

Memphis Rise Academy Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Memphis Rise Academy will increase ELA meeting or exceeding expectations proficiency rates in all grades from 28.35% to 31.35% in 2023-2024; 6-8 from 23.8% to 26.8% in 2023-2024; and 9-12 from 32.9% to 35.9% in 2023-2024.

Performance Measure

Performance will be measured using the following tools:

****TNReady Assessment ****

* From 28.35% to 31.35% in 2023-2024; 6-8 from 23.8% to 26.8% in 2023-2024; and 9-12 from 32.9% to 35.9% in 2023-2024

****MAP Testing Data ****

* 80% or more of students will reach their MAP Growth Goal for the 2023-2024 school year

****Memphis Rise Academy Interim Assessments****

* Each quarter, students will score 3% higher than students scored on the same test, in the same quarter in the previous school year

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on Interim Assessments which align with core instructional standards.</p>	<p>[A 1.1.1] Literacy Interventionist Our Network Math and Literacy Interventionists have shown immense capacity for growing students' mathematical and literacy ability levels through creative and engaging lesson structures, data-informed decision making and, most impactfully, great patience and communication skills. Interventionists are trained in research-based practice and employ a hybrid of internally created and externally proven resources. Our academic goals after the pandemic must be ambitious and must target the population of students most at-risk</p>	<p>Yevett Bell (ELA Interventionist)</p>	<p>06/30/2024</p>	<p>Title 1 [\$64000.00]</p>	

<p>Students should perform at or above the projected RIT growth Benchmark on Fall, Winter, and Spring MAP Testing.</p> <p>Additionally, teachers will daily use classroom circulation/data tracking techniques as outlined in Memphis Rise Academy PD sessions in order to provide teachers/coaches with data to determine trends in student mastery. Additionally, these circulation practices will inform teachers and staff members of the efficacy of instruction delivery and strength of curriculum.</p> <p>Daily exit tickets, quizzes, and unit assessments will also be used to analyze the strength of curriculum and subsequent delivery.</p> <p>Additionally, weekly coaching meetings will be used in order to review data and discuss curricular priorities/standard aligned instruction.</p> <p>Three times a year, MAP data and Memphis Rise Academy Interim Assessment will be analyzed in order to measure educators' delivery of standard aligned lessons to TN Standards.</p>	<p>for falling behind as the complexity of our content, and need for the foundations that allow access to that complexity, increases for those students as they move forward with their educational careers. The presence of our Interventionists this year will greatly increase the number of students who can grow from a basic proficiency level in tested subjects to an on-track or advanced proficiency level.</p>				
	<p>[A 1.1.2] Assistant Teachers Our Assistant Teachers are designed to provide critical instructional support to our most at-risk populations in grades 6-12 across grade and curricular bands. Assistant Teachers partner with lead classroom teachers for curricular and instructional support, work with data-identified small groups inside and outside the classroom on remediation and foundational skills acquisition, and perform support duties for teachers that assist in helping them run effective, needle-moving classrooms. We believe the inclusion of Assistant Teachers this year will be a key lever to achieving our target academic growth outcomes in grades 6-12.</p>	<p>Kim Shropshire (Assistant Teacher), Michelle Jarrett (Assistant Teacher), Jenny Pepiton (Assistant Teacher), Trakeisyia Miller (Assistant Teacher), Dina Crowell (Assistant</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$51000.00] Title 1 [\$51000.00] Title 1 [\$52000.00] Title 1 [\$58500.00] ESSER 3 [\$51000.00] Local</p>	

