







100-DAY PLAN REPORT

DR. RODERICK F. RICHMOND

MEMPHIS SHELBY COUNTY SCHOOLS

2025-26

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Note from the Superintendent



It is with great enthusiasm and a deep sense of responsibility that I share with you our 2025 100-Day Plan. This plan represents both a roadmap for immediate action and a foundation for long-term success. Over the next several months, we will be laser-focused on strengthening governance, advancing student achievement, supporting and empowering our staff, optimizing our operations and resources, and fostering stronger connections with our community. Every step in this plan is guided by our shared belief that all students can thrive when given the right opportunities, resources, and support.

The 100-Day Plan is not just a checklist; it is a strategic commitment. Each priority area contains clear goals, actionable steps, and measurable outcomes to ensure that we remain transparent, accountable, and aligned with our mission. From closing achievement gaps to enhancing professional development for our educators, from improving attendance and engagement to strengthening our arts, athletics, and academic programs, we are building the conditions necessary for excellence. These efforts will be closely monitored, with regular updates shared to celebrate progress and identify areas for growth.

Equally important is the role of collaboration. This plan reflects the voices of our Board, staff, families, students, and community partners. Together, we will engage in open dialogue, foster mutual trust, and create meaningful partnerships. The success of our initiatives depends on this collective commitment, and I am confident that by working together, we will cultivate a district culture where every student feels valued, challenged, and supported.

As we embark on these next 100 days, I am filled with hope for what we can accomplish. This is our moment to set a strong trajectory for the years ahead, and to ensure that our schools are not only places of learning, but also centers of inspiration, equity, and opportunity. I invite each of you to join us in this important work, and I look forward to celebrating our achievements along the way.

Roderick F. Richmond, Ed.D
Interim Superintendent
Memphis-Shelby County Schools



Executive Summary

This report outlines the progress achieved during the first 100 days of Dr. Roderick F. Richmond's tenure as Interim Superintendent. The 100-Day Plan was built around five urgent and foundational priorities: Governance and Board Relations, Student Achievement, Staff Relations and Capacity, Operations and Finance, and Community Relations. Each priority includes defined action steps and measurable outcomes designed to build early momentum and establish a foundation for long-term transformation.

In this initial period, the District has made meaningful advances in governance, instructional quality, operational efficiency, and community engagement. Highlights include implementing consistent governance structures and Board collaboration routines, launching stakeholder focus groups and academic data reviews, reducing critical vacancies, initiating a forensic financial audit, and expanding transparency through strengthened communication and outreach. These actions reflect a commitment to data-informed decision-making, inclusive leadership, and sustainable improvement.

The accompanying report provides detailed updates by priority area, along with performance measures and early lessons learned. It also tracks progress in the District's "5 A's" framework – Academics, Attendance, Attitude, Athletics, and Arts – which provides a holistic structure for long-term impact. As MSCS moves into the next phase of work, the focus will remain on sustaining gains, refining strategies, and scaling solutions that advance equity, excellence, and community trust.

Overview of Strategic Priorities
Governance and Board Relations

Priority Area Overview

The first strategic priority centers on strengthening governance and Board relations. Dr. Richmond articulated a clear goal: to establish a transparent and trusting relationship with the Board to drive unified decision-making focused on student achievement and organizational excellence. Research underscores the importance of this alignment; a strong, collaborative relationship between the Superintendent and Board not only enhances organizational culture but also sets a constructive tone for the academic year (Texas Association of School Boards [TASB], 2023).

Furthermore, a meta-analysis by Waters and Marzano (2006) revealed that districts in which Superintendents and Boards work in tandem to set goals, and where the Board actively supports those goals, demonstrate more favorable student outcomes. The action steps and performance metrics outlined in this area of the plan are designed to foster precisely that alignment. By doing so, the District aims to realize its intended outcome: a high-performing governance team that positions the District as a national model for educational transformation.

Action Steps

1. Establish a transition team to oversee initial priorities.
2. Conduct campus visits with each Board Member to build relationships and gather insights.
3. Host two Board retreats:
    a. First: Define budget priorities, roles, and expectations
    b. Second: Share findings and recommendations from the 100-day assessment
4. Schedule regular meetings with the Board Chair/Vice Chair to discuss agendas and District matters.
5. Schedule individual check-ins with each Board Member.
6. Review policies, governance documents, and accountability protocols.

Student Achievement

Priority Area Overview

The second strategic priority focuses on assessing and improving instructional programming to close achievement gaps and prepare students for life readiness. Dr. Richmond's vision emphasizes creating confident, multilingual students equipped to make meaningful contributions to their communities. This comprehensive approach recognizes that student achievement extends beyond standardized test scores to encompass holistic preparation for college, career, and civic engagement.

By implementing stakeholder focus groups and comprehensive data analysis within the first 100 days, the District positions itself to make community-supported, evidence-based decisions that directly impact student outcomes. Ensuring that course offerings and the curriculum are aligned with student interest and workforce demands is crucial as only 69% of 8th–12th graders nationally believe that their curriculum is relevant to their lives (NASSP, 2022). The integration of extended learning opportunities and summer bridge programs further demonstrates a commitment to addressing opportunity gaps that often perpetuate achievement disparities across student subgroups.

Action Steps

1. Host stakeholder focus groups to identify academic gaps and strengths.
2. Analyze K-12 data on achievement, attendance, and behavior trends to inform strategies.
3. Review course offerings and curricula to align with student interests and workforce demands.
4. Develop and implement extended learning opportunities and summer bridge programs.

Staff Relations and Capacity

Priority Area Overview

The third strategic priority focuses on strengthening staff relations and building districtwide capacity to support teaching and empower leaders. Feedback sessions with teachers and staff can surface issues around communication, program impact, and access to meaningful professional development. In response, the District will cultivate a culture of collaboration and support by enhancing internal communication systems, establishing regular feedback loops, and realigning the academic organizational chart to better reflect instructional priorities. These efforts will create a team of empowered, valued, and high-performing educators and leaders.

To bolster recruitment and retention, the District is implementing targeted hiring strategies to attract diverse, high-quality educators and reduce time-to-hire for critical roles. A revised organization chart will improve efficiency and clarity around the strategic priorities of the District. All initiatives will be grounded in effectiveness metrics and designed to build instructional capacity, foster a shared sense of purpose, and position the District as a destination for educator excellence.

Action Steps

1. Conduct regular check-ins and COMSTAT-style meetings to ensure alignment across teams.
2. Collect briefing summaries on District-led initiatives to evaluate effectiveness.
3. Strengthen recruitment efforts to close vacancy gaps with high-quality candidates.
4. Realign the academic organizational chart to better address achievement goals.
5. Improve internal communication loops to foster collaboration.

Operations and Finance

Priority Area Overview

The Operations and Finance priority focuses on optimizing resource allocation and streamlining operational processes through comprehensive analysis. Effective management of financial and operational systems is critical to sustaining organizational performance and ensuring resources are directed to support District goals. Research indicates that rigorous financial oversight, paired with responsive operational adjustments, leads to improved efficiency and increased stakeholder confidence (King & Mastery, 2023; Zakaria, 2025).

By conducting thorough reviews, including a five-year forensic audit and assessments of grant and budget proposals, the District aims to identify cost-saving opportunities and enhance operational workflows. Starting with a review of the capital planning process aligns with best practices in this multi-step process (Hanover Research, 2018) and allows for the appreciate allocation of resources. Additionally, prioritizing customer service and safety feedback supports a holistic approach to resource management. Through this process, Dr. Richmond is striving to establish efficient systems and processes that maximize organizational performance.

Action Steps

1. Review protocols for school closures and facilities capital planning.
2. Assess grant applications, budget proposals, and ESSER spending plans.
3. Conduct a five-year forensic audit to evaluate financial practices.
4. Evaluate customer service and safety feedback from surveys.
5. Address crisis management protocols and walking routes for safety improvements.

