

Memphis Delta Preparatory Annual Plan (2025 - 2026)

Last Modified at Oct 31, 2025 09:19 AM CDT

[G 1] Academic Achievement and Growth - increase the TCAP ELA met and exceeded rates in grades 3-5 by 15% from 14.3% in FY 24 to 29.3% and in Math by 15% from 6.8% in FY 24 to 21.8%.

****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 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula By Spring 2026, through the implementation of a standards-aligned core curriculum in ELA, Early Literacy, and Mathematics, Memphis Delta Prep students will receive a high-quality and equitable education. Teachers and school leaders will continue to strengthen their instructional practice through a comprehensive professional development program focused on pedagogy aligned to Tennessee Academic Standards and instructional shifts. Students who are not meeting grade-level expectations will receive targeted, data-informed interventions and support throughout the school year.</p> <p>ELA</p> <p>By Spring 2026, Memphis Delta Prep will increase the TCAP ELA met and exceeded rates in grades 3–5 by **15%, from 14.3% in FY24 to 29.3%**. This growth will be supported through the use of high-quality instructional materials, small-group</p>	<p>[A 1.1.1] Foundational/Outcome-Oriented Coaching via ALL Memphis & Lavinia Group **Description:**</p> <p>Memphis Delta Prep will partner with Lavinia Group and ALL Memphis to strengthen foundational reading and math instruction in grades 3–5. Lavinia will provide 12 on-site coaching days targeting deep literacy and math instructional practices. The ALL Memphis coach will provide job-embedded support three days per week for foundational reading instruction, particularly in early grades. Both partners will deliver professional development aligned to curriculum implementation and instructional effectiveness.</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * Scheduled coaching visits from Lavinia Group and ALL Memphis * Attendance logs for on-site PD sessions * Coaching session agendas and teacher feedback * Weekly coaching logs documenting progress and 	<p>Crystal Tuggle</p>	<p>05/15/2026</p>	<p>Title I [\$183443.76]</p>	

<p>instruction, and structured intervention aligned to student needs and data.</p> <p>Math</p> <p>By Spring 2026, Memphis Delta Prep will increase the TCAP Math met and exceeded rates in grades 3–5 by **15%, from 6.8% in FY24 to 21.8%. Our focus includes strengthening teacher content knowledge, increasing coherence in math instruction across grade levels, and providing personalized math support during WIN and intervention blocks.</p> <p>Early Literacy</p> <p>By Spring 2026, K–2 students will increase composite iReady & Aimsweb+ scores **from fall to spring**, supported by early literacy professional development, structured phonics instruction, and daily Tier II interventions.</p> <p>**Memphis Delta Prep will increase the percentage of K–2 students scoring Early On or On Grade Level on the iReady Diagnostic as follows:**</p> <p>* **Kindergarten:** from 70% (2023–24) to 75% (2025–26)</p> <p>* **1st Grade:** from 21% (2023–24) to 50% (2025–26)</p> <p>* **2nd Grade:** from 19% (2023–24) to 45% (2025–26)</p> <p>Rationale -----</p> <p>Memphis Delta Prep has prioritized the implementation of high-quality, evidence-based standards-aligned curricula to support academic acceleration and long-term student success. This</p>	<p>action items</p> <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 100% of coaching days completed with teacher participation * Teachers in coached grades demonstrate a minimum 1-level gain in IPG instructional delivery * Students in grades 3–5 demonstrate 15% gain in ELA and Math proficiency by Spring 2026 * K–2 foundational reading data shows a 10% increase in Early On/On Grade Level scores on iReady <p>Teachers demonstrate growth on TEAMS evaluations in planning and instruction domains</p>				
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<p>strategy was selected in response to our performance data, feedback from instructional walkthroughs, and the national evidence base that links improved student achievement to both curriculum quality and instructional capacity.</p> <p>#### **Core and Supplemental Instructional Materials**</p> <p>To ensure that students receive rigorous, grade-level instruction across content areas, Memphis Delta Prep has adopted and implemented a range of **Tennessee-approved, standards-aligned instructional materials**, supported by ongoing professional learning:</p> <p>* **Curriculum Associates Ready Tennessee Math** is the core instructional program in grades K–5. It supports conceptual understanding, procedural skill, and application of mathematical reasoning. The program’s embedded diagnostic and progress monitoring tools allow for differentiation and intervention within the Tier I block.</p> <p>* **Magnetic Reading** (Amplify) is implemented in grades 3–5 as a Tier I ELA curriculum. It focuses on building students’ background knowledge, vocabulary, and reading comprehension through science and social studies-aligned texts, supporting deep understanding and content integration.</p> <p>* **ALL Memphis** provides foundational literacy support, especially in early grades, to ensure alignment with the **Science of Reading** and evidence-based phonics instruction. Through our partnership, educators receive job-embedded training, coaching, and decodable texts that align with our core ELA program.</p> <p>* **IXL Learning** is used as a supplemental, adaptive platform for ELA and math. It supports both skill remediation and enrichment, offering immediate feedback and personalized learning pathways aligned to Tennessee Academic</p>					
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<p>Standards.</p> <p>* **EdClub Typing Tutor** builds keyboarding and digital fluency, which are increasingly critical for student success on computer-based assessments like TNReady and for broader academic engagement in the digital age.</p> <p>* **TCAP Coach Books** are used during **TNReady tutoring** and intervention blocks to reinforce standards mastery and test-readiness. These resources offer scaffolded practice and test-taking strategies that mirror the rigor and format of the TCAP assessment.</p> <p>#### **Instructional Coaching and Professional Learning**</p> <p>Recognizing that high-quality materials alone are insufficient, Memphis Delta Prep has invested in the human capital needed to ensure their **effective implementation**:</p> <p>* **Title I-funded instructional coaches** in ELA and Math lead weekly intellectual preparation (IP) sessions to deepen teacher understanding of content and curricular intent.</p> <p>* Coaches conduct **weekly walkthroughs** aligned to the **Tennessee IPG** (Instructional Practice Guide), provide real-time feedback, and guide **one-on-one coaching cycles**.</p> <p>* We partner with **ALL Memphis**, **Memphis Teacher Residency**, and **Lavinia Group** to deliver additional expertise and resources focused on foundational literacy, academic discourse, and equitable access to rigorous content.</p> <p>Supporting Data -----</p> <p>Our internal data demonstrates that students are making measurable gains, but we have more work to do:</p>					
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* ELA proficiency increased from **11.5% in FY23 to 14.3% in FY24**
* *Math proficiency increased from ***4.3% in FY22 to 7.0% in FY23**, with a slight decline to **6.8% in FY24**
* *iReady diagnostic data shows that ***36.5% of students in grades K–3** are Early On or On Grade Level, with strong performance in Kindergarten but targeted needs in grades 1 and 2
These results validate our commitment to this strategy while underscoring the importance of **professional learning, data-driven instruction, and high-impact interventions**.

