

Cover Page

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

Cover Page

* District Name

Memphis-Shelby County Schools

* School Name

Memphis Rise Academy

* School Principal Name

Gus Connelly

* School Principal Email

gconnelly@memphisorise.org

Resources

[Click here to open the guide.](#)

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Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the school plan must be developed in consultation with the following stakeholders (at a minimum):

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- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Gus Connelly, Memphis Rise Academy Executive Director & Middle School Principal
Emmanuel Blair, Memphis Rise High School Principal
Rebecca Olivarez, Director of Math & Science Curriculum and Instruction
Rhiannon Lewis DeFeo, Director of Literacy Curriculum and Instruction
Jamesha Harris, High School Director of Special Education
Kiara Collier, High School Social Worker
Dr. Wanda Albright, Charter School Finance Advisor
Dr. Teneisha McNeil, ESL Advisor
Dr. Marian Kelley, SPED Advisor
LaKeva Thompson, RTI Advisor
Ashleigh Wilson, 8th Grade Writing Teacher
Brad Rodgers, 9th Grade English Teacher
Jenny Pepiton, Assistant Teacher
Marisol Alvarez, High School Parent
Jennyffer Moreno, Middle School Parent
Angel Martinez, Student
Katie Norwood, Community Partner (University of Memphis)

Stakeholder Involvement

* Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Memphis Rise Academy regularly involves all planning team members. Throughout the school year, team members take an active role in the development, implementation, and revision of our school improvement and/or growth. These meetings occur in the form of leadership team meetings, that include our

instructional staff, grade level chairs, support coordinators, and parents.

Development - MRA stakeholders will meet to review school data and discuss prioritization of needs. The agendas for these meetings will include academic data (ELA & Mathematics) - successes and deficits, climate & access material, college readiness (attendance & ACT readiness), and our school's final goals/plan.

During these meetings, the SIP committee will be essential in ascertaining Memphis Rise Academy's needs and formulating proper goals and benchmarks for the year to come.

Implementation - The SIP committee will also play a large role in how resources will be used and allocated to directly address the prioritized needs. With the lead of the Executive Director, Memphis Rise Academy was successful in providing the necessary professionals to staff staffing needs for the 2026-2027 school year. Many of these educators are directly linked to the Title I personnel request listed in the 2026-2027 Title I budget.

Revision - Moving forward, MRA leaders will reconvene quarterly throughout the year to revisit progress or decline in benchmarks.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

*

- a detailed description of the school's vision for a well-rounded education;
- a description of the courses and opportunities (i.e.enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision;
- actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
- specific local, state, and federal funding sources that support the school's efforts.

The school provides a robust variety of courses, honors and AP courses, and external opportunities, all of which are available to all students. The school adds additional elective course offerings as well as clubs and organizations when possible. This provides students with exposure to as many new ideas, topics, and experiences as possible. All students who demonstrate readiness for advanced coursework (honors and AP) are registered for those courses. Students who do not demonstrate readiness for that advanced coursework are registered for courses that are designed to get them on the advanced coursework track whenever possible.

Students at our Middle School (grades 6-8) all participate in elective classes in Computer Technology, Visual Art, and Physical Education. Students at our High School have access to elective courses including Band (multiple levels and styles), Choir, Visual Arts (including 2-D, 3-D, Electives, Honors, and Pre-AP classes), Spanish, German, Physical Education, Lifetime Wellness, AP Biology, AP US Government, AP Psychology, AP Calculus, AP English Literature, and more. Additionally, this year, we will offer Dual Enrollment with the University of Memphis and Tennessee College of Applied Technology. Our students will have access to Dual Enrollment courses in Composition (I/II) and Anatomy & Physiology, which is a new addition for the 26-27 school year. Additionally, extensive clubs and athletics offerings exist for students in grades 6-8 and grades 9-12. In regards to athletics specifically, our school offers boys and girls tennis, boys and girls cross country, girls volleyball, girls soccer, girls basketball, boys basketball, girls track, boys track, and boys soccer for students in grades 6-8. Our school offers girls cross country, boys cross country, girls soccer, girls volleyball, boys basketball, girls track, boys track, boys soccer, boys tennis, and girls tennis for students in grades 9-12.

All of the courses listed above are open to enrollment by all students, including those with disabilities. There are no special education, intervention, or ESL activities that take the place of available elective courses for students - all of these things happen at different, dedicated times during the school day. Our school's registration team works diligently to ensure that all students are enrolled in the courses that match their interests and post-graduate aspirations.

Our school receives TISA funding from the state of Tennessee through our LEA/authorizer, Title I funding, individual/private donations, and funding from several philanthropic partners/community foundations.

Disciplinary Practices

Describe the following:

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- How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
- The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

Memphis Rise Academy has two Middle School Deans of Students and three High School Deans of Students who work to analyze behavioral data in real-time through our SchoolRunner online platform. This allows Deans to identify what behaviors are occurring in the classroom and subsequently work with students to correct inappropriate behaviors. This is all centered around the idea of reducing lost instructional time/keeping students in the classroom as much as possible.