Community Relations

Priority Area Overview

The fifth strategic priority emphasizes strengthening partnerships with stakeholders through transparent communication and collaboration. Dr. Richmond's vision recognizes that sustainable educational transformation requires an engaged community aligned with the District's mission and goals. Research shows that districts with strong community engagement and transparent communication practices experience higher levels of public support and increased student achievement (Boonk et al., 2018; Hanover Research, 2023; Henderson & Mapp, 2002). The comprehensive approach to community relations encompasses multiple communication channels and engagement strategies, reflecting best practices in stakeholder relationship management.

Effective community engagement extends beyond traditional school-community interactions to include strategic partnerships with local organizations, media relations, and active participation in civic life. Hanover Research suggests that districts implement multi-faceted communication strategies that include both digital platforms and face-to-face engagement opportunities (Hanover Research, 2024). By establishing consistent communication protocols with key stakeholders and hosting engagement events across all District regions, Dr. Richmond's leadership demonstrates commitment to inclusive dialogue and collaborative decision-making. This approach not only builds trust but also creates opportunities for community members to contribute meaningfully to the District's strategic direction and student success initiatives.

Action Steps

1. Host community engagement events in all regions of the District.
2. Use virtual platforms, social media, and surveys to gather stakeholder feedback.
3. Actively participate in local and state events to strengthen relationships with partners.
4. Establish consistent communication with key stakeholders, including parents, media, and elected officials.

The First 100 Days

Governance and Board Relations

Progress on Action Steps

Establish a transition team to oversee initial priorities

Recognizing that effective educational leadership depends on a shared vision and broad stakeholder investment, Interim Superintendent Dr. Roderick F. Richmond assembled a transition team to guide the development of his first 100 days in office. This decision reflected his understanding that sustainable educational reform arises from inclusive processes that draw on diverse perspectives and expertise, rather than from isolated decision-making.

The transition team's purpose extended beyond gathering input. Its primary objective was to develop a 100-day plan that reflected genuine community priorities while addressing the District's most pressing challenges. Dr. Richmond and his team worked to identify quick wins that could build momentum and demonstrate immediate value, while also establishing a foundation for longer-term systemic improvements.

Dr. Richmond aimed to emerge from the transition process with clear, measurable goals supported by broad stakeholder coalitions. Rather than continuing the previous administration's priorities, he sought to establish his own mandate grounded in current community needs and aspirations. This approach provided both the political capital and the practical roadmap necessary for effective implementation.

Equally important, Dr. Richmond designed the transition team to model ongoing governance practices. By demonstrating the value of inclusive decision-making from the start, Interim Superintendent Richmond sought to set expectations for sustained stakeholder engagement throughout his tenure. The relationships and trust built during the transition have become essential assets for future initiatives requiring community support.

Conduct campus visits with each Board Member to build relationships and gather insights

As part of a comprehensive governance and leadership strategy, Interim Superintendent Dr. Roderick F. Richmond spearheaded a District-wide campus engagement initiative, conducting structured visits to school sites alongside individual Board Members. This collaborative approach was designed to serve multiple strategic objectives: strengthening the working relationship between executive leadership and the governing board, providing Board Members with direct exposure to daily campus operations and classroom environments, and creating opportunities for authentic dialogue with school administrators, faculty, and support staff.

During these visits, Dr. Richmond and the accompanying Board Member engaged in classroom observations, met with principals and department heads, interacted with students and teachers, and reviewed campus-specific data and improvement initiatives. This hands-on approach enabled Board Members to gain firsthand insights into the challenges and successes occurring at the school level, while allowing the Interim Superintendent to demonstrate transparency in operations and build trust through shared experiences.

The initiative fostered a more informed and collaborative governance model, where policy decisions were grounded in direct observation and an understanding of campus realities. These visits also reflected the District's commitment to stakeholder engagement and created valuable feedback loops that informed both strategic planning and day-to-day operational improvements. By investing time in these relationship-building activities, the leadership team strengthened the foundation for effective governance and student-centered decision-making across the District.

Host two Board retreats

First: Define budget priorities, roles, and expectations

Second: Share findings and recommendations from the 100-day assessment

Memphis-Shelby County Schools held Board Retreat 1 on February 28 and March 1, 2025, where Interim Superintendent Dr. Roderick F. Richmond and the Council of the Great City Schools presented feedback from a comprehensive academic audit, among other key topics, to the Shelby County Board of Education.

Among the findings, the Council stated that the District could improve academic outcomes for students through a clear strategic plan, organizational stability, and a comprehensive approach to literacy instruction, as detailed in the audit, A review of the academic program of Memphis-Shelby County Schools (CGCS, 2025). Experts from the Council evaluated curriculum and instructional practices within the District and concluded that a "recent legacy of leadership and organizational change" had contributed to "consistently low and stable" academic progress. The audit further revealed that Board Members had not established a vision for a collaborative strategic plan with District administration.

During the retreat, Dr. Richmond, who assumed leadership in January 2025, presented comprehensive proposals in response to the audit findings. He outlined plans to reorganize the District into five regions rather than the existing seven networks of schools, revamp student performance assessments, and restore select staffing positions. These proposals directly addressed the Council's recommendations and targeted key areas for improvement in District leadership and academic programming.

Board Retreat 2 is scheduled for August 20–21, 2025.

Schedule regular meetings with the Board Chair and Vice Chair to discuss agendas and District matters

The District has established regular meetings between Interim Superintendent Dr. Roderick Richmond and the Board Chair and Vice Chair to ensure consistent collaboration on agenda development and ongoing District matters. This fosters a transparent and coordinated approach to governance. These meetings serve as a bridge between administrative operations and Board oversight, allowing proactive discussion of emerging issues, strategic priorities, and challenges before formal Board sessions. This approach keeps Board leadership informed and engaged in District decision-making.

Coordination with the Board Chair and Vice Chair allows for thoughtful agenda planning that aligns meeting content with District priorities and Board Member needs. This collaboration helps make Board meetings productive, focused, and timely. Regular communication reflects a commitment to shared governance and mutual respect between the Superintendent and elected officials. It provides a forum for candid discussion of District challenges and opportunities, enabling Board leadership to guide and support administrative initiatives while maintaining governance boundaries.

This communication structure has resulted in more efficient Board meetings, fewer surprises, and better alignment between administrative recommendations and Board expectations. Regular touchpoints enable real-time course corrections and ensure both parties work from the same information when addressing District matters. By institutionalizing these meetings, the District has created a sustainable framework for ongoing collaboration that transcends leadership transitions and sets a best practice for future Board–Superintendent relations.

Schedule individual check-ins with each Board Member

Under the strategic leadership of Interim Superintendent Dr. Roderick Richmond, the District completed a comprehensive Board engagement initiative, conducting both individual and group sessions. This accomplishment demonstrates organizational efficiency and a strong commitment to fostering effective governance during a critical transition period.

Dr. Richmond implemented a multi-faceted approach to Board relations that included ongoing one-on-one meetings with individual Board Members, ensuring personalized communication channels and tailored discussions of District priorities and concerns. The group engagement component featured a robust schedule of meetings designed to address various aspects of District governance and community involvement, including:

- Board Retreats for strategic planning and relationship-building
- Committee Meetings focused on specialized operational areas
- Board Work Sessions for collaborative problem-solving and policy development
- Board Business Meetings serving as formal governance and decision-making forums
- Community Engagement Initiatives such as "Greatness at Your Door," which connects Board leadership with community stakeholders

Beyond the initial 60-day milestone, Dr. Richmond established a framework for ongoing engagement through regularly scheduled one-on-one meetings, ensuring continuous dialogue and sustained relationships with Board Members. This systematic approach reflects a commitment to transparent communication and collaborative leadership that extends well beyond the transition period. This initiative underscores the District's dedication to effective governance and stakeholder engagement, setting a foundation for continued success in Board-administration relations.

