

## Memphis Business Academy Middle Annual Plan (2023 - 2024)

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

Memphis Business Academy Middle will increase ELA on-track and mastery proficiency rates for grades 6-8 from 13.2% to 30.0% in 2024.

Memphis Business Academy Middle will improve literacy across grades 6 through 8. Implementation of the Reading language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college-ready.

Instructional Approach: Building knowledge and academic vocabulary through engagement with a large volume of reading (complex texts, leveled content-based text, and interest-based independent reading) to write and speak to and from sources.

MBA's ELA Department will work to increase student acquisition of content, fluency, and vocabulary and the ability to write for a variety of purposes and audience; thereby preparing students to meet and or exceed the TN State Standards in route to being college and career-ready.

Students will receive instruction via the implementation of reading and intervention blocks. Teachers will receive support via the network coaching cycle.

ELA teachers work with ACT words, incorporating them into the "Do Now" and exit tickets.

\*\*The following goals align with the priority challenges that address the subgroups: \*\*

\*\*AA, BHN, ED, EL, Hispanic, RTI, and Sped subgroups will meet/exceed the following GROWTH goals:\*\*

\* \*\*< 1% of subgroups with negative growth on all ELA formative assessments \*\*

\* \*\*70th percentile or better in relation to other Tennessee schools in all 2024 state ELA assessments\*\*

\* \*\*70% of subgroup populations will meet their STRETCH goals by the Spring 2024 benchmark ELA iReady assessments\*\*

\* \*\*70% of subgroup populations will have a 10-point increase in %Correct by the Spring 2024 benchmark ELA Case assessments \*\*

\*\*AA, BHN, ED, EL, Hispanic, RTI, and Sped subgroups will meet/exceed the following ACHIEVEMENT goals:\*\*

\* \*\*25% of subgroup populations perform in the Mid or Above Grade Level Range on spring benchmark ELA iReady assessments\*\*

\* \*\*25% of subgroup populations perform at a Level 3, 3+ on spring benchmark ELA CASE assessments\*\*

### **Performance Measure**

Memphis Business Academy Middle will increase ELA on-track and mastery proficiency rates for grades 6-8 from 13.2% to 30.0% in 2024. We will use Mastery Connect and TNReady Assessments to measure performance.

Performance will be measured using the following tools:

EOM Assessments (80%)

TNReady Assessment (80%; adjusted based on TNReady cut scores)

Network Formative Assessment using Mastery Connect (80%)

Memphis Business Academy Middle will improve literacy across grades 6 through 8. Implementation of the Reading language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college-ready.

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>ELA Curriculum-based Instruction:</p> <p>* We will Utilize Savvas myPerspectives ELA Curriculum. The English language arts curriculum for Grades 6-12 values the perspective of the learner, collectively, individually, and provides next-generation learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom.</p> <p>* This program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks.</p> <p>* Through the use of this curriculum, we will encourage social collaboration as well as student ownership of learning through goal setting, choice, and reflection.</p>	<p><b>[A 1.1.1] Universal Literacy Approach</b></p> <ol style="list-style-type: none"><li>1. Teachers will be expected to plan lessons that are tightly aligned to state standards and assessments.</li><li>2. We will provide a balanced exposure to informational and literary texts.</li><li>3. Students will be more exposed to complex texts in ELA, Science, and Social Studies classes. Students are required to analyze primary (historical text), on a weekly basis, in their social studies classes.</li><li>4. Social Studies will be required to implement reading strategies in their classes. Students will use the RACE writing strategy when responding to the text.</li><li>5. Planning will be vertical, working with teachers in the middle and high school together to review curriculum and instructional practices.</li><li>6. Teachers will receive initial universal literacy training during in-service and ongoing training throughout the year. The objective is to ensure they understand how literacy skills connect and how to deliver quality literacy lessons to increase literacy proficiency.</li></ol>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Doris Whiteside - Academic Coach, Dina Francisco - Instructional Technology Specialist, Teachers</p>	<p>05/17/2024</p>	<p>ESSER 3  Title I  TISA</p>	