		Teacher), Erin Peery (Assistant Teacher), and Quancia Robinson (Assistant Teacher)		Funding Title 1 [\$51000.00]	
	[A 1.1.3] Additional ELA Learning Time In an effort to bolster and strengthen ELA instruction, Memphis Rise Academy Middle School has two core ELA courses per grade. This allows students to receive additional ELA classroom learning time. Additionally, this allows us to combat COVID-19 learning loss.	Tristen Dungan (Ferguson) (Additional ELA Teacher)	07/30/2024	Local Funding	
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Weekly classroom observations using Memphis Rise Academy's curricular and instructional priorities will provide Memphis Rise Academy Curriculum Directors and Content Coaches with data to determine trends in teachers' ability to effectively implement the identified instructional priorities outlined in Memphis Rise Academy weekly content (vertical team) meetings. Additionally, these observations will gauge the implementation of standard aligned instruction in order to plan continued professional development support. Classroom data, MAP Testing data, and Interim Assessment data will be monitored by Memphis Rise Academy Curriculum Directors and Content	[A 1.2.1] Director of Literacy Curriculum and Instruction/Coaches Our school believes heavily in the power of instructional coaching and oversight of curriculum development/utilization, such that all teachers in the building have an assigned and accessible thought partner and collaborator on their most intellectually challenging tasks. Instructional coaching in our school is disaggregated by content and grade band, whenever possible. We currently employ a Director of Math and Science and Director of Literacy, both of whom oversee the entirety of the 6-12 program as well as several other instructional coaches who serve ELA, Science, Math and Social Studies. These individuals support the quality of all classroom inputs, provide interventions directly to students alongside the instructional team, and develop and execute consistent professional development for the network to constantly grow and evolve our practices towards more holistic student success.	Rhiannon Lewis Defeo (Director of Literacy Curriculum and Instruction)	06/30/2024	ESSER 3 [\$100000.00]	

<p>Coaches. This data will subsequently be used in weekly coaching conversations of which staff are expected maintain 85% attendance. The entirety of this process intends to provide individualized professional learning support.</p> <p>Our school's Instructional Leadership Team collaborates frequently across all grade levels to ensure instructional goals are met and quality professional development is provided. In these meetings, Memphis Rise Academy leaders will gain and share knowledge of content, obtain content support and resources through collaboration, and effectively communicate new information with school-level educators.</p> <p>Our school also participates in partnerships such as Memphis School Leader Collaborative, MSLC, as well as Teach Like a Champion in an effort to strengthen and bolster our in-house professional development. We intend to continue in this partnerships in the coming school year.</p>					
	<p>[A 1.2.2] ELA and Social Studies Instructional Coaches</p> <p>Our school believes heavily in the power of instructional coaching and oversight of curriculum development/utilization, such that all teachers in the building have an assigned and accessible thought partner and collaborator on their most intellectually challenging tasks. Instructional coaching in our school is disaggregated by content and grade band, whenever possible. We currently employ a Director of Math and Science and Director of Literacy, both of whom oversee the entirety of the 6-12 program as well as several other instructional coaches who serve ELA, Science, Math and Social Studies. These individuals support the quality of all classroom inputs, provide interventions directly to students alongside the instructional team, and develop and execute consistent professional development for</p>	<p>Joyya Baines (Social Studies Coach) and Meg Ryan (ELA Coach)</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$70000.00]</p> <p>Title 1 [\$75000.00]</p>	

	the network to constantly grow and evolve our practices towards more holistic student success.				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on Interim Assessments which align with core instructional standards.</p> <p>Weekly progress monitoring of students' performance in targeted intervention, both ELA and Math, to determine next steps of intervention support in an effort to get them to grade level. (Currently, Memphis Rise Academy utilizes ELA and Math interventionists to provide targeted intervention and personalized learning to students in need in a small group setting.)</p> <p>Weekly performance on assignments (exit tickets, quizzes, tests, etc.) will be monitored to identify students' specific areas of need. This data will be used to create Focus groups and Intervention groups.</p>	<p>[A 1.3.1] ELA Interventionists The ELA and Math Interventionists are a licensed educators who provide supplementary instructional to all students within their grade level (6-8); Memphis Rise provides students in its middle school grades with double minutes in both literacy and mathematics every day using its core instruction and lab-based periods. Interventionists lead instruction in small groups in an effort to provide the lowest possible teacher-student ratio, ensuring high leverage differentiated instruction at students' diagnosed ability level, to catalyze student growth and maximize these extra instructional minutes.</p>	Yevett Bell (ELA Interventionist)	06/30/2024	Title 1 [\$64000.00]	
	<p>[A 1.3.2] ESL Support - Director and Instructional Team Our school serves a substantial ESL population in grades 6-12 with heaviest concentrations in our lower grades. We provide inclusion-based and resource-based ESL supports at every grade level, every day, and we believe improving the quality of ESL support such that more students can demonstrate proficiency across all four ESL domains—reading, writing, speaking and listening—is among the most important subgoals we can focus on to improve overall student</p>	Cecilia Cunningham (ESL/Student Supports Director), Ingrid Gonzalez Larios (ESL), and Paola Plasencia (ESL)	06/30/2024	Local Funding Local Funding Local Funding	