Benchmark Indicator
Implementation

Memphis Delta Prep will monitor the implementation of the strategy “Support implementation of high-quality instructional materials” through layered, ongoing systems of observation, coaching, planning, and leadership review. Instructional coaches and leaders conduct weekly classroom walkthroughs aligned to the Tennessee Instructional Practice Guide (IPG) to ensure teachers are using instructional materials effectively, delivering lessons with fidelity, and engaging students in rigorous, standards-based learning. Teachers are expected to demonstrate a minimum rating of “3” in core areas of the IPG; those who fall below this threshold receive additional support through one-on-one coaching sessions. Coaches also facilitate weekly intellectual preparation (IP) meetings by content area to help teachers unpack and internalize lesson content, anticipate student misconceptions, and adapt instruction to meet student needs.

In addition to weekly walkthroughs and IP meetings, teachers engage in individualized coaching cycles and participate in weekly

<p>grade-level team meetings focused on data analysis and planning. Instructional leaders support teachers in aligning unit plans and resources, such as Curriculum Associates Ready TN Math, Magnetic Reading, IXL, EdClub, TCAP Coach Books, and ALL Memphis decodables, to student needs and instructional priorities. Monthly, the school's leadership team reviews implementation trends and pacing adjustments, evaluates the effectiveness of supports provided, and revises priorities for professional learning to ensure strategic alignment and progress toward academic goals.</p> <p>**Effectiveness**</p> <p>To monitor the effectiveness of the high-quality instructional materials strategy and its impact on student achievement, Memphis Delta Prep utilizes a layered system of data collection, analysis, and action that incorporates diagnostic, formative, interim, and summative assessments. These tools are used to evaluate academic progress, adjust instruction, and determine the overall impact of materials on student learning outcomes.</p> <p>Students in grades K–5 complete the **iReady Reading and Math diagnostics** three times per year—fall, winter, and spring—to track growth, identify skill gaps, and monitor progress toward annual goals. Additionally, **Aimsweb+** benchmarks are administered to K–2 students three times annually to assess foundational literacy skills and early reading proficiency. Students in grades 2–5 complete **Instructure Interim Assessments** three times per year, which mirror TNReady standards and help measure mastery of grade-level content throughout the school year. The **TCAP state assessment**, administered</p>					
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<p>each spring, provides a summative measure of proficiency and serves as a culminating metric for ELA and Math achievement in grades 3–5.</p> <p>To complement these benchmark assessments, teachers administer curriculum-embedded unit assessments, weekly quizzes, and EasyCBM progress monitoring for intervention groups. These short-cycle assessments allow for immediate instructional adjustments, identification of trends, and re-grouping of students based on current needs. Instructional teams meet weekly to analyze this data and align it to classroom practices, tutoring support, and Tier II and III intervention blocks.</p> <p>This monitoring structure supports our school-wide academic performance goals:</p> <p>ELA: By Spring 2026, Memphis Delta Prep will increase the percentage of students in grades 3–5 meeting or exceeding expectations in ELA from 14.3% in FY24 to 29.3%, a 15 percentage point increase. This will be achieved through the use of high-quality instructional materials such as Magnetic Reading, structured small-group instruction, and data-informed interventions.</p> <p>Math: By Spring 2026, MDP will increase the percentage of students in grades 3–5 meeting or exceeding expectations in Math from 6.8% in FY24 to 21.8%. The instructional focus will be on building coherence across grade levels using Ready TN Math, coaching teachers in conceptual understanding, and providing personalized math instruction during WIN and intervention blocks.</p> <p>Early Literacy (K–2): By Spring 2026, K–2 students will improve their composite iReady scores by at least 10% from fall to spring. More specifically, MDP will increase the percentage of students scoring Early On or On Grade Level on the iReady Diagnostic to the following benchmarks:</p> <ul style="list-style-type: none"> Kindergarten: from 70% (2023–24) to 75% 					
