Memphis-Shelby County Schools Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure
By May 2026, 32.8% of students in grades 3-12 will score proficient on the ELA TCAP.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. The office of planning and accountability is responsible for collecting and publishing internal data reports. Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing	**[A 1.1.1] Access to Rigorous Curriculum** Provide teachers with Unit and Lesson Intellectual Preparation guides, PLC meeting guides, performance-based objectives, curriculum maps, standards guide, and formative assessments to increase teacher efficacy with delivering evidence-based instruction leveraging high-quality instructional materials.	A. Maples	05/22/2026		

Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction. Instructional coaches will use PowerApps to enter data, and the office of planning and accountability will monitor it weekly. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.					
	[A 1.1.2] Alignment of Classroom Observation and Feedback Utilize findings from both formal and informal observations to provide ongoing teacher feedback. The regular feedback is necessary to ensure teachers are leveraging the evidence-based, district-approved curriculum to address varying student needs.	A. Maples; R. Addison	05/22/2026		
	[A 1.1.3] Resource Alignment Provide teachers with resources to support Tier I core instruction that is aligned to the TN ELA Reading, Writing, and Language Standards. The following are examples of resources teachers can access daily: Intellectual Prep Guides, Curriculum Maps, Standards Guide, Standards-Based Objectives, curriculum toolkits, pacing guides, reteach calendars, and the Gradual Release Instructional framework.	A. Maples	06/30/2026		
	[A 1.1.4] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to students' performance data following each CFA, which will support teachers in planning differentiated instruction and identifying standards	A. Maples	03/06/2026		

	mastered and not-mastered for re-teaching opportunities.				
	[A 1.1.5] Implementation of Effective Literacy Shifts Conduct monthly classroom observations using the Instructional Practice Guide and Debriefing Document,* to* provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts and Core Actions outlined in the rubric and gauge the implementation of standard*s *aligned instruction.	A. Maples, K. Sloan	05/22/2026		
	[A 1.1.6] Footsteps2Brilliance Supplemental Biliteracy software program for grades K-3 English learners.	Carol Richardson, ESL Managers and Advisors	05/29/2026		
	[A 1.1.7] Parent, Family and Community Engagement Offer regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these in-person and/or virtual learning opportunities to provide parents with support and tools to help their children.	R. Stevenson	05/29/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at	**[A 1.2.1] Standards Based Curriculum Training** Instructional Leadership Development Weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking the standards, differentiated teaching strategies, and effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week to enhance understanding and ensure continuity of practice across the District.	A. Maples, R. Addison	06/30/2026		

least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.	New and Novice teachers Content Intensives are provided quarterly to build and support teachers content and pedagogical knowledge on the District's approved curriculum and curricular resources, lesson execution and lesson planning to improve the academic achievement of students.				
	[A 1.2.2] District Learning Days Provide differentiated professional learning opportunities for the departments of Exceptional Children, English Learners, and general education that support ELA students during each semester's District Learning Day. Opportunities will focus on building students' foundational skills, effective teaching practices, learning shifts, and addressing grade level standards.	R. Addison	02/20/2026		

	[A 1.2.3] Exceptional Education Professional Development Provide numerous professional development (PD) opportunities for exceptional education (EE) teachers, general education teachers, and paraprofessionals supporting students with exceptionalities (SWEs). All EE teachers are encouraged to participate in District provided professional learning opportunities for ELA. The Department of Exceptional Education (DEE) will offer supplemental PD to support scaffolding and differentiation to meet the needs of SWEs. The department will also publish and maintain a monthly PD calendar of activities to support EE teachers in ELA. Learning sessions may include Wonders (for exceptional education teachers new to using Wonders or a deeper dive into scaffolding for experienced Wonders users); i-Ready-scaffolding and differentiation through a variety of tools within i-Ready; and PD for any other products available to teachers. These sessions may be front facing, Canvas (on-demand), or through a virtual platform. The DEE will also host an Exceptional Education Institute Fall 2025 and Spring 2026 to address fundamental reading skills and standard alignment. Informal and formal walkthroughs will be conducted to monitor district and department recommended instructional practices and usage of supplemental resources. Additional PD will be provided or recommended based on PD post-survey results and walkthrough data.	T. Luckett	05/22/2026		
	[A 1.2.4] Differentiation for Teachers of Gifted Learners: CLUE Provide professional development for CLUE teachers centered around differentiated instruction. The sessions will include a book study using Differentiation for Gifted Learners: Going Beyond the Basics. Participants will read, then implement strategies learned from the text. Book study sessions will address gaps to scaffolding and differentiating ELA instruction in a way that moves	T. Luckett	06/30/2026		

