

Memphis Business Academy High School Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Memphis Business Academy High School will increase ELA met/exceeded proficiency rates in all grades from 25.3% in 2023 to 45% in 2024.

Performance Measure

Performance will be measured using the following tools:

- * TNReady Assessment (60%; adjusted based on TNReady cut scores)
- * Network Benchmark Assessment via CASE/Mastery Connect (80%; adjusted based on TNReady cut scores)
- * Network Formative Assessment using Mastery Connect (80%)

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 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 or other end-of-year progress monitoring 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 final Spring 2024 benchmark ELA iReady or other end-of-year progress monitoring assessments
- * 25% of subgroup populations perform at a Level 3, 3+ on spring benchmark ELA CASE assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator</p>	<p>[A 1.1.1] Access Standard-Aligned Resources Provide teachers with rigorous resources for Tier 1 instruction aligned to TN ELA Academic Standards. The following are example of resources teachers consistently have access to:</p> <ul style="list-style-type: none"> * MyPerspectives English Language Arts curriculum * Savvas Realize digital courseware of 	<p>Tamatha Smith (Principal), Willie Smith (Assistant Principal), Germaine Thurman (CAO), Staci Minkins</p>	<p>08/05/2031</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>**Benchmark Indicator**</p> <p>Students should perform at or above the 70% on Network Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using our network walkthrough/observation protocols will provide academic leaders with data to determine trends in teachers' competence and capacity to effectively employ targeted literacy scaffolds and implement high quality, standard aligned instruction.</p> <p>Network observation data will be monitored quarterly through the T-Eval platform using the Project Coach observation model for 80% of teachers demonstrating lesson preparation and delivery driven by data-informed priorities (minimum of 2 per teacher per semester).</p>	<p>MyPerspectives resources and supplemental materials</p> <ul style="list-style-type: none"> * Tennessee Department of Education Standards Guides * ELA Lesson Internalization Framework * Curriculum Maps & Pacing Guides * Standard-aligned checkpoint/formative assessments to check for understanding * Reteaching guides and question stems <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <ul style="list-style-type: none"> * 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. * US History 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. * 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 	<p>(Academic Coach), Special Populations Coordinators, Tutoring Coordinators</p>			
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	<p>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>* 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>* ESSER 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>* ESSER 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>* ESSER Tutoring - Stipends to address our student's learning loss, including low-income</p>				
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	<p>students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. **Title 1 funds will be used to supplement:**</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 (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.</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>#####</p>				
	<p>[A 1.1.2] Observation/Feedback of Teacher Practice Implement weekly observation/feedback cycles for ELA teachers in order to monitor effective implementation of standard aligned instruction. The brief feedback meetings will provide specific action steps for teachers that need additional support with delivery of standard-aligned instruction. Weekly internalization meetings will ensure teachers have completed the intellectual preparation necessary to promote conceptual learning and mastery of grade level standards. These action steps will take place weekly throughout the school year until the observation cycle closes.</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Staci Minkins (Academic Coach), Special Populations Coordinators, Tutoring Coordinator</p>	<p>05/31/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

****Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement****

* ELA Teacher plans 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.

* US History 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.

* 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.

* 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,

	<p>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>* 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>* ESSER 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>* ESSER 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>* ESSER 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>**Title 1 funds will be used to supplement:**</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</p>				
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	<p>academic standards.</p> <p>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.</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>[S 1.2] Professional Development Provide professional development for teachers, academic coaches, school leaders and district advisors on best practices to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, knowledge of standard look for's, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <p>* ELA Teacher plans 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</p>	<p>[A 1.2.1] Instructional Academic Support Provide differentiated learning opportunities as professional development for SPED, ESL, and Gen Ed ELA teachers during biweekly PLCs that focus on building students' foundational skills, effective teaching practices, learning shifts, and addressing grade level standards.</p> <p>Additional professional development is offered during teacher planning times and are targeted at meeting the needs of diverse learners and special populations. ELA PD's may include MyPerspectives, literacy scaffolds, small group strategies, student work analysis, and writing workshops. PD's may be vendor led, face to face, via Teams, or through other virtual platforms. Additional PD will be provided or recommended based on walk-through feedback, teacher requests, and/or student needs.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <p>* ELA Teacher plans and present literature, phonics, grammar, writing, and other literary</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Germain Thurman (CAO), Staci Minkins (Academic Coach), Special Populations Coordinators, Tutoring Coordinator</p>	<p>06/07/2024</p>	<p>TITLE 1 ESSER 3 TISA</p>	

