



Memphis Early Literacy Community Partnership Plan

Developed in partnership with the Early
Literacy Consortium (ELC) and Memphis
Shelby County Schools (MSCS)



Purpose and Context

Purpose

Early literacy is a top priority for Memphis and across Shelby County for a reason: if we provide sufficient systemic support to help students read on grade level by the end of 3rd grade, they are more likely to have what they need to thrive throughout their lives.

In 2015, a consortium of public and private stakeholders came together to develop the Memphis Early Childhood Plan, to improve the state of early childhood (birth to 3rd grade) in the county and form a set of recommendations that address the highest priority needs and gaps to improve 3rd grade reading proficiency. Community organizations have continued to build on these efforts, establishing the Early Literacy Consortium (ELC) in 2019 to bring together stakeholders throughout the community to promote communication and collaboration regarding current early literacy efforts. In 2021, community organizations developed Read901: Advancing Literacy in Memphis, a framework of strategies and supports that address the structural conditions that lead to so few children meeting literacy outcomes. Furthermore, in late 2021, Memphis-Shelby County Schools (MSCS) detailed an early literacy student-centric framework, focused on Pre-K to 3rd grade, that outlined the strategic levers the district and community could pull to achieve the goal of all students reading on grade level at the end of 3rd grade.

Throughout 2022, MSCS and community partners worked together to make progress on these early literacy objectives, and now aim to formalize this work through a Community Partnership Plan. This plan details a set of early literacy collective priorities that MSCS and partners will work collaboratively towards. While the district and partners will continue to pursue initiatives that lie outside these collective priorities, and efforts already underway will continue, the collective priorities are those in which the district and partners will collaborate on over the three years (through SY24-25)¹ to achieve. Furthermore, the Community Partnership Plan incorporates learnings from this past year to refine the working model between MSCS and community partners to ensure that MSCS effectively leverages partner capabilities, provides partners with ownership opportunities, and streamlines the relationship partners have with MSCS at both the district and school levels.

The Community Partnership Plan serves as a foundation for stakeholders throughout Memphis and Shelby County, including the district, community partners, and families, to understand early literacy efforts (Pre-K to 3rd grade) completed to date. It aims to galvanize go-forward collaboration efforts, and in the future ensure that funding, at both local-philanthropic and district level, supports high impact early literacy efforts. Lastly, this plan builds upon existing work to set forth collective goals, roles, and collaboration opportunities related to the early literacy collective priorities so that MSCS and community partners can enhance communication, build trust, and jointly deliver strong student outcomes. MSCS and community partners acknowledge that this work will take time – beyond the three years outlined in this plan – but laying the foundation for a more strategic partnership is an essential step towards improving early literacy.

Context

The broader Memphis community has already meaningfully invested to ensure improved and equitable early literacy outcomes for students. Much has already been accomplished, and still this work does not happen overnight. It is a long-term journey, that requires a clear ambition and strategy, a strong understanding of what works and how to scale what works, research-based methods to measure progress and impact, and an operating model that enables efficient progress.

MSCS's commitment to early literacy has been ongoing, and in late 2021, the district defined a more formal strategic vision for early literacy, anchored in what has been proven to make a difference for students: high quality Pre-K, high quality K-3 classrooms and systems of support, essential wraparound supports for families, and effective underlying operational systems. This strategic framework was designed in coordination with dozens of MSCS and community stakeholders who provided input and guidance along the way. The early literacy framework maps to the district's broader academic framework and aligns with the foundational literacy skills strategy.

MSCS Early Literacy Vision and Mission



Vision:

Equip educators with the early literacy knowledge, skills, and resources needed to advance student literacy achievement to ensure all students are proficient by 3rd grade







Mission:

Create supportive literacy environments where students are consistently supported and engaged in meaningful and varied opportunities to read, write, listen, speak, and think about texts

MSCS early literacy student-centric framework

Note: Goals subject to change

Ultimate goal: All students reading on grade level at the end of 3rd grade

<p>Kindergarten ready In 2022, 37% of students were Kindergarten ready</p>	2025		2030		<p>3rd grade ELA proficiency In 2022, 23.5% of students were Meeting or Exceeding Expectations in ELA</p>	2025		2030	
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Equity

Early literacy policies, practices, and programs that eliminate educational barriers for all

Strategic levels	Access to and demand for Pre-K	High quality classroom instruction (Pre-K – 3rd)		Student and family supports
		Educator effectiveness	Instructional strategy	
	Preparation for Pre-K	Educator preparation	Learning environments	Before and after care
	Number and location of high quality seats	Educator recruitment	Culturally relevant curriculum and curriculum delivery	Supplemental student academic supports
	Marketing and outreach	Professional development (includ. coaching)	Instructional practices (includ. whole/small group, RTI)	Family engagement (includ. attendance)
Enrollment process	Educator retention	Comprehensive assessment strategy	Adult and family services	