	performance. To this end, we have a robust team of ESL teachers serving 6-12 as well as an ESL Coordinator to manage the department's data tracking and reporting, methodology research and professional development efforts, and coach the ESL teachers. We believe a robust ESL department ** (with certain roles supplementing what is required) ** is absolutely essential to our student population's success in reaching academic outcomes.				
	[A 1.3.3] RTI Manager The Response to Intervention (RTI) Manager will assist teachers, school administrators and other school personnel on the Student Support Team to: 1) Identify the foundational areas of weakness for assigned students, 2) Determine research-based interventions that meet the targeted weakness, 3) Determine validated progress of students.	Doneisha Odum (RTI Manager)	06/30/2024	ESSER 3 [\$92000.00]	

[G 2] Mathematics

Memphis Rise Academy will improve meeting or exceeding expectation percentages in all grades from 36.2% to 39.2% in 2023-2024; 6-8 from 55.5% to 58.5% 2023-2024; and 9-12 from 16.9% to 19.9% in 2023-2024.

Performance Measure

Performance will be measured using the following tools:

****TNReady Assessment****

* from 36.2% to 39.2% in 2023-2024; 6-8 from 55.5% to 58.5% 2023-2024; and 9-12 from 16.9% to 19.9% in 2023-2024

****MAP Testing Data****

* 80% or more of students will reach their MAP Growth Goal for the 2023-2024 school year

****Memphis Rise Academy Interim Assessments****

* Each quarter, students will score 3% higher than students scored on the same test, in the same quarter in the previous school year

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on Interim Assessments which align with core instructional standards.</p> <p>Students should perform at or above the projected RIT growth Benchmark on Fall, Winter, and Spring MAP Testing.</p> <p>Additionally, teachers will daily use classroom circulation/data tracking techniques as outlined in Memphis Rise Academy PD sessions in order to provide teachers/coaches with data to determine trends in student mastery. Additionally, these circulation practices will inform teachers and staff members of the efficacy of instruction delivery and strength of curriculum.</p> <p>Daily exit tickets, quizzes, and unit assessments will also be used to analyze the strength of curriculum and subsequent delivery.</p> <p>Additionally, weekly coaching meetings will be used in order to review data and discuss curricular priorities/standard aligned instruction.</p> <p>Three times a year, MAP data and Memphis Rise Academy Interim Assessment will be analyzed in</p>	<p>[A 2.1.1] Math Interventionist Our Network Math and Literacy Interventionists have shown immense capacity for growing students' mathematical and literacy ability levels through creative and engaging lesson structures, data-informed decision making and, most impactfully, great patience and communication skills. Interventionists are trained in research-based practice and employ a hybrid of internally created and externally proven resources. Our academic goals after the pandemic must be ambitious and must target the population of students most at-risk for falling behind as the complexity of our content, and need for the foundations that allow access to that complexity, increases for those students as they move forward with their educational careers. The presence of our Interventionists this year will greatly increase the number of students who can grow from a basic proficiency level in tested subjects to an on-track or advanced proficiency level.</p>	Haley Bearden (Math Interventionist)	06/30/2024	Title 1 [\$62500.00]	