	learners beyond their normal method of processing content. Additionally, CLUE teachers will also have continued PD offerings related to elevated curriculum and Depth and Complexity to ensure that gifted learners are being appropriately challenged.				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I. Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.).	**[A 1.3.1] Response to Instruction and Intervention (RTI2)** ** **Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed quarterly. Interventions provided for students are adjusted based on student performance in the deficit area.	A. Maples	05/15/2026		
	[A 1.3.2] Personalized Literacy Supports Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools will be used to assist teachers with engaging students with content based on where they are in meeting the State standards.	A. Maples	05/15/2026		
	[A 1.3.3] Targeted Support for Ongoing Learning Provide all students with year-round access to	S. McClain, E. Vuoso, and Principals	06/30/2026		

	extended learning opportunities to help close the achievement gap, such as: school-based Extended Learning programs through Title I and Summer Learning Academy (K-8).				
	[A 1.3.4] Differentiation for English Learners Provide professional development, training around appropriate use of scaffolds and instructional strategies that will assist English Learners in accessing the instruction so that they can meaningfully participate in discussions and activities that will increase student learning and understanding of standards and skills.	Carol Richardson, Magda Sakaan	05/29/2026		
	[A 1.3.5] Targeted Intervention for Migrant Students Provide afterschool tutoring to students participating in the MEP. The teacher/tutor instructs and directs the activities of students to help them achieve maximum academic success, in accordance with Title I, or other program guidelines.	M. Towns	05/15/2026		
[S 1.4] Early Literacy Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. **Benchmark Indicator** Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators. Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional	**[A 1.4.1] Early Literacy Professional Learning Modules for K-2 Teachers** Design and customize quarterly virtual early literacy professional learning experiences that build and strengthen teacher's content and pedagogical knowledge of foundational literacy standards, instruction, and strategies. Sessions will be developed based on the instructional trends evidenced during informal observations in K-2 literacy classrooms.	H. Sammour	06/26/2026		

learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers. Teacher and educational assistants' quarterly attendance, expected at 95% or above, will be collected using PLZ and review of specialized PD by literacy manager to focus on foundational literacy and to inform future professional learning opportunities.					
	[A 1.4.2] Early Literacy Professional Learning for Specialized Education Assistants Quarterly professional learning experiences for K-2 Specialized Education assistants aligned to the ELA curriculum's scope and sequence for literacy instruction to provide students with additional instructional support during whole group instruction, small group instruction, literacy workstations, one-on-one, and RTI2.	H. Sammour	06/26/2026		

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
By May 2026, Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 19.7% in 2024 to 31%.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students'	**[A 2.1.1] Access to Rigorous Curriculum** Provide teachers with curriculum maps and PLC Planning Guides that outline modules, pacing, and tasks aligned to the TN state standards. Additionally, Standards Guides will be provided to	A. Maples	04/01/2026		

engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. Weekly classroom observations using the Instructional Practice Guide and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement standards aligned instructional practices leveraging high-quality instructional materials at or above 75% per visit. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	support teachers with understanding and breaking down the complex math state standards.				
	[A 2.1.2] Alignment of Classroom Observations and Feedback Utilize findings from both formal and informal observations to provide ongoing teacher feedback. The regular feedback is necessary to ensure teachers are leveraging the evidence-based, district-approved curriculum to address varying student needs.	A. Maples	05/22/2026		
	[A 2.1.3] Resource Alignment Provide teachers with resources to support Tier I core instruction that is aligned to the TN Academic Standards. The following are examples of resources teachers can access daily: * PLC Guides, * Curriculum Maps, * Standards Guide, * Coherence Tools,	A. Maples	06/30/2026		