Supporting Elements

Policy and advocacy	Adequate and equitable funding	Collaborative community partnerships from 0-8 continuum	Data infrastructure and reporting mechanisms	Internal talent and organizational culture	Support for English language learners	Support for special education students
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As a first step in utilizing the framework to drive outcomes, MSCS and community partners identified key priorities within the framework to focus on over the next 6–12 months. Joint district and community teams (workstreams) were formed for each priority, and detailed implementation plans that included goals, activities, and responsibilities were developed. Another key piece was to define the overarching structure that would enable the work to continue moving forward. The Strategic Partners for Literacy (SPL) was formed, bringing together a group of influential and knowledgeable community leaders as well as core district team members. The SPL began to meet monthly in February 2022, discussing progress against the key priorities.

Key Accomplishments

The consistent and prominent focus on early literacy, and the partnership between MSCS and the community, resulted in numerous accomplishments throughout 2022.

Aligned on shared goals and go-forward working model

- Established a student-centric early literacy strategic framework to guide ongoing efforts
- Facilitated common fact base (completed winter 2021), including a shared understanding of where we are today
- Identified and agreed upon near-term priorities and areas of focus (workstreams)
- Created forums (e.g., SPL, workstream meetings) to begin to build trust and work collaboratively toward goals

Built momentum through analysis and assessment

- Assessed Academic Return on Investment (A-ROI) of ESSER-supported initiatives (e.g., Pre-K, tutoring) to understand key drivers of 3rd grade literacy outcomes
- Conducted analysis across multiple workstreams (e.g., Pre-K capacity and enrollment, teacher mobility, instructional coaching) to inform decisions and drive progress
- Held focus groups, interviewing 70+ MSCS stakeholders, to gather qualitative insights on coaching model, instructional strategy, and drivers for teacher placement
- Incorporated national best practices and research-based practices to refine processes based on methodologies that have been shown to work

Launched new initiatives and programs with plans to scale

- Developed an early literacy snapshot tool to improve data transparency and track progress
- Designed and operationalized instructional coaching program to build teacher capacity and improve teachers' instructional practices
- Supported the launch of Literacy Mid-South's during-the-day tutoring program to provide targeted early literacy student supports
- Reviewed and agreed upon strategies to promote improved attendance, starting with schools that have the highest rates of chronic absenteeism and hiring additional support staff
- Assessed the early educator gap; aligned on the path forward, and the actions required from both MSCS and the community, to strengthen the early educator pipeline
- Refined early literacy instructional strategy and corresponding instructional practices, in partnership with The New Teacher Project (TNP), and rolled out a plan to consistently assess the quality of classroom instruction
- Conducted professional development training to ensure early grade teachers are trained in the science of reading
- Defined the core components to pilot a tuition Pre-K program to increase access to Pre-K for more Memphis families and diversify Pre-K classrooms

The enhanced focus on early literacy has already improved outcomes. On the Tennessee Comprehensive Assessment Program (TCAP), MSCS 3rd grade students increased proficiency over the last year, moving from 15% proficiency in 2021 to 24% proficiency in 2022.

Areas for Continued Refinement

The working model in 2022 revealed that there is opportunity for MSCS and community partners to better collaborate across the early education ecosystem in order to reach the ambitious early literacy goals. The current working model experiences a few challenges, underscoring the need for clear accountabilities and alignment, and the importance of approachable engagement styles.



Frameworks – There are two similar yet distinct frameworks (e.g., MSCS early literacy and Read901: Advancing Literacy in Memphis) that, while not yet integrated, can and should be built upon and used to align on mutual priorities for coordinated effort



Meeting Structures – There are a few existing meeting forums around early literacy including the SPL, the ELC, and workstream meetings, which should be streamlined to limit duplication and focus on community-wide strategic priorities



Role Clarity – The lack of clarity around the roles and responsibilities of community partners provides an opportunity to clearly outline owners and roles before, during, and after meetings










Data and Information Sharing – There are inconsistencies in when, how, and with whom data and information are shared, and processes can be refreshed and standardized

Early Literacy Priorities

MSCS Priorities

Together with leaders in the community, the district outlined early literacy priorities (workstreams) that will enable MSCS to achieve its Kindergarten readiness and 3rd grade ELA proficiency goals. Workstreams were selected using the Action-Priority Matrix, a productivity tool that assesses and categorizes projects based on both effort and impact. A long list of options was placed on this matrix based on perceived effort and impact, and MSCS and community partners narrowed down this list to seven priority areas, all of which were deemed to have high impact. These workstreams are the key areas MSCS continues to focus on, and the SPL meets monthly to provide additional community support.