Memphis Rise Academy also leverages our schools Director of Communications and Assistant Director of Communications to contact families in an effort to keep them informed of their student's behavior.

The school will review discipline data on a bi-weekly basis in school-based leadership team meetings. Deans of Students will work closely with families of students affected by disciplinary action to develop behavioral plans designed to keep them in school as much as possible, without any further impact to instructional time, due to corrective action.

Memphis Rise Academy annually reviews all discipline data to ascertain subgroups disciplined. This analysis is broken down by "all" students, gender, ethnicity, and grade level. This process is utilized to ensure that any discrepancies within our discipline system are immediately addressed or corrected moving forward.

Memphis Rise Academy utilizes student supports coordinators and ESL teachers to frequently push into the classroom to support students with learning differences. These individuals provide push in and pull out supports to ensure student needs are met. This allows for small group instruction and ensures students' needs are met. These practices work to ensure all students are on success and have an environment in which they can feel successful and supported.

Safe, Supportive, and Healthy Environments

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

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- A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
- Specific local, state, and federal funding sources the school will utilize to provide safe, supportive, and healthy environments in schools.

It is important for students to have an environment in which their most basic needs are met, but also in which their social/emotional needs are met. The school's professional development model, specifically around building school culture, promotes teachers/staff working to build an inclusive and safe culture through the school's advisory program.

Based on school climate data from the most recent two school years, drug education and prevention is a significant priority. Memphis Rise Academy expelled 13 students in the 25-26 school year and 11 students in the 24-25 school year for drug-related offenses. The increase from 24-25 to 25-26 (and the numbers being as high as they are in general) is a concerning trend. In order to address this priority, Memphis Rise Academy plans to provide an anti-vaping curriculum in the Advisory setting, and partner with at least one community organization to run a parent workshop and staff professional development about drug prevention-related topics. This will be funded by local funds.

In 6th-8th grade, each student has two dedicated advisors. Students spend a significant amount of their daily time with these advisors who are able to check in with them and support their social-emotional well-being, and academic needs in order to ensure safe, supportive, and healthy environments. Additionally, we have instituted grade level discussion pods that focus on tackling challenging topics.

The school's social workers (two full-time and one contract) work with school leaders to develop and execute initiatives designed to support mental well-being of the entire school community.

In 9th-12th, we have instituted culture block in an effort to create and foster a safe and supportive environment for our high school students. Students spend this time in Advisory, Focus Study (an academic support period), or Post-Secondary Seminar, depending on the day of the week.

Our school has also appointed a staff member who will be in charge of diversity, equity, inclusion, and belonging. The school will also provide external social work services to any student identified as needing those services. Memphis Rise Academy has secured the proper personnel and local services to provide a safe, supportive, and healthy environment for our students. This was made possible via federal funding such as Title 1 funding.

Integration and Effective Use of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

*

- A detailed description of the level of access students have to technology across all grade bands.
- A detailed description of how the school ensures technology is being utilized effectively by students and educators.
- A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
- Specific local, state, and federal funding sources that support the integration and effective use of technology.

The school has technology devices such that every student in the building could concurrently be using a computer at the same time if desired/needed. All teachers have access to use computers in classrooms at any time they would like/deem necessary within the context of their lessons. Additionally, computers are utilized to conduct testing such as Achieve3000 Level Set, MAP Testing, and TCAP Testing.

Number of computers: 852

Number of computer carts: 28

Utilizing technology in the classroom can always be challenging. There is a certain learning curve that both students and staff must undergo in order to feel fully familiar/confident in using technology and, more impactful, troubleshooting small issues that arise that may prevent a student from accessing the content needed.

Our school's leadership team has made themselves available to troubleshoot any issues that arise, but the reality is that we're not always able to get to everyone as quickly as is ideal. To mitigate these challenges, our school has been providing professional development (both in-person, virtual, and through provided resources) on technology to teachers, and also has been providing teachers with materials to use to train students on technology usage. One major step we took to address technology challenges in the 2024-2025 school year was aging student computers meeting the demands of newer platforms such as Pearson and WIDA.

Memphis Rise Academy is able to provide instructional technology for our students via assistance from Title 1 funding and local funding.

Parent and Family Engagement

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities) and how is the school addressing those barriers. Include in the response:

*

- a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
- the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school.
- a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Some of the barriers that exist to greater family engagement at MRA include language barrier(s), families from lower socioeconomic backgrounds, and lack of transportation. MRA is addressing these issues by providing more increased Spanish speaking professional staff, providing variance in times engagement opportunities are offered, and simplifying material to a level of understanding. Additionally, we work diligently to ensure communication documents are available in both English and Spanish. Additionally, we have scheduled a variety of events that take place on the weekend and later in the evening in an effort to provide engagement opportunities that are conducive to our the work schedules of our families.