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<p>(2025–26) + 1st Grade: from 21% (2023–24) to 50% (2025–26) + 2nd Grade: from 19% (2023–24) to 45% (2025–26)</p> <p>Instructional effectiveness is also assessed through weekly IPG-aligned walkthroughs and quarterly TEAMS evaluations. Teachers are expected to consistently demonstrate instructional practice at a level “3” or higher. This performance data is triangulated with student academic outcomes to evaluate both the implementation fidelity and the instructional impact of high-quality materials.</p> <p>* Achieve double AMO goal on Interim 1, 2 and 3; 3x per year. *</p> <p>* All Tier 1 students score 90%/A or above on EOU Assessment; By unit *</p> <p>* 60% of students meet their Aimsweb Plus Growth Goal Fall to winter and fall to Spring; 3x per year</p> <p>* 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; Once per year</p> <p>This cycle of data collection, reflection, and responsive planning ensures that Memphis Delta Prep remains aligned to its academic goals and responsive to the needs of all students, particularly those in historically underserved subgroups.</p>					
	<p>[A 1.1.2] Increase Student Mastery through High-Quality Tier I, II, III Instruction Description:</p> <p>To increase student mastery in ELA and Math, Memphis Delta Prep will hire three RTI interventionists and two instructional coaches. The team will support teachers through planning and feedback aligned to the Intellectual Preparation</p>	Crystal Tuggle	05/15/2026	SSIG 2 [\$183443.76] TAG 5 [\$121742.64]	

	<p>Document. The school will implement high-quality instructional materials, including Ditto Literacy and Ditto Literacy Plus for foundational reading, and IXL for personalized academic support in both reading and math. Coaches will provide actionable feedback to improve lesson design and execution across all tiers of instruction. Install Promethean boards to increase access to instructional technology.</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * Hiring records for interventionists and coaches * Weekly use of the Intellectual Preparation Document (IPD) in planning meetings * IXL weekly usage reports for students and classes * Weekly Fidelity checklists for Ditto Literacy and Ditto Literacy Plus * Coaching logs with feedback on instructional planning and delivery * Purchase and install Promethean Boards. * Monthly Data Team Meeting agenda & Sign in. * Weekly Progress Monitoring check tool <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 100% of interventionists and coaches onboarded by the first day of school * 90% of teachers use IPDs weekly for lesson planning * 60% of Tier II and Tier III students meet growth goals on EasyCBM, iReady, and Aimsweb+ (3 times per year) * At least 75% of classrooms show improved lesson execution based on walkthrough/IPG data (Quarterly) * ELA proficiency increases from 14.3% to 29.3%, and Math from 6.8% to 21.8% by Spring 2026 * EasyCBM (Student performance will be above the 				
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	<p>25th percentile weekly)</p> <ul style="list-style-type: none"> * iReady (50% of students will achieve their growth goal and 35% of students will achieve their iReady stretch goal) and Aimsweb+ (20% of students in grades 3-5 will meet grade level proficiency) (3 times per year) * TCAP (School will meet AMO goal provided by TDOE. ELA 20.8% and Math 13.8%) (1 time per year) 				
	<p>[A 1.1.3] High Quality Tutoring</p> <p>**Description:**</p> <p>MDP will implement high-quality, small-group tutoring aligned to the Tennessee Best for All framework. Targeted students will receive tutoring three times per week for 30 minutes in ELA and/or Math. The tutoring model will be delivered by trained staff and aligned to priority standards, with the goal of moving students from "approaching" to "on-track" or "mastered" status on TNReady-aligned assessments.</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * Tutoring rosters and attendance logs * Pre- and post-assessments aligned to priority standards * Weekly observation notes from RTI and instructional leads * Session schedules embedded in daily intervention blocks <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * 85% student attendance rate for scheduled tutoring sessions * 60% of tutored students move at least one performance level on benchmark assessments * Tutored students outperform non-tutored peers by 10% on interim assessments * At least 50% of students in tutoring score "on-track" or higher on Spring 2026 TCAP 	Crystal Tuggle	05/29/2026	SSIG 2 [\$81074.95]	