MSCS priorities to achieve Kindergarten readiness and 3rd grade ELA proficiency goals

MSCS priority workstream	Goal
 High quality universal Pre-K	Contribute to the community goal of ensuring accessible high quality universal Pre-K for all students within Memphis and Shelby County
 Educator pipeline and teacher retention	Enhance pipeline, improve retention, and employ specialized education assistants (SEAs) to reduce student-teacher ratios
 Instructional strategy alignment	Ensure consistency across instructional programs and that teachers are properly trained in the science of reading
 Instructional coaching	Continue to develop literacy programs; establish full-time coaching program
 Tutoring	Expand tutoring participation and align tutoring methodology with MSCS' early learning curriculum
 Sustained funding	Create sustainable funding mechanism for MSCS early literacy initiatives
 Attendance and summer programming	Improve school-year attendance and participation in summer programming

Community Partner Priorities

Community partners, via the ELC, developed Read901: Advancing Literacy in Memphis, to improve literacy across the lifespan of Memphians. This framework outlines the strategies partners focus on to advance literacy from birth to adulthood.

Community Partner (via the ELC) Vision and Mission



Vision:

Literacy resources and supports are readily available to families, parents, and students through aligned networks of community, faith, nonprofit, business, school, and public organizations as part of communities that value and find joy in reading. These literary resources and supports are aligned to a community's interests and assets



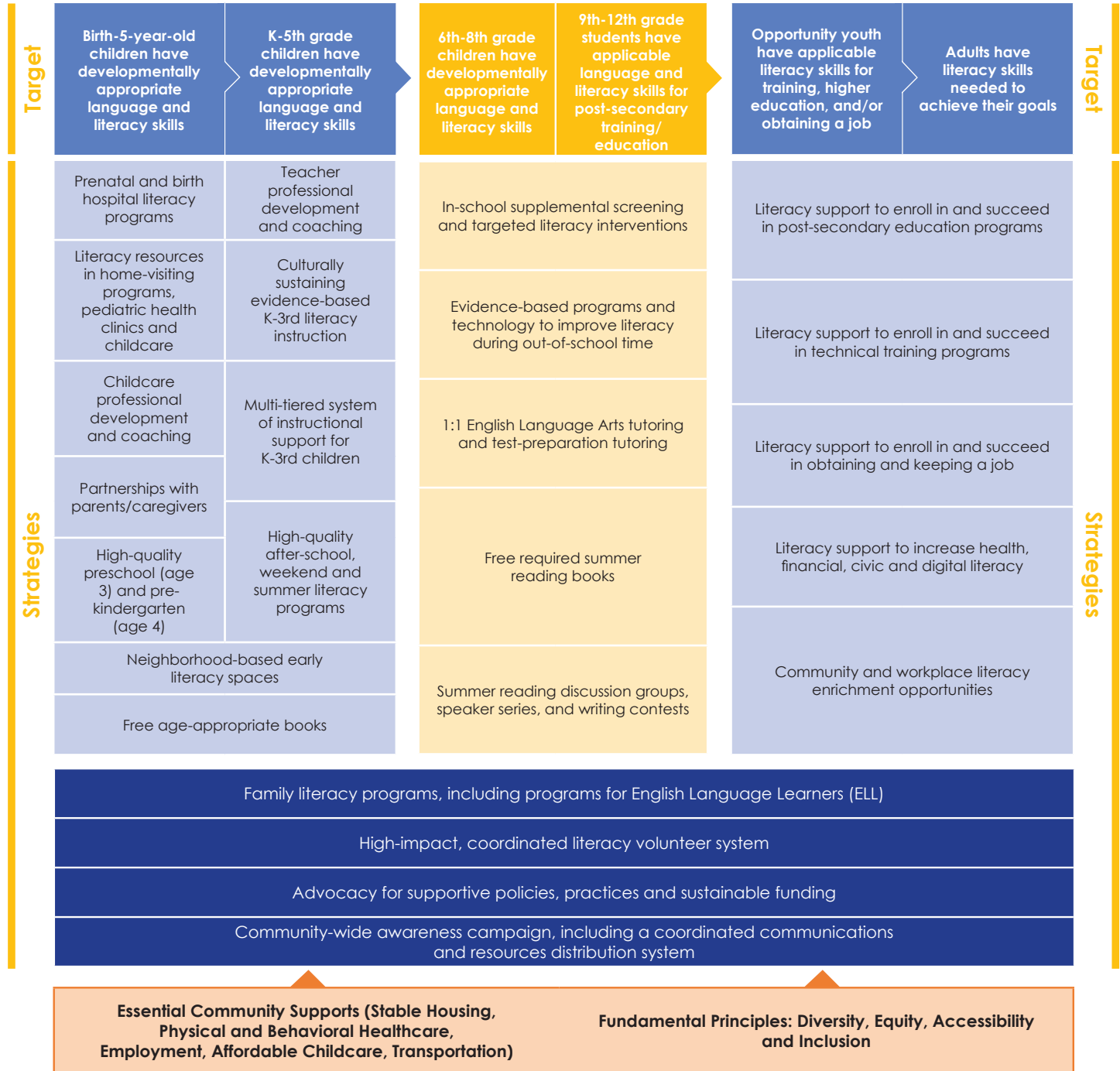
Mission:

The ELC ensures equitable access to literacy for the children of Memphis and Shelby County

Read901: Advancing Literacy in Memphis

Early Literacy Consortium and Out of School Time Network

N.ABLE Adult Network










Read901 Coalition Partners

Child Care	Colleges and Universities	Education Advocacy	Family and Home-Based	Health Care	Local Government	Neighborhood-Based and Faith-Based
Out of School Time	Philanthropy	Poverty Reduction	School Systems	Special Needs	Technical Programs	Workforce Development

Collective Priorities

The Read901 framework and MSCS early literacy framework have several common elements spanning seven critical categories. These overlapping elements can be used to determine mutual priorities for collective effort.

Read901 framework and MSCS early literacy framework have several common elements

Category	MSCS framework element	Read901 framework element
 Prenatal to 3 years	<ul style="list-style-type: none"> • Preparation for Pre-K 	<ul style="list-style-type: none"> • Prenatal and birth hospital literacy programs • Literacy resources in home visiting programs
 Pre-K	<ul style="list-style-type: none"> • Number and location of high-quality seats • Enrollment process 	<ul style="list-style-type: none"> • High quality preschool (age 3) and pre-kindergarten (age 4)
 Instruction	<ul style="list-style-type: none"> • Educator effectiveness • Instructional strategy • Professional development and coaching • Culturally relevant curriculum and curriculum delivery 	<ul style="list-style-type: none"> • Childcare professional development and coaching • Teacher professional development and coaching • Multi-tiered system of instructional support for K-3 students • Culturally sustaining, evidence-based curriculum for K-3
 Student and Family Supports	<ul style="list-style-type: none"> • Before and after care • Supplemental academic supports • Family engagement • Adult and family services 	<ul style="list-style-type: none"> • Partnerships with parents and caregivers • High quality after-school, weekend, and summer programs • Family literacy programs
 Supporting Elements	<ul style="list-style-type: none"> • Collaborative community partnerships • Support for English Language Learners • Equity – early literacy policies, practices, and programs that eliminate educational barriers for all 	<ul style="list-style-type: none"> • Essential community supports (e.g., stable housing, physical and behavioral healthcare, employment, affordable childcare, transportation) • Fundamental principles (Diversity, Equity, Accessibility, and Inclusion) • Programs for English Language Learners (ELL)
 Policy Agenda	<ul style="list-style-type: none"> • Policy and advocacy • Adequate and equitable funding 	<ul style="list-style-type: none"> • Advocacy for supportive policies, practices, and sustainable funding
 Communications Campaign	<ul style="list-style-type: none"> • Marketing and outreach 	<ul style="list-style-type: none"> • Community-wide awareness campaign, including a coordinated communications and resources distribution system

Below are the collective priorities where collaboration between MSCS and community partners will more effectively support early literacy goals across the next three years.

Continue to grow **high quality Pre-K** so that it is accessible and available to all students within Memphis and Shelby County

Build and expand the **educator pipeline** for early years (birth to 3rd grade)

Collaborate to refine and **implement research-based instructional practices** in all classrooms

Create **literacy zones** (systems and neighborhoods of schools) that offer family supports, wraparound services, and literacy resources

Continue **high dosage tutoring** to support individualized interventions

Develop a **communications campaign** around the importance of early literacy and what families and guardians can do to support their child's learning journey

Implement strategies to improve **school attendance** and combat chronic absenteeism

Outline the **funding and advocacy requirements** that are necessary to make progress across each priority

In addition, MSCS and community partners recognize there are supplementary factors that contribute to early literacy. Community partners are encouraged to continue to support MSCS and its students across a range of early literacy areas



Pre-K preparation and readiness
(prenatal to 3)



Housing
(e.g., support for homeless students/families)



Academic and instruction
supports



Food insecurity
(e.g., snacks and meals at before and after school programs)



Before and after school
programs and supports



Reliable transportation
(e.g., gas cards, transportation services)



Family engagement
(e.g., building pre-literacy skills with parents, trauma education)



Healthcare
(e.g., health screenings, immunizations, substance abuse support)

Action Plan

To achieve these collective priorities, MSCS and community partners must work together, following an agreed upon action plan that determines how priorities will be sequenced, outlines key milestones, and defines key performance indicators (KPIs) to track and measure progress.

Sequence of Priorities

Collective priorities will be sequenced over the next three years to ensure adequate and appropriate focus on each. During this time, MSCS and community partners will continue with their respective ongoing efforts and organizational priorities.