<p>to COVID.</p> <ul style="list-style-type: none"> * 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. * 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. * 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. * ESSER 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. * ESSER Tutoring Support - Stipends to address 	<p>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> <ul style="list-style-type: none"> * 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. * 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. * 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 				
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<p>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>* ESSER 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>**Title 1 funds will be used to supplement:**</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. 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.</p> <p>Benchmark Indicator</p> <p>Weekly classroom observations using our network walkthrough/observation protocols will provide academic leaders with data to determine trends in teachers' competence and capacity to effectively employ targeted literacy scaffolds and implement high quality, standard aligned instruction. Observation and feedback data are used to plan professional development supports.</p> <p>Network observation data will be monitored quarterly through the T-Eval platform using the Project Coach observation model for 80% of teachers demonstrating lesson preparation and delivery driven by data-informed priorities (minimum of 2 per teacher per semester) in order to provide individualized professional learning supports.</p>	<p>occurred during the pandemic.</p> <p>* ESSER 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>* ESSER 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>* ESSER 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>**Title 1 funds will be used to supplement:**</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. 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.</p>				
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<p>Academic leadership meetings are conducted monthly at 85% attendance to support academic coaches and school leaders with feedback and targeted training that should result in more effective daily instructional practices that should be observed during network walk throughs.</p> <p>Network PLCs are facilitated biweekly at 85% attendance to ensure educators 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>New teacher professional learning supports are offered at various times throughout each semester for new hires. Educator professional improvement plans are also drafted and modified, as needed, in order to plan targeted professional learning opportunities.</p>					
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <p>* ELA Teacher plans 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,</p>	<p>[A 1.3.1] Monitor Student Growth and Attendance Action/Purpose/Implementation/Audience: MBA High will implement these action steps to monitor student growth and achievement. Throughout the school year, MBA continues to use the RTI process from Quarter 1. 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. 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 Easy CBM until they achieve the growth needed to exit the program. New students who fall in the bottom 15-20 percentile are tested on Easy CBM to determine their appropriate grade level of instruction for RTI. We hired intervention teachers for ELA. WIDA scores and ILP's are reviewed for progress for ELL students. IEP plans are reviewed</p>	<p>Lisa Craigen (RTI Coordinator), Sylvia Gray (Director of Compliance), Tamatha Smith (Principal), Tutoring Coordinator, Academic Coaches</p>	<p>05/31/2024</p>	<p>TITLE 1 ESSER 3 TISA</p>	

<p>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>* US History 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 address learning loss due to COVID.</p> <p>* Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We used</p>	<p>to ensure they are implemented by the teachers. Technology is being used for instruction through supplemental instruction platforms. This is being monitored weekly to ensure that students are completing 135 minutes of supplemental support online. These action steps will take place until the close of the school year.</p> <p>**Funding Sources: Title 1, ESSER 3, and TISA funds will be used to supplement**</p> <p>* ELA Teacher plans 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 (NWEA), written expressions, progress monitoring</p>				
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<p>educational assistants to help the licensed teachers to address the loss of the students that occurred during the pandemic.</p> <p>* ESSER 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>* ESSER 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>* ESSER 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>**Title 1 funds will be used to supplement:**</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 (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.</p> <p>Desktop computers and printers will be utilized to support academic goals by providing additional opportunities for stakeholders to support school</p>	<p>(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>* 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>* ESSER 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>* ESSER 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>* ESSER 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>**Title 1 funds will be used to supplement:**</p> <p>Academic Coach will support overall teacher effectiveness in delivering high-quality instruction to aid student achievement. This role is supplemental</p>				
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<p>initiatives. Devices will ensure equity for all students and allow for individualized support.</p> <p>Benchmark Indicator 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 (i-Ready) to determine 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>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.</p>				
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[G 2] Mathematics
Memphis Business Academy High School will increase Math met/exceeded proficiency rates in all grades from 12.4% in 2023 to 32% in 2024.