Review policies, governance documents, and accountability protocols

The Board completed the biennial policy manual review in early 2025. This effort identified approximately 30 policies requiring revision, which are scheduled for Board review and approval between May and September 2025.

Of these, seven policy revisions have already been approved by the Board, covering areas such as purchasing authority, emergency planning, fringe benefits, substitute teachers, adult education programs, student assignments, and cell phone usage. Nine additional policy revisions have been presented and are scheduled for final approval during the August Business Meeting. These policies address topics including Board meetings, member qualifications and elections, officer duties, policy development, candidate orientation, conference travel, constituent services, and student suicide prevention. Five further policy revisions are prepared for first reading at the August Business Meeting. These include policies related to non-discrimination statements, programs for students with disabilities under IDEA, early college transition, student due process rights, and healthcare management.

The remaining policies identified in the biennial review will be presented to the Board for consideration in September. Beyond this milestone, the Office of Governmental Affairs and Compliance will continue working closely with the Board to review and update policies on an ongoing basis. This continuous effort ensures that governance documents and accountability protocols remain current and responsive to emerging District needs and regulatory requirements.

Measuring Performance

Completion of individual and group Board sessions within 60 days

Under Interim Superintendent Dr. Roderick Richmond's leadership, the District successfully completed a comprehensive Board engagement initiative within the targeted 60-day timeframe. This multi-faceted approach combined personalized one-on-one meetings with individual Board Members and a robust schedule of group sessions, including Board Retreats, Committee Meetings, Work Sessions, Business Meetings, and Community Engagement Initiatives.

Beyond this initial milestone, Dr. Richmond established an ongoing framework of regularly scheduled one-on-one meetings to maintain continuous dialogue and strengthen Board-administration relationships. This systematic engagement reflects a commitment to transparent communication and collaborative leadership that extends beyond the transition period, reinforcing effective governance and stakeholder involvement.

Documented action plans from retreats addressing key priorities

In response to recommendations from the Council of the Great City Schools, Dr. Richmond has implemented major organizational reforms aimed at improving student outcomes and operational efficiency. The District's Academic Plan was developed through broad stakeholder engagement with students, teachers, families and community leaders, and it sets ambitious, measurable goals through 2030.

MSCS transitioned from fragmented networks to four geographic regions plus the Innovation Zone, establishing a unified accountability system and instructional framework. This reorganization promotes equitable access, stronger K–12 feeder patterns, and more responsive support for special populations. Additionally, professional development has been centralized under the Chief Academic Officer to align capacity building with instructional priorities.

Overall, these changes demonstrate that MSCS has moved from fragmentation to coherence, embracing equity and measurable progress monitoring to position itself for sustainable improvement as envisioned by CGCS.

Feedback surveys from Board Members on clarity and effectiveness of communication

As part of the 100-Day Plan's focus on Board and governance relations, Interim Superintendent Richmond has collaborated with the Communications team and Board office to enhance communication with Board Members. To assess progress, a survey measuring the clarity and effectiveness of communication from the Superintendent has been developed and is scheduled for distribution to Board Members the week of August 11. This feedback will inform ongoing efforts to improve transparency and engagement.

Student Achievement

Progress on Action Steps

Host stakeholder focus groups to identify academic gaps and strengths

MSCS prioritized stakeholder engagement as a key foundation of the 2025–30 Academic Plan to ensure the plan was culturally responsive and aligned with the needs of students, educators, and families. The District gathered input from over 100,000 students, 2,300 educators, 1,500 families, 106 principals, and 45 academic leaders through multilingual surveys, focus groups, principal roundtables, and design sprints. These sessions focused on instructional priorities, curriculum quality, school climate, and academic expectations.

Key successes included translating community priorities into districtwide initiatives, such as implementing a high-quality Tier I curriculum, enhancing progress monitoring systems, and expanding support for Student Equity Advocates. The Instructional Core model was embedded throughout the plan, and elevated community expectations around equity, identity affirmation, and coherence led to stronger alignment and clearer accountability within the District.

Challenges included skepticism about the influence of stakeholder feedback and coordination across departments. MSCS addressed these through transparent communication and by visibly incorporating stakeholder input into the Academic Plan's goals and framework.

This process established ongoing engagement mechanisms, including monthly family touchpoints, quarterly student panels, and regular educator surveys. Stakeholder engagement is now a strategic lever, not a side activity, and its continued success is critical to sustaining the Academic Plan's impact.

Analyze K-12 data on achievement, attendance, and behavior trends to inform strategies

The District completed a comprehensive review of achievement, attendance, and behavior data from the 2021–22 through 2024–25 school years to inform strategic planning efforts. This analysis examined key trends and subgroup differences to provide leaders with a clearer understanding of performance and ongoing challenges in the post-pandemic context.

The report offered a broad overview of student outcomes across academic subjects, attendance patterns, and disciplinary measures, highlighting areas of progress and identifying where further focus was needed. It served as a foundational resource for guiding priorities and targeting supports to improve student success.

Following the initial 100-day period, the Research and Performance Management team will continue to update this document to support data-driven decision-making. The report also established the basis for new standardized data reporting initiatives, including regular updates on enrollment, attendance, and behavior metrics by 20-day period.

Review course offerings and curricula to align with student interests and workforce demands

The District advanced its work to ensure that course offerings and career pathways were aligned with both student aspirations and local workforce needs. This initiative, currently 50% complete, is a joint effort between the College, Career and Technical Education and Counseling Department. It represents a critical component of the Growing Greatness strategy, central to Dr. Richmond's vision to ensure that greatness is cultivated in Memphis by retaining talent through targeted programs and internships.

Data is being reviewed from quarter 3 data of the prior school year, including the top 10 career choices among students in grades 7–12, broken down by grade band. This analysis is being cross-referenced with the District's existing programs of study and current labor market projections to identify gaps and opportunities for program expansion.

The findings will guide strategic adjustments to ensure students have access to high-value pathways that lead to in-demand careers. The next phase will involve finalizing this alignment work, with recommendations scheduled for confirmation in August in preparation for implementation in the upcoming school year.

Develop and implement extended learning opportunities and summer bridge programs

The Summer Transitional Bridge Camp was a significant success in 2025, delivering meaningful learning experiences and building enthusiasm for the new school year. Held July 21–26, the program operated across more than 110 schools districtwide and offered students a blend of academic, enrichment, and team-building activities designed to support a smooth transition into new grade levels.

Throughout the week, students engaged in interactive, hands-on learning. Some schools hosted science-focused sessions such as frog dissections while others emphasized collaborative activities like whole-school scavenger hunts to promote camaraderie and school spirit. Several campuses enhanced the experience by enlisting junior and senior students as peer leaders, providing mentorship to incoming freshmen and modeling leadership for younger students.

While most schools successfully launched their programs, a small number canceled due to low enrollment. This will be addressed in future years through earlier outreach and targeted communication to families. Overall, feedback from students, families, and staff was highly positive. Participants reported feeling more academically prepared, socially connected, and confident in navigating their new school environments. The program not only strengthened readiness for the upcoming year but also fostered a sense of belonging within school communities.

In alignment with Dr. Richmond's vision that Greatness Grows Here in Memphis, the 2025 Summer Transitional Bridge Camp demonstrated how intentional, student-centered programming can cultivate both academic readiness and strong school connections. By investing in initiatives that support students at key transition points, the District is helping to ensure that every learner is equipped to thrive, both in the classroom and within their school community. Building on this success, the program will continue to be refined and expanded to reach even more students in the years ahead.