Remainder of Year 1 (SY22-23)

- Organize community-wide taskforce to build an **educator pipeline** strategy and determine state-level policies to grow the educator pipeline
- Launch community **communications campaign** on the importance of early literacy, Pre-K, and school attendance, and what families and guardians can do to support their child's learning journey

Year 2 (SY23-24)

- Finalize and action on community-wide plan to expand access to **Pre-K**
- Initiate brainstorming collaborative that shares and actions on latest research on **instructional practices**
- Build strategy to maintain and expand high dosage **tutoring** after ESSER/grant funds expire
- Implement **attendance** strategies (e.g., family resource centers, school nurses, transportation vouchers)
- Support and expand **literacy zones** that serve as networks to provide family supports and literacy resources
- Begin to document the **funding supports and advocacy efforts** that would help push this work forward




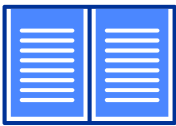
Year 3 (SY24-25)

- Continue to implement specific action plans across each core priority; determine additional collective priorities to focus on as needed; review impact of investments and build the plan for the next three years

Milestones





Milestones enable implementation preparation and ensure that adequate and aligned focus will be placed on each priority. The subsequent school-year milestones serve as a strategic way to implement each collective priority; following this action plan to achieve these milestones requires continued communication and collaboration between MSCS and community partners.

Milestones for each collective priority ^{2,3}

Months when milestones start	Feb '23 (SY22-23)	Aug '23 (SY23-24)	Aug '24 (SY24-25)
Months since program start	0-6 months	6-18 months	18+ months
<p>Pre-K</p> 	<p>Refine Pre-K workstream membership to include stakeholders that can help execute early childhood plan to expand Pre-K</p> <p>Launch tuition program pilot to provide more Memphis families with access to Pre-K</p> <p>Continue to streamline enrollment processes and simplify how families enroll in Pre-K</p>	<p>Build geographically specific 5-year map detailing how Shelby County will expand Pre-K services to ineligible families</p> <p>Outline timeline for opening additional schools and classrooms (at MSCS and community schools) to ensure enough available seats</p> <p><i>Work with funding and advocacy priority to determine state-level policy priorities in support of better access to Pre-K; draft plan for advocacy efforts</i></p>	<p>Begin to open additional Pre-K facilities and classrooms, in highly desirable areas, to expand Pre-K services</p> <p>Develop one-stop registration process so families can use the same application to enroll in either MSCS or community school programs</p> <p><i>Conduct state-level advocacy efforts in partnership with funding and advocacy priority</i></p>
<p>Instructional Practices</p> 	<p>Develop brainstorming collaborative, consisting of MSCS and community partners, to share best practices and discuss latest research/theories regarding early childhood education and instructional practices</p> <p>Review MSCS early literacy instructional strategy and define specific ways it could be enhanced with community partner support</p>	<p><i>Conduct review of early literacy partner programs and instructional practices to measure effectiveness and ensure alignment with district curriculum and aligned upon early literacy instructional strategy</i></p> <p>Identify additional strategies and programs to pilot in classroom based on newest research</p>	<p>Continue collaborative meetings and sharing best practices and latest research</p> <p>Launch pilots that incorporate potential additional strategies and programs, as necessary</p>
<p>Attendance</p> 	<p>Align and begin to action on set of "quick win" attendance strategies to implement at the district, school, and community level for SY23-24 (e.g., personal touchpoints initiative, attendance awareness campaign)</p> <p>Identify relevant funding sources and start to plan for implementation (e.g., recruit schools for pilots, outline timeline for launch)</p>	<p>Implement agreed-upon attendance strategies at the district, school, and community level; launch pilots planned in previous period</p> <p>Measure effectiveness of each strategy with respect to attendance uplift on a cost basis; determine which strategies to scale more broadly</p>	<p>Scale strategies and continue to measure effectiveness</p> <p>Based on measured return on investment (ROI) and funding available, continue to evaluate other potential strategies (e.g., family resource centers, school nurses, transportation vouchers)</p>
<p>Tutoring</p> 	<p>Continue with high dosage tutoring before, during, and after school; focus on students who will benefit most from tutoring</p> <p>Based on student outcomes, determine the critical success factors for tutoring (e.g., type of tutor, number of times tutored per week) that should continue</p>	<p>Outline how MSCS and the community will maintain (and potentially expand) high dosage tutoring after ESSER/grant funds expire; include expected funding required, number of students funds will support, and anticipated achievement uplift</p> <p>Socialize plan, modify as needed, and obtain approval</p> <p>Set aside district funds and gather community funds to support plan and continuation of high dosage tutoring</p>	<p>Continue with high dosage tutoring before, during, and after school; focus on students who will benefit most from tutoring</p> <p>Obtain additional funding for tutoring implementation and expansion as needed</p>

² Additional detail around attendance challenges and barriers (e.g., health, transportation) can be found in the attendance compendium created in January 2023