<p>* Knowing and using skills are an integral part of our ELA curriculum implementation. The program is backward designed from standards-based learning outcomes. All activities, instruction, and assessments contribute to students demonstrating their learning in response to an achievable performance-based assessment. Students integrate the knowledge they acquired, apply critical thinking skills, cite evidence, and use an effective expression to respond to complex multi-step writing and/or speaking and listening tasks.</p> <p>High Leverage Reading and Writing Strategies:</p> <p>* Implement academic discourse best practices to support language building, processing, reflection, and comprehension through the use of accountable talk routines.</p> <p>* The conference regularly with students to review the growth in reading proficiency using multiple data points including independent reading goals, level of independent reading books, and growth/progress of instructional goals.</p> <p>* Model and teach explicit writing instruction to write for a variety of authentic purposes, narrative, informational/explanatory, and opinion writing, and to focus on the audience through modeling and the gradual release of responsibility.</p> <p>* Use common writing assessments in each form to determine class strengths and areas of growth to plan instruction, using exemplars, for scoring aligned to writing standards.</p> <p><b>Benchmark Indicator</b>  <b>**Benchmark Indicator**</b></p> <p>Students should perform at or above 70% on</p>	<p>7. Students and teachers are engaged in blended learning through Canvas, I-ready, No Red Ink, and other supplemental learning programs.</p> <p>8. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners</p>				
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<p>District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>*District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester. *</p> <p>Quarterly review of T-EVAL observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p> <p>Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter, and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Project Coach will provide an informal observation rubric to district academic leaders to gauge the implementation of standard-aligned instruction. Project Coach will be monitored by MBA Academic Leaders for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Project coach rubric for formal observations - for each observation at a score of 3 or better.</p> <p>Savvas curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity.</p>	<p>(NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the</p>				
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<p>TN Ready State Standards - annually meeting AMO's.</p>	<p>loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</p> <p>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic.</p> <p>* Hard to fill bonuses are used to support teacher retention and provide incentives to recruit and attract highly qualified educators into our network.</p> <p><b>**Title 1 funds will be used to supplement:**</b></p> <p>Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental in providing to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p> <p>Educational Assistant will provide instructional support students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p> <p>Interventionists will also support students' academic and growth goals by creating and implementing targeted, personalized learning paths for each student. Interventionists use diagnostic and benchmark data to identify students' deficit</p>				
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	<p>areas and close learning gaps that contribute to ELA and Math deficiencies.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p> <p>Family Engagement Specialists support the MBA mission by building authentic partnerships with families and communities through trust, transparency, and capacity building. They are vital in the process of supporting families of students that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home</p>				
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	<p>visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
	<p><b>[A 1.1.2] Technology Implementation</b>  Each ELA classroom will have Computer Carts that will be distributed for the students and teachers to engage in blended learning platforms such as Canvas, I-ready, No Red Ink, and other supplemental learning programs.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p>	<p>Tamatha Smith (Principal), Beverly Stewart (Vice Principal), IT Department,</p>	<p>09/29/2023</p>	<p>Title 1  ESSER 3.0  TISA</p>	

	<p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our</p>				
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	<p>implementing targeted, personalized learning paths for each student. Interventionists use diagnostic and benchmark data to identify students' deficit areas and close learning gaps that contribute to ELA and Math deficiencies.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p> <p>Family Engagement Specialists support the MBA mission by building authentic partnerships with families and communities through trust, transparency, and capacity building. They are vital in the process of supporting families of students that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent</p>				
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	<p>education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
<p><b>[S 1.2] Professional Development</b> MBA Middle will provide ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Professional development will be provided to teachers, administrators, instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade-supported texts.</p> <p><b>Benchmark Indicator</b> Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p>	<p><b>[A 1.2.1] Teacher Development</b> At the beginning of the school year, all teachers participate in a one-week orientation to review data, curriculum, and student academic progress to make goals.</p> <p>Teachers will receive initial universal literacy training during in-service and ongoing training throughout the year. The objective is to ensure they understand how literacy skills connect and how to deliver quality literacy lessons to increase literacy proficiency.</p> <p>ELA teachers participate in weekly intellectual prep sessions and monthly collaborative PLCs. They receive training on planning aligned lessons and highly effective delivery practices.</p> <p>Technology training is ongoing with Canvas, No Red Ink, Savaas, and iReady.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning</p>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Doris Whiteside-Academic Coach, Teachers</p>	<p>05/16/2024</p>	<p>ESSER 3  Title I  TISA</p>	