Strategies used to implement effective family and community engagement activities include notifications in English and Spanish, more clarity of event details, providing and Q&A portion at the end of all events/meetings, greater advocacy of school programs and events. Additionally, our school has adopted a local park so that we can host home sporting events. This allows events to take place much closer to where are families live. As such, we saw significant increased engagement at home outdoor events.

The school is working to create multiple avenues for parents/families to be involved in the school this year, including sessions specifically led in Spanish for parents/families who are most comfortable communicating in Spanish.

The following is a list of some Memphis Rise Academy offerings:

Title I Annual Meeting- This meeting provides parents/families with knowledge of what it means to be a Title I school, their rights, what Title I funds can be used for, how MRA uses Title I funding, and how this funding is used for student achievement.

Student/Parent/Teacher conferences- Memphis Rise Academy provides student/parent/teacher conferences twice a year. This engagement activity provides

an opportunity for students/parents to meet privately with their instructors. Teachers are able to give constructive feedback pertaining to academic progress and socio-emotional functioning of the student during this time.

Coffee w/ Teachers (Cafecito Con Maestros) - opportunity for families to have open discussion on academic achievement, academic support, school terminology, and general Q&A.

Hispanic Heritage Month (Celebracion del Mes de Herencia Latina) - celebration of Hispanic culture and heritage (meet & greet).

Rise Reports - weekly updates including student academic achievement/standing, progress reports, behavior, announcements etc.

Monthly Newsletter - monthly updates regarding upcoming cultural events and other school events

Black History Month Celebration - community event with families and community members to celebrate black history via a talent show.

FAFSA and CSS Workshops - for filing the FAFSA and CSS Profile with college admissions/financial aid experts present. Opportunities for families to schedule one-on-one meetings with the post-secondary counselor throughout every step of the post-secondary process regardless of grade level. This includes evaluating college options and reviewing financial aid offers.

Post-Secondary Action Items by Grade Level - packet distribution to families grades 9-12 in English and Spanish at registration and available at parent teacher conferences to provide student/family academic support/achievement.

Post-Secondary Family Information Sessions -in English and Spanish geared toward families of juniors and seniors.

Communication about deadlines and post-secondary opportunities via REMIND.

Bi-monthly emails containing links to available scholarships

Financial aid support station during the Hispanic Heritage festival (Mes de Herencia Latina)

We had a post-secondary themed session during our Cafecito for Spanish-speaking families.

Invitation for family chaperones on college trips (ex: MTSU, UT Knoxville)

College Fair opportunities: Memphis-Area College Night and HBCU Awareness Foundation College Fair

Onsite ACT and ASVAB for easy student access

Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

*

- A description of educator and school leader needs in regards to professional development and how the school determines those needs.
- A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

Memphis Rise Academy provides robust professional development to all staff. Each year, Memphis Rise Academy instructional leaders analyze all available academic, cultural, and other data from the previous school year, and use this analysis to develop goals and priorities for the current/following year, which lead to professional development topics and usages. For the 26-27 school year, Memphis Rise Academy's priority categories include: Quality of Tasks, Lesson Prep and Internalization, High Quality Discussion and Participation, Using Student Data to Drive Decisions, and Academic Classroom Culture.

Teachers and leaders meet for professional development weekly (on Friday afternoons from 3:00-4:30 PM), four times during the school year for a full day of professional development activities (once each in September, October, January, and March), and during the summer for 2-3 weeks of professional development. During this time, teachers spend time in three separate settings: whole-group sessions led by a presenter, vertical team sessions led by instructional coaches for all teachers of a specific content area, and grade level team sessions led by grade level chairs or Deans of Students for all teachers of a specific group of students.

While all three of these professional development settings are quite important, the Vertical Team setting (which meets once per week, in addition to on full-day PD days) is the most directly connected to the needs identified in ELA (of English I for all students, overall ELA for English Learners and SWDs) and Math (of 8th Math for all students, overall Math for English Learners and SWDs). Vertical Team session topics are connected to the 5 priorities mentioned above, and utilize qualitative data and gathered from classroom observations, and quantitative data collected in the same classrooms. Vertical Team sessions almost always involve a combination of content led directly in a group setting by an instructional coach, and time for teachers to collaborate with one another to practice and plan for execution of strategies in upcoming lessons. The dedicated time for practice of strategies and planning for implementation greatly increases the likelihood of positive impact on students, and directly and urgently builds teacher and leader capacity.

Memphis Rise Academy's leaders also routinely provide professional development sessions tailored supporting staff in the instruction of students with disabilities and English learners. This occurs in the Vertical Team setting and the Whole-Group Presentation setting.

Below, you will find a thorough description of Memphis Rise Academy's Academic Vision and Big Goals.

Quality of Tasks

Internalize and refine curriculum in order to ensure that it maximizes instructional time spent on high-quality, rigorous tasks.

Plan for opportunities in lessons, most often in the Do Now, that are responsive to previously collected data or student work in real-time.

