

Memphis Rise Academy Annual Plan (2024 - 2025)

Last Modified at Sep 25, 2024 08:08 PM CDT

**[G 1] Reading/Language Arts**

Memphis Rise Academy will improve ELA meeting or exceeding expectation percentages in all grades by 3%. In 6th-8th grade, we will improve math meeting or exceeding expectation percentages from 18.7% (2023/2024) to 21.7% (2024/2025). In 9th-12th grade, we will improve ELA meeting or exceeding expectation percentages from 36.0% (2023/2024) to 39.0% (2024/2025).

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

\* 6th-8th from 18.7% (2023/2024) to 21.7% (2024/2025); and 9th-12th from 36.0% (2023/2024) to 39.0% (2024/2025).

MAP Testing Data

\* 80% or more of students will reach their MAP Growth Goal for the 2024-2025 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><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> **Benchmark Indicator**</p>	<p><b>[A 1.1.1] Literacy Interventionist</b> 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</p>	<p>Yevett Bell (ELA Interventionist)</p>	<p>06/30/2025</p>	<p>Title 1</p>	

<p>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 order to measure educators' delivery of standard aligned lessons to TN Standards.</p>	<p>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><b>[A 1.1.2] Assistant Teachers</b>  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</p>	Michelle Jarrett (Assistant Teacher) and Jenny Pepiton (Assistant Teacher)	06/30/2025	Title 1	

	our target academic growth outcomes in grades 6-12.				
	<p><b>[A 1.1.3] Additional ELA Learning Time</b>  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.</p>	Megan Ryan (Instructional Coach) and Joyya Baines (Instructional Coach)	06/30/2025	Title 1	
<p><b>[S 1.2] Professional Development</b>  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.</p> <p><b>Benchmark Indicator</b>  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.</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><b>[A 1.2.1] Instructional Coaches</b>  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 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>	Megan Ryan (Instructional Coach) and Joyya Baines (Instructional Coach)	06/30/2025	Title 1	

<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><b>[A 1.2.2] Director of Literacy Curriculum</b>  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.</p>	<p>Rhiannon Lewis Defeo  (Director of Literacy Curriculum and Instruction)</p>	<p>06/30/2025</p>	<p>Local Funding</p>	
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>  Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p><b>[A 1.3.1] ELA Interventionist</b>  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</p>	<p>Yevett Bell  (ELA Interventionist)</p>	<p>06/30/2025</p>	<p>Title 1</p>	

<p>meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b> 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>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>				
	<p><b>[A 1.3.2] Supplementary Student Support Teachers</b> Our school believes that student support teachers (SPED teachers) are vital in the provision of academic interventions, personalized learning activities, and individualized learning opportunities. Therefore, Memphis Rise Academy employees more student support teachers (SPED teachers) than what is required in an effort to better meet the needs of individual students and monitor their progress.</p>	<p>Melissa Ivory (Student Support Teacher)</p>	<p>06/30/2025</p>	<p>Local Funding</p>	

**[G 2] Mathematics**

Memphis Rise Academy will improve math meeting or exceeding expectation percentages in all grades by 3%. In 6th-8th grade, we will improve math meeting or exceeding expectation percentages from 47.7% (2023/2024) to 50.7% (2024/2025). In 9th-12th grade, we will improve math meeting or exceeding expectation percentages from 2023/2024 by 3%.

\*Note: The state of TN has not yet provided 2023/2024 9th-12th math data.

**Performance Measure**

Performance will be measured using the following tools:

**TNReady Assessment**

\* 6th-8th from 47.7% (2023/2024) to 50.7% (2024/2025); and 9th-12th we will improve math meeting or exceeding expectation percentages from 2023/2024 by 3%. (Still awaiting data for 9th-12th grade.)