<p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk-throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings.</p> <p>Zone meetings, and small-group ILT sessions - **MONTHLY** at 85% overall attendance rate.</p> <p>District Formative Assessment data - **QUARTERLY** student performance levels at 70% on track/mastery.</p> <p>Professional Learning Zone (PLZ) transcript data - **ONGOING** at 85% overall attendance rate.</p>	<p>experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* Social Studies Teachers support Reading Language Arts goals by incorporating writing and comprehension strategies that supplement core ELA instruction. Teachers provide high-quality informational text and rich academic vocabulary that will build students' background knowledge and critical thinking skills.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to</p>				
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<p>School-based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - **QUARTERLY**.</p>	<p>address learning loss due to COVID.</p> <ul style="list-style-type: none"> <li>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</li> <li>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</li> <li>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</li> <li>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</li> <li>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</li> </ul>				
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\* Tutoring - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic.  
\* Hard to fill bonuses are used to support teacher retention and provide incentives to recruit and attract highly qualified educators into our network.

**\*\*Title 1 funds will be used to supplement:\*\***

Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental in providing to teachers in the implementation of engaging and equitable lessons based on TN academic standards.

Educational Assistant will provide instructional support to (9-12) students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.

Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.

Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark,

	<p>diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</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 meet the needs of specific learners to improve student achievement.</p> <p>MBA Middle will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Progress monitoring weekly will occur with the online platforms.</p> <p>RTI students complete up to 135 minutes of supplemental support online using software including I-Ready and Savaas Learning.</p> <p>We will use data to track ELL, BHN, Hispanic, AA, and ED students to ensure we are meeting the needs of this specific sub-group. Teachers are offering after-school tutoring for identified students. Data will be analyzed by school leaders, teachers, and academic coaches bi-weekly to look for standards that need to be retaught. Intervention teachers will provide small group instruction to address misconceptions and utilize alternative teaching strategies. Teachers will be observed regularly and provided feedback to increase the quality of their instruction.</p> <p>Teachers will be trained and required to follow The</p>	<p><b>[A 1.3.1] Response to Intervention (RTI)</b>          * Throughout the school year, we continue to use our process from Quarter 1.</p> <p>* We use the universal screener in quarters two and three to track our students' RTI progress to determine if students continue to fall in the RTI percentile.</p> <p>* Current RTI students who fall in the bottom 15-20 percentile continue to receive RTI interventions. RTI students who surpass the percentile requirement continue to receive services and are progress monitored through AIMSWEB until they achieve the growth needed to exit the program. New students who fall in the bottom 15-20 percentile are tested on AIMSWEB to determine their appropriate grade level of instruction for RTI.</p> <p>* We hired intervention teachers for ELA.</p> <p>* Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple</p>	<p>Tamatha Smith          - Principal,          Beverly Stewart - Vice Principal, Doris Whiteside - Academic Coach, Lisa Craigen - RTI Coordinator, Teachers</p>	<p>05/17/2024</p>	<p>TISA          ESSER 3.0          Title I</p>	

<p>State of Tennessee's Response to Intervention (RTI) Tiered instruction plan.</p> <p>All students receive research-based, high-quality, general education instruction. In general, 80-85 percent of students will have their needs met by Tier I instruction.</p> <p>In addition to Tier I, extra help is provided to students who have been identified as "at-risk" in basic math and reading skills. In general 10-15 percent of students will receive Tier II interventions.</p> <p>In addition to Tier I, extra help is provided to students who have not made significant progress in Tier II or who are significantly below grade level in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions.</p> <p>ELA teachers will provide ongoing instructional support to the subgroups, Sped, and RTI student groups by implementing the below scaffolds. By providing these scaffolds, we will meet/exceed our GROWTH and ACHIEVEMENT goals:</p> <ul style="list-style-type: none"> <li>* Access to text, video, and/or instruction in the home language, as well as in English</li> <li>* Sentence frames to help ELs respond to text-dependent questions posed throughout the lesson</li> <li>* Word walls, word banks, and/or vocabulary resources</li> <li>* Reduced linguistic load for the language of instruction</li> <li>* Graphic organizers, anchor charts, manipulatives, and/or visuals to supplement instruction</li> </ul>	<p>texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our</p>				
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<p>* Repetition, paraphrasing, and modeling throughout lessons</p> <p><b>Benchmark Indicator</b> Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</p> <p>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic.</p> <p>* Hard to fill bonuses are used to support teacher retention and provide incentives to recruit and attract highly qualified educators into our network.</p> <p><b>**Title 1 funds will be used to supplement:**</b></p>				
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	<p>Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental in providing to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p> <p>Educational Assistant will provide instructional support students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p> <p>Interventionists will also support students' academic and growth goals by creating and implementing targeted, personalized learning paths for each student. Interventionists use diagnostic and benchmark data to identify students' deficit areas and close learning gaps that contribute to ELA and Math deficiencies.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the</p>				
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	<p>requirements that are enforced during the end-of-year state testing.</p> <p>Family Engagement Specialists support the MBA mission by building authentic partnerships with families and communities through trust, transparency, and capacity building. They are vital in the process of supporting families of students that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
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**[G 2] Mathematics**