Performance Measure
Performance will be measured using the following tools:

- * TNReady Assessment (based on grade level cut scores)
- * Network Benchmark Assessment via CASE/Mastery Connect- 70% on track/mastery for all students in grades K-12

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 or other end-of-year progress monitoring 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 final Spring 2024 benchmark Math iReady or other end-of-year progress monitoring

assessments					
* 25% of subgroup populations perform at a Level 3, 3+ on spring benchmark Math CASE assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on Network Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using our network walkthrough/observation protocols will provide academic leaders with data to determine trends in teachers' competence and capacity to effectively employ targeted numeracy scaffolds and implement high quality, standard aligned instruction.</p> <p>Network observation data will be monitored quarterly through the T-Eval platform using the Project Coach observation model for 80% of teachers demonstrating lesson preparation and delivery driven by data-informed priorities (minimum of 2 per teacher per semester).</p>	<p>[A 2.1.1] Access to Standard Aligned Curriculum Provide teachers with rigorous resources for Tier 1 instruction aligned to TN Math Academic Standards. The following are example of resources teachers consistently have access to:</p> <ul style="list-style-type: none"> * Big Ideas TN Math curriculum * Tennessee Department of Education Standards Guides * Math Instructional Planning and Focus Documents * Curriculum Maps & Pacing Guides * Standard-aligned checkpoint/formative assessments to check for understanding <p>**Funding Sources: TISA, Title 1, and ESSER 3 funds will be used to supplement**</p> <ul style="list-style-type: none"> * 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. * 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 	<p>Tamatha Smith (Principal), Germaine Thurman (Chief Academic Officer), Debra Wallace (Academic Coach), Special Populations Coordinators, Tutoring Coordinator</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

	<p>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>* 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>* ESSER 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>* ESSER 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>* ESSER Tutoring - Stipends to address our student's learning loss, including low-income</p>				
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	<p>students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. **Title 1 funds will be used to supplement:**</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 (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.</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>[A 2.1.2] Consistent Teacher Observation & Feedback Implement weekly observation/feedback cycles for Math teachers in order to monitor effective implementation of standard aligned instruction. The brief feedback meetings will provide specific action steps for teachers that need additional support with delivery of standard-aligned instruction. Weekly internalization meetings will ensure teachers have completed the intellectual preparation necessary to promote conceptual learning and mastery of grade level standards. These action steps will take place weekly throughout the school year until the observation cycle closes.</p> <p>**Funding Sources: TISA, Title 1, and ESSER 3 funds will be used to supplement**</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Debra Wallace (Academic Coach), Special Populations Coordinators, Tutoring Coordinator</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</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>* 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>* 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>* ESSER Tutoring Coordinator - Stipends to address our student's learning loss, including</p>				
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	<p>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>* ESSER 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>* ESSER 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>**Title 1 funds will be used to supplement:**</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. 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.</p>				
<p>[S 2.2] Professional Development Provide professional development for teachers, academic coaches, school leaders and district advisors on best practices to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, knowledge of standard look fors, students' skill set, and students' conceptual knowledge of math standards.</p> <p>Benchmark Indicator Weekly classroom observations using our network</p>	<p>[A 2.2.1] Weekly Observation/Feedback of Teacher Practice Action/Purpose/Implementation/Audience: MBA High will implement ongoing weekly observation/feedback cycles for 9th - 12th grade Math teachers. The purpose of the action step is to monitor effective implementation of standard aligned instruction. The brief feedback meetings will provide specific action steps for teachers that need additional support with delivery of standard-aligned instruction. Weekly "Do the Math"</p>	<p>Tamatha Smith (Principal), Germaine Thurman (Chief Academic Officer), Debra Wallace (Academic Coach)</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>walkthrough/observation protocols will provide academic leaders with data to determine trends in teachers' competence and capacity to effectively employ targeted literacy scaffolds and implement high quality, standard aligned instruction. Observation and feedback data are used to plan professional development supports.</p> <p>Network observation data will be monitored quarterly through the T-Eval platform using the Project Coach observation model for 80% of teachers demonstrating lesson preparation and delivery driven by data-informed priorities (minimum of 2 per teacher per semester) in order to provide individualized professional learning supports.</p> <p>Academic leadership meetings are conducted monthly at 85% attendance to support academic coaches and school leaders with feedback and targeted training that should result in more effective daily instructional practices that should be observed during network walk throughs.</p> <p>Network PLCs are facilitated biweekly at 85% attendance to ensure educators 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>New teacher professional learning supports are offered at various times throughout each semester for new hires. Educator professional improvement plans are also drafted and modified, as needed, in order to plan targeted professional learning opportunities.</p>	<p>meetings will ensure teachers have completed the intellectual preparation necessary to promote conceptual learning and mastery of grade level standards. These action steps will take place weekly throughout the school year until the observation cycle closes.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p>[A 2.3.1] Monitor Student Growth & Achievement Action/Purpose/Implementation/Audience: MBA High will implement these action steps to monitor student growth and achievement. Throughout the</p>	<p>Tamatha Smith (Principal), Germaine Thurman (Chief</p>	<p>05/24/2024</p>	<p>Title 1 ESSER TISA</p>	