	* curriculum toolkits, pacing guides, , reteach calendars, classroom protocols				
	[A 2.1.4] Formative Student Assessments Utilize the Department of Curriculum and Instruction to create the District's Common Formative Assessments (CFA), which will be administered three times per year (Fall, Winter, and Spring). District academic departments and school-level Instructional Leadership Teams will have access to performance data following each CFA, which will support teachers in planning differentiated instruction.	A. Maples	03/06/2026		
	[A 2.1.5] Implementation of Effective Mathematical Learning Shifts Conduct monthly classroom observations using the IPG and Debriefing Document, to provide the district with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standards aligned instruction.	A. Maples, K. Sloan	05/22/2026		
	[A 2.1.6] Utilizing Learning Equity Gap Resources Provide students access to Before School, After School and During the School Day tutoring opportunities specifically aligned to identified gaps.	S. McClain, E. Vuoso	06/30/2026		
	[A 2.1.7] Parent, Family and Community Engagement Offer regular engagement sessions for parents and community members to learn about the State curriculum standards, academic strategies being used, and grade level performance indicators. The Department of Family and Community Engagement will host these in-person and/or virtual learning opportunities to provide parents with support and tools to help their children.	R. Stevenson	05/29/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional	**[A 2.2.1] Standards Based Curriculum Training** Instructional Leadership Development weeks are held monthly to support school administrators, PLC Coaches, and content lead teachers in unpacking	A. Maples, R. Addison	06/30/2026		

staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's Mathematics goal will impact numeracy proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM	the standards, incorporating differentiated teaching strategies, and implementing effective check for understanding methods to enhance the teaching and learning environment. Professional Learning & Support and Curriculum and Instruction provide regular training sessions virtually and in person for teachers and administrators around implementation of practices taught during Leadership Development Week to enhance understanding and ensure continuity of practice across the District. New and Novice teachers Content Intensives are provided monthly to build and support teachers content and pedagogical knowledge on the District's approved curriculum and curricular resources, lesson execution and lesson planning to improve the academic achievement of students.				

score of at least 3 or higher in at least 2 indicators per semester.					
	[A 2.2.2] Exceptional Education Professional Development Provide numerous professional development (PD) opportunities for exceptional education (EE) teachers, general education teachers, and paraprofessionals supporting students with exceptionalities (SWEs). All EE teachers are encouraged to participate in District provided professional learning opportunities for Mathematics. The Department of Exceptional Education (DEE) will offer supplemental PD to support scaffolding and differentiation to meet the needs of SWEs. The department will also publish and maintain a monthly PD calendar of activities to support EE teachers in Mathematics. Learning sessions may include Wonders (for exceptional education teachers new to using Wonders or a deeper dive into scaffolding for experienced Wonders users); i-Ready- scaffolding and differentiation through a variety of tools within i-Ready; and PD for any other products available to teachers. These sessions may be front facing, Canvas (on-demand), or through a virtual platform. The DEE will also host an Exceptional Education Institute Fall 2025 and Spring 2026 to address fundamental Mathematics skills and standard alignment. Informal and formal walkthroughs will be conducted to monitor district and department recommended instructional practices and usage of supplemental resources. Additional PD will be provided or recommended based on PD post-survey results and walkthrough data.	T. Luckett	06/30/2026		
	[A 2.2.3] District Learning Day Provide differentiated professional development for Exceptional Education, ESL, and General Education Math teachers during each semester's District Learning Day that focuses on building students' foundational skills and addressing grade level math standards.	A. Maples, R. Addison, T. Luckett, C. Richardson	04/01/2026		