**MAP Testing Data**

\* 80% or more of students will reach their MAP Growth Goal for the 2024-2025 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><b>[S 2.1] Standard Aligned Core Instruction</b>                      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><b>Benchmark Indicator</b>                      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</p>	<p><b>[A 2.1.1] Math Interventionist</b>                      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</p>	<p>Haley McLeod                      (Math Interventionist)</p>	<p>06/30/2025</p>	<p>Title 1</p>	

<p>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>subjects to an on-track or advanced proficiency level.</p>				
	<p><b>[A 2.1.2] Assistant Teachers</b>  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>Michelle Jarrett (Assistant Teacher) and Jenny Pepiton (Assistant Teacher)</p>	<p>06/30/2025</p>	<p>Title 1</p>	
<p><b>[S 2.2] Professional Development</b>  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><b>[A 2.2.1] Instructional Coaches</b>  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</p>	<p>Bradi Bair (Instructional Coach)</p>	<p>06/30/2025</p>	<p>Title 1</p>	

<p><b>Benchmark Indicator</b>  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.</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. This will be tracked through SASHER - our HR platform. **The entirety of this process intends to provide individualized professional learning support.</p> <p>Teachers will complete weekly professional development on Friday afternoon from 3:10pm to 4:30pm. **Staff are expected maintain 85% attendance. This will be tracked through SASHER - our HR platform. **Throughout the year, there will be approximately 25 after school professional development sessions. In addition to this, staff will participate in 19 full-day professional development days throughout the school year (15 prior to the start and 4 during the school year).</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</p>	<p>intellectually challenging tasks. Instructional coaching in our school is disaggregated by content and grade band, whenever possible. We currently employ 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>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><b>[A 2.2.2] Director of Math Curriculum and Instruction</b></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 the network to constantly grow and evolve our practices towards more holistic student success.</p>	<p>Rebecca Vuylsteke (Director of Math Curriculum and Instruction)</p>	<p>06/30/2025</p>	<p>Local Funding</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b></p> <p>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><b>[A 2.3.1] Math Interventionists</b></p> <p>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</p>	<p>Haley McLeod (Math Interventionist)</p>	<p>06/30/2025</p>	<p>Title 1</p>	

<p>***</p> <p><b>Benchmark Indicator</b> 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>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><b>[A 2.3.2] Supplementary Student Support Teachers</b> Our school believes that student support teachers (SPED teachers) are vital in the provision of academic interventions, personalized learning activities, and individualized learning opportunities. Therefore, Memphis Rise Academy employees more student support teachers (SPED teachers) than what is required in an effort to better meet the needs of individual students and monitor their progress.</p>	<p>Melissa Ivory (Student Support Teacher)</p>	<p>06/30/2025</p>	<p>Local Funding</p>	

**[G 3] College and Career Readiness**

Memphis Rise Academy will increase the percentage of students scoring a composite score of 20+ on the ACT from 31.5% (2023/2024) to 40% (2024/2025).

**Performance Measure**

Performance effectiveness will be measure by the following:

\* ACT Success Portal Annual Composite Report Data - 40% (or more) of students scoring a composite score of 20 or greater

\* Naviance (Educational Data Management Platform) - 40% (or more) of students scoring a composite score of 20 or greater

\* Memphis Rise Academy High School Class of 202X Post Secondary Information Spreadsheet (Internal) - 40% (or more) of students scoring a composite score of 20 or greater

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] ACT Preparation</b>            ****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 20.</p> <p><b>Benchmark Indicator</b>            **Memphis Rise Academy will increase the number of students taking the 2025 Memphis Rise Academy ACT Practice Test in May from 11 students (4.9% of HS sophomores and juniors) in the 23/24 SY to 30 students (13.39% of HS sophomores and juniors) in the 24/25 SY. Memphis Rise Academy will measure this by attendance taken on day of practice test.**</p> <p>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><b>[A 3.1.1] ACT Prep</b>            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 Villani            Director of Post-Secondary Counseling)            and Bradi Bair            (Instructional Coach)</p>	<p>06/04/2025</p>	<p>Local Funding             Title 1</p>	
	<p><b>[A 3.1.2] Provision of ACT Prep Materials</b>            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>06/04/2025</p>	<p>Local Funding</p>	
	<p><b>[A 3.1.3] Yearly ACT Test Administration Day at No Cost to Students</b>            Each year, Memphis Rise Academy will proctor the ACT for high school students. This test will be free</p>	<p>Amanda Villani            (Director of Post-Secondary Counseling)</p>	<p>10/31/2025</p>	<p>Local Funding             Title 1</p>	