Pace lessons strategically to maximize instructional time spent on highest-leverage tasks, those which are grounded in analysis and critical thinking.

Use strategies to speed up the pace on the completion and review of lower-priority tasks.

Determine what background knowledge students need or what prior knowledge needs to be activated for students to access the most rigorous lesson tasks and include resource elements that support this knowledge building or reactivation.

Include tasks and questions in lessons that prompt students to retrieve or reactivate prior knowledge, and encourage students to consistently use reference materials such as Knowledge Organizers, notes, or key point trackers when there are gaps in what they are able to recall.

Ensure there is alignment among interim assessments, unit tests, exit tickets, and in-lesson tasks.

Lesson Prep and Internalization

Commit to daily lesson preparation and internalization in an effort to provide clearer, more intentional instruction and activate higher levels of student thinking, engagement, and content understanding.

Use intellectual prep as a roadmap for instructional execution, ensuring that moments planned for in IP are carried out in the classroom

The foundational steps of the intellectual prep process include writing exemplary responses, identifying key tasks in the lesson to prioritize, planning question sequences for priority tasks, pacing for individual tasks and/or sections of the resource, and planning means of participation. The intellectual prep process is also a time to plan for misconceptions, feedback to give, and questioning sequences for scaffolding or extension.

Prioritize intellectual prep, lesson internalization, and lesson practice in coaching meetings and professional development

High Quality Discussion and Participation

Create classroom environments where students feel safe to confidently express themselves and take academic risks, generating their motivation to take an active role in their learning and the learning of others.

Differentiate between student participation and class discussion and intentionally include both in daily lessons.
Plan discussion-worthy tasks in student resources and include space for students to complete an initial response/attempt, record discussion notes, and complete a follow-up task.
Establish and consistently coach students to participation and discussion norms, including speaking at an audible level, using habits of discussion stems to respond to the thoughts of others, use academic vocabulary, and charting discussion notes.
Fluently and intentionally plan for and use MOP sequences for appropriate tasks to maximize the number of students thinking in the classroom and the depth of student thinking.
Consistently use high-quality analysis of student work as a catalyst for discussion with the ultimate goal of contributing to whole-class understanding and/or deepening thinking about a topic.
Routinely end discussion with an opportunity for students to apply their learning through revision, synthesis, or another at-bat. Provide students with a space to reflect on the improvements in their understanding or quality of response.

Using Student Data to Drive Decisions

Utilize systems for data collection and response to data in real-time and after a lesson has taken place to ensure that instruction is tailored to students' strengths and priorities for growth.

Collection of Data

Commit to consistent collection of formative data during a class period through circulation during independent work time, collection and analysis of student materials, and frequent Exit Tickets.

Plan for and execute summative assessments that align to the rigor of state standards and, when applicable, TN assessment items.

Responding to Student Data

Use efficient systems to respond to student work during class time to impact student learning in real time.

Use efficient systems to respond to student work in the next lesson(s) to impact student learning before the end of a lesson arc.

Give concise and actionable batch and individual feedback that contributes to student learning and academic growth.

Use student work analysis in coaching conversations to observe trends and identify instructional priorities.

Investing Students in their Work and Data

Educate students on the variety of methods, school-based and external, used to measure their growth and performance and the importance of doing one's best on those assessments.

Be more deliberate about how we communicate student performance and growth to students and how we invest students in their performance.

Coach students on how to use feedback and data to continue to grow towards mastery of content.

Publicly and privately recognize students for their growth and achievement.

Academic Classroom Culture

Establish an academically productive and positive classroom culture that allows learning to be the primary focus during a lesson.

Building Culture

Celebrate the academic achievements, contributions,

Educator Placement

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

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- The process in place to review and analyze educator placement.
- Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The school reviews student performance data, including reviewing it grouped by teacher (inclusive of teacher years of experience and known effectiveness as a factor) on a regular basis. The settings in which these review take place include school-based and network leadership teams, and academic team meetings. These data reviews, among other things, evaluate student performance as compared to the experience and effectiveness level of the teacher of the course generating the data.

Teacher placement is evaluated frequently and placement changes are made, when deemed necessary, at least yearly. One of the things that could trigger a teacher placement change is data showing that an ineffective, inexperienced, or out-of-field teacher is teaching a disproportionate number of low-income and/or minority students.

Whenever a teaching vacancy occurs (especially when a vacancy occurs in between school years, which is when the majority of vacancies occur), the school evaluates the current placement of all highly effective teachers in that content/subject/endorsement area (and also reviews the qualifications of the other teachers teaching the same students as the vacant role would) to determine whether any existing disparities/misalignment in placement of highly qualified teachers can be rectified as part of the organic/already occurring staffing change. For example, If a 6th grade teacher leaves the school, and it is determined that there is an existing disparity that negatively affects 6th grade (fewer highly qualified teachers), whereas other grade levels have a higher-than-average number of highly qualified teachers, the school would evaluate whether a staffing change could be made to move an existing highly qualified teacher to the grade level with the highest need. This process is intended to ensure that one grade level (or one group of students) doesn't have a much higher or lower proportion of highly qualified teachers than others.