[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady. 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I. Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).	**[A 2.3.1] Response to Instruction and Intervention (RTI2)** Administer a universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed quarterly at a minimum but encouraged monthly. Interventions provided for students are adjusted based on student performance in the deficit area.	E. Vuoso	05/29/2026		
	[A 2.3.2] Personalized Math Support Provide all students (Tier I, II, and III) with access to daily targeted enrichment or support using the district's online intervention tools to foster student growth. Resource tools will be used to assist teachers with engaging students with content based on where they are in the meeting the State standards.	A. Maples	05/15/2026		
	[A 2.3.3] Targeted Support for Ongoing Learning Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based Extended	S. McClain and Principals	06/26/2026		

	Learning programs through Title I and Summer Learning Academy (K-8).				
	[A 2.3.4] Targeted Intervention for Migrant Students Provide afterschool tutoring to students participating in the MEP. The teacher/tutor instructs and directs the activities of students to help them achieve maximum academic success, in accordance with Title I, or other program guidelines.	M. Towns	05/15/2026		

[G 3] College and Career Readiness
By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

Performance Measure
By May 2026 the percentage of ready graduates will increase from 36.6% in 2022-2023 to 48.5% in 2025-2026 and the graduation rate from 83.4% in 2023-2024 to 85.5% in 2025-2026.

These performance measures will be monitored by the following:

* Early Post Secondary Opportunities being offered
* ACT composite score (21 or higher)
* Earnings of Industry Certifications
* ASVAB Scores
* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.	**[A 3.1.1] Post-Secondary Institute Collaboration** Semi-Annual review of the collaborative process among secondary and post secondary institutions, employers, and industry partners to monitor programs currently in place to maintain pre-requisite alignment to ensure a seamless transition from secondary into higher education or the work force.	L. White, K. Taylor	06/30/2026		

Develop EPSO expansion plans for every district-managed high school to facilitate expansion. Utilize the District's AP Virtual Academy and TN's AP Access for All to increase access to AP courses. Increase enrollment in pre-EPSO courses (i.e., Honors and Pre-AP) to build the capacity of students for success in EPSO courses.					
	[A 3.1.2] Advanced Academics Training 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. Professional development sessions required for teachers to be certified, authorized, or vetted to teach advanced courses (i.e., AP, Pre-AP, IB, SDC, DE) occur between June–August each year. District Learning Days are facilitated three times per year to provide in-depth support on programmatic learning objectives for AP, Pre-AP, and IB courses. Quarterly AP collaboratives provide new and experienced 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 SDC lead teacher planning meetings enable lead teachers to discuss best practices, share resources and unpack semester objectives.	K. Taylor, T. Luckett	06/30/2026		

	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. Department of Exceptional Education Gifted teachers are required to complete the classes required by TDOE for the employment standards within 12 months of employment. However, all gifted teachers are provided with coaching and mentoring to ensure rigorous instruction in CLUE English 9 and 10 to prepare these students for enrollment in AP and DE courses.				
	[A 3.1.3] Postsecondary Opportunities Align and expand, where possible, Industry Certification course offerings to high school students with support and educator professional development opportunities to ensure student success.	L. White	06/30/2026		
	[A 3.1.4] Enrichment and Support for Students Memphis-Shelby County Schools will Provide AP tutoring sessions and summer camp opportunities for students enrolled in AP courses. In addition, the District will provide gifted and talented enrichment programs for K-5 students at 5 hours per week, using interdisciplinary instructional units with above grade-level standards, to support their readiness for advanced level courses in middle and high schools.	K. Taylor and T. Luckett	06/30/2026		