<p>[S 1.2] Provide additional support for students who are failing to make academic progress **Rationale: ** -----</p> <p>Memphis Delta Prep recognizes that despite the use of high-quality instructional materials and tiered intervention systems, some students—particularly those from historically underserved backgrounds—continue to struggle with making adequate academic progress. These students often require **intensified, targeted, and sustained academic and behavioral interventions** beyond core instruction to catch up with grade-level expectations.</p> <p>This strategy aligns with Tennessee’s RTI² framework and ESSA evidence-based practices, emphasizing **multi-tiered systems of support (MTSS)** and **early, data-informed interventions** to close gaps and accelerate growth.</p> <p>**Students most at risk**—including those with disabilities, economically disadvantaged backgrounds, and those scoring below “on track” or “mastered” on state assessments—need responsive, high-dosage support structures to ensure academic success.</p> <p>**Supporting Data ** -----</p> <p>**ELA Proficiency Gaps**</p> <p>* FY23: 11.5% of students met/exceeded ELA proficiency</p>	<p>[A 1.2.1] High Quality Tutoring #### **Description**</p> <p>Memphis Delta Prep will implement high-dosage, high-quality tutoring as a targeted intervention strategy to accelerate learning for students who are approaching proficiency on state and benchmark assessments. Tutoring will focus on literacy and math and will be provided by trained staff using Tennessee’s *Best for All* tutoring practices and aligned instructional materials, including **TCAP Coach Books**, **IXL**, and **ReadyTN Math**. Students will participate in **tutoring sessions three times per week for a minimum of 30 minutes per session**, in small groups or 1:1 formats, depending on academic need. The goal is to move students from "Approaching" to "On Track" or "Mastered" in core subjects.</p> <p>#### **Implementation**</p> <p>The implementation of high-quality tutoring will be monitored through the following indicators:</p> <ul style="list-style-type: none"> * **Tutoring Rosters** indicating student groupings based on need * **Tutoring Schedules** with frequency and duration for each student * **Attendance Logs** to ensure students are consistently participating * **Lesson Plans/Materials** aligned with TN state standards and intervention goals * **Weekly Coaching or Debrief Sessions** for tutors with instructional leaders * **Monthly Progress Reviews** by the RTI Team and Director of Academics * **Fidelity Checklists** or observation tools to ensure tutoring is delivered with integrity <p>#### **Effectiveness**</p>	Crystal Tuggle	05/29/2026	SSIG 2 [\$81074.95]	
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<p>* FY24: Increased to 14.3% (+2.8%) * FY26 Goal: 29.3% (Targeting +15%)</p> <p>**Math Proficiency Gaps**</p> <p>* FY23: 7.0% met/exceeded * FY24: Dropped slightly to 6.8% * FY26 Goal: 21.8% (Targeting +15%)</p> <p>**K–2 iReady Benchmark Data (2023–24)**</p> <p>* Kindergarten: 70% On/Early On Grade Level * 1st Grade: 21% * 2nd Grade: 19% * Targeted FY26 Growth: + K: → 75% + 1st: → 50% + 2nd: → 45%</p> <p>These figures indicate an **urgent need for intensive support**, especially in early grades and upper elementary math.</p> <p>Benchmark Indicator **Implementation** -----</p> <p>The turnaround strategy will be monitored through a combination of real-time instructional oversight, structured intervention tracking, and ongoing coaching. Memphis Delta Prep will implement the following systems and frequencies:</p> <p>**Progress Monitoring (Tier II & III):** * Students receiving Tier II and Tier III interventions will be assessed **weekly** using</p>	<p>The effectiveness of the tutoring program in increasing student achievement will be measured by the following benchmarks:</p> <p>**TCAP Performance:** * Increase the percentage of students moving from “Approaching” to “On Track” or “Mastered” by **at least 15 percentage points in ELA (14.3% → 29.3%)** and **Math (6.8% → 21.8%)** by Spring 2026.</p> <p>**iReady Diagnostic Assessments (3x/year):** * 70% of tutored students will meet or exceed their typical growth targets from Fall to Spring.</p> <p>**Instructure Interim Assessments:** * 60% of tutored students will demonstrate performance improvements across all three benchmark windows.</p> <p>**Weekly Progress Monitoring (EasyCBM/Aimsweb+):** * Students will show consistent weekly growth in targeted skill areas.</p> <p>**Quiz and Unit Assessment Data:** * At least 75% of tutored students will score 80% or above on post-unit assessments tied to tutoring content.</p>				