Measuring Performance

Completion of stakeholder sessions within 45 days

Under Interim Superintendent Dr. Roderick Richmond's leadership, the voices of thousands of students, teachers, administrators, families, and community leaders shaped key priorities in the Academic Plan such as high-quality Tier I curriculum, progress monitoring, and expanded Student Equity Advocate support. It also elevated community expectations around equity, identity affirmation, and instructional coherence, which were integrated into the District's accountability structures.

To sustain engagement, Dr. Richmond's team established ongoing feedback channels such as family touchpoints, student panels, and educator surveys, with plans to launch a student advisory council in the future.

Report on trends in achievement, attendance, and behavior by day 60

The Research and Performance Management Department completed a comprehensive review of achievement, attendance, and student behavior trends from the 2021–22 through 2024–25 school years. Findings were shared with Academic and Operations teams during weekly AOTI meetings and was incorporated into the development of the Academic Plan. This analysis helped District leaders identify priority focus areas for the 2025–26 school year and beyond.

Enrollment and participation metrics for summer programs and extended learning

In 2025, the District successfully implemented a suite of summer learning programs designed to address learning gaps and promote academic advancement. The Summer Learning Academy served rising kindergarten through ninth-grade students across 41 locations, providing targeted instruction in reading and math, enrichment activities, and support for third graders under the Tennessee Promotion Act. Attendance and participation were robust, with over 8,500 students enrolled, and an average daily participation rate was around 73%.

Promotional Summer School offered additional opportunities for elementary, middle, and high school students who had not mastered the required content or credits. Programs included intervention and promotion courses, Over-Age-for-Grade support, and recovery of failed or new coursework for high school students. Nearly 3,200 students participated across the District, attending in-person or online, with 95% meeting the attendance requirements necessary for promotion or credit recovery.

These programs collectively reinforced equitable access to instruction, strengthened academic readiness, and ensured students remained on track for promotion and graduation. Enrollment and participation metrics demonstrate the District's ability to reach a significant number of students and provide measurable impact through extended learning initiatives.

Staff Relations and Capacity

Progress on Action Steps

Conduct regular check-ins and COMSTAT-style meetings to ensure alignment across teams

To strengthen Staff Relations and Capacity, Interim Superintendent Dr. Richmond directed the implementation of regular check-ins and COMSTAT-style meetings to identify organizational gaps, monitor progress, and ensure alignment across teams. COMSTAT-style meetings, modeled after the "Command and Control" approach used in law enforcement and other high-performing organizations, involve structured, data-driven discussions focused on performance metrics, accountability, and problem-solving. This method provides a clear, systematic way to assess progress, identify barriers, and coordinate resources to efficiently achieve District priorities.

One example of this approach in practice is the weekly Academics, Operations, Technology, and Innovation (AOTI) meetings. These sessions have become a consistent forum for collaboration, data review, and decision-making. Staff utilize the meetings to examine progress toward goals, discuss actionable next steps, and ensure coordination across departments. By embedding this structure, the District has cultivated aculture of accountability, transparency, and proactive communication.

Under Dr. Richmond's leadership, these meetings have not only supported cross-functional collaboration but have also strengthened professional relationships among staff. The COMSTAT-style framework has become an integral part of District operations, and such meetings are now increasingly standard practice across teams, reinforcing continuous improvement and organizational coherence.

Collect briefing summaries on District-led initiatives to evaluate effectiveness

Dr. Richmond directed the Research and Performance Management Department to compile and synthesize briefing summaries on key District-led initiatives to assess their effectiveness and impact on student outcomes. This work culminated in a report titled Evaluating What Works: A Review of District-Led Initiatives, which provided senior leadership a high-level, yet data-informed overview of programs implemented during the prior school year. The report focused on initiatives designed to accelerate academic learning, expand student access to enrichment opportunities, and strengthen both academic and non-academic support systems.

The evaluation spotlighted targeted literacy and math interventions, high-dosage tutoring program, and the K–2 SEA initiative each of which contributed to measurable gains in student proficiency and growth across multiple grade levels. Expanded college and career planning tools, enhanced exceptional education and English learner services, and strengthened counseling programs were also credited with improving student readiness for postsecondary pathways. In early childhood education, instructional quality exceeded national benchmarks, underscoring the district's focus on building strong foundations for learning. Expanded health services, behavioral supports, and wellness initiatives also played a crucial role, reaching tens of thousands of students and supporting their physical, emotional, and mental well-being.

While some initiative evaluations from the 2024–25 school year remain pending, the report's findings represented a comprehensive snapshot of districtwide efforts and their results to date. By capturing both quantitative and qualitative outcomes, Evaluating What Works served as a vital tool for guiding future strategic decisions, driving continuous improvement, and reinforcing Dr. Richmond's commitment to equity, excellence, and delivering meaningful outcomes for every student in the District.

Strengthen recruitment efforts to close vacancy gaps with high-quality candidates

Beyond immediate vacancy reduction, the District is expanding and intensifying recruitment strategies to attract, retain, and support top-tier talent. In partnership with academic and leadership teams, recruitment efforts are being aligned with professional development and instructional goals to build stronger school communities. This work includes expanding outreach through high-impact recruitment platforms, campus-specific career fairs, and university partnerships, particularly with educator preparation programs that align with District priorities. The District is also enhancing its employer brand through updates to the website to position the organization as an employer of choice for professionals who want to make a meaningful impact.

Campus leaders are being provided with targeted support and development to build cohesive, high-performing instructional teams, with a focus on supporting high-need campuses through region-specific strategies and direct leadership engagement. These comprehensive, District-wide initiatives reflect a sustained commitment to closing staffing gaps, strengthening school culture, and cultivating a diverse, resilient, and high-performing workforce that meets the evolving needs of schools and communities.

By focusing on both short-term solutions and long-term sustainability, and by working collaboratively across departments, the District is reaffirming its commitment to operational excellence and educational equity. This work ensures that every school, particularly those most impacted by turnover, has the people, tools, and support necessary to thrive.

Realign the academic organizational chart to better address achievement goals

Interim Superintendent Dr. Roderick Richmond successfully completed a comprehensive revision of the District's organizational chart within 75 days, demonstrating exceptional commitment to operational clarity, efficiency, and organizational effectiveness. This initiative represents a critical step in ensuring optimal District functionality and clear lines of authority during a pivotal transition period, directly supporting the Greatness Grows Here vision of creating a high-performing organization that maximizes resources in service of student success.

The revision process involved a thorough analysis of the existing District structure, identification of operational inefficiencies, and strategic realignment of roles and responsibilities. Dr. Richmond's methodical approach ensured the revised structure would address immediate operational needs while positioning the District for long-term success. The updated chart provides clear delineation of reporting relationships, spans of control, and departmental responsibilities across all levels of District operations, eliminating ambiguity in decision-making and establishing well-defined pathways for communication, accountability, and resource allocation.

Completing this work reflects effective project management and decisive leadership during a critical transition. The result is a framework that enhances efficiency, strengthens communication, aligns human resources with District priorities, and serves as a cornerstone for guiding operations, facilitating resource management, and advancing strategic planning. By completing this essential organizational work within the established timeline, Dr. Richmond has provided the District with a clear roadmap for effective operations and sustainable growth.

Improve internal communication loops to foster collaboration

The District maintains multiple channels to ensure staff are informed, aligned, and engaged with key initiatives. "The Weekly Recap from Interim Superintendent Dr. Roderick F. Richmond" highlights the Interim Superintendent's activities and accomplishments throughout the week, providing staff with visibility into leadership priorities and fostering a stronger workplace culture. The weekly staff newsletter, "District Updates: Key Resources in Your Mailbox, for All MSCS Employees" shares important updates, policy changes, professional development opportunities, and major District-wide initiatives, while also highlighting key dates, recognitions, and reminders that impact day-to-day operations. School and central office leaders receive "The Monday Memo" weekly from the Superintendent's Office, outlining the most important items for the week. This resource connects leaders with updates from all chiefs and provides a comprehensive overview of District priorities. Collectively, these communications ensure that staff have access to timely, relevant information and remain connected to the District's strategic goals.