³ Priorities to be led by community partners marked in italics

Months when milestones start	Feb '23 (SY22-23)	Aug '23 (SY23-24)	Aug '24 (SY24-25)
Months since program start	0-6 months	6-18 months	18+ months
<p>Educator Pipeline</p> 	<p><i>Align as a coalition of Educator Preparation Programs (EPPs) to increase the number of teachers who enter MSCS each year, with the goal of filling the pipeline gap</i></p> <p>Execute against strategies (e.g., increase candidates entering EPPs, increase students graduating with early childhood licensure)</p> <p>Develop tracking tool to assess the number of educators each initiative yields</p>	<p>Monitor student progress across each EPP and assess progress towards pipeline goal</p> <p>Begin to scale most effective initiatives to increase educator pipeline</p> <p><i>Work with funding and advocacy priority to determine state-level policy priorities to grow the educator pipeline; draft plan for advocacy efforts</i></p>	<p>Continue efforts to scale initiatives and measure effectiveness</p> <p><i>Conduct state-level advocacy efforts in partnership with funding and advocacy priority</i></p>
<p>Literacy Zones</p> 	<p><i>Reflect on what has worked well in current literacy zone; identify additional opportunities to expand literacy support in that community</i></p> <p><i>Consider creation of additional literacy zones through a community listening tour (i.e., visit schools and hear from parents on the supports they want/need and the potential benefits to students); identify next 1-2 literacy zones to focus on in subsequent years.</i></p>	<p><i>Expand literacy zone support into 1-2 additional Memphis communities, based on local needs (e.g., food and housing supports, access to culturally-relevant books, mentorship programs)</i></p> <p><i>Continue to clarify the role other entities (e.g., businesses, faith-based organizations) will play in literacy zone, and request support where there are gaps</i></p> <p><i>Develop pamphlet detailing supports/services provided by the district, school, and community within each literacy zone</i></p>	<p><i>Conduct parent-level survey and review student data to understand effectiveness of literacy zone and pamphlet; gauge awareness of district, school, and partner supports, and understand where additional supports would be helpful</i></p> <p><i>Utilize learnings to modify literacy zone services and school level supports</i></p> <p><i>If additional supports are requested, district and community to collaborate and determine feasibility</i></p>
<p>Communication Campaign</p> 	<p><i>Create communications committee that includes MSCS and community partners; campaign to highlight the work being done and how others can get involved</i></p> <p><i>Consider creation of a survey to assess parent understanding around the importance of Pre-K, attendance, and early literacy, and their knowledge of how to help their child learn to read</i></p> <p><i>Based on survey, develop key messages for campaign, highlighting what parents can do to support student learning</i></p> <p><i>Develop timeline for launch (summer 2023) and marketing and media forums to use (e.g., TV, radio, print, social media)</i></p>	<p><i>Launch communication campaign across Shelby County</i></p> <p><i>Assess campaign effectiveness and strength of messaging via survey and community feedback</i></p> <p><i>Utilize learnings to modify campaign as needed</i></p>	<p><i>Continue running communications campaign; incorporate improvements in literacy based on 2023 TCAP results, Pre-K enrollment, and school attendance to demonstrate progress</i></p> <p><i>Determine path forward for communications campaign</i></p>
<p>Funding and Advocacy</p> 	<p><i>Define the core elements of a community fund that allows for strategic direction of funding across literacy initiatives (e.g., what it would look like and how it would operate)</i></p> <p><i>Align on collective policy priorities to advocate for, as a community, at next legislative session</i></p>	<p><i>Document funding needs for community fund based on A-ROI analysis around ESSER dollars and data from community initiatives;</i></p> <p><i>Develop and launch community fund</i></p> <p><i>Continue to advocate and drive policy reform at legislative session</i></p>	<p><i>Continue to run community fund and review progress on priority investments; revise funding allocation strategy as necessary</i></p> <p><i>Continue to develop community-wide policy agenda and push for state and local reform</i></p>

Key Performance Indicators (KPIs)

Quantitative and qualitative KPIs will be used to track progress against each collective priority. The SPL snapshot, a tool developed by MSCS, organizes data from multiple sources into a central location to track and report early literacy progress across three levels: impact, leading indicators, and initiative KPIs. The SPL snapshot contains annual targets to allow MSCS to track progress in pursuit of meeting 2025 and 2030 early literacy milestones.

SPL snapshot tracks early literacy progress across three levels

LEVEL	Purpose	Example
 1 Impact	High-level view of impact and goals	3rd grade TCAP proficiency by year
 2 Leading Indicators	Leading indicators that most drive desired impact	i-Ready student growth
 3 Initiative KPIs	Initiative effectiveness deep-dives	Tutoring participation and attendance

Level 1 – Impact

Annual updates on the early literacy goals

3rd grade TCAP proficiency

Kindergarten readiness (reading)

Level 2 – Leading Indicators

Inputs that most likely contribute to early literacy goals, allowing MSCS to forecast how students will perform on annual tests

i-Ready performance and i-Ready student growth

Average attendance and chronic absenteeism

Teachers receiving literacy walkthrough scores

Pre-K enrollment

Classroom Assessment Scoring System (CLASS) scores

Level 3 – Initiative KPIs

KPIs for each collective priority are defined to build shared goals and shared outcomes