order to measure educators' delivery of standard aligned lessons to TN Standards.					
	<p>[A 2.1.2] Assistant Teachers Our Assistant Teachers are designed to provide critical instructional support to our most at-risk populations in grades 6-12 across grade and curricular bands. Assistant Teachers partner with lead classroom teachers for curricular and instructional support, work with data-identified small groups inside and outside the classroom on remediation and foundational skills acquisition, and perform support duties for teachers that assist in helping them run effective, needle-moving classrooms. We believe the inclusion of Assistant Teachers this year will be a key lever to achieving our target academic growth outcomes in grades 6-12.</p>	Kim Shropshire (Assistant Teacher), Michelle Jarrett (Assistant Teacher), Jenny Pepiton (Assistant Teacher), Trakeisyia Miller (Assistant Teacher), Dina Crowell (Assistant Teacher), Erin Peery (Assistant Teacher), and Quancia Robinson (Assistant Teacher)	06/30/2024	ESSER 3 [\$51000.00] Title 1 [\$51000.00] Title 1 [\$52000.00] Title 1 [\$58500.00] ESSER 3 [\$51000.00] Local Funding Title 1 [\$51000.00]	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Weekly classroom observations using Memphis Rise Academy's curricular and instructional priorities will provide Memphis Rise Academy Curriculum Directors and Content Coaches with data to determine trends in teachers' ability to effectively implement the identified instructional priorities outlined in Memphis Rise Academy</p>	<p>[A 2.2.1] Director of Math Curriculum Our school believes heavily in the power of instructional coaching and oversight of curriculum development/utilization, such that all teachers in the building have an assigned and accessible thought partner and collaborator on their most intellectually challenging tasks. Instructional coaching in our school is disaggregated by content and grade band, whenever possible. We currently employ a Director of Math and Science and Director of Literacy, both of whom oversee the entirety of the 6-12 program as well as several other instructional coaches who serve ELA, Science, Math and Social Studies. These individuals support the quality of all classroom</p>	Rebecca Vuylsteke (Director of Math Curriculum and Instruction)	06/30/2024	ESSER 3 [\$105000.00]	

<p>weekly content (vertical team) meetings. Additionally, these observations will gauge the implementation of standard aligned instruction in order to plan continued professional development support.</p> <p>Classroom data, MAP Testing data, and Interim Assessment data will be monitored by Memphis Rise Academy Curriculum Directors and Content Coaches. This data will subsequently be used in weekly coaching conversations of which staff are expected maintain 85% attendance. The entirety of this process intends to provide individualized professional learning support.</p> <p>Our school's Instructional Leadership Team collaborates frequently across all grade levels to ensure instructional goals are met and quality professional development is provided. In these meetings, Memphis Rise Academy leaders will gain and share knowledge of content, obtain content support and resources through collaboration, and effectively communicate new information with school-level educators.</p> <p>Our school also participates in partnerships such as Memphis School Leader Collaborative, MSLC, as well as Teach Like a Champion in an effort to strengthen and bolster our in-house professional development. We intend to continue in this partnerships in the coming school year.</p>	<p>inputs, provide interventions directly to students alongside the instructional team, and develop and execute consistent professional development for the network to constantly grow and evolve our practices towards more holistic student success.</p>				
	<p>[A 2.2.2] Math/Science Instructional Coaches Our school believes heavily in the power of instructional coaching and oversight of curriculum development/utilization, such that all teachers in the building have an assigned and accessible thought partner and collaborator on their most intellectually challenging tasks. Instructional coaching in our school is disaggregated by content and grade band, whenever possible. We currently employ a Director of Math and Science and Director of Literacy, both of whom oversee the</p>	<p>Bradi Bair (Math Coach), Madi Bienvenu (Math Coach), and Erin Magliozzi (Science Coach)</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$79000.00] Local Funding ESSER 3 [\$87000.00]</p>	