Measuring Performance

Vacancy reduction rate and time-to-hire metrics for key positions

As part of the First 100-Day Plan, the District has focused on strengthening its workforce by reducing vacancies, accelerating time-to-hire, and improving recruitment practices to attract high-quality, mission-aligned candidates. These efforts involve cross-functional collaboration across Talent Management, Academic Leadership, Regional Teams, and School-Based Administrators to ensure a coordinated and strategic approach to staffing.

Currently, the average time-to-fill for key positions is 45 days. While this reflects steady progress, the District aims to meet the industry benchmark of 30 days. Achieving this goal involves realigning hiring support by region to provide targeted staffing solutions, streamlining the application and screening process to enhance the candidate experience, reallocating HR and capital resources to accelerate onboarding, and leveraging real-time vacancy and hiring data to monitor progress and guide decisions.

At present, there are 228 active teacher and teacher-type vacancies across the District. To address these openings with urgency, the District is executing targeted campus- and region-specific recruitment strategies, with a particular focus on schools experiencing historically high attrition. Recent initiatives include an internal job fair to re-engage eligible Pre-K employees and strategically place them in high-need areas.

Proximity-based placement strategies are being used to match qualified educators with available positions, supporting local recruitment and maintaining continuity of instruction. This approach ensures that every classroom is led by a highly qualified, mission-aligned teacher. The District recognizes that Growing Greatness starts with exceptional, high-quality teachers and support staff and is taking intentional steps to ensure every student has access to strong instruction.

Staff surveys on communication effectiveness and job satisfaction

Three main surveys were conducted during the 2024–25 school year to help the District assess communication effectiveness and staff perceptions of job satisfaction. While not all surveys directly measured these topics, their findings provide meaningful insights.

The first was the Teacher Insight survey, which includes questions across 19 domains such as Belonging, Career Progression, Learning Environment, and Workload. Administered to all teachers, this survey allowed the District to gauge teacher perceptions of school culture and compare results to national benchmarks. In spring 2025, the overall Insight Index for MSCS teachers was 8.4 out of 10, compared with a national average of 7.2. This indicates that MSCS teachers reported more positive perceptions of their schools than teachers nationally, with consistently higher ratings across all domains year after year.

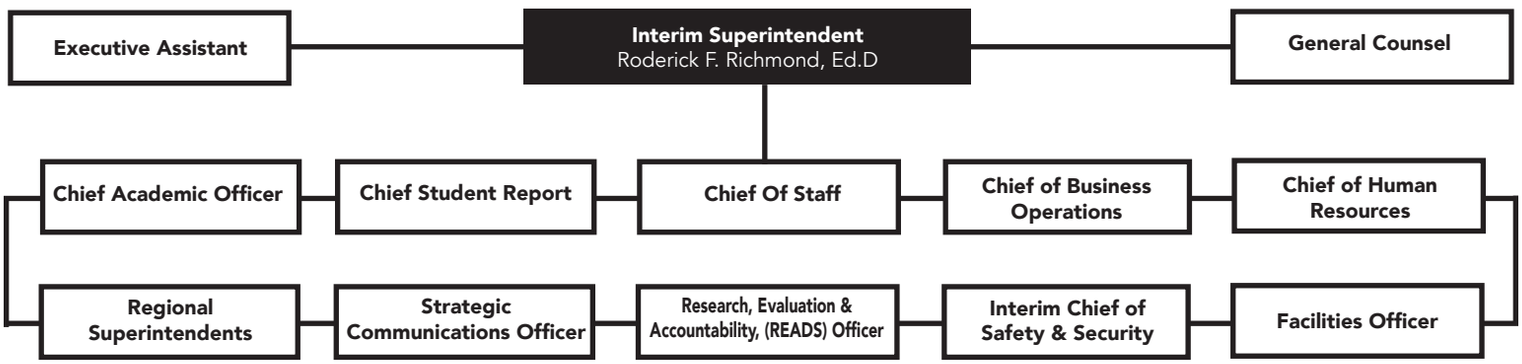
The second survey was commissioned and conducted by an external vendor in spring 2025. Key findings relevant to communication and inclusion revealed that 35.3% of respondents expressed concerns about transparency in communication and a lack of inclusion in decision-making processes.

Finally, the District administered its own Culture & Climate survey in spring 2025. While this survey establishes a baseline, ongoing administration will allow for trend analysis in future years. Preliminary results indicated favorable perceptions of School or District Engagement (4.07 out of 5), School or District Safety (3.87 out of 5), and the overall School or District Environment (4.09 out of 5) among both school and district staff.

Completion of a revised organizational chart by day 75

The District successfully completed the revision of the organizational chart and presented it to the Board at the July session. The new structure established clear reporting relationships, defined spans of control, and realigned key roles to more effectively support strategic goals across Memphis-Shelby County Schools. The revision process involved a thorough analysis of the current District structure, identification of operational inefficiencies, and realignment of roles and responsibilities. Dr. Richmond's methodical approach ensured the updated structure supported both immediate operational needs and long-term District goals while maintaining continuity of essential services.

The revised structure and inclusion of Regional Superintendents clearly delineates reporting relationships, spans of control, and departmental responsibilities across all levels of District operations, eliminating ambiguity in decision-making and establishing well-defined pathways for communication, accountability, and resource allocation. This organizational restructuring provides multiple benefits to District stakeholders, including improved service delivery, clearer accountability measures, and more efficient allocation of personnel resources. This systematic approach to organizational design reflects best practices in educational administration, positioning the District for continued operational excellence.



Operations and Finance

Progress on Action Steps

Review protocols for school closures and facilities capital planning

The District is in the process of developing a comprehensive facilities plan. One of the essential steps in the development of this plan is to review the protocols for school closures and facilities capital planning (Hanover Research 2018). Board Policy 7002 Real Estate outlines the responsible parties and some of the factors to consider when recommending school closures and consolidations. The parties responsible, delineated by Policy 7002, are the Superintendent's executive staff designees for facility planning, policy, community relations, and finance. Factors identified in policy include, "declining enrollments, population shifts, realignments of educational programs, facility condition/building obsolescence, capacity utilization, potential short- and long-term fiscal impacts to the District and/or county government, and any other reasons deemed appropriate by the administration and/or Board when determining closure and the alternative use or disposal of school facilities.

In addition to the planning considerations included in policy, staff have included feeder pattern analyses, local residential and commercial development permits and efforts like Memphis 3.0, live birth data, projected enrollments, and criteria for building reuse, sales, and donations. While the internal review is complete, further reviews of these protocols, data points, and capital planning methods will be conducted with the new Facilities Ad-Hoc Committee that was appointed by the Board in the June 24, 2025 Board Business Meeting. This committee is comprised of local non-profit and business leaders as well as principals, parents, and community members who will help guide the direction of facility investments, school closures, and capital planning.

Assess grant applications, budget proposals, and ESSER spending plans

Dr. Richmond collaborated closely with the Finance and Budget team to conduct a thorough review of grant applications, budget proposals, and ESSER spending plans. This process included analyzing the alignment of expenditures with district priorities, ensuring compliance with state and federal requirements, and assessing both the short-term and long-term financial impact on the district.

Through this analysis, Dr. Richmond and the team confirmed that the district remains in a strong financial position. In addition, they provided strategic recommendations to support accurate financial forecasting, helping to anticipate future needs and potential challenges. This proactive approach not only safeguards the district's current fiscal health but also positions us to make informed, sustainable decisions that will benefit students and schools well into the future.