Pre-K: Increase the number of Pre-K seats available by 10% by 2025, with line of site into universal Pre-K by 2030; increase socioeconomic diversity in Pre-K classrooms

Instructional Practices: Form brainstorming collaborative, that launches in SY23-24, where best practices and research around instruction are shared on a quarterly basis

Tutoring: Ensure that 5,000 students receive high dosage during-the-day tutoring each year, through SY24-25, and that students who receive tutoring are those with the greatest need

Attendance: Reduce chronic absenteeism by 2 percentage points year-over-year, with the goal that fewer than 20% of students will be chronically absent by 2025

Educator Pipeline: Close the educator pipeline gap for Pre-K to 3rd by narrowing the difference by 10% each year; line of site into closing the gap by 2030

Literacy Zones: Expand to three neighborhoods by SY24-25

Communication Campaign: Reach 50% of Memphis families with communication campaign. In annual survey, conducted each year through SY24-25, have majority of families report that they know how to access the literacy reports to help their child learn

Funding & Advocacy: Establish a case for support to justify a community fund that allows for strategic direction of community funding across literacy initiatives; focus on highest A-ROI activities, especially those that are in line with larger funding efforts in the district

Qualitative KPIs will be measured through milestone completion and a biannual sentiment survey. Tracking and reviewing milestones will ensure that deliverables and action plans are completed in a timely manner. The biannual sentiment survey, with questions around meeting structure, role clarity, data sharing processes, and communication, will be sent to MSCS leaders and community partners to assess improvements to the partnership and working model.

As action plans are launched, additional KPIs may be included for each collective priority, as agreed upon between MSCS and community partners.

Ways of Working

Effective implementation of collective priorities necessitates modifying how MSCS and community partners will work together, including selecting leaders from the district and the community, adjusting protocols, and instituting accountability mechanisms to enhance communication, build trust, and achieve shared goals.

MSCS and Community Partner Leaders

Collective priorities will be co-led by a MSCS leader and community partner civic champion. Today, many Memphis leaders and community partners provide strategic support across early literacy efforts and champion this work, and MSCS is grateful for these efforts. This section of the plan aims to outline specific operational roles of a subset of those leaders and MSCS counterparts.

The MSCS lead for each collective priority will remain those in their current workstream lead roles, and will adapt as needed, based on district leadership discretion, over the plan timeline. The civic champion will be a community organization that serves as the operational leader for a particular collective priority. The organizations that will serve as civic champions include First 8 Memphis (Pre-K, educator pipeline), Literacy Mid-South (tutoring, literacy zones, communication campaign), Stand for Children (instructional practices, funding and advocacy), and Urban Child Institute/Hyde Family Foundation (attendance) for the duration of this plan. These organizations will seek input from and represent the broader community, meeting regularly with district leadership to streamline communication and ensure alignment. Responsibilities include:

- Partnering with MSCS leader to refine action plans, launch initiatives, and achieve milestones
- Coordinating the community partner network, outside the SPL and ELC, to make progress against action plans, initiatives, and milestones




- Helping to align community resources to support collective priority
- Providing updates on community partner progress, sharing challenges and roadblocks; and seeking input from the broader group during the SPL
- Communicating SPL updates and key decisions to the broader community partner network

Together, these individuals will be responsible for coordinating and communicating efforts, and making and tracking progress against the action plan.

Meeting Protocols

The SPL and ELC are the prominent early literacy meetings and ways that MSCS and community partners come together to discuss progress and remove roadblocks. The SPL is collectively owned by MSCS and community partners, while the ELC is primarily owned by community partners and has priorities beyond MSCS's goals. Outlined ahead are the core components of each meeting (e.g., purpose, cadence, membership and ownership, and format and protocols)

SPL and ELC meetings to adjust protocols to enhance collaboration and better deliver shared goals



Strategic Partners for Literacy (SPL)

Purpose
Early literacy governance and accountability body

Cadence
Meetings occur every month for 2 hours at MSCS


Membership and Ownership
Senior leaders and advisors from MSCS and the community;

Each SPL member, including community partners, assigned specific area to own (e.g., civic champion)

Format and Protocols
Provide progress updates, discuss challenges and roadblocks; seek input and feedback from broader group;

Emphasize discussions as opposed to read-out (e.g., limit number of pages);

Equal air time between MSCS and community partners



Early Literacy Consortium (ELC)

Purpose
Early literacy communication and collaboration body

Cadence
Meetings occur every month for 90 minutes

Membership and Ownership
MSCS and community members that perform day-to-day operations across collective priorities;

Collaborate to function as united team; all members assigned specific responsibilities and tasks

Format and Protocols
Provide quick progress updates, discuss challenges and roadblocks; seek input and feedback from broader group;