<p>meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>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 (i-Ready) to determine 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>school year, MBA continues to use the RTI process from Quarter 1. 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. 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 Easy CBM until they achieve the growth needed to exit the program. New students who fall in the bottom 15-20 percentile are tested on Easy CBM to determine their appropriate grade level of instruction for RTI. We hired intervention teachers for ELA. WIDA scores and ILPs are reviewed for progress for ELL students. IEP plans are reviewed to ensure they are implemented by the teachers. Technology is being used for instruction through supplemental instruction platforms. This is being monitored weekly to ensure that students are completing 135 minutes of supplemental support online. These action steps will take place until the close of the school year.</p> <p>**Funding Sources: TISA, Title 1, and ESSER 3 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>* 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</p>	<p>Academic Officer), Debra Wallace (Academic Coach), Special Populations Coordinators, Tutoring Coordinator</p>			
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	<p>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>* 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>* ESSER 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>* ESSER 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>* ESSER Tutoring - Stipends to address our student's learning loss, including low-income</p>				
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	<p>students, children with disabilities, and English learners. We used licensed teachers to address the loss the students occurred during the pandemic. **Title 1 funds will be used to supplement:**</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 (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.</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>				
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[G 3] College and Career Readiness

Memphis Business Academy will increase the average ACT composite score from 15.2 in March 2023 to 18.2 in March 2024.

Memphis Business Academy will increase the Ready Graduate rate from 20.2% in 2023 to 50% in 2024.

Performance Measure

Performance effectiveness will be measured by the following:

- * Early Post Secondary Opportunities being offered (minimum of 3 Dual Enrollment courses offered each semester; 3 AP courses offered for the year; 3 industry certifications offered for the year)
- * ACT composite score (21 or higher)
- * Graduation Rate (increase to 97%)
- * ACT Benchmark Assessments (increase composite scores by 3 points)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support for ACT to supplement content area deficits, improve testing stamina and address school-wide areas of concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Initial Review of ACT Diagnostic data to inform instructional decisions for small group targeted skills practice.</p> <p>Quarterly review of student's ACT formative assessment data to monitor success rates in ACT supported courses. This review of data will also help identify individual focus areas and allow ACT instructors to assign personalized independent practice problems to students.</p>	<p>[A 3.1.1] ACT Preparation for 10th Graders Action/Purpose/Implementation/Audience: Provide daily targeted content and test taking skills support for ACT English and Reading to over 80% of sophomores to supplement content area deficits, improve testing stamina and address school-wide areas of concern in achieving a composite score of 21.</p> <p>**Funding Sources: ESSER 3, TISA, and Title 1 will be used to supplement**</p> <p>* Classroom monitor will provide instructional support to (9-12) students in English Language Arts and Math contents to address learning loss with students due to COVID. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math contents. EAs are under the direct supervision of a highly qualified teacher and implement important delegated tasks assigned by the teacher. Providing one-on-one or small group instruction to students within the classroom or pull-out setting. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Senior Advisor will serve all scholars in grades (K-5) or (6-8) or (9-12) assisting with learning loss in various subjects and preparing seniors for college. This supplemental position is necessary to help students achieve on grade level and provide seniors with the tools they need to matriculate, graduate, and enroll in college. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Stipends to qualified individuals for ESL, Math, and ELA due to shortages and hard-to-fill content and student support positions. Provide financial</p>	<p>Tamatha Smith (Principal), Germaine Thurman (Chief Academic Officer), Academic Coaches, Educational Monitors & Assistants</p>	<p>05/31/2024</p>	<p>TITLE 1 ESSER 3 TISA</p>	
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	<p>incentives for our teachers to teach multiple grades or subjects that are hard to staff content areas and student support areas.</p> <ul style="list-style-type: none"> * The stipend to secretary staff to keep our staff in hard-to-find positions. * Grade Chair - The stipend is for team leaders to support their grade band/subject staff consisting of teachers and educational assistants. Team leaders will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc. * Science teachers will provide instruction and guidance to help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss. This position reduces the class size to help with learning loss due to COVID. <p>**Title 1 funds will be used to supplement:**</p> <ul style="list-style-type: none"> * 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. 				
	<p>[A 3.1.2] ACT Online Preparation Course Action/Purpose/Implementation/Audience: MBAH 9-12 grade students will have access to the</p>	<p>Tamatha Smith (Principal), Willie Steward</p>	<p>05/31/2024</p>	<p>TITLE 1 ESSER 3</p>	

	<p>Progress Learning online platform. Designated Math and Science teachers will implement weekly ACT practice and review with students throughout the school year. Identified focus areas following data review will allow for personalized practice for students.</p> <p>**Funding Sources: ESSER 3, TISA, and Title 1 will be used to supplement**</p> <p>* Classroom monitor will provide instructional support to (9-12) students in English Language Arts and Math contents to address learning loss with students due to COVID. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math contents. EAs are under the direct supervision of a highly qualified teacher and implement important delegated tasks assigned by the teacher. Providing one-on-one or small group instruction to students within the classroom or pull-out setting. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Senior Advisor will serve all scholars in grades (K-5) or (6-8) or (9-12) assisting with learning loss in various subjects and preparing seniors for college. This supplemental position is necessary to help students achieve on grade level and provide seniors with the tools they need to matriculate, graduate, and enroll in college. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Stipends to qualified individuals for ESL, Math, and ELA due to shortages and hard-to-fill content and student support positions. Provide financial incentives for our teachers to teach multiple grades or subjects that are hard to staff content areas and</p>	<p>(Assistant Principal), Germaine Thurman (Chief Academic Officer), Academic Coaches, Educational Monitors & Assistants</p>		<p>TISA</p>	
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	<p>student support areas.</p> <ul style="list-style-type: none"> * The stipend to secretary staff to keep our staff in hard-to-find positions. * Grade Chair - The stipend is for team leaders to support their grade band/subject staff consisting of teachers and educational assistants. Team leaders will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc. * Science teachers will provide instruction and guidance to help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss. This position reduces the class size to help with learning loss due to COVID. <p>**Title 1 funds will be used to supplement:**</p> <ul style="list-style-type: none"> * 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. 				
	<p>[A 3.1.3] ACT Senior Retake Participation Register at least 80% of seniors for the October 2023 ACT (retake). ACT support team will execute ACT initiatives to increase student motivation and communicate the opportunities/supports provided to students.</p> <p>80% of seniors will register for the ACT by September 15, 2023.</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), ACT Team</p>	<p>09/15/2023</p>	<p>TISA ESSER 3 TITLE 1</p>	