Memphis Business Academy will improve on-track/mastery percentages for grades 6-8 from 17.1% to 30.0% in 2024.

Memphis Business Academy Middle will improve 6-8 mathematics with a continued instructional shift that will align with an increased focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real-world applications.

Assessment data shows a need for targeted remediation in the following math standards:

6.EE.A.1, 6.G.A.2, 6.SP.B.5d, 7.G.A.1 & 2, 7.NS.A.2.b, 7.SP.B.5d, and G.B, 8.F.A.3, 8.NS.A.1

These standards were focused on during classroom instruction and intervention classes. The expected mastery for each of these standards was 70% proficiency for each student and overall class percentage.

\*\*The following goals align with the priority challenges that address the identified subgroups:

AA, BHN, ED, EL, Hispanic, RTI, and Sped subgroups will meet/exceed the following GROWTH goals:

\* < 1% of subgroups with negative growth on all Math formative assessments

\* 70th percentile or better in relation to other Tennessee schools in all 2024 state Math assessments

\* 70% of subgroup populations will meet their STRETCH goals by the Spring 2024 benchmark Math iReady assessments

\* 70% of subgroup populations will have a 10 point increase in %Correct by the Spring 2024 benchmark Math Case assessments

AA, BHN, ED, EL, Hispanic, RTI, and Sped subgroups will meet/exceed the following ACHIEVEMENT goals:

\* 25% of subgroup populations perform in the Mid or Above Grade Level Range on spring benchmark Math iReady assessments

\* 25% of subgroup populations perform at a Level 3, 3+ on spring benchmark Math CASE assessments

**Performance Measure**

TNReady Assessment

District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students in grades K-12

Memphis Business Academy Middle will improve 6-8 mathematics with a continued instructional shift that will align with an increased focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real-world applications

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Provide access to a rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>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</p>	<p><b>[A 2.1.1] Fidelity Monitoring</b></p> <ol style="list-style-type: none"> <li>Teachers will be expected to plan lessons that are tightly aligned to state standards and assessments.</li> <li>Planning will be vertical, working with teachers in the middle and high school together to review curriculum and instructional practices.</li> <li>Students and teachers are engaged in Instructional platforms through Canvas, I-ready, Big Ideas, and other supplemental learning programs.</li> </ol>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Debra Wallace - Academic Coach, Teachers</p>	<p>05/17/2024</p>	<p>Title I Esser 3 TISA</p>	

