Circles Of Success Learning Academy Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts
Circles of Success will increase ELA meeting or exceeding expectations proficiency rates in all grades from 21.6% in 2023 to 31.4% in 2025; 3-5 from 24.2% in 2023 to 33.7% in 2025; 6-8 from 18.4% in 2023 to 28.6% in 2025 and 9-12 from 27.0% in 2023 to 36.1% in 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Easy CBM

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** Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 33% of core content area teachers demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.	**[A 1.1.1] Create Lesson Plans for Scaffolding Prerequisite Standards** Lesson planning for literacy will consist of a co-planning session with ILT Literacy Lead teachers and the Academic Director, weekly. A planning protocol will guide the co-planning and individual planning sessions. The protocol will include reading and annotating the focus text, determining and planning for where scholars will struggle with the text, and creating/vetting text-dependent questions. Vertical literacy team planning will also take place every two weeks during Vertical Professional Learning Community meetings. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding and personalization with prerequisite Tennessee Academic Standards according to the vertical progression of literacy standards. Evidence of prerequisite use and scaffolding should be present during 100% of classroom observations.	Ashley Willett, Sheri Catron Cooper	05/02/2025		

District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. * Quarterly TEM Evaluations * Weekly Analysis of Student Work					
	[A 1.1.2] Conduct Targeting Weekly Classroom Observations Weekly Classroom observations will be conducted with a weekly target as the focus, using the Instructional Practice Guide and Project Coach Rubrics, to assess the effectiveness of core instruction with the following strategies evidenced: Scaffolding, Differentiation, Small Group Instruction, Standards-Aligned Formative Assessment, and Gradual Release of Responsibility. Observed lessons will be recorded for teachers to self-reflect with more accuracy and to encourage precision in providing targeted feedback for improvement.	Ashley Willett, Academic Director; Amir Joplin, ILT Lead; Mikki Pierson, ILT Lead	04/04/2025		
[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** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined	**[A 1.2.1] Provide Targeted Professional Development** Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. The increased capacity of the Leadership Team will be utilized to increase teacher effectiveness and student's academic performance.	Executive Director, Academic Director, ILT Leads, Classroom Teachers, Co-Teachers	04/04/2025		

in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. 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. Zone 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 PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,	**[A 1.3.1] Conduct Monthly Data Team Meetings** The school-wide data team meets monthly to review and analyze student performance data in the EASY CBM online program. Team members	ntervention Coordinator, Academic Director,	05/09/2025		

and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	discuss each scholar's instructional placement for intervention, as determined by the deficit area detected during the screener, benchmarking, and/or progress monitoring. Data-informed decisions are made for each child to meet his/her instruction needs and provide the support necessary for academic growth and success.	Teacher, Co-Teachers, Exceptional Children Coordinator, School Psychologist			
	[A 1.3.2] Create Consistent Implementation of Response to Instruction and Intervention Plan with Fidelity Teachers will utilize explicit, small group instructional strategies to provide support in the identified skill deficit areas, based on screening and benchmarking data. Instruction will take place, daily, during the school-wide intervention block, with minimized interruptions. Tier I scholars will receive enriching instruction to enhance their knowledge and skills. Instructional resources include i-Ready Diagnostic and Instruction the Ready Common Core Curriculum. Co Teachers will take ownership of small group instruction and RTI2.	Intervention Coordinator, Co-Teacher/Paraprofessional, Classroom Teachers, Special Education teachers	05/01/2025	Title 1 [$142800.00]	

[G 2] Mathematics
Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 18.2% in 2023 to 28.4% in 2025; 3-5 from 22% (2023) to 31.7% (2025); 6-8 from 13.5% (2023) to 25.4% (2025); and 9-12 from 11.7% (2023) to 21.5% (2025).

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment District Formative Assessment using Mastery Connect					
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' 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** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will 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 standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.	**[A 2.1.1] Create Lesson Plans for Scaffolding Prerequisite Standards** Lesson planning for mathematics will consist of a co-planning session with ILT Math Lead teachers and the Academic Director, weekly. A planning protocol will guide the co-planning and individual planning sessions. Vertical mathematics team planning will also take place every two weeks during Vertical Professional Learning Community meetings. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding and personalization with prerequisite Tennessee Academic Standards according to the Coherence Maps in Mathematics. Evidence of prerequisite use and scaffolding should be present during 100% of classroom observations.	Ashley Willett Academic Director; Brenda Dancey, ILT Math Lead; Mikki Pierson, ILT Math Lead, Amir Joplin, ILT	04/04/2025		

[S 2.2] Professional Development	[A 2.2.1] Provide New Teacher Academy	Ashley Willett	03/14/2025		
Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will 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 standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. 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. Zone 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 walkthroughs.	The New Teacher Academy will provide teachers and co-teachers who are new to our school and/or to the teaching profession with professional learning supports, weekly professional learning cohort meetings, and mentor coaching to increase the effectiveness in all facets of classroom instruction. Additionally, PRAXIS prep courses will be available for those who need to pass a PRAXIS exam on the job-embedded path to teacher licensure. REACH University and ManUp will also be available for those in preparation for teacher licensure.				

Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to ensure collegial support is assigned to each new hire.					
	[A 2.2.2] Provide Targeted Professional Development Leadership Team and ILT members participate in monthly professional development opportunities to increase knowledge and skill in order to better support content teachers with feedback and targeted training that should result in more effective daily instructional practices, as evidenced by weekly classroom observations. The increased capacity of the Leadership Team will be utilized to increase teacher effectiveness and student's academic performance.	Executive Director, Academic Director, ILT Leads	03/28/2025		
[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 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance.	**[A 2.3.1] Create Consistent Implementation of Response to Instruction and Intervention Plan with Fidelity** Teachers will utilize explicit, small group instructional strategies to provide support in the identified skill deficit areas, based on screening and benchmarking data. Instruction will take place, daily, during the school-wide intervention block, with minimized interruptions. Tier I scholars will receive enriching instruction to enhance their knowledge and skills. Instructional resources include i-Ready Diagnostic and Instruction the Ready Common Core Curriculum. Co Teachers will take ownership of small group instruction and RTI2.	Intervention Coordinator, Co-Teacher/Paraprofessional, Classroom Teachers, Special Education teachers	05/16/2025	Title 1 funding [$142800.00]	

Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					

[G 3] Safe and Healthy Students
MSCS will maintain at least a **60%** progressive discipline rate in SY2024-25, from **63%** in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at	**[A 3.1.1] Conduct Weekly SART Meetings** The School Attendance Review Team meets weekly to analyze weekly data trends; review student absences, and documentation; ensure parent contact is made on absence days 1, 3, 5, 10; prepare for SART meetings with parents; and determine make-up work procedures. The team is comprised of classroom teachers, co-teachers, school social worker and social work interns, guidance counselor, special education teacher, SART Chair/Attendance Coordinator, and school administrators. SART meetings are held one day, per month, with parents.	SART Team Chair, Academic Director, Classroom Teachers, Co-Teachers	05/30/2025		

improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	**[A 3.2.1] Implement Success Academy** The School Support Team will lead sessions during which teachers will review and discuss behavior data to determine data trends of disciplinary infractions in order to Reflect, Reset, and Remediate around school-wide and classroom expectations for behavior and learning. Additionally, behavior data analyses will be utilized to plan for and provide high-quality behavior support and professional development from the Guidance and Social Work team members.	Leadership Team, Teachers, Co-Teachers, Guidance Counselor and Interns, Social Worker and Interns, School Psychologist	03/28/2025		
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact	**[A 3.3.1] Implement COSLA Parent Engagement Plan** Within the structure of the COSLA Parent Engagement Plan and Programmatic Design, parents are required to complete 20 hours of engagement per year. The hours spent in parent workshops, volunteering, in planning meetings, parent-teacher conferences, family curriculum nights, etc. are logged and tracked for each child. The Parent Engagement Plan encourages all parents to be engaged and creates a safe place to do so. The activities below were created to promote parent engagement.	Enrollment Coordinator, Academic Director, Attendance Coordinator	05/23/2025		

on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	Academic Conferences Parent Teacher Advisory Board Meetings Awards Day Celebrations Family Pajama Reading Night Math/Science Night Parents Go Back to School (Curriculum Night) Fall Festival School Book Fair Evening showcase TCAP Information Meetings/Workshops (3rd/4th Grade policy review) TCAP Family Ready night Communication Calendars (Yearly with main events, holidays…) Holiday/Spring Musical Food Drive SIP and paint parent meeting Service Learning Opportunities Music with Moms Party with Pops				

[G 4] Early Literacy
By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.

By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

Circles of Success' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Circles of Success' early learners will be engaged for the 2023-24 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming college and career ready.

Performance Measure
Memphis-Shelby County Schools' early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning 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. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional	**[A 4.1.1] Provide Daily Focus on Foundational Literacy** Teachers in all grades, Pre-K-5 will spend 60 minutes of dedicated, focused instructional time to teaching foundational literacy skills. The instructional methodology for foundational literacy instruction employs the Gradual Release Model to facilitate differentiated learning in the following areas: 1. Phonemic Awareness 2. Phonics and Spelling 3. Vocabulary and Comprehension 4. Fluency Skills will be taught progressively, based on best practices.	Classroom Teacher, Co-Teachers, Academic Director, Interventionist, Intervention Coordinator, Special Educator	05/30/2025		

learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.					
[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates. QUARTERLY review of Laureate support logs to ensure high-yielding instructional and coaching practices meet the implementation expectations.	**[A 4.2.1] Conduct Literacy Professional Learning Community** All teachers and co-teachers will participate in monthly Professional Learning Community meetings focused on working through foundational literacy concepts to increase understanding, practicing foundational literacy instructional strategies, and reviewing literacy data to determine the effectiveness of the school-wide literacy focus. Person ResponsibleEstimated CompletionFunding	Academic Director, ILT Literacy Lead, Interventionist, Classroom Teacher, Co-Teachers	05/30/2025		