Identify Priorities and Root Causes

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Using provided, local, and other available data, school planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the school. School planners should identify specific subgroups and other areas of need for use when tailoring the inherited goals and/or adding goals to address the school context.

School-level data has been provided through TNShare to each district. District-level planners with access to the data should provide the data file to school planning teams. Additional resources to support the school's required needs assessment include:

- [School Planning Three-Year Guide](#)
- [Root Cause: Fishbone and 5 Whys Protocol](#)

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

* ELA - English I for all students, overall ELA for English Learners and SWDs. The school has continued to strengthen ELA instruction through increased instructional support and targeted interventions. However, meeting the diverse literacy needs of students, particularly English Learners and students with disabilities, remains a significant challenge. Inconsistent implementation of differentiated instructional practices and varying levels of student preparedness continue to impact student achievement.	* ? Hiring multiple ELA Coaches ? Hiring multiple Interventionists ? Hiring a Director of Curriculum and Instruction ? Focus Intervention/Focus Study ? Secondary Full Period of Literacy ? Push In/Pull Out Intervention Prior strategies have included instructional coaching, additional literacy instructional time, and targeted interventions for students performing below grade level. While these strategies have increased opportunities for individualized support, their effectiveness has been limited by variation in implementation and the breadth of student needs. Moving forward, the school will place greater emphasis on data-driven differentiation and monitoring the effectiveness of interventions.	* Memphis Rise Academy serves a significant ESL population. Perhaps Memphis Rise Academy is not leveraging enough resources for students in 6th-8th grade who are often in need of additional language support due to a lower mastery of the English language. Why? Students are provided with accommodations based on student need. With that said, perhaps additional versions are needed across the network (Memphis Rise Academy Middle School and Memphis Rise Academy High School) to better support student growth. Why? While Memphis Rise Academy Middle School employees more than the required number of ESL support staff, the staff still at times struggles to meet the pull out and push in needs that an extensive ESL population requires. Why? As stated above, Memphis Rise Academy does employee more than the required number of ESL support staff. With that said, the lack of an on-site ESL director could contribute to this gap. Why? While Memphis Rise Academy Middle School employees a middle school interventionists, the staff still at times struggles to meet the pull out and push in needs of students in need of additional support. Why? Perhaps instruction needs to be more differentiated to better meet the need of middle school students that are at varying ELA levels.