	of charge. This year's test will take place in October.	and Bradi Bair (Instructional Coach)			
	<b>[A 3.1.4] Transportation to ACT Testing</b> Each year on the June ACT administration date, our school provides breakfast and transportation for students who would like to take the ACT.	Amanda Villani (Director of Post-Secondary Counseling)	06/14/2025	Local Funding	
	<b>[A 3.1.5] ACT Committee</b> Memphis Rise Academy will create a ACT Committee for the 2024/2025 SY in order to provide a clear direction for ACT planning and prep.  * **Family Communication: **Develop and execute a family communications plan to inform families about ACT administrations and ACT prep opportunities * **Incentive Systems: **Develop and execute a student incentive system for ACT prep to incentivize attendance at ACT prep sessions, effort put into ACT prep sessions, and growth on ACT practice opportunities * **Data Tracking and Reporting: **Track data from ACT practice opportunities and create score reports that can be shared with students and families * **Individual Student Outreach: **Develop and execute an individual student outreach plan designed to connect students with an adult who will encourage them to opt into ACT practice opportunities and help them reflect on their ACT scores and set growth goals	Gus Connelly (Executive Director) and Rhiannon Lewis Defeo (Director of Literacy Curriculum and Instruction)	06/04/2025	Local Funding	
<b>[S 3.2] Early Post-Secondary Opportunities</b> 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.  <b>Benchmark Indicator</b> **Memphis Rise Academy will increase the number	<b>[A 3.2.1] Honors/AP Classes</b> Memphis Rise Academy will offer a wide array of honors and AP courses.	Emmanuel Blair (High School Principal)	06/30/2025	Local Funding	

<p>of students taking AP exams from 67 students (15.65% of HS students) in the 23/24 SY to 80 students (19% of HS students) in the 24/25 SY. Memphis Rise Academy will access this data from College Board in July 2025. **</p> <p>Quarterly review of students enrolled in each Advanced Placement/dual enrollment course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP/dual enrollment office hours compared to the previous semester and year to measure students participation and success in AP/dual enrollment courses.</p>					
	<p><b>[A 3.2.2] Collaboration with External Partners to Offer Unique Course Offerings</b>  For the 2024/2025 SY, Memphis Rise Academy will partner with Tennessee College of Applied Technology (TCAT) to offer Graphic Design. Additionally, Memphis Rise Academy will partner with the University of Memphis to offer dual-enrollment Composition.</p>	<p>Amanda Villani (Director of Post Secondary) and Emmanuel Blair (High School Principal)</p>	<p>06/07/2025</p>	<p>Local Funding</p>	
<p><b>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</b>  ****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><b>Benchmark Indicator</b>  **Conduct end of year course evaluation and course request survey in order to better prepare students for grade transitions - completion of 95% or greater . **</p> <p>Review student academic tracks and transition plans to ensure course offerings and opportunities for educational placement are available for transitioning students.</p>	<p><b>[A 3.3.1] Director of Post-Secondary Counseling and Director of Communications</b>  The Director of Post-Secondary Counseling charged with the creation of systems for communication and knowledge building for college and career exploration for high school families. Along with our Director of Communications, our Director of Post-Secondary Counseling develops content for families to learn more about the post-secondary access, including preparing for applications and financial aid.</p>	<p>Amanda Villani (Director of Post-Secondary Counseling) and Joan Chavez (Director of Communications)</p>	<p>06/30/2025</p>	<p>Local Funding</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><b>[A 3.3.2] Remind Messaging Platform</b> 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 2024-2025 school year in an effort to increase student achievement.</p>	<p>Joan Chavez (Director of Communications)</p>	<p>06/30/2025</p>	<p>Title 1</p>	
	<p><b>[A 3.3.3] Rise Reports</b> Memphis Rise Academy uses Student Rise Reports for 6th through 12th grade as a way to 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 communication method aims to engage families with their students academic experience and subsequently increase academic achievement.</p>	<p>Joan Chavez</p>	<p>06/07/2025</p>	<p>Title 1</p>	

**[G 4] Climate and Access**

Memphis Rise Academy will reduce its percentage of chronically absent students from 12.2% (2022/2023 SY) to 9.2% (2024/2025 SY) .

**Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data - attendance at 90.8% greater.
- \* SchoolRunner Data - attendance at 90.8% greater.
- \* InformTN Data - attendance at 90.8% greater.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  In order to look at attendance rates and factors that cause students to be absent from school, we will review:</p> <p>* PowerSchool Data - When evaluated at the end of each quarter, the number of students with five or more unexcused absences in the quarter will be 25% lower than at the same time in the previous year.</p> <p>* SchoolRunner Data - When evaluated at the end of each quarter, the number of students with five or more unexcused absences in the quarter will be 25% lower than at the same time in the previous year.</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><b>[A 4.1.1] Middle School and High School Social Workers</b>  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>	Shannon Hudson (School Social Worker) and Kiara Collier (School Social Worker)	06/30/2025	Local Funding	
	<p><b>[A 4.1.2] Middle School and High School Deans of Students</b></p>	Ramon Moses (MS Dean of	06/30/2025	Local Funding	

	<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, in recent years, 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 2024-2025 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. 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.</p>	<p>Students), Devonna Nickeo (MS Dean of Students), Jessica Zoutendyk (HS Dean of Students), and Antwoine McClellan (HS Dean of Students)</p>			
	<p><b>[A 4.1.3] Network Director of Communications/Assistant Network Director of Communications</b> 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>	<p>Joan Chavez (Network Director of Communications) and Denise Ayala (Assistant Network Director of Communications)</p>	06/30/2025	Title 1	
	<p><b>[A 4.1.4] Robust Facilities Staff</b> 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>	<p>Troy Robinson (Director of Facilities)</p>	06/30/2025	Title 1	
<p><b>[S 4.2] Professional Development</b> 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><b>[A 4.2.1] Director of Diversity, Equity, Inclusion, and Belonging (DEIB)</b> Our school's Director of Diversity, Equity, Inclusion, and Belonging (DEIB) will work to bolster and grow our existing Diversity, Equity, Inclusion, and Belonging (DEIB) professional development through the creation of this new role. We believe</p>	<p>Kellie Simbulan (Director of Diversity, Equity, Inclusion, and</p>	06/30/2025	Local Funding	



<p><b>Benchmark Indicator</b> School RUNNER data, 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. This will be tracked through SASHER - our HR platform. The entirety of this process intends to provide individualized professional learning support.**</p> <p>**Teachers will complete weekly professional development on Friday afternoon from 3:10pm to 4:30pm. Staff are expected maintain 85% attendance. **This will be tracked through SASHER - our HR platform. Throughout the year, there will be approximately 25 after school professional development sessions. In addition to this, staff will participate in 19 full-day professional development days throughout the school year (15 prior to the start and 4 during the school year).</p>	<p>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 this will also positively impact our attendance rates.</p>	<p>Belonging - DEIB)</p>			
<p><b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Maintain a 80% submission rate of Memphis Rise Academy Rise Reports - our primary, weekly communication method with parents.**</p> <p>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</p>	<p><b>[A 4.3.1] Director of Communications</b> 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>06/30/2025</p>	<p>Local Funding</p>	

relating to the education of their children and track collaboration efforts.					
	<p><b>[A 4.3.2] Rise Reports</b>          Memphis Rise Academy uses Student Rise Reports for 6th through 12th grade as a way to 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 subsequeuntly increase academic achievement.</p>	Joan Chavez (Director of Communicatio ns)	06/04/2024	Title 1	
	<p><b>[A 4.3.3] Remind Messaging Platform</b>          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 familes in the 2024-2025 school year in an effort to increase student achievement.</p>	Joan Chavez (Director of Communicatio ns)	06/30/2025	Title 1	