Conduct a five-year forensic audit to evaluate financial practices

The district has initiated a comprehensive five-year forensic audit of financial practices. This process, which will extend over the course of at least a year, is designed to thoroughly evaluate financial reporting, compliance, and internal controls while reviewing the use of funds, including ESSER and other grants. The out-

comes of this work will include a full report of findings, a risk assessment of current practices, and actionable recommendations to strengthen financial forecasting, sustainability, and transparency. Ultimately, this effort will provide both the Board and the community with confidence in the district's fiscal health and a clear roadmap for continued financial stewardship.

Evaluate customer service and safety feedback from surveys

Surveys related to climate (which includes safety) and customer service have been implemented prior to or within 100 days. These surveys are included as part of the Performance Measures for Operations and Finance. Data from the surveys will be analyzed and summarize by September 2025.

Address crisis management protocols and walking routes for safety improvements

The District has undertaken a review of crisis management protocols to ensure schools are fully prepared to respond to emergencies in a coordinated and effective manner. This includes updating building-level safety plans, strengthening communication systems, and providing staff with regular training on emergency response procedures. The goal is to maintain readiness for a variety of scenarios while ensuring the safety and well-being of students and staff remain the top priority.

In addition, a Districtwide assessment of student walking routes is underway to identify opportunities for safety improvements. This work involves evaluating traffic patterns, lighting, signage, and crossing guard placements in collaboration with local law enforcement and city planning officials. The district is also engaging with families and community stakeholders to better understand safety concerns along common walking routes.

Measuring Performance

Completion of audits and spending plan reviews within 90 days

The District will begin its audit in the first week of September, with a finalized report to be submitted to the state by December 31st. This audit will be thorough, with a focus on reviewing financials, internal controls, and district processes to ensure compliance, transparency, and sound fiscal management. Upon completion, the findings will provide a clear picture of the district's financial position and will include recommendations to strengthen fiscal practices, enhance accountability, and support long-term sustainability.

Safety and customer service survey results with actionable recommendation

The team set to gauge safety concerns from the results from the school climate survey responses. School climate survey responses were used in conjunction with a five-question survey developed by a cross-functional team to expand District insight into safety and customer service (Research, Communication, FACE, Student Engagement, and Partnerships). This team agreed to create an incentive by providing MSCS swag bags to randomly selected survey respondents. This survey became available to students and families August 6, 2025, and closed on August 15, 2025. Additional updates will be provided as the results are analyzed.

Identification of cost-saving measures and resource reallocation strategies

During the budget process in the first 100 days, the district actively identified cost-saving measures and opportunities to reallocate resources more effectively. This included analyzing expenditures across departments to reduce redundancies, evaluating contracts and vendor agreements for potential savings, and streamlining operational processes to improve efficiency.

Additionally, programs and initiatives were assessed to ensure resources were aligned with the highest student and instructional priorities. By reallocating funds from lower-impact areas to those that directly support teaching, learning, and student well-being, the district maximized the return on investment of every dollar spent.

The outcome of this work provides actionable strategies that strengthen fiscal stewardship, protect classroom resources, and create long-term sustainability for district operations.



Community Relations

Action Items

Host community engagement events in all regions of the District

Dr. Richmond's 100-Day Plan emphasized consistent, inclusive engagement across all Districts, regions, and stakeholder groups, including students, families, faith leaders, media, civic officials, and businesses. Regional events ensured the District not only listened but also collaborated with the community to co-create strategies for improving outcomes for students and families.

Next steps for maintaining engagement include stewarding these relationships, holding quarterly updates, gathering feedback, and identifying opportunities to advance District priorities. The East Regional Offices event took place on July 24, with the West Regional Offices event planned for late fall.

Use virtual platforms, social media, and surveys to gather stakeholder feedback

Memphis-Shelby County Schools continues to promote community engagement through multiple platforms, including social media, to connect directly with families, students, and community partners. These platforms allow the District to share the remarkable achievements of our students, recognize and celebrate the contributions of our teachers, and provide the community with timely access to the appropriate r esources within MSCS.

The District actively monitors social media and other virtual platforms to gather feedback from the community. This includes, but is not limited to, comments, direct messages, and tagged posts. By listening to the community in real time, MSCS can respond to questions, address concerns, and ensure that engagement efforts are meaningful and actionable.

These digital channels complement in-person and regional outreach efforts, supporting a comprehensive approach to fostering strong, transparent, and responsive communication across the District.

Actively participate in local and state events to strengthen relationships with partners

Attending local and state events to engage with stakeholders reflects the 100-Day Plan's priority on inclusive, region-wide outreach and building trust across the community. By establishing consistent touchpoints, including annual festivals, monthly resource fairs, partner seminars and symposiums, and professional development events, the District has ensured that engagement is ongoing rather than one-time.

This approach enabled MSCS to listen to diverse perspectives, co-develop solutions, and align community resources with student success goals. These partnerships advance Dr. Richmond's vision of a connected, collaborative school system in which every student benefits from the collective support of families, educators, businesses, and civic leaders.

Establish consistent communication with key stakeholders, including parents, media, and elected officials

Establishing consistent communication with parents, media, and elected officials reflects Dr. Richmond's 100-Day Plan priority on inclusive, region-wide outreach and building trust with stakeholders. By creating consistent, recurring touch points, from annual festivals to monthly resource fairs, informative partner seminars and symposiums, and professional development events, the district is ensuring that engagement is not a one-time effort but an ongoing process. This approach enables MSCS to listen to diverse voices, co-develop solutions, and align community resources with student success goals. Ultimately, these partnerships advance Dr. Richmond's vision of a connected, collaborative school system where every student benefits from the collective support of families, educators, businesses, and civic leaders.

Performance Measures

Attendance and feedback from community engagement events

Memphis-Shelby County Schools (MSCS) advanced its commitment to whole-child success and community partnership through a series of impactful initiatives in 2025. The Department of Family and Community Engagement (FACE) led summer food distribution efforts across five sites in partnership with the Mid-South Food Bank and Feed the Children, serving 1,396 families. FACE also partnered with FathersFirst Memphis for a Father's Day Weekend diaper distribution, providing over 9,000 diapers and resources to more than 75 families with support from 20 community organizations.

In April, the District celebrated the groundbreaking of the new 270,000-square-foot Frayser Community High School, a $112 million project designed to expand equity, access, and opportunity. August marked the Annual Back-to-School Supply Giveaway, where 1,210 students were registered on-site and 2,125 families received essential supplies. Survey respondents rated the event 4.71 out of 5 for overall satisfaction. Hamilton High School also opened its Family and Community Resource Center, offering career readiness resources, basic needs support, and a safe space for students and families. Together, these efforts demonstrate MSCS's dedication to building strong, collaborative relationships that strengthen academic and community outcomes.

Completion of stakeholder surveys and actionable recommendations by day 80

In addition to soliciting customer service feedback during parent interactions over the phone, the District recently released a survey to examine parents' perceptions of the 2025-26 School Opening and their Customer Service Experience when communicating with MSCS. This survey will remain open until Friday, 8/15 to allow parents sufficient time to share their feedback on both topics. While the survey is still open, most of the more than 5,000 responses have been positive. A full report summarizing all results will be available before the end of August. For school opening processes, parents' open-ended responses have most frequently mentioned efficiency and timing concerns. For customer service feedback, staff interactions and communication have been the primary focus areas. A significant portion of respondents in both categories have expressed general satisfaction with current services, while others provided constructive feedback for improvement. Findings from the final results will be incorporated into District practices to ensure stakeholder feedback is heard and acted upon, as well as to ensure an even smoother school opening process for the 2026-27 school year.

Number of new partnerships established within 100 days

Within the first 100 days, Memphis-Shelby County Schools (MSCS) established 15 new partnerships that expand programming and opportunities for students across the District. Key collaborations include Morgan Steele, St. Jude Children's Research Hospital, the University of Memphis Department of Engineering, AAON HVAC, Baptist University College of Medicine, and the Memphis Fire Department.