* Math - 8th Math for all students, overall Math for English Learners and SWDs The school has invested in additional instructional time and intervention opportunities to address gaps in students' mathematical understanding. However, persistent foundational skill gaps, particularly among English Learners and students with disabilities, continue to present challenges. Differences in instructional structures and available intervention time across grade levels have also impacted the school's ability to consistently address student needs.	* ? Hiring multiple Math Coaches ? Hiring a Math Interventionist ? Hiring a Director of Curriculum and Instruction ? Focus Intervention/Focus Study ? Secondary Full Period of Math ? Push In/Pull Out Intervention Prior strategies have included additional math instructional periods, interventionists, instructional coaching, and targeted small-group support. These strategies have expanded opportunities for students to receive additional instruction, but have not consistently addressed the foundational skill gaps that impact grade-level performance. The school recognizes the need for more consistent use of assessment data to identify specific skill deficits and evaluate the impact of interventions.	* Memphis Rise Academy Middle School students build strong foundational math skills in grades 6-8. As students progress through high school, students struggle as math instructional minutes decrease, focus structure becomes independent, and additional supports, such as additional interventionists and additional ESL teachers, lessens. Why? High school math teacher turnover is high. New staff results in constant reteaching of school expectations. Why? High school focus functions in a more independent, informal setting. Middle school focus is rooted in data collection and subsequent lesson creation. Why? Students in middle school focus receive more tailored instruction and curriculum in a focus setting while materials are not often created for high school focus. Why? While Memphis Rise Academy Middle School employees multiple middle school math interventionists, there are no high school math interventionists. Why? High school students have one math period per day while middle school students have two math periods per day.
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* ACT Improving ACT performance remains a priority as the school works to ensure that students are prepared for postsecondary opportunities. Challenges include gaps in foundational academic skills and the need for more consistent alignment between classroom instruction and the skills assessed on the ACT. The school recognizes that improving college and career readiness requires sustained academic preparation across multiple grade levels.	* ? Hiring a Director of Post-Secondary Counseling ? ACT Committee ? After-School ACT Prep Initiatives ? School-wide ACT Positive Culture Building Prior strategies have focused on strengthening academic instruction and providing additional opportunities for students to prepare for the ACT. While these efforts have supported the school's emphasis on college and career readiness, more intentional monitoring of student progress and targeted preparation based on individual areas of need are necessary. Moving forward, the school will work to better connect ACT performance data to instructional planning and student support.	* Students may not view college as accessible, and therefore stop attempting to push themselves to meet college readiness benchmarks. Why? Students don't always feel engaged with the college-going culture activities, presentations, and materials that begin in middle school. It can be difficult as a middle school student to feel bought in to/invested in learning about college when it feels so far away. Why? There is a bit of a binary attitude toward college - either I am an academically talented student who should go to college, or I am someone for whom college is not an option. There is less awareness of the spectrum of post-secondary options that exist. Why? Poor grades and performance in early transcripted years (8th grade for some students, 9th grade for all students) have an early negative impact on metrics like GPA and class rank, and can create a sense that it is impossible to get good enough grades in upper class years to balance out poor grades in earlier years. Why? College is perceived as a significant financial burden, and there is limited awareness (in the early, formative years like middle school and 9th-10th grades) of what financial aid means. Why? College does not seem to many students like a fast pathway to being financially successful.
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* Graduation Rate The school has strengthened systems for monitoring students' progress toward graduation and identifying students at risk of falling off track. However, academic credit deficiencies, inconsistent attendance, and varying levels of student engagement continue to present challenges. The school recognizes the need to identify and address barriers to graduation earlier in students' high school experiences.	* ? 12th Grade Team Targeted PD and Worktime ? Graduation On-Track Monitoring System ? Senior Contract and Frequent Family Meetings Prior strategies have included graduation on-track monitoring, senior contracts, targeted support for the 12th grade team, and frequent communication with students and families. While these strategies have created more structured systems for supporting students at risk of not graduating, they have often focused on students already approaching graduation. The school recognizes the need to expand proactive monitoring and intervention to earlier grade levels to prevent students from falling significantly behind.	* Students who ultimately do not graduate on time often enter their senior year already significantly off-track for graduation, making it difficult to address all outstanding academic requirements within one school year. Why? Students may accumulate missing credits or fail required courses throughout grades 9-11 without fully understanding the long-term impact that each failed course or missing credit has on their ability to graduate on time. Why? While Memphis Rise Academy has developed strong systems for monitoring graduation progress and communicating graduation requirements during a student's senior year, perhaps similar systems need to be implemented earlier and more consistently throughout grades 9-11. Why? Students who struggle academically may continue to be promoted to the next grade level while still carrying credit deficiencies from previous years, causing academic challenges to compound over time. Why? Students experiencing academic challenges are often also struggling with attendance, engagement, completion of assignments, and/or responsibilities outside of school. While Memphis Rise Academy provides a variety of academic and student supports, perhaps these supports are not always implemented early enough or with enough intensity to prevent students from becoming significantly off-track. Why? Perhaps Memphis Rise Academy is lacking in a system beginning in 9th grade that allows students, families, teachers, and administrators to more consistently understand each student's progress toward graduation and intervene before credit deficiencies become difficult to overcome.

* Student Attendance Student attendance continues to be impacted by a variety of factors, including family responsibilities, student employment, and attendance habits established during and following the COVID-19 pandemic. While the school has increased its capacity to communicate with families and respond to attendance concerns, chronic absenteeism remains a challenge. Consistent student attendance requires continued collaboration between the school, students, and families.	* ? Phone calls from our Dean of Student(s) ? Informal check-in conversations with students, families, teachers, and administration ? Hiring two full-time social workers and a Director of Family Communication ? Hiring two Middle School Deans of Students and three High School Deans of Students Prior strategies have included additional Deans of Students, social workers, and family communication personnel, as well as phone calls, family outreach, and informal student check-ins. These strategies have strengthened the school's ability to identify and respond to attendance concerns, but have often been reactive rather than preventative. Moving forward, the school will emphasize earlier identification of attendance patterns and more coordinated interventions to address the underlying causes of chronic absenteeism.	* Students and families do not recognize the impact that being absent has on a students academic success, and as a result, other responsibilities are prioritized. Why? Students struggled to create and maintain strong academic habits during the pandemic. Ultimately many were overwhelmed as they returned to the classroom. We have struggled to provide all of the necessary support as students have reacclimated to the classroom. Why? During the pandemic, many of our students took on jobs that impacted their ability to complete academic assignments/work. On a certain level, this is out of our control. With that said, we are still working to provide families with the proper support and guidance to communicate the importance of returning to a structured/scheduled learning environment. Why? Many parents/guardians of students have not had the opportunity to seek a post-secondary education or have chosen not to. Additionally, many parents work manual labor jobs. There could perhaps be a breakdown in students and families understanding the impact of daily attendance on seeking post-secondary education opportunities. Why? Many of our students stepped up to help meet family needs during the pandemic. Many of them continue to assume these responsibilities even after the pandemic which conflicts with their ability to complete academic work. On a certain level, this is out of our control. With that said, we have failed to provide families with the proper support and guidance to communicate the importance of returning to a structured/scheduled learning environment. Why? Families have struggled to access important school information as a result of not fully understanding school communication platforms and how to use them.
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Goal 1: Grade 3 ELA (Required)