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<p>**EasyCBM**, **Aimsweb+**, and/or **iReady skill-based diagnostics** to ensure interventions are being implemented consistently and responsively.</p> <p>**Data Team Meetings:**</p> <ul style="list-style-type: none"> * Instructional leadership, RTI interventionists, and grade-level teachers will meet **biweekly** to review intervention rosters, discuss student progress, and make data-driven decisions about instructional adjustments. <p>**Instructional Planning & IPG Fidelity Checks:**</p> <ul style="list-style-type: none"> * Intellectual Preparation Documents (IPDs) will be reviewed **weekly** during content team meetings and coaching sessions. Walkthroughs using the **Instructional Practice Guide (IPG)** will be conducted **weekly** to ensure alignment between planned interventions and classroom instruction. <p>**Tutoring Logs & Schedules:**</p> <ul style="list-style-type: none"> * Attendance and implementation of high-dosage tutoring will be reviewed **monthly** by the Director of Academics and RTI Coordinator to ensure that identified students are consistently receiving services. <p>**Coaching Cycles:**</p> <ul style="list-style-type: none"> * Instructional coaches will complete **biweekly coaching cycles** with teachers focused on differentiation and intervention strategies. <p>**Effectiveness**</p> <p>-----</p> <p>To evaluate the effectiveness of this strategy in increasing student achievement, Memphis Delta Prep will rely on the following benchmarks and data sources, monitored at multiple intervals throughout the school year:</p> <p>**Benchmark Assessments:**</p> <ul style="list-style-type: none"> + **iReady Diagnostics** (3x/year: Fall, Winter, Spring) + **Aimsweb+ Screener** (3x/year for K–2) + **Instructure Interim Assessments** (3x/year in tested grades) 					
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<p>+ TCAP (Annually in Spring)</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> + Weekly EasyCBM or Aimsweb+ probes for Tier II/III students + Weekly IXL SmartScore and time-on-task metrics for independent practice <p>Formative & Unit-Based Assessments:</p> <ul style="list-style-type: none"> + Weekly classroom quizzes to monitor short-term mastery + Unit assessments aligned to TNReady standards <p>Teacher Effectiveness Measures:</p> <ul style="list-style-type: none"> + Quarterly TEAMS evaluation scores + Weekly IPG walkthrough ratings, with a goal of ≥3 in instruction and culture domains <p>###</p> <p>### Outcome Benchmarks:</p> <ul style="list-style-type: none"> * At least 60% of Tier II/III students will meet their personalized growth targets on iReady, Aimsweb+, or EasyCBM by Spring 2026. * 15 percentage point increases in ELA (14.3% → 29.3%) and Math (6.8% → 21.8%) proficiency rates in grades 3–5. * K–2 students will demonstrate a 10% increase in composite iReady scores, and meet targeted "On Grade Level" benchmarks by grade. 					
<p>[S 1.3] Provide support to ensure that an effective instructional model is implemented</p> <p>### Rationale</p> <p>Foundational literacy in the early grades is critical for long-term academic success. Research consistently demonstrates that students who do not master foundational reading skills by the end of third grade are significantly less likely to achieve academic proficiency in later grades and are four times more likely to drop out of high school. In response, Memphis Delta Prep is prioritizing early literacy through a multi-pronged strategy that includes high-quality instructional materials,</p>	<p>[A 1.3.1] Foundational/Outcome-Oriented Coaching via ALL Memphis</p> <p>### Description</p> <p>To strengthen early literacy outcomes and teacher instructional capacity, Memphis Delta Prep will implement foundational and outcome-oriented coaching in partnership with ALL Memphis. This partnership is focused on building the knowledge and skills of K–2 teachers in phonics-based instruction aligned to the Science of Reading, with an emphasis on decoding, phonemic awareness, fluency, and early comprehension.</p>	Crystal Tuggle	05/29/2026	SSIG 2 [\$81074.95]	