	[A 3.1.5] CCTE Professional Development Ongoing professional development opportunities are provided to all CTE teachers throughout the school year. Not only do teachers participate in opportunities to stay abreast of changing and emerging technologies and industry trends, but they are also prepared to transition students from the classroom to post-secondary and the workforce.	L. White	06/30/2026		
[S 3.2] Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification. **Benchmark Indicator** Semester review of student career interest inventories to gauge and support high school course planning that will increase CCTE course enrollment by at least 10% annually. Increase work-based learning 20% by the end of the 2025-2026 school year.	**[A 3.2.1] CCTE Strategic Redesign Plan** Continue to align high quality CCTE programs and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations, providing students foundational skills for future internships and apprenticeships.	L. White	05/29/2026		
	[A 3.2.2] Pathway Programs' Alignment to Career Opportunities Provide on-going support to Career and Technology Centers to ensure instructional rigor in CCTE programs, and quarterly analyze program sustainability to examine the degree to which pathways connect students to workplace and post-secondary learning opportunities.	L. White	06/30/2026		
	[A 3.2.3] Work Based Learning Expansion Expand WBL for students in low incidence classrooms to prepare for successful transitions from high school to inclusive employment or post-secondary education.	T. Luckett and L. White	06/30/2026		
	[A 3.2.4] College, Career, and Technology Education (CCTE) Teacher Training; Preparing for Students with Exceptionalities (SWE) Collaborate and provide training to CCTE teachers	T. Luckett	12/12/2025		

	on working with SWE at minimum 1 time per school year. The expected outcome is to increase the number of SWEs in CCTE courses. This will be measured by reviewing the number of SWE enrolled in CCTE courses and those who complete the programs.				
	[A 3.2.5] College, Career, and Technology Education (CCTE) Training - Community Based Instruction (CBI) for Students with Exceptionalities (SWE) Provide initial and refresher CBI, a component of Work Based Learning (WBL), training to elementary through high school Exceptional Education teachers. The outcome is to prepare teachers to provide SWE instruction and guidance for meaningful CBI experiences that focus on student interest and applied learning. It will also provide a continuum of services in preparation for successful post-secondary outcomes. This will be measured by CBI post-training surveys.	T. Luckett	12/12/2025		
	[A 3.2.6] College and Career Experiences Create experiences for high school English Learners to tour college and career campuses, to ask questions of those in various fields, and to participate in sessions on applying for college, applying for scholarships and FAFSA, interviewing for a job, and other skills that will benefit them for post-secondary options.	Abasi McKinzie, Richelle Jones	05/29/2026		
	[A 3.2.7] Individual Learning Plans English Learners participate in developing college and career goals, which are included in all Individual Learning Plans (ILP) for students in grades 4-12.	Magda Sakaan, Richelle Jones	05/29/2026		
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.	**[A 3.3.1] High School Student Transcript Evaluations** Require completion of comprehensive transcript evaluations three times a year for every student in grades 9-12 along with intervention guidance to ensure school counselors are aware immediately when students fall off track from their current	Dr. Constance Certion	06/30/2026		

Benchmark Indicator * Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings. * Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students. * Review student Individualized Plans annually or based on student need (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.	courses and provide students and parents with the completed Graduation Checklist twice a year. * January - First semester credits, including Project Graduation, Credit Recovery and Credit Accrual, are analyzed and recorded on the MSCS Transcript Review Worksheet which is kept on file for all students in grades 9-12. * May/June - Second semester credits, including Project Graduation, Credit Recovery and Credit Accrual, are analyzed and recorded on the MSCS Transcript Review Worksheet which is kept on file for all students in grades 9-12. * August - Summer School credits and transcripts of newly enrolled students are analyzed and recorded on the MSCS Transcript Review Worksheet which is kept on file for all students in grades 9-12.				
	[A 3.3.2] Early Warning System Training Train high school counselors multiple times throughout the year on early warning systems to identify students' at-risk variables and devise a plan to keep students on track for on time graduation during District Learning Days and Leadership Development Week. Most high school meetings include transcript analysis exercises. Additionally, high school counselors have been trained in the use of PowerBI and PowerApps. PowerBI works with PowerApps and together both have the capacity to upload student course histories from PowerSchool, identify graduation requirements not met by individual students, and record assigned interventions and progress notes. Additionally, school counselors complete a review of all transcripts at the beginning of the school year, after Semester 1 grades have been stored in PowerSchool, and after Semester 2 grades have been stored in PowerSchool. Fidelity checks are completed by the High School Counseling Manager.	Dr. Constance Certion	02/27/2026		