These partnerships provide students with a unique blend of academic enrichment, career exposure, and workforce preparation. Opportunities range from business mentorship, biomedical research, and engineering labs to skilled trades training, pre-medical pathways, and emergency services career exploration. Collectively, they create a diverse network of academic, career, and service-oriented pathways accessible to all schools, not just specialized programs.

While coordinating schedules and ensuring equitable access presented challenges, embedding these initiatives into Superintendent Dr. Roderick Richmond's 100-Day Plan ensured they are part of a cohesive, region-wide strategy. By aligning academic rigor with workforce readiness, MSCS is building a sustainable ecosystem of partnerships that strengthens student success and benefits the entire Memphis community.



Beyond Day 100

5 A's Framework

The 5 A's, Academics, Attendance, Attitude, Athletics, and Arts, represent core priorities driving MSCS's student growth and success. By excelling in Academics, the District equips students with the knowledge and skills needed for lifelong achievement. Strong Attendance and a positive Attitude foster a culture of responsibility, resilience, and respect, while Athletics and Arts nurture teamwork, creativity, and personal expression. Together, these pillars create a well-rounded educational experience that prepares our students to thrive in school and beyond, ensuring the District continues to move forward with purpose and impact as we live out the belief that Greatness Grows Here.

Academics

Academics forms the foundation of student success, guiding the District's efforts to provide rigorous, engaging learning experiences for all learners. Through strong instruction, personalized support, and opportunities beyond the classroom, MSCS strives to help every student reach their full potential. By fostering a culture of excellence, our teachers prepare our students with the knowledge, skills, and confidence they need to thrive in school and in life.

Our Academic goals center on measurable growth in student learning and educator effectiveness. By the end of Year 1, we aim for a 5% yearly increase in math and literacy proficiency, with 85% of teachers engaging in targeted professional development and 100% of students needing intervention supported by personalized learning plans, 70% of whom will show significant progress. Increased participation in extra-curricular activities and strengthened parent engagement will further enhance student outcomes and support sustained academic achievement across the District.

Performance Outcomes

- 5% yearly increase in student proficiency in math and literacy by the end of Year 1.
- 85% teacher participation in professional development focused on data-driven instruction.
- 100% implementation of PLPs for students identified as needing intervention, with 70% showing significant academic progress.
- Increased participation in extracurricular activities by 10% and improved academic outcomes for participating students.
- TBD parent-teacher conference attendance and a correlating rise in student performance for those students whose parents are engaged.

Action Items

Curriculum Development: Conduct bi-annual curriculum reviews and realign to state standards. Ensure teacher and instructional coach feedback is incorporated.

- Completion Status: 15%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: June 2026

Curriculum Development: Use formative and benchmark assessments to track student performance and adjust teaching strategies.

- Completion Status: 10%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: May 2026

Professional Development: Provide monthly professional development (PD) sessions focusing on data-driven instruction and differentiated learning.

- Completion Status: 10%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: June 2026

Professional Development: Implement classroom observations and peer reviews quarterly.

- Completion Status: 3%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: May 2026

Personalized Learning Plans: Identify and assign PLPs for students needing additional support.

- Completion Status: 5%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: July 2026

Personalized Learning Plans: Track progress bi-monthly through individualized goals and interventions.

- Completion Status: 5%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: May 2026

Extracurricular Activities: Expand academic clubs and promote participation in intellectual growth activities.

- Completion Status: 60%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: January 2026

Extracurricular Activities: Compare participation and academic results for extracurricular-engaged students vs. non-participants.

- Completion Status: 25%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: January 2026

Parental Involvement: Conduct quarterly parent-teacher conferences and track attendance.

- Completion Status: 3%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: May 2026

Parental Involvement: Offer online modules and parent workshops to foster engagement and track student improvement linked to parent involvement.

- Completion Status: 5%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: June 2027



Attendance

Consistent attendance is the foundation for learning, growth, and connection to the school community (Attendance Works, 2025; Humm Patnode, Gibbons, & Edmunds, 2018). By engaging students, families, and staff in proactive strategies, we help ensure every student is present, prepared, and ready to succeed. These strategies can have a positive effect on school climate, which improves educational outcomes and well-being for students (Thapa et al., 2013). Through a shared commitment to showing up every day, we create the conditions for academic and personal achievement.

Attendance is essential for student success, and Memphis-Shelby County Schools is committed to reducing chronic absenteeism by 5–10% in the first year through incentive programs and early interventions. We will ensure that 80% of students at risk of absenteeism participate in early intervention programs, with at least a 10% improvement in their attendance. Increased parent involvement, with 70% of contacted families responding positively, will further support this effort. By fostering a positive school climate, targeting a 20% improvement in ratings, we anticipate an overall 5% increase in student attendance District-wide.

Performance Outcomes

- Reduce chronic absenteeism by 5-10% in the first year through incentive programs and early interventions.
- 80% of students at risk of absenteeism engaged in early intervention programs show a 10% improvement in attendance.
- Increased parent involvement in attendance improvement strategies, with 70% of parents contacted showing a positive response.
- Positive school climate ratings improve by 20%, correlating with a 5% increase in overall student attendance.

Priority Area Overview

Incentive Programs: Implement monthly attendance awards and track attendance trends across the schools, Greatness Starts with Showing Up.

- Completion Status: 75%
- Project Phase: Implementation – In progress (nearing completion)
- Planned Reporting Date: August 2025

Early Intervention: Identify students at risk of chronic absenteeism early and organize family meetings for support and intervention.

- Completion Status: 85%
- Project Phase: Implementation – In progress (nearing completion)
- Planned Reporting Date: August 2025

Parental Communication: Regularly engage families through phone calls, home visits, and attendance reports. Offer resources for attendance improvement.

- Completion Status: 70%
- Project Phase: Implementation – In progress (mid-way complete)
- Planned Reporting Date: October 2025

School Climate: Conduct quarterly climate surveys and implement programs to improve school environment.

- Completion Status: 10%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: June 2026



Attitude

A positive attitude is the foundation for success both in and out of the classroom. By fostering respect, empathy, and resilience, we create a school culture where students are motivated to learn and support one another. Through intentional programs and recognition of positive behaviors, we help every student develop the mindset to thrive academically and personally.

Attitude shapes how students engage with learning, peers, and the school community. We will implement SEL-based character education for 90% of students, showing a 15% growth in self-management and relationship skills. Mentorship programs will connect at least 75% of identified students with staff, leading to improved behavior and academic performance, while quarterly positive behavior recognition will increase the number of students meeting behavior expectations by 20%. Conflict resolution training for students and staff will reduce related disciplinary incidents by 15%, building a more respectful and collaborative school environment.

Performance Outcomes

- 90% of students participate in SEL-based character education activities, with pre- and post-surveys showing a 15% improvement in identified skills.
- At least 75% of students identified and matched for mentorship engage in the program, with 60% showing improved behavior or academic performance by year's end.
- Positive behavior recognition participation increases quarterly, resulting in a 15% rise in students meeting behavior expectations compared to the previous year.
- Disciplinary incidents related to conflict decrease by 10% following the implementation of conflict resolution training for students and staff.

Action Items

Character Education: Introduce character education programs focusing on SEL (social-emotional learning) and positive behavior.

- Completion Status: 75%
- Project Phase: Implementation – In progress (nearing completion)
- Planned Reporting Date: September 2025

Mentorship Programs: Establish mentorship programs pairing students with faculty/staff to guide behavioral and academic improvement.

- Completion Status: 85%
- Project Phase: Planning – Not yet started (scheduled to begin later this year or in the future)
- Planned Reporting Date: August 2025

Positive Behavior Recognition: Implement a positive behavior recognition system with quarterly awards.

- Completion Status: 50%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: October 2025

Conflict Resolution: Train teachers and students in conflict resolution techniques and track reductions in disciplinary incidents.