<p>structured coaching, and specialized professional development.</p> <p>To ensure this model is implemented with fidelity, MDP is leveraging its partnerships with ALL Memphis, Ditto Literacy, and a dedicated internal K–2 instructional coach. These supports are grounded in the Science of Reading, which emphasizes phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>ALL Memphis provides direct, job-embedded coaching, curriculum support, and professional learning tied to foundational literacy practices. Ditto Literacy and Ditto Literacy Plus offer daily systematic instruction in phonics and phonemic awareness with data-driven lesson structures.</p> <p>The internal instructional coach ensures weekly feedback cycles, lesson plan reviews, and modeling for K–2 teachers. This layered approach allows MDP to strengthen instructional delivery, ensure alignment with TN state standards, and close early learning gaps—especially for economically disadvantaged students and students with disabilities.</p> <p>###</p> <p>### Supporting Data</p> <p>This is a continuing strategy, with refinements based on outcomes from FY25.</p> <p>In 2024–2025, 36.5% of K–3 students were classified as Early On or On Grade Level based on iReady benchmark data.</p> <ul style="list-style-type: none"> + Kindergarten: 70% + 1st Grade: 21% + 2nd Grade: 19% + 3rd Grade: 36% 	<p>The coaching model includes:</p> <ul style="list-style-type: none"> * An ALL Memphis literacy coach onsite 3 days per week * Targeted professional development aligned to literacy foundations and the Ditto Literacy program * Modeling of best practices, real-time coaching, and structured debriefs * Coaching aligned to state standards and Memphis Delta Prep’s early literacy goals <p>This strategy is designed to close literacy gaps in early grades, ensure curriculum-aligned instruction, and build long-term internal capacity among early childhood educators.</p> <p>###</p> <p>### Implementation Indicators</p> <p>The implementation of this action step will be monitored through:</p> <ul style="list-style-type: none"> * Weekly coaching logs and reflections submitted by the ALL Memphis coach and reviewed by the Director of Academics * Scheduled coaching cycles per teacher, with a minimum of one cycle every three weeks * Tracking of modeled lessons, co-planning sessions, and individual coaching touchpoints * Completion and documentation of professional development sessions, with staff attendance and participation * Use of a coaching tracker aligned with targeted instructional practices (e.g., phoneme segmentation, blending routines, decodable texts) * Pre- and post-observation rubrics to track teacher growth in foundational skills instruction * K–2 lesson plan reviews for alignment to Ditto scope and sequence and use of best practices promoted through ALL Memphis <p>###</p>				
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<p>* These results clearly indicate:</p> <ul style="list-style-type: none"> + Strong implementation and early success in Kindergarten + Significant instructional gaps in Grades 1 and 2 <p>This data informed the strategic deployment of additional supports, including the reallocation of an internal instructional coach specifically to K–2 and an enhanced partnership with ALL Memphis to intensify job-embedded training and observation cycles in phonics instruction.</p> <p>Benchmark Indicator ### **Implementation**</p> <p>The implementation of the early literacy strategy will be closely monitored through structured observation, coaching, and data collection routines designed to ensure that foundational reading practices are delivered with fidelity in Grades K–2.</p> <p>Key implementation indicators and monitoring methods include:</p> <ul style="list-style-type: none"> * **Weekly observation and feedback cycles** led by the K–2 Instructional Coach using the IPG (Instructional Practice Guide) * **Biweekly check-ins and lesson plan reviews** with teachers, focused on phonics block planning and Ditto Literacy implementation * **Monthly fidelity checks** using rubrics and walkthrough tools aligned to ALL Memphis Science of Reading best practices * **Quarterly coaching reflection cycles** with ALL Memphis for professional learning alignment and strategy refinement * **Internal coaching tracker and logs** maintained by instructional leaders to document support frequency, teacher growth, and next steps * **Professional development attendance and engagement**, including in-person training and virtual learning from ALL Memphis and Ditto <p>All implementation efforts are aligned with the</p>	<p>### **Effectiveness Benchmarks**</p> <p>To assess the effectiveness of the coaching initiative, the following benchmarks will be monitored:</p> <ul style="list-style-type: none"> * **Growth in K–2 iReady Diagnostic scores**, specifically: <ul style="list-style-type: none"> + **Kindergarten:** Increase % Early On or On Level from 70% to 75% + **1st Grade:** Increase from 21% to 50% + **2nd Grade:** Increase from 19% to 45% * **Improvement in teacher IPG scores** (target: 80% of K–2 teachers demonstrating proficiency, score of 3 or higher, in foundational literacy indicators) * **Progress monitoring** through EasyCBM and Aimsweb+ showing weekly growth trends in phonics/phonemic awareness skills for students receiving Tier II support * **Formative assessments in Ditto Literacy** (e.g., phoneme assessments, oral fluency checks) demonstrating upward trajectory from baseline * **Teacher feedback surveys** indicating increased confidence and perceived effectiveness in delivering foundational reading instruction (administered quarterly) 				
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<p>school's RTI² framework and are coordinated with intervention block planning to ensure Tier I and Tier II supports are fully integrated.</p> <p>###</p> <p>### **Effectiveness**</p> <p>Effectiveness of the early literacy strategy will be measured using a combination of academic outcome data and teacher practice indicators to evaluate progress toward student achievement goals.</p> <p>Key effectiveness benchmarks include:</p> <ul style="list-style-type: none"> * **iReady Diagnostic (Fall, Winter, Spring):** + Track % of K–2 students scoring *Early On* or *On Grade Level* * Targeted growth goals by Spring 2026: <ul style="list-style-type: none"> - Kindergarten: Increase from 70% to **75%** - 1st Grade: Increase from 21% to **50%** + 2nd Grade: Increase from 19% to **45%** * **Weekly EasyCBM and Aimsweb+ progress monitoring** for students receiving intervention support in phonemic awareness, phonics, and fluency * **Running records and formative phonics checks** at regular intervals (every 2–3 weeks) * **Teacher performance ratings** on weekly IPG walkthroughs (target: ≥3 rating for 80% of K–2 literacy instruction blocks) * **Curriculum fidelity data** tracked through Ditto usage and lesson submission reviews * **Literacy data meetings every 4–6 weeks** to adjust small groups, intervention rosters, and instructional focus based on real-time data <p>Together, these implementation and effectiveness monitoring systems ensure the strategy remains targeted, measurable, and responsive to the instructional and developmental needs of Memphis Delta Prep's youngest learners.</p>					
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[G 2] Safe and Healthy Schools - Decrease chronic absenteeism rate by 20% in FY26