	<p>entirety of the 6-12 program as well as several other instructional coaches who serve ELA, Science, Math and Social Studies. These individuals support the quality of all classroom inputs, provide interventions directly to students alongside the instructional team, and develop and execute consistent professional development for the network to constantly grow and evolve our practices towards more holistic student success.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on Interim Assessments which align with core instructional standards.</p> <p>Weekly progress monitoring of students' performance in targeted intervention, both ELA and Math, to determine next steps of intervention support in an effort to get them to grade level. (Currently, Memphis Rise Academy utilizes ELA and Math interventionists to provide targeted intervention and personalized learning to students in need in a small group setting.)</p> <p>Weekly performance on assignments (exit tickets, quizzes, tests, etc.) will be monitored to identify students' specific areas of need. This data will be used to create Focus groups and Intervention groups.</p>	<p>[A 2.3.1] Math Interventionists Our Network Math and Literacy Interventionists have shown immense capacity for growing students' mathematical and literacy ability levels through creative and engaging lesson structures, data-informed decision making and, most impactfully, great patience and communication skills. Interventionists are trained in research-based practice and employ a hybrid of internally created and externally proven resources. Our academic goals after the pandemic must be ambitious and must target the population of students most at-risk for falling behind as the complexity of our content, and need for the foundations that allow access to that complexity, increases for those students as they move forward with their educational careers. The presence of our Interventionists this year will greatly increase the number of students who can grow from a basic proficiency level in tested subjects to an on-track or advanced proficiency level.</p>	<p>Haley Bearden (Math Interventionist)</p>	<p>06/30/2024</p>	<p>Titel 1 [\$62500.00]</p>	

	<p>[A 2.3.2] Robust ESL Support - Director and Instructional Team</p> <p>Our school serves a substantial ESL population in grades 6-12 with heaviest concentrations in our lower grades. We provide inclusion-based and resource-based ESL supports at every grade level, every day, and we believe improving the quality of ESL support such that more students can demonstrate proficiency across all four ESL domains—reading, writing, speaking and listening—is among the most important subgoals we can focus on to improve overall student performance. To this end, we have a robust team of ESL teachers serving 6-12 as well as an ESL Coordinator to manage the department’s data tracking and reporting, methodology research and professional development efforts, and coach the ESL teachers. We believe a robust ESL department **(with certain roles supplementing what is required)** is absolutely essential to our student population’s success in reaching academic outcomes.</p>	<p>Cecilia Cunningham (ESL/Student Supports Director), Ingrid Gonzalez Larios (ESL), and Paola Plasencia (ESL)</p>	<p>06/30/2024</p>	<p>Local Funding Local Funding Local Funding</p>	
	<p>[A 2.3.3] RTI Manager</p> <p>The Response to Intervention (RTI) Manager will assist teachers, school administrators and other school personnel on the Student Support Team to:</p> <ol style="list-style-type: none"> 1) Identify the foundational areas of weakness for assigned students, 2) Determine research-based interventions that meet the targeted weakness, 3) Determine validated progress of students. 	<p>Doneisha Odum (RTI Manager)</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$92000.00]</p>	

[G 3] College and Career Readiness

Memphis Rise Academy will increase its graduation rate from 87.4 (2021-2022) to 89.4% (2023-2024).

Memphis Rise Academy will increase the percent of students meeting the ACT college readiness benchmark from 14.5% of students (2022) to 20% (2024).

Performance Measure

Performance effectiveness will be measure by the following:

****Graduation Rate****

* From 87.4 (2021-2022) to 89.4% (2023-2024)

****ACT scores****

* Raise the overall composite ACT score by 2 points (of 11th and 12th grade students) compared to the classes of the previous year (who were tested on/around the same October test date)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p> <p>Quarterly review of students who have taken the the ACT in the previous quarter/subsequent review of scores.</p>	<p>[A 3.1.1] ACT Prep The school will offer free ACT preparation courses after school to any interested high school student. These ACT functions will be provided by post-secondary personnel as well as Academic Coaches.</p>	<p>Amanda Polz (Villani) (Director of Post-Secondary Counseling), Iesha Harris (Post-Secondary Counseling Manger), and Bradi Bair (Math Coach)</p>	<p>06/04/2024</p>	<p>ESSER 3 [\$88500.00] ESSER 3 [\$79000.00] Local Funding</p>	
	<p>[A 3.1.2] Provision of ACT Prep Materials The school will purchase ACT Prep Materials. These items will be available for students to purchase on site at a discounted rate.</p>	<p>Emily Luth (High School Operations Manager)</p>	<p>06/04/2024</p>	<p>Local funding</p>	
	<p>[A 3.1.3] Yearly ACT Test Administration Day at No Cost to Students Each year, Memphis Rise Academy will proctor the ACT for high school students. This test will be free of charge. This year's test will take place in October.</p>	<p>Amanda Villani (Director of Post-Secondary Counseling)</p>	<p>10/31/2023</p>	<p>ESSER 3 [\$88500.00]</p>	