- Completion Status: 5%
- Project Phase: Planning – Not yet started (scheduled to begin later this year or in the future)
- Planned Reporting Date: May 2026



Athletics

Athletics build strength, discipline, and a sense of belonging that extends beyond the playing field. By encouraging participation and providing quality facilities, we create opportunities for all students to develop physically, socially, and emotionally. Through teamwork, perseverance, and school pride, athletics prepare students for success in every arena of life.

Athletics play a vital role in promoting student health, teamwork, and school spirit. We aim to increase student participation in sports by 10%, ensuring balanced representation across genders and students with special needs. By the end of Year 1, we target a 10% improvement in student fitness assessment scores and a 90% satisfaction rate in facility improvement surveys. Three new community partnerships will expand resources and facilities, creating more opportunities for students to thrive through athletics.

Performance Outcomes

- 10% increase in student participation in sports, with balanced gender and special needs representation.
- 10% improvement in student fitness assessment scores by the end of Year 1.
- Facility improvement surveys show a 90% satisfaction rate among students and staff.
- Three new community partnerships secured to support athletic programs, resulting in increased student access to resources and facilities.

Action Items

Programs: Expand sports programs with attention to inclusivity across gender, race, and special needs.

- Completion Status: 100%
- Project Phase: Complete
- Planned Reporting Date: August 2025

Physical Education: Introduce regular fitness assessments and improve PE programs.

- Completion Status: 20%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: December 2025

Facilities Improvement: Review and update athletic facilities annually based on student feedback.

- Completion Status: 25%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: June 2027

Community Partnerships: Establish partnerships with community organizations for coaching support and facility access.

- Completion Status: 100%
- Project Phase: Complete
- Planned Reporting Date: May 2025

Arts

The Arts inspire imagination, self-expression, and a deeper connection to the world. By weaving creativity into the fabric of learning, we give students opportunities to explore, perform, and share their talents. Arts integration has also been shown to correlate with increased student achievement and decreases in behavioral incidents (Moss, Benus, & Tucker, 2018; Snyder, Klos, & Grey-Hawkins, 2014). Through strong community connections and a culture that celebrates the arts, we help every student discover and develop their creative voice.

The Arts enrich student learning, creativity, and cultural awareness across the district. We will integrate arts into the core curriculum in at least one subject per grade, expanding opportunities for creative expression. Participation in performances and exhibitions will grow by 20% by Year 2, supported by increased external funding and at least five new community arts partnerships. These initiatives will provide students with greater access to artistic resources, experiences, and pathways for personal growth.

Performance Outcomes

- 100% integration of arts into the core curriculum in at least one subject per grade.
- 20% increase in student participation in performances and exhibitions by Year 2.
- Increase in external funding for arts programs by the end of Year 1.
- Establishment of at least five new community arts partnerships, leading to expanded opportunities for students.

Action Items

Arts Integration: Integrate arts education into the core curriculum across all grade levels.

- Completion Status: 50%
- Project Phase: Implementation – In progress (mid-way complete)
- Planned Reporting Date: August 2025

Performance Opportunities: Increase opportunities for student performances and exhibitions.

- Completion Status: 5%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: July 2026

Funding and Resources: Apply for external funding to expand arts programs and secure needed resources.

- Completion Status: 0%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: July 2026

Community Engagement: Build partnerships with local arts organizations to enhance student exposure to the arts.

- Completion Status: 50%
- Project Phase: Implementation – In progress (mid-way complete)
- Planned Reporting Date: July 2026



Effective Teachers

Great teaching transforms lives, inspiring students to achieve their fullest potential. By supporting, developing, and retaining effective educators, we ensure every classroom is led by a skilled, passionate teacher setting our students up for success (Burroughs et al., 2019; Hanover Research, 2016; 2019). Through ongoing growth and collaboration, we build a culture where teaching excellence is the standard.

Effective teachers are the single most important factor in student achievement, and we are committed to increasing the number and distribution of effective teachers. In Year 1, we aim to increase the percentage of effective teachers (TEM 3 or above) in Priority Schools by 20% and raise retention rates of these educators by 10% through targeted recruitment and support strategies. Half of all teachers will demonstrate improved effectiveness scores after engaging in professional development designed to meet their specific needs. These efforts will ensure every student benefits from high-quality instruction that drives learning and growth.

Performance Outcomes

- Increase in the percentage of effective teachers (TEM 3 or above) in Priority Schools by 20% in Year 1.
- Retention rate of effective teachers increases by 10% through targeted recruitment and retention strategies.
- 50% of teachers demonstrate improved effectiveness scores after participating in professional development.

Action Items

Recruitment and Retention: Collaborate with recruitment partners like Teach for America and Memphis Teacher Residency to fill vacancies.

- Completion Status: 80%
- Project Phase: Implementation – In progress (mid-way complete)
- Planned Reporting Date: June 2026

Professional Development: Provide monthly PD sessions on instructional improvement, student engagement, and data-driven teaching.

- Completion Status: 10%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: June 2026

Effective Leaders

Effective leaders inspire teams, shape school culture, and create the conditions for student success. By cultivating a pipeline of well-prepared, transformational leaders, we ensure every school has the guidance it needs to thrive (Manna, 2021). Through developing a Leadership Pipeline, we build communities where students and educators can achieve their highest potential.

Strong leadership sets the vision and drives the success of our schools. By Year 2, 30% of leadership positions in Priority Schools will be filled by participants from our leadership development pipeline programs. These programs will achieve an 85% satisfaction rate, with participants feeling fully prepared to take on leadership roles. Schools led by program graduates will show a 15% improvement in both student outcomes and school climate, ensuring that leadership excellence translates into measurable impact.

Performance Outcomes

- 30% of leadership positions in Priority Schools are filled by participants in the leadership development pipeline programs by Year 2.
- 85% of participants report satisfaction with the program and feel prepared for leadership roles.
- Schools led by program participants demonstrate a 15% improvement in student outcomes and school climate.

Action Items

Leadership Training: Offer leadership development programs focused on instructional leadership and data-driven decision-making.

- Completion Status: 95%
- Project Phase: Implementation – In progress (nearing completion)
- Planned Reporting Date: August 2025

Distributed Leadership: Encourage distributed leadership by forming instructional leadership teams in each school.

- Completion Status: 50%
- Project Phase: Implementation – In progress (mid-way complete)
- Planned Reporting Date: September 2025

Feeder Patterns

Feeder patterns can create continuity, social stability, and shared expectations for students and families (Hanover Research, 2014; Langenkamp 2009). By aligning academic and support systems across schools, the District ensures that each transition builds on the last. This seamless approach can strengthen learning outcomes and help every student stay on track toward graduation.

Strengthening feeder patterns ensures a smooth and successful transition for students at every stage of their education. We will increase the number of students progressing from elementary to middle school, and from middle to high school, within established feeder patterns. By the end of Year 2, target feeder patterns will see a 15% improvement in graduation rates and a 5% increase in student proficiency in key academic subjects. These coordinated efforts will create consistent pathways that support student success from early learning through graduation.

Performance Outcomes

- Increase in the number of students progressing from elementary to middle school, and from middle to high school, within feeder patterns.
- 15% improvement in graduation rates in the target feeder patterns by the end of Year 2.
- 5% increase in student proficiency in key academic subjects across the feeder pattern by Year 2.

Action Items

Vertical Curriculum Alignment: Develop vertically aligned curricula to create coherence across elementary, middle, and high school feeder patterns.

- Completion Status: 20%
- Project Phase: Implementation – Started (early progress made)
- Planned Reporting Date: June 2026

Feeder Pattern Collaboration: Host bi-monthly feeder pattern meetings to encourage cross-grade collaboration among teachers and administrators.

- Completion Status: 3%
- Project Phase: Planning – In progress (preliminary work underway)
- Planned Reporting Date: May 2026

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Notes

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