****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 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing 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 2.1] Support students in overcoming barriers related to student attendance ### **Rationale**</p> <p>Memphis Delta Prep uses Title I funding to build a safe, supportive, and healthy learning environment as a foundational strategy to eliminate barriers that prevent consistent student attendance. Chronic absenteeism not only reduces instructional time but also disproportionately affects our most vulnerable student populations, including students with disabilities and economically disadvantaged students. By creating a school climate that is trauma-informed, data-driven, and deeply supportive of student wellness, we position every child to attend school regularly and engage meaningfully in their learning.</p> <p>In FY24, **Memphis Delta Prep's chronic absenteeism rate was 47%**, significantly impacting academic outcomes and prompting urgent, strategic intervention. In FY26, our school is targeting a **20% decrease in chronic absenteeism**, aiming for a rate of **27% or lower**.</p>	<p>[A 2.1.1] Implement School-wide Attendance Monitoring System ### **Description**</p> <p>Memphis Delta Prep will implement a multi-tiered schoolwide attendance monitoring and support system to address chronic absenteeism and ensure all students have equitable access to instruction. The approach includes daily monitoring, data-driven interventions, family outreach, incentive programs, and restorative behavior supports. The system is grounded in trauma-informed practices and supported by technology (DeansList), a dedicated culture team, and strategic community partnerships. The strategy aims to ensure students are present, emotionally regulated, and able to engage in high-quality instruction every day.</p> <p>### **Implementation**</p> <p>The following indicators will be used to measure implementation fidelity:</p>	Crystal Tuggle	05/29/2026	Title I [\$269078.00]	