<p>career and college ready.</p> <p><b>Benchmark Indicator</b> Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and segregated to observe trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit.</p> <p>Quarterly review of T-Eval observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p> <p>Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter, and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Project Coach will provide an informal observation rubric to district academic leaders to gauge the implementation of standard-aligned instruction. Project Coach will be monitored through the Memphis Business Academy's management system for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester.</p>	<p>4. Project Coach rubric for formal observations - for each observation at 3 or better;</p> <p>5. Curriculum Fidelity rubric for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity</p> <p>6. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to</p>				
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<p>Teachers will make use of planning periods to meet with their grade level teachers to plan cross-curriculum instruction, as well as meet with the Academic Coach for support. Teachers can also utilize planning periods and PLC's to plan with Math teachers from other grade levels, and complete additional training on the software and best practices for providing online instruction.</p> <p>Project coach rubric for formal observations - for each observation at 3 or better;</p> <p>Big Ideas curriculum fidelity rubric for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity;</p> <p>TN Ready State Standards - annually meeting AMO's.</p>	<p>students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed</p>				
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	<p>teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</p> <p>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic.</p> <p>* Hard to fill bonuses are used to support teacher retention and provide incentives to recruit and attract highly qualified educators into our network.</p> <p><b>**Title 1 funds will be used to supplement:**</b></p> <p>Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental in providing to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p> <p>Educational Assistant will provide instructional support to students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p>				
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	<p>Interventionists will also support students' academic and growth goals by creating and implementing targeted, personalized learning paths for each student. Interventionists use diagnostic and benchmark data to identify students' deficit areas and close learning gaps that contribute to ELA and Math deficiencies.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p>				
	<p><b>[A 2.1.2] Curriculum Fidelity Implementation Checks</b></p> <p>1. Project Coach rubric for formal observations - for each observation at 3 or better;</p> <p>2. Curriculum fidelity rubric for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA</p>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Debra Wallace - Academic Coach, Teachers</p>	<p>05/17/2024</p>		



	<p>funds will be used to supplement**</p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to</p>				
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	<p>ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p>				
	<p><b>[A 2.1.3] Technology Implementation</b>  Each Mathematics classroom will have Computer Carts that will be distributed for the students and teachers to engage in blended learning platforms such as Big Ideas, Canvas, I-ready, and other supplemental learning programs.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher</p>	<p>Tamatha Smith (Principal), Beverly Stewart (Vice Principal), IT Department</p>	<p>09/29/2023</p>	<p>Title I  ESSER 3.0  TISA</p>	

	<p>adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional</p>				
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	<p>that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high-quality professional development at the District and 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>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document Fidelity will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard-aligned core instructional implementation with fidelity in order to provide</p>	<p><b>[A 2.2.1] Professional Development</b> Professional Development will be offered bi-weekly and on district learning mandatory days.</p> <p>Ongoing observations and individualized feedback and collaborative sessions will be held bi-weekly with each teacher.</p> <p>Professional development is being done in person and virtually. Memphis Business Academy is using multiple platforms to ensure that our teachers have the tools needed to teach using the online platforms. Some of the platforms that teachers have had training on are Canvas, Mastery Connect, and Big Ideas.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Debra Wallace - Academic Coach, Dina Francisco - Technology Specialist, Teachers</p>	<p>05/16/2024</p>		



<p>individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk-throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<ul style="list-style-type: none"> <li>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</li> <li>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</li> <li>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</li> <li>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</li> <li>* NEXT Coordinator bonuses support our academic</li> </ul>				
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	<p>goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</p> <p>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring - Stipends to address our student's learning loss, including low-income students,</p>				
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	<p>opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p>				
	<p><b>[A 2.2.2] Ongoing Training and Exposure</b></p> <p>1. Planning consistently with teachers to ensure they are using all curriculum resources to connect learning for students. We want teachers to use all components of the curriculum.</p> <p>2. Collaborating with curriculum developers to train teachers on curriculum resources and implementation.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This</p>	<p>Tamatha Smith - Principal, Beverly Stewart - Vice Principal, Debra Wallace - Academic Coach, Curriculum Vendors, Teachers</p>	<p>04/30/2024</p>		

	<p>position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking,</p>				
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Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.

Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark,

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<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b>          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>We will use data to track ELL, BHN, Hispanic, AA, and ED students to ensure we are meeting the needs of this specific sub-group. Teachers are offering after-school tutoring for identified students. Data will be analyzed by school leaders, teachers, and academic coaches bi-weekly to look for standards that need to be retaught. Intervention teachers will provide small group instruction to address misconceptions and utilize alternative teaching strategies. Teachers will be observed regularly and provided feedback to increase the quality of their instruction.</p> <p>Math teachers will provide ongoing instructional support to identified subgroups, Sped, and RTI student groups by implementing the below scaffolds. By providing these scaffolds, we will meet/exceed our GROWTH and ACHIEVEMENT goals:</p> <ul style="list-style-type: none"> <li>* Access to text, video, and/or instruction in the home language, as well as in English</li> <li>* Sentence frames to help ELs respond to text-dependent questions posed throughout the lesson</li> <li>* Word walls, word banks, and/or vocabulary</li> </ul>	<p><b>[A 2.3.1] Response to Intervention Fidelity Checks</b>          MBA Formative Assessment data review to show the effectiveness of targeted intervention and personalized learning in the alignment of standards and performance measures. <b>**QUARTERLY</b>  <b>**Student performance outcome 70% on-track/mastery.</b></p> <p>Progress monitoring from the universal screener/AIMSWEB/ I Ready/ Mathia will provide feedback data on the impact of targeted intervention and personalized learning.  <b>**QUARTERLY **Student performance outcome 70% on-track/mastery.</b></p> <p>RTI2 instructional tool data review – <b>**WEEKLY**</b>          student performance outcome 70% on-track/mastery.</p> <p>Weekly Progress monitoring will occur online this year using AIMSWEB.</p> <p>Each RTI student completes up to 135 minutes of supplemental support online using software like Mathia or I-Ready.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of</p>	<p>Tamatha Smith          - Principal,          Beverly Stewart - Vice Principals,          Debra Wallace - Academic Coach, Lisa Craigen - RTI Coordinator</p>	<p>05/17/2024</p>		



<p>resources</p> <p>* Reduced linguistic load for the language of instruction</p> <p>* Graphic organizers, anchor charts, manipulatives, and/or visuals to supplement instruction</p> <p>* Repetition, paraphrasing, and modeling throughout lessons</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b>  Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (iReady, Mathia, MasteryConnect) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Interventions will be monitored quarterly and close attention will be given to those students identified as priority students: Blacks, Hispanics, and Economically Disadvantaged.</p>	<p>mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The</p>				
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**[G 3] Safe and Healthy Students**

Memphis Business Academy will cultivate a positive climate to ensure that school environments are safe and conducive to instruction.

Memphis Business Academy Middle School reduced the percentage of chronically out-of-school students from 39.2% in 2022 to 35.4%, a reduction of 3.8%. For the 2023-2024 school year Memphis Business Academy Middle School will reduce the percentage of Chronically out-of-school to 10%.

Memphis Business Academy Middle School will use the state/district-provided reports, PowerSchool data, and local attendance tracking systems to measure and track our performance.

**Performance Measure**

Performance will be measured using the following tools:

Network Attendance Tracking Tools (goal of 10% chronically out of school rate)

PowerSchool Data Reports (10%)

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* MBA Middle will reduce overall school discipline and grade level discipline by 10%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions, initiatives, and support programs that address chronic absenteeism and behavioral needs for all students.</p>	<p><b>[A 3.1.1] Safe and Healthy Climate</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support.</p>	<p>Tamatha Smith - Principal, Beverly Stewart - Assistant</p>	<p>05/17/2024</p>	<p>ESSER 3.0  Title I  TISA</p>	