	<p>[A 3.1.4] Transportation to ACT Testing Each year on the June ACT administration date, our school provides breakfast and transportation for students who would like to take the ACT.</p>	<p>Amanda Villani (Director of Post-Secondary Counseling) and Iesha Harris (Post-Secondary Counseling Manager)</p>	<p>06/08/2024</p>	<p>ESSER 3 [\$88500.00] Local funding</p>	
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>[A 3.2.1] Honors/AP/External Classes Memphis Rise Academy will offer a wide array of honors, AP, and dual enrollment courses.</p>	<p>Nicholas Fortunato (High School Principal)</p>	<p>06/04/2024</p>	<p>Local funding</p>	
<p>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Review student academic tracks and transition plans to ensure course offerings and opportunities</p>	<p>[A 3.3.1] Post-Secondary Counseling Manager Working alongside the Director of Post-Secondary Counseling, the Post-Secondary Counseling Manager is charged with the creation of systems for communication, knowledge building and college and career exploration for high school families. This includes developing content for Spanish speaking families to learn more about the post-secondary access, including preparing for applications and financial aid.</p>	<p>Iesha Harris (Post-Secondary Counseling Manager)</p>	<p>06/30/2024</p>	<p>Local funding</p>	

<p>for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p> <p>Conduct end of year course evaluation and course request survey in order to better prepare students for grade transitions.</p>					
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[G 4] Safe and Healthy Students
 Memphis Rise Academy will reduce its average daily absentee percentage from 10.01% to 8.01% (2023-2024).

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

****SchoolRunner Data****
 * From 10.01% to 8.01% (2023-2024)

****PowerSchool Data****
 * From 10.01% to 8.01% (2023-2024).

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified attendance areas of need and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the</p>	<p>[A 4.1.1] School Nurse This year, we identified and hired a School Nurse to serve students across all grade levels to ensure consistent nursing services are being provided and student health reporting, a topic that can be very sensitive to families and require a great deal of relational understanding, can be done with fidelity in a way that mirrors our school's communication norms and expectations. Having a full-time school</p>	Angeles Padilla (School Nurse)	06/30/2024	ESSER 3 [\$57000.00]	

<p>benchmark indicators are:</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>nurse should support our school's attendance and, transitively, instructional goals this year.</p>				
	<p>[A 4.1.2] Middle School and High School Social Workers</p> <p>We have hired social workers, as well as maintained a contract with a behavioral health specialist, to provide ongoing services to all students in our school in these areas. Social workers also work very closely with families to provide resources or connections with wraparound services, including those that support financial and housing stability, health and wellness, and employment, all of which contribute to our school's goals this year by ensuring students have their basic needs met which allow them to attend school regularly and possess a mindset to succeed.</p>	<p>Shannon Hudson (School Social Worker) and Kiara Collier (School Social Worker)</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$67000.00]</p> <p>ESSER 3 [\$68000.00]</p>	
	<p>[A 4.1.3] Middle School and High School Deans of Students</p> <p>Our school has a need in the expansion of cultural support services focused on additional personnel dedicated to social-emotional health, student managerial intervention, and parent communication/triangulation. For this purpose, we hired several internal employees that we believed could effectively move into a dean of students/culture capacity and empowered them to do so for the 2023-2024 school year. This allows both our middle and high schools to employ a multi-dean model, breaking down the ratio and increasing the number of touchpoints that student and family stakeholders have with our culture team.</p>	<p>Ramon Moses (MS Dean of Students), Devonna Nickeo (MS Dean of Students), Jessica Zoutendyk (HS Dean of Students), Mario Cole (HS Dean of Students), and Antwoine</p>	<p>06/30/2024</p>	<p>Local funding</p> <p>ESSER 3 [\$85000.00]</p> <p>Local funding</p> <p>ESSER 3 [\$75000.00]</p> <p>ESSER 3 [\$80000.00]</p>	

