performance metrics. Additionally, we will facilitate collaboration among content leads, co-teachers, teacher assistants, and RTI interventionists allowing students to receive effective targeted instruction. Lavinia Group, district advisors, and school-based instructional coaches will work collaboratively with the RTI Coordinator and data teams to address and eliminate barriers that relate to remediation and intervention. This collaborative will serve as an active participant in school-based data teams to ensure that all teachers have structures to support students who are not experiencing academic success and students have access to researched-based Tier I and Intervention curriculum that increases the opportunity for students to achieve.</p> <p>Implementation</p> <p>The following indicator(s) will be used to measure implementation of the action step:</p> <ul style="list-style-type: none"> * Lavinia Group strategy and coaching sessions * Instructional Leadership Team Meeting * Data Team Meeting agenda and sign-in * Fidelity check notes/records * RTI Compliance reports * Literacy & Math IPG Walkthroughs * I-Ready professional development * Content Team Meetings <p>Effectiveness</p> <p>The following benchmark(s) to be used to measure</p>			<p>SSIG [\$38640.61]</p>	
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	<p>effectiveness toward increasing student achievement.</p> <p>* The number of Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment.</p> <p>* 60% of students will meet their growth goal as established by NWEA MAP from fall 2023 to spring 2024.</p> <p>* 85% of students will meet expectations during fidelity checks and informal walkthroughs.</p>				
<p>[S 2.2] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>It is important for all students to be presented with grade-level standards aligned curriculum with complimentary work tasks that allow them to fully engage in lessons with standards based objectives. Students who have suffered severe learning loss or are otherwise one or more year behind grade level benefit from additional instructional supports such as small group instruction during Tier 1, Tier 2, Tier 3 instruction or high dose tutoring during or after school lead by a tutor, teaching assistant or academic interventionist. In addition, the proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p>	<p>[A 2.2.1] Utilize co-teaching, teacher assistants, tutors and RTI interventionists to close student achievement gaps</p> <p>Description -----</p> <p>Memphis Delta Prep will facilitate collaboration among content leads, co-teachers, teacher assistants, tutors and RTI Lead, specialist and interventionists allowing students to receive effective targeted instruction and high dose tutoring. Lavinia Group, district advisors, and school-based instructional coaches will work collaboratively with the RTI Lead Coordinator, tutoring coordinator and data teams to address and eliminate barriers that relate to tutoring, remediation and intervention. This collaborative will serve as an active participant in school-based data teams to ensure that all teachers have structures to support students who are not experiencing academic success and students have access to researched-based Tier I, Intervention, and tutoring curriculum that increases the opportunity for students to achieve.</p> <p>Implementation</p>	Cassie Schuyler	05/24/2024	SSIG [\$38640.61]	

<p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <p>The turnaround strategy/intervention will be monitored for implementation via the following:</p> <ul style="list-style-type: none"> * mClass/DIBELS data 5 times per year * NWEA MAP data 3 times per year * Use of I-Ready technology/blended learning during small group instruction * 35% of students achieving stretch growth on I-Ready Benchmarks in ELA 3 times per year. * TNReady TCAP Data 1 time per year * IRON (Intentional, Relevant, Organized, and Neat) rubric checks are taken bi-weekly to ensure that classroom spaces are conducive to student learning. * Small group instruction lead by teacher assistants * RTI2 intervention lead by academic interventionists * Data tracking for students who attend after school tutoring. * Data tracking for incentive based and retention bonuses. * TEAMS Observations <p>Effectiveness -----</p> <p>The turnaround strategy/intervention will be monitored for effectiveness toward increasing student achievement by TN Ready ELA on track</p>	<p>-----</p> <p>The following indicator(s) will be used to measure implementation of the action step:</p> <ul style="list-style-type: none"> * Lavinia Group strategy and coaching sessions * Instructional Leadership Team Meeting * Data Team Meeting agenda and sign-in * Fidelity check notes/records * RTI Compliance reports * Literacy & Math IPG Walkthroughs * I-Ready professional development * Content Team Meetings <p>Effectiveness -----</p> <p>The following benchmark(s) to be used to measure effectiveness toward increasing student achievement.</p> <ul style="list-style-type: none"> * The number of Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment. * 60% of students will meet their growth goal as established by NWEA MAP from fall 2023 to spring 2024. * 85% of students will meet expectations during fidelity checks and informal walkthroughs. * TN Ready ELA on track and mastery proficiency rates in all grades increasing from 10.6% in 2023 to 20% in 2024 * 60% of students reach their growth goal as projected by NWEA MAP * 35% of students meet their i-Ready stretch goal on iReady Benchmark * Earning a school-wide TVAAS of 4 or 5. 				