Emphasize discussions (e.g., areas for additional collaboration, new programs/initiatives); limit number of pages;

Community Partners to lead significant portions of the discussion

Condition for Successful Collaboration

Based on lessons learned throughout 2022, there is a need for MSCS and community partners to adjust ways of working and refine processes to streamline data and information sharing, ensure effective meeting facilitation, and clarify roles and responsibilities. Changes to the current working model require stakeholders to follow these conditions for successful collaboration



Collaborative mindset – Seek to understand, reserve judgment, assume positive intent and use constructive feedback



Show up – Maximize attendance, discussions, and action-planning at meetings



Engage – Be present, avoid multi-tasking and ensure everyone's voice is heard



Relinquish control – Where it makes sense, let others lead, listen carefully, and avoid heavy-handedness



Disseminate the work – Commit to taking what we learn and how we operate back to our teams

Call to Action

Within the Memphis community, there is the energy, passion, knowledge, and resources to support students and achieve early literacy goals. Memphis Shelby County Schools is excited to deepen its community engagement efforts and strengthen its partnership with the community.

















Community partners have agreed to provide support in the following ways.

Organization	Near-term commitment In 2023 we commit to...	Medium-term commitment In 2024-2026 we commit to...
ALLMemphis	Provide structured early literacy training, curriculum, and mentorship to MSCS teachers and schools; provide one-on-one high-dosage tutoring	Expand and build on 2023 efforts
ARISE2Read	Continue to recruit and train volunteers to deliver high-dosage tutoring to 2nd graders during-the-day, and rigorously evaluate impact of tutoring initiative; provide all 2nd grade students in partner schools with 10-12 brand-new books each year	Expand reach of tutoring supports to 3rd grade students who are not yet reading on grade level
First 8 Memphis	Expand quality Pre-K, provide wraparound supports, strengthen educator pipeline (specifically in childcare and Pre-K), support communication campaign effort, establish tutoring programs, and develop science of reading professional development	Continue to expand quality Pre-K, provide wraparound supports, and strengthen educator pipeline (specifically in childcare and Pre-K)
Hyde Family Foundation	Collaborate with community organizations to expand high-dosage tutoring, strengthen the educator pipeline, and address chronic absenteeism	Expand and build on 2023 efforts

International Consortium of Young Artists	Implement early literacy instructional practices in existing extracurricular programming	Build on instructional practices efforts in 2023; contribute to communications campaign
Literacy Mid-South	Partner with MSCS in the continued implementation of during-the-day, high-dosage tutoring for 1st-3rd graders; Partner with the Early Literacy Consortium (ELC) and the further build out of identified supports for the literacy zone in Raleigh; Identify the necessary framework that supports a collaborative communications campaign for early literacy in Memphis and Shelby County	Identify the available and accessible funding sources necessary to continue during-the-day, high-dosage tutoring for 1st-3rd graders in MSCS; Partner with MSCS to identify the anchor partner and areas for the next literacy zones in Memphis and Shelby County
Memphis Parks	Support the Raleigh Literacy Zone; adjust current programming to ensure alignment with collective priorities outlined in the Community Partnership Plan	Expand and build on 2023 efforts
Memphis Teacher Residency	Recruit and place MTR residents in MSCS schools, and provide ongoing professional development and training for new and existing teachers, towards a Reading Specialist endorsement	Develop a Pre-K teacher recruiting and licensure pathway, provide additional professional development opportunities in the science of reading, and implement MTR's school-wide early literacy model in one partner school
Memphis Tomorrow	Support with the execution of this community partnership plan; advocate for state and local policies that align with early literacy initiatives; ensure that the business community understands this plan and the supports and solutions they can provide	Expand and build on 2023 efforts
Shelby Literacy Center	Assist with the communications campaign	Share latest research on instructional practices; support and expand literacy zones
The Erika Center at Bodine School	Support efforts around instructional practices and literacy zones, specifically through strategy tailored to dyslexic students	Expand and build on 2023 efforts
United Way of the Mid-South	Continuing community investments that support Pre-K, Tutoring, Attendance, and Literacy Zones	Expand and build on 2023 efforts
University of Memphis	Support family and adult literacy services, literacy zones, and research around instructional strategy alignment and tutoring	Expand and build on 2023 efforts

<p>University of Memphis – Center for Research in Educational Policy</p>	<p>Bring relevant research and/or best practices to maximize impact along the collective priorities</p>	<p>Expand and build on 2023 efforts</p>
<p>Urban Child Institute</p>	<p>Work on granting, convening, and advocacy to support Pre-K, educator pipeline, instructional practices, tutoring, attendance, literacy zones, and communication campaign</p>	<p>Build on granting, convening, and advocacy efforts in 2023</p>

Additional organizations committed to achieve these early literacy collective priorities

If you would like more detail, there is an additional document that covers the current state of MSCS efforts, the current state of community partner efforts, and next steps to improve the partnership model