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

 ☒ N/A The school does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

Goal 2

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

Goal 2

By May 2029, Memphis Rise Academy will increase the percentage of students who score proficient in 6-12 ELA outcomes to 46.0% for all students, 25.1% for students with disabilities, and 26.2% for English learners.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Overall: 31.0% to 36.0%, SWD: 5.1% to 11.8%, EL: 6.2% to 12.9%	* TCAP/EOC Data
2027-28	* Overall: 36.0% to 41.0%, SWD: 11.8% to 18.4%, EL: 12.9% to 19.5%	* TCAP/EOC Data
2028-29	* Overall: 41.0% to 46.0%, SWD: 18.45 to 25.1%, EL: 19.5% to 26.2%	* TCAP/EOC Data

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Middle School Reading Interventionist - The Reading Interventionist is a licensed educator who provides supplementary instruction 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.	Reading Interventionist schedule is reviewed once per quarter to evaluate the placement of students in intervention groups as compared to their universal screener and (as applicable) RTI progress monitoring/benchmarking data. Summative assessment data from lessons created/executed by Interventionist is reviewed at least once per quarter to evaluate the progress of students in reading intervention groups/courses, expecting to see average net growth each quarter.	\$	Title I - \$69,000

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.	Assistant teacher schedule is reviewed quarterly to ensure that Assistant Teacher assignments are aligned with the schedules of students with the highest need. Summative assessment and interim assessment data from students directly supported by Assistant Teachers is reviewed quarterly to demonstrate consistent growth in mastery in the subject area(s) being supported by the Assistant Teacher.	\$	Title I - \$18,852
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 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.	Instructional Coach observation/feedback/meeting schedule is reviewed monthly (in comparison to teacher-level mastery data) to ensure that Instructional Coaches are devoting the appropriate amount of time to teachers with the highest needs. Interim Assessment data from teachers supported by each instructional coach is reviewed quarterly (in alignment with state tests, reviewing specific standards, etc.) to demonstrate consistent growth in mastery of tested standards in advance of the operational state test.	\$	Title I - \$87,500

Goal 3

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

Goal 3

By May 2029, Memphis Rise Academy will increase the percentage of students who score proficient in 6-12 Math outcomes to 57.9% for all students, 35.2% for students with disabilities, and 37.0% for English learners.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Overall: 47.9% to 51.2%, SWD: 15.2% to 21.9%, EL: 19.0% to 25.0%	* TCAP/EOC Data
2027-28	* Overall: 51.2% to 54.6%, SWD: 21.9% to 28.5%, EL: 25.0% to 31.0%	* TCAP/EOC Data
2028-29	* Overall: 54.6% to 57.9%, SWD: 28.5% to 35.2%, EL: 31.0% to 37.0%	* TCAP/EOC Data

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Middle School Math Interventionist - The Math Interventionist is a licensed educator who provides supplementary instruction 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.	Math Interventionist schedule is reviewed once per quarter to evaluate the placement of students in intervention groups as compared to their universal screener and (as applicable) RTI progress monitoring/benchmarking data. Summative assessment data from lessons created/executed by Interventionist is reviewed at least once per quarter to evaluate the progress of students in reading intervention groups/courses, expecting to see average net growth each quarter.	\$	Title I - \$68,000

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 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.	Instructional Coach observation/feedback/meeting schedule is reviewed monthly (in comparison to teacher-level mastery data) to ensure that Instructional Coaches are devoting the appropriate amount of time to teachers with the highest needs.	\$	Title I - \$83,500
		\$	

Goal 4

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

☐ This goal not established.

Goal 4

By May 2029, Memphis Rise Academy will increase its average composite ACT score to 20.0.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 17.5 to 18.3	* ACT Score Reports
2027-28	* 18.3 to 19.2	* ACT Score Reports
2028-29	* 19.2 to 20.0	* ACT Score Reports

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
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.	ACT course registration documents, ACT scores for students who participate in ACT Prep initiatives	\$	Local Funding
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.	ACT book purchase logs, ACT scores for students who choose to purchase these materials	\$	Local Funding
On-Site ACT - 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.	ACT Day attendance logs, ACT scores for students who participate in on-site administration	\$	Local Funding

Goal 5

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

☐ This goal not established.