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and mastery proficiency rates in all grades increasing from 10.6% in 2023 to 20% in 2024; 60% of students reach their growth goal as projected by NWEA MAP, 35% of students meet their i-Ready stretch goal on iReady Benchmark; earning a school-wide TVAAS of 4 or 5. 85% of classrooms have a 4 or higher on bi-weekly IRON check data.					
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[G 3] Safe and Healthy Students - Memphis Delta Prep's chronic absenteeism rates will decrease from 61.6% in 2023 to 31.3% or below in 2024 decreasing by 15% or more per quarter.
 Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal
 [G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale -----</p> <p>Chronic absenteeism remains a challenge for Memphis Delta Prep. Students must be present in order to receive instruction, however, the barriers to student attendance are often related to circumstances requiring additional resources and family supports. In addition, transitioning organizational structures and staff turnover have left a gap in staff capacity to ensure proper documentation and tracking of students and families who may need additional services.</p>	<p>[A 3.1.1] Establish Attendance Monitoring Team & System</p> <p>Description -----</p> <p>Memphis Delta Prep has established an Attendance Monitoring Team lead by our Director of Culture and supported by our SIM Coordinator to implement a strategic plan to address student attendance barriers, increase average daily attendance rate, reduce chronic absenteeism rates, and increase student achievement.</p> <p>Implementation -----</p> <p>Memphis Delta Prep has established an</p>	Crystal Tuggle	05/31/2024	Title I [\$9200.00] ESSER [\$75854.00] TAG [\$40800.00]	

<p>Supporting Data -----</p> <p>*New strategy/intervention*</p> <p>Benchmark Indicator Implementation -----</p> <p>The turnaround strategy/intervention will be monitored for implementation using the following metrics:</p> <ul style="list-style-type: none"> * Weekly consecutive absence reports * Monthly student chronic absenteeism report * Daily student absence report * Daily review of end of day reports * Barrier conversations * Referral to Director of Culture * Referral to School Counselor * Hand off to community based resources for wrap around services. <p>Effectiveness -----</p> <p>The turnaround strategy/intervention will be monitored for effectiveness toward increasing student attendance and achievement based on the following metrics:</p> <ul style="list-style-type: none"> * Chronic absenteeism rates will decrease from 	<p>Attendance Monitoring Team lead by our Director of Culture (Office Manager, School Counselor, SIM Coordinator, and Behavior Interventionists) to implement the following strategies to address student attendance barriers, increase average daily attendance rate, reduce chronic absenteeism rates, and increase student achievement:</p> <ul style="list-style-type: none"> * Daily - mark students tardy when arriving at 8:16AM or later * Daily - sends Absent All Text before 11:00AM * Daily - marks students Half Day UA if meeting definition * Daily - marks Early Dismissals as they come through the group text * Monday Morning - runs daily Attendance Report * Monday Morning - manually checks for Half Day absences, updates UA if needed * Daily - follow up on teacher attendance submissions * Weekly by Wednesday End of day - Calls consecutive absences * Weekly by Wednesday End of day - Schedules 6 Attendance Meetings, Sends notices for 6 Attendance meetings * Weekly by Wednesday End of day - Completes 10 Absence Referral, Calls Family, Sends letter home * Weekly by Wednesday End of day - Schedules Administrative Team meeting for 13 Absences * Weekly - Announce winning class * Monthly - Create certificates * Monthly - Update Perfect Attendance Wall * Monthly - Deliver student incentives * Monthly - Draw raffle winner and notify winning family * Monthly - Announce all students with perfect attendance * Monthly - Run attendance report on last day of month to create perfect attendance list * Weekly (Monday mornings) - Brings trophy to winning class following AM announcements 				
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<p>61.6% in 2023 to 31.3% or below in 2024 decreasing by 15% or more per quarter. * An incremental increase of 0.9% on monthly reports for attendance rates leading to an overall attendance rate increase from 84% in 2023 to 95% or higher in 2024.</p>	<p>* Students Attendance will also be tracked in our PBIS tracking system Deanslist * Note - trophy is returned by previous week's teacher to designated location EOD Friday</p> <p>Effectiveness -----</p> <p>The following benchmark(s) will be used to measure effectiveness toward increasing student attendance rates and ultimately student achievement:</p> <p>* Chronic absenteeism rates will decrease from 61.6% in 2023 to 31.3% or below in 2024 decreasing by 15% or more per quarter. * An incremental increase of 0.9% on monthly reports for attendance rates leading to an overall attendance rate increase from 84% in 2023 to 95% or higher in 2024.</p>				