	[A 3.3.3] Middle School Student Transition Plan School counselors will annually develop an Elementary-to-Middle and a Middle-to-High School transition plan focused on college and career exploration. * Elementary schools collaborate with their feeder middle school(s) to coordinate transition programs and activities for 5th grade students during the spring (March – May). Transition activities include student and parent orientation, in-person or virtual campus tours, and College & Career Day. Also, school counselors assist 5th grade students and parents with the middle school selection process (i.e., registration, class selection, extra-curricular activities). * Middle schools collaborate with their feeder high school(s) to coordinate transition activities and events for 8th grade students during the spring (February – May). Transition activities include High School Open House for students and parents, in-person or virtual Campus Tours, High School Transition Fairs, and College & Career Day/Fair. School Counselors assist 8th grade students with developing and completing their Four-Year Course Plan (High School and Beyond Plan) in the SchooLinks Platform to prepare them for the transition to high school. Also, school counselors conduct individual student meetings and parent conferences/meetings to discuss and assist with the high school selection process (i.e., review assessment test data, middle school report card grades, registration, students' interests and/or career interest inventory results, extra-curricular activities, Four-Year Plan course selections, graduation requirements and post-secondary options).	Dr. Rhonda Hill, Dr. Sherenda Moss	05/22/2026		

	* Four-Year Course Plans are developed in Grade 8 and monitored and updated in Grades 9-12 (Documented in the SchooLinks Platform). * Individualize Plans are documented through various platforms (i.e., TN Pulse, SIP, and PowerSchool) to support monitoring.				
	[A 3.3.4] Parent Meetings Provide numerous parent meetings throughout the Spring semester to discuss the transition to middle schools and high schools including visits to the middle school or high school the student will be attending. * Elementary Counselors collaborate with their feeder Middle School Counselor(s) to host parent meetings during the spring (March – May) to discuss the transition to middle school which includes sharing dates for the Middle School Open House, Student/Parent Orientation, and Campus Tours. * Middle School Counselors collaborate with their feeder High School Counselor(s) to host parent meetings during the spring (March – May) to discuss the transition to high school which includes the Four-Year Course Planning Process, Course Selection and sharing dates for the High School Open House for students/parents, Campus Tours, and Freshman Orientation. * High School Counselors collaborate with feeder Middle School Counselors to coordinate course selections for high school. Additionally, High School Counselors host a transition event for 9th grade students and parents during the summer, when schools meet in person. In a virtual setting, virtual meetings are held during the same time period for ninth grade students and their parents.	Dr. Constance Certion, Dr. Rhonda Hill, Dr. Sherenda Moss and Dr. Rosalind Stevenson	05/22/2026		
	[A 3.3.5] Student Transcript Training for Exceptional Education (EE) Teachers The Department of Exceptional Education (DEE) will provide transcript review training to high school	Dr. Tiffany Luckett	06/30/2026		

	Exceptional Education teachers to help make informed Individualized Education Program (IEP) decisions. Transcript reviews will occur once per semester of each school year. This will be measured by post professional development (PD) surveys and DEE random transcript monitoring.				
	[A 3.3.6] Post-Secondary Transition Training for Exceptional Education (EE) teachers The Department of Exceptional Education (DEE) will conduct a minimum of 6 Post-Secondary Transition training courses for EE teachers. This training will cover best practices and compliance requirements for students transitioning between grade bands. The training will utilize a collaborative approach to transition planning with the sending/receiving schools as part of the Transition Plan process. Effectiveness will be based on post-training survey results.	Dr. Tiffany Luckett	06/30/2026		