<p><b>Benchmark Indicator</b>  In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Monitor 20-day reports for behavior outputs, the effectiveness of behavioral interventions, and supports aimed at reducing student discipline incidents.</p> <p>Monitor 20-day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20-day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>	<p>MBA Middle will provide a safe, supportive, and healthy environment with fair and equitable behavior/discipline policies with incentives and appropriate consequences, increased personnel, and community stakeholder support. A safe and healthy physical environment is essential for student academic success. School plan members will review discipline practices quarterly, analyzing data based on grade level, frequency and location of occurrence, repeat infractions, and students who repeatedly receive behavioral consequences. This information helps to make informed decisions to increase positive behaviors.</p> <p>1. Response to Interventions for Behavior plans are implemented for students with more than two disciplinary referrals.  Administrator-parent-teacher-student conferences are held more frequently to identify the reasons for unsatisfactory behavior(s) and support needed to equip the student, teacher, and parent with tools to reduce discipline occurrences.</p> <p>2. Students, parents, and teachers will provide input on discipline policies to change which are outdated, ineffective, or difficult to enforce.  Changes were made to cell phone consequences, uniform policies, and tardy infractions.</p> <p>3. Additional personnel include the school nurse who will be able to address students' health and wellness needs, a guidance counselor who facilitates social and emotional development sessions with students who are referred to by administration, parents, and teachers, and a social worker to address the social and emotional needs that go beyond a guidance counselor. Students have the autonomy to refer themselves and receive counseling.</p> <p>4. Positive Behavior incentives will be issued</p>	<p>Principal,  Patricia Ruiz -  Director of  Latino  Relations,  Nicole Harbin -  Secretary</p>			
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	<p>weekly by grade-level teams and school-wide incentives will be issued weekly. Incentives include field trips, ice cream socials, parties, and popcorn and movie days. Other incentives are report card celebrations, Posada, and the Hispanic Harvest Festival.</p> <p>5. Positive phone calls to parents/guardians will be made by teachers and administration. These calls will help increase the rapport and positive communication between families and the school.</p> <p>6. Cherokee Health provides support for social-emotional wellness and safety measures for COVID including support for testing, vital information, and mental health support.</p> <p>7. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* Math Teachers plan and present lessons to</p>				
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	<p>facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment</p>				
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	<p>that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
	<p><b>[A 3.1.2] Early Intervention For Attendance</b>  Action/Purpose/Implementation/Audience: MBA Middle will communicate expectations of attendance protocols to teachers to ensure that students who miss two days in a one-week span are flagged early. Flagging students early will allow parent/teacher communication to occur sooner, rather than later. This monitoring will occur weekly so that staff and administration can identify the underlying cause for absences and provide timely support as needed. This action step will help us identify and provide solutions that will increase student attendance.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* ELA Teachers plan and present literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher</p>	<p>Tamatha Smith (Principal), Beverly Stewart (Assistant Principal), Patricia Ruiz (Director of Latino Relations), Adrienne Bolton (Social Worker), Nichole Harbin (Secretary)</p>	<p>09/05/2023</p>	<p>Title I  Esser 3.0  TISA</p>	

	<p>orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional</p>				
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	<p>development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* Tutoring Coordinator - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. Our Tutoring Coordinator is coordinating with the teachers and students as well as tutors themselves. These stipends provide best practices to address learning loss due to COVID.</p> <p>* Tutoring Support - Stipends to address our students' learning loss, including low-income students, children with disabilities, and English</p>				
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- \* Tutoring - Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic.
- \* Hard to fill bonuses are used to support teacher retention and provide incentives to recruit and attract highly qualified educators into our network.

**\*\*Title 1 funds will be used to supplement:\*\***

Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental in providing to teachers in the implementation of engaging and equitable lessons based on TN academic standards.

Educational Assistant will provide instructional support to students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.

Interventionists will also support students' academic and growth goals by creating and implementing targeted, personalized learning paths for each student. Interventionists use diagnostic and benchmark data to identify students' deficit areas and close learning gaps that contribute to ELA and Math deficiencies.

Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.

	<p>Family Engagement Specialists support the MBA mission by building authentic partnerships with families and communities through trust, transparency, and capacity building. They are vital in the process of supporting families of students that are enrolled at MBA. The family engagement specialists are responsible for directing programming and providing opportunities for engaging our families in the learning process. As this work continues, the family engagement specialists will ensure that equitable environments exist where every child receives the education they deserve. Other duties include coordinating parent education services and ensuring they are of high quality. The specialists also provide technical assistance and counseling to teachers and home visitors of family. They are responsible for ensuring the academic programs meet the goals and objectives laid out with the family, as well as serve as a liaison between the student, home, school, and the family, when providing information.</p>				
<p><b>[S 3.2] Professional Development</b> MBA Middle will provide ongoing, high-quality professional development at the District level and school site 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. The professional development focuses on classroom/behavior management and social-emotional learning to improve student behavior and attendance.</p> <p><b>Benchmark Indicator</b> Student discipline and attendance reports 20-day reporting cycle will be used to measure the impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to</p>	<p><b>[A 3.2.1] Safe Climate Training</b> MBA Teachers and students work together to help foster a safe climate with the assistance and expertise of trained and licensed personnel.</p> <ol style="list-style-type: none"> <li>1. We have participated in sessions with Facing History and Ourselves to discuss identity development and social justice training for teachers and students.</li> <li>2. Teachers completed training through the Jason Foundation to learn strategies to identify, support, and report students who may be suicidal.</li> <li>3. Cherokee Health provides social-emotional learning training for teachers and students. Additionally, Cherokee provides support for Covid-19 needs, physical safety, and emotional health.</li> </ol>	<p>Tamatha Smith - Principal, Beverly Stewart -Assistant Principal, Patricia Ruiz - Director of Latino Relations, Mr. John Manuel - Director of Safety</p>	<p>05/16/2024</p>	<p>Title I ESSER 3.0 TISA</p>	