Goal 5

By May 2029, Memphis Rise Academy will increase its graduation rate to 93.6%.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 85.6% to 88.3%	* State of TN Graduation Rate Information
2027-28	* 88.3% to 90.9%	* State of TN Graduation Rate Information
2028-29	* 90.9% to 93.6%	* State of TN Graduation Rate Information

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Graduation Coach - The Graduation Coach will provide targeted, individualized support to students who are off-track for timely graduation or are at risk of dropping out by using multiple data sources to identify needs, barriers, and appropriate interventions. The Graduation Coach will develop and manage individualized engagement plans, coordinate credit recovery, and collaborate consistently with students, families, teachers, school leaders, employers, and community partners to address barriers to graduation. Schoolwide, the Graduation Coach will support both middle and high school staff in identifying students at risk of not graduating, strengthen the transition from middle to high school, and ensure that systems for monitoring and responding to graduation risk are implemented consistently across grade levels. The Graduation Coach will also work alongside school leadership to strengthen Ready Graduate outcomes and ensure that graduation supports remain student-centered, solutions-oriented, and connected to students' post-secondary ambitions.	Graduation Coach Schedule is reviewed quarterly to ensure that Graduation Coach is dedicating appropriate amounts of time to work with students who are the most off-track for graduation. Graduation On-Track data (in the form of a graduation tracker) is reviewed monthly to demonstrate that the proportion of students off-track for graduation (especially those who work closely with the Graduation Coach) steadily decreases.	\$	Specialized Graduation Coach Funding - \$82,791.40

		\$	
		\$	

Goal 6

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

☐ This goal not established.

Goal 6

By May 2029, Memphis Rise Academy will reduce its percentage of chronically absent students from 30.3% to 10.3%.

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 30.3% to 23.6%	* Attendance Data in PowerSchool
2027-28	* 23.6% to 17.0%	* Attendance Data in PowerSchool
2028-29	* 17.0% to 10.3%	* Attendance Data in PowerSchool

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Social Workers - 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.	Social Worker Schedules are reviewed quarterly to ensure that Social Workers are dedicating appropriate amounts of time to work with students who have the most significant needs (mental health, attendance, risky behaviors, etc.). Attendance data is reviewed biweekly to demonstrate that the proportion of students who are at risk for chronic absenteeism (especially those who work closely with a Social Worker) steadily decreases.	\$	Local Funding

Family Communications Team - In the coming school year, our Network Director of Communications as well as out 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.	Family Communications Team Schedules are reviewed quarterly to determine that their efforts are focused on students with the highest needs. Attendance data is reviewed biweekly to demonstrate that the proportion of students who are at risk for chronic absenteeism (especially those who work closely with the Family Communications team) steadily decreases.	\$	Local Funding
		\$	

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

2026-27 to 2028-29 School Plan Assurances

☒ * The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119.
2. Work in consultation with the LEA as the school develops and implements the plan.
3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school.
4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.
5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments.
7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.

☐ **If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:**

1. Help provide an accelerated, high-quality curriculum.
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

 ☒ This box is checked for schoolwide schools to enable the questions on this page. Other schools do not need to complete this page.

Opportunities for All Students

* Describe how the school will ensure that all students, including those from economically disadvantaged backgrounds, major racial and ethnic groups, students with disabilities (SWDs), English learners (ELs), and students identified as at risk of not meeting state academic standards, are provided with meaningful opportunities to meet challenging state academic standards.

The school provides opportunities for all students, including those in each subgroup, through the standard academic program, and through supplemental programs like Focus instruction. All students participate in all of these named opportunities, regardless of status as a member of a subgroup. For example, all students receive literacy and math instruction outside the core literacy or math classes, through an additional math and literacy class period in Middle School, and assignment to literacy and math electives in High School. All students receive this additional instruction.

When a student is identified as being at risk of not meeting state standards, that student (again, regardless of status as member of a subgroup) receives additional support in smaller-group instruction in the subject area(s) needed. In middle school, this takes place in our focus period where students have an opportunity to learn and strengthen skills in areas in which they need additional support. Additionally, instruction during the focus period takes place in smaller groups. In high school, similar support is provided through our focus study period.

Strengthening Academics and Quality Learning

* Describe how the school will use methods and instructional strategies that strengthen the academic program in the school and increase the amount and quality of learning time.

The school will use all available professional development opportunities to train teachers to strengthen their practice, capitalizing on what's already working well, and learning from examples across the country. The school is part of a collaborative group of other schools in Memphis, working with leaders from a nationally known education organization, who do both virtual and in-person site visits and provide both feedback and implementation support for school leaders to train teachers on improving instructional practices to strengthen the academic program. The methods and instructional practices provided both by these external partners and determined by our academic leaders are crafted into teacher-facing professional development, delivered to teachers on a weekly basis, and followed up on through a cycle of regular classroom observations.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

☐ This box is checked for targeted assistance schools to enable the questions on this page. Other schools do not need to complete this page.

☐ This box is checked for TSI/ATSI schools to enable the questions on this page. Other schools do not need to complete this page.

Priority/CSI Designation Only

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0



☐ This box is checked for Priority/CSI Designation schools to enable the questions on this page. Other schools do not need to complete this page.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Memphis Rise Academy (792-8264) Charter School - School Plan - Rev 0

Type	Optional Documents	
	Document Template	Document/Link
(School Plan) Additional Supporting Documents (required for priority/CSI schools)	N/A	
(School Plan) School Plan Title I Budget	N/A	 Title I Budget