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[G 4] Early Literacy - 60% of students will meet their Reading growth goal as established by NWEA MAP from fall 2023 to spring 2024

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Provide support to ensure that an effective instructional model is implemented Rationale -----</p>	<p>[A 4.1.1] Tiered Approach to Early Literacy Description -----</p>	Crystal Tuggle	05/31/2024		

<p>Teachers working in priority schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes.</p> <p>Supporting Data -----</p> <p>* In 2022-2023 we increased On or Above Grade Level students by 2.24% based on Chicago Impact STEP data. We decreased Below Grade Level students by 2%. However, only 10% of students are On or Above Grade Level. We have partnered with Lavinia Group for ongoing strategic planning, coaching, and intellectual preparation support. * In FY23, we did not meet our goal of 100% of teachers scoring "Met Expectations" or higher on the TEAMs Evaluation Rubric.</p> <p>Benchmark Indicator Implementation -----</p> <p>To support Memphis Delta Prep in meeting our goals, Lavinia Group will focus on three core</p>	<p>Memphis Delta Prep literacy team will implement the following strategies to establish a strong literacy foundation for all learners:</p> <ul style="list-style-type: none"> * Intervention Teachers Scaffold Grade Level Texts to meet the functional needs of students. * Standard based skills are explicitly taught during Tier I instruction. * Data is analyzed and used to drive Tier I, Tier II, and Tier III instruction. <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly coaching development virtually and on-site. * Coaching PD/Support agendas * Coaching conversation guidance * Informal Instructional Observation data and feedback*.* * *Data Analysis Meetings* * *Lesson Internalization Meetings for Tier I & Tier 2 & 3* <p>Effectiveness -----</p> <p>MDP has set detailed goals for performance - both EOY summative and benchmarks toward those EOY goals - in the following academic and academic-adjacent categories:</p> <ul style="list-style-type: none"> * Reading (Language Comprehension) * Reading (Word Recognition) * Written Expression 				
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<p>methods of support.</p> <p>1. Leadership Strategic Planning and Ongoing Coaching</p> <p>1. We will have a minimum of 12 virtual days of strategic planning and leadership coaching.</p> <p>3. Teacher Coaching</p> <p>1. We will have a minimum of 24 on-site days of coaching for intellectual preparation and strong classroom culture.</p> <p>5. Institute Courses for Teachers for literacy and math</p> <p>* We have broadened our coaching scope by building the capacity of RTI Lead, Literacy Coach and a Literacy Master Teacher. We have implemented weekly literacy meetings to strengthen teachers' intellectual prep and data analysis skills. Normed the Instructional Practice Guide Walkthrough Tool to strengthen our observation and Feedback Cycle.</p> <p>Effectiveness -----</p> <p>The turnaround strategy/intervention will be monitored for effectiveness toward increasing student achievement based on the following metrics: weekly and monthly survey data analysis, weekly internal foundational skills IPG walkthrough data analysis, monthly incident referral data analysis, End of Module and Unit Assessment tracker data analysis, Assessment data analysis (NWEA MAP 3 times per year, mClass/DIBELS 5 times per year, i-Ready diagnostic/benchmarks, TN</p>	<p>* The number of Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2023 to winter 2024 assessment period and an additional 5% from the winter to the spring 2024 assessment.</p> <p>* 60% of students will meet their growth goal as established by NWEA MAP from fall 2023 to spring 2024.</p> <p>* 85% of students will meet expectations during fidelity checks and informal walkthroughs.</p>				
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<p>Ready data analysis once per year).</p> <p>100% of teachers score 3 or above on TEAMS evaluation for Environment, Planning, and Lesson Structure & Pacing. 100% of teachers increase their TEAM observation score each observation round. 100% of teachers score 3 or above on TEAMS Professionalism for Professional Growth & Learning 100% of teachers are implementing the DTM with fidelity by end of quarter 1 based on IPG walkthrough & TEAMS Instructional Plans.</p> <p>100% of homerooms have 60% achieve their MAP Growth Goal. Achieve a TN Ready projection of our double AMO on Spring MAP 100% of homerooms have 35% achieve their i-Ready stretch goal.</p>					
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