<p>monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p> <p>Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to the professional development session</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>4. Participation in anti-bullying week shows support for students to identify and prevent such behaviors, both in person and on the computer.</p> <p>5. Counselors provide sessions within classes to discuss topics such as careers and college, bullying and cyberbullying, prevention and awareness, abuse reporting, self-esteem and identity, transition to high school, and anger management. They also provide individual counseling sessions.</p> <p>6. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* Math Teachers plan and present lessons to facilitate students' understanding and application of mathematical concepts and help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID.</p> <p>* Science Teachers support Math goals by incorporating mathematical concepts and reasoning strategies that supplement core Mathematics instruction. Teachers provide high-quality mathematical resources and rich academic vocabulary that will build students' conceptual understanding and procedural fluency.</p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized</p>				
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	<p>Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and classified staff on RTI2 to improve student achievement. This position provides remediation to address learning loss due to COVID.</p> <p>* NEXT Coordinator bonuses support our academic goals by ensuring that students receive enrichment opportunities to supplement core instruction. The coordinators plans and implements project-based learning opportunities to allow students to apply their knowledge in real-world settings or scenarios. This will strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Freshman Academy bonuses support our academic goals by ensuring that freshman receive developmental and academic opportunities to supplement core instruction. The academy provides social emotional learning techniques and strategies to supports students' transition into their new school environment. This will also strengthen students' critical thinking, writing, and vocabulary skills, as well as provide them access to additional virtual platforms/programs.</p> <p>* Stipends to address our students' learning loss,</p>				
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	<p>has proven to help increase student achievement by giving students the extra support they need to be successful.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Building Testing Coordinators oversees the school's testing/assessment programs, as well as ensures that all applicable test administration guidelines and legal requirements are met. The BTC establishes integrity and quality of each testing environment so that it is safe, secure and conducive to a valid testing experience for each student. The BTC trains staff on ethical test standards and security practices. The BTC schedules and monitors ongoing benchmark, diagnostic, and other formative assessments to track student mastery across contents. The BTC is responsible for ensuring that all assessments administered during the year mirror the requirements that are enforced during the end-of-year state testing.</p>				
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p>	<p><b>[A 3.3.1] Parent, Family, and Community Engagement</b> Family Engagement is essential for a safe and healthy school environment to provide support for student success. MBA Middle will work with families to ensure they provide insight into programs and activities, academics, and policies and procedures.</p> <ol style="list-style-type: none"> <li>1. Parents and community members will be involved in the school plan, serve on the MBA Board, and provide insight to teachers during family meetings; this year held virtually in October.</li> <li>2. Parents/guardians are encouraged to attend all academic and extracurricular activities with their</li> </ol>	<p>Tamatha Smith - Principal, Beverly Stewart - Assistant Principal, Patricia Ruiz - Director of Latino Relations</p>	<p>05/17/2024</p>	<p>ESSER 3.0 Title I TISA</p>	

<p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>children. Orientations are recorded and placed on the website for future viewing.</p> <p>3. Community members provide resources, support, and activities to enhance the student learning environment, including Clean Memphis, Facing History, Memphis Music Initiative, BanCorp South, Jr. Achievement, Super Low, TVA, and For the Kingdom.</p> <p>4. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p><b>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</b></p> <p>* SPED Teachers will assess students' skills and determine their educational needs. This teacher adapts general lessons to meet students' individual needs. SPED teachers develop Individualized Education Programs (IEPs) for each student and plan activities that are specific to each student's abilities. Specialized instruction is delivered to students with disabilities. This position provides remediation to address learning loss due to COVID.</p> <p>* RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (NWEA), written expressions, progress monitoring (EasyCBM), intervention diagnostics (iReady), etc. Collaborates and assists with the network (CAOs, Director of Compliance, Directors of Data) and building administrators to design an individualized plan for each school that is focused on the implementation of RTI2 (includes scheduling, teaching/subbing, etc). Provides professional development to administrators and certified and</p>				
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