	These deans plan to greatly support attendance and truancy goals, discipline goals including our suspension rate, and, through their ongoing work with character building, increasing student readiness and buy-in to strong instruction.	McClellan (HS Dean of Students)			
	<p>[A 4.1.4] Network Director of Communications/Assistant Network Director of Communications</p> <p>In the coming school year, our Network Director of Communications as well as our Assistant Network Director of Communications will work closely with families to identify the root causes of absences. Our Principals and Deans of Students will subsequently use this information to draft individualized plans aimed at getting students to school/keeping students in the classroom.</p>	Joan Chavez (Network Director of Communications) and Denise Ayala (Assistant Network Director of Communications)	06/30/2024	ESSER 3 [\$70000.00] Local Funding	
	<p>[A 4.1.5] Robust facilities staff</p> <p>A robust facilities staff is necessary to ensure a clean, safe, and healthy learning environment. This has the potential to lessen student absences due to illness.</p>	Stephanie Burnette-Winston (Facilities Associate)	07/30/2024	ESSER 3 [\$48000.00]	
<p>[S 4.2] Professional Development</p> <p>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator</p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared school-wide.</p>	<p>[A 4.2.1] Director of Diversity, Equity, Inclusion, and Belonging (DEIB)</p> <p>This year, our school has created a Director of Diversity, Equity, Inclusion, and Belonging (DEIB) role. We intend to bolster and grow our existing Diversity, Equity, Inclusion, and Belonging (DEIB) professional development through the creation of this new role. We believe that this will better equip our staff to serve our school community. Additionally, we think our efforts in this area will create increased dialogue with students and family surrounding how we can best support their needs. As a result, we think this will also positively impact our attendance rates.</p>	Kellie Simbulan (Director of Diversity, Equity, Inclusion, and Belonging - DEIB)	06/30/2024	ESSER 3 [\$75000.00]	

<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events and parent teacher conferences.</p> <p>Assign a Memphis Rise Academy parent to review 20-day student attendance reports at the end of each semester to determine the impact after engagement events and parent teacher conferences.</p> <p>Evidence of parent participation in decisions relating to the education of their children and track collaboration efforts.</p> <p>Maintain a 80% submission rate of Memphis Rise Academy Rise Reports - our primary, weekly communication method with parents.</p>	<p>[A 4.3.1] Director of Communications Our Director of Communications serves as the manager of school communication systems in all grades, plays a critical role in managing school attendance and disciplinary data, works closely with admin teams, specifically deans, in proactive and reactive family communications. Given that our goal in attendance requires strong family communication and buy-in, the Director of Communications is critical to building impactful home-to-school relationships that make this work more possible.</p>	<p>Joan Chavez (Director of Communications)</p>	<p>06/30/2024</p>	<p>ESSER 3 [\$70000.00]</p>	
	<p>[A 4.3.2] Remind Messaging Platform Remind is the platform used to communicate electronically with families regarding pertinent school information. This includes, but is not limited to, information regarding student behavior, post-secondary support opportunities, school event info (how families can be involved in supporting students academically), information regarding academics, etc. This supplemental platform will be used to communicate with 6th-12th grade families in the 2023-2024 school year in an effort to increase student achievement.</p>	<p>Joan Chavez</p>	<p>06/30/2024</p>	<p>Title 1 [\$4427.44]</p>	
	<p>[A 4.3.3] Rise Reports Memphis Rise Academy uses Student Rise Reports for 6th through 12th grade as a way to</p>	<p>Joan Chavez</p>	<p>06/07/2024</p>	<p>Title 1 [\$203.56]</p>	

	<p>keep families informed about their students academics (including grades and behavior). Parents receive a printed Rise Report weekly on neon green paper. They review this information, sign this document, and return the Rise Report to school the following Monday. This supplemental communicatoin method aims to engage families with their students academic experince and subseqeuntly increase academic achievement.</p>				
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