<p>Title I resources have been aligned with this goal to support:</p> <ul style="list-style-type: none"> * Implementation of DeansList, a real-time attendance and behavior monitoring system that allows the leadership and culture teams to respond to student needs quickly. * A robust school-wide attendance plan with daily, weekly, and monthly monitoring protocols, incentive systems, and early intervention processes. * Professional development in trauma-informed practices and relationship-centered teaching to build classrooms where students feel safe and valued. * Strategic investment in student behavior supports, SEL, and restorative practices to reduce exclusionary discipline and ensure students remain in class and connected to the school community. <p>These layered supports reflect our understanding that academic achievement is only possible when students are physically present and emotionally ready to learn.</p> <p>###</p> <p>### Supporting Data</p> <p>This is an ongoing strategy, refined for FY26 in direct response to local data:</p> <ul style="list-style-type: none"> * Chronic Absenteeism: <ul style="list-style-type: none"> + FY24: 47% + FY26 Target: 27% (20% reduction) + This aligns with school-wide efforts to reduce lost instructional time and improve engagement. * Behavior and SEL: <ul style="list-style-type: none"> + Behavior referral data shows a concentration of incidents linked to attendance patterns, underscoring the need for SEL and behavior intervention staffing and tools. 	<ul style="list-style-type: none"> * Daily attendance entry and review in DeansList by homeroom teachers and administrative staff. * Weekly attendance tracking reports generated by the Director of Culture and shared with school leaders. * Documentation of family outreach and home visits logged by the Student Support Specialist and office team. * Bi-weekly meetings of the Student Support Team (SST) to review chronically absent students and assign intervention tiers. * Completion logs for SEL lessons, calm down corner implementation, and restorative circles, monitored through weekly culture team walkthroughs. * Monthly documentation of incentive systems (attendance shoutouts, celebrations, awards). * Professional development sign-ins and agendas related to trauma-informed care, student engagement, and attendance protocols. <p>### Effectiveness</p> <p>The following benchmarks will be used to evaluate the effectiveness of this action step toward increasing student achievement:</p> <ul style="list-style-type: none"> * Reduction in chronic absenteeism rate from 47% (FY24) to 27% or lower per month and by the end of FY26. * Increased average daily attendance (ADA), with a goal of maintaining ADA above 95% each month. * Decreased number of Tier III attendance cases, by 5%, reviewed quarterly through intervention logs. * Improvement in academic outcomes (iReady), students receiving consistent attendance support will achieve their growth goal as measured by 				
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<p>+ DeansList data enables Memphis Delta Prep to triangulate academic, attendance, and behavior data for proactive student support.</p> <p>* **Equity Focus**:</p> <p>+ Students who are economically disadvantaged and students with disabilities are overrepresented in absenteeism and behavioral data.</p> <p>+ Title I-funded strategies specifically address these groups through individualized interventions and strengthened Tier I and Tier II supports. Through these interventions and the strategic use of Title I funding, Memphis Delta Prep is addressing both the root causes and the symptoms of absenteeism, ensuring students feel connected, supported, and equipped to succeed.</p> <p>Benchmark Indicator ### **Implementation**</p> <p>The implementation of this strategy will be monitored through consistent and structured review cycles led by the Director of Culture, School Counselor, Student Support Specialist, and administrative team. Key implementation indicators and their monitoring frequencies include:</p> <p>* **Daily attendance tracking** using DeansList, with daily review by homeroom teachers and school leaders.</p> <p>* **Weekly attendance reports and trend analyses** generated by the Director of Culture, shared with the leadership team to identify at-risk students and classrooms.</p> <p>* **Weekly Student Support Team (SST) meetings** to review intervention logs, check in on students flagged for Tier II/Tier III attendance or behavior support, and determine next steps.</p> <p>* **Monthly review of school-wide chronic absenteeism data** to assess overall implementation of the attendance plan and adjust incentives or outreach strategies as needed.</p> <p>* **Quarterly culture team reflection meetings** to</p>	<p>iReady on Winter and Spring benchmarks.</p> <p>* **Reduced behavior referrals** among students receiving SEL and restorative supports by 4% per month or 37.5% annual.</p> <p>* **Increased family engagement**, tracked through event attendance and outreach logs, especially among families with students identified as chronically absent each month, with an increase of 1% each month for a 10% increase at EOY.</p>				
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<p>analyze discipline, SEL, and attendance data in tandem and revise intervention protocols.</p> <p>* **Ongoing fidelity checks** for trauma-informed and SEL-aligned practices in classrooms (e.g., calm-down corners, restorative circles) using walkthrough tools and observation notes.</p> <p>* **Parent communication logs and engagement records**, reviewed bi-weekly to ensure consistent outreach is occurring with families of chronically absent students.</p> <p>###</p> <p>### **Effectiveness**</p> <p>The effectiveness of this strategy will be monitored by tracking improvements in student attendance, behavioral engagement, and academic achievement. Evaluation benchmarks and their review frequencies include:</p> <p>* **Chronic absenteeism rate**, reviewed monthly, with a goal rate of 27% or less per month, reducing the rate from 47% (FY24) to 27% (FY26) annually.</p> <p>* **Behavior referral frequency and type**, reviewed weekly to ensure that SEL and restorative practices are reducing exclusionary incidents with an average goal of 10 referrals per day or fewer.</p> <p>* **Instructional time regained**, tracked monthly by comparing total missed instructional minutes pre- and post-intervention implementation. We will reduce total missed instructional minutes by at least 25% (5% per month) compared to the pre-intervention baseline, as measured through monthly tracking of missed instructional time data.</p> <p>* **Student growth and proficiency data** (e.g., iReady, Aimsweb+, TCAP) reviewed quarterly to ensure academic progress is correlated with increased attendance and behavioral supports; 60% of students achieve their iReady growth goal, 35% achieve their iReady stretch growth goal, we meet our Double AMO goal on TCAP.</p> <p>* **Reduction in Tier III interventions** over time as</p>					
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students stabilize behaviorally and socially, tracked via SST and DeansList intervention logs; a decrease of 10% in Tier III interventions, 1% per month.
By closely aligning implementation and effectiveness monitoring, Memphis Delta Prep ensures this strategy remains data-driven, equitable, and responsive to the evolving needs of our students and families.

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