	<p>ACT Team will provide weekly updates and feedback on initiatives.</p> <p>Funding Sources: ESSER 3, TISA, and Title 1 will be used to supplement</p> <p>* Senior Advisor will serve all scholars in grades (K-5) or (6-8) or (9-12) assisting with learning loss in various subjects and preparing seniors for college. This supplemental position is necessary to help students achieve on grade level and provide seniors with the tools they need to matriculate, graduate, and enroll in college. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Classroom monitor will provide instructional support to (9-12) students in English Language Arts and Math contents to address learning loss with students due to COVID. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful. This position reduces the class size to help with learning loss due to COVID.</p> <p>Title 1 funds will be used to supplement:</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>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p>	<p>[A 3.2.1] Increase Early Postsecondary Opportunities Action/Purpose/Implementation/Audience: MBA High will increase early post secondary opportunities through increased AP course offerings via AP Access for ALL. This will allow more students to enroll in AP courses, in turn</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Germaine Thurman</p>	<p>05/31/2024</p>	<p>TITLE 1 ESSER 3 TISA</p>	

<p>Benchmark Indicator</p> <p>Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>exposing students to challenging coursework that will help prepare them for future majors and/or careers. AP courses will be offered throughout the school year. Students will also have the opportunity to take the ASVAB test and receive information from military recruiters about different branches of service.</p> <p>**Funding Sources: ESSER 3, TISA, and Title 1 will be used to supplement**</p> <p>* Senior Advisor will serve all scholars in grades (K-5) or (6-8) or (9-12) assisting with learning loss in various subjects and preparing seniors for college. This supplemental position is necessary to help students achieve on grade level and provide seniors with the tools they need to matriculate, graduate, and enroll in college. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Stipends to qualified individuals for ESL, Math, and ELA due to shortages and hard-to-fill content and student support positions. Provide financial incentives for our teachers to teach multiple grades or subjects that are hard to staff content areas and student support areas.</p> <p>* Classroom monitor will provide instructional support to (9-12) students in English Language Arts and Math contents to address learning loss with students due to COVID. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful. This position reduces the class size to help with learning loss due to COVID.</p> <p>* Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math contents. EAs are under the direct supervision of a highly qualified teacher and implement important delegated tasks assigned by the teacher. Providing one-on-one or small group instruction to students within the classroom</p>	<p>(Chief Academic Officer), Academic coaches</p>			
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	<p>or pull-out setting. This position reduces the class size to help with learning loss due to COVID.</p> <p>* The stipend to secretary staff to keep our staff in hard-to-find positions.</p> <p>* Grade Chair - The stipend is for team leaders to support their grade band/subject staff consisting of teachers and educational assistants. Team leaders will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc.</p> <p>* Science teachers will provide instruction and guidance to help students explore and understand important concepts in science, including problem-solving, and how to gather evidence to evidence to support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss. This position reduces the class size to help with learning loss due to COVID.</p> <p>**Title 1 funds will be used to supplement:**</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 (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.</p>				
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[G 4] Chronically Out of School Rate

Memphis Business Academy High School will reduce the percentage of chronically absent students from 60.3 % in 2023 to 33.8% in 2023.

Performance Measure

Interventions and supports will be measured using the following:

- * Network Attendance Tracking Tools (< 10% chronically out of school)
- * PowerSchool Data Reports (<10% chronically out of school)

* SART Documentation for at-risk students (issued monthly)
 * 20 day attendance reports (<10% chronically out of school)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>[A 4.1.1] Safe and Healthy Climate Action/Purpose/Implementation/Audience: MBA High will provide a safe, supportive, and healthy environment with fair and equitable behavior/discipline policies throughout the school year. Utilization of incentives and appropriate consequences, increased personnel, and community stakeholder support will help create a safe and healthy school environment. 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 will aid administrative staff members in making informed decisions to increase positive behaviors. Response to Interventions for Behavior plans will be implemented for students with more than two disciplinary referrals.</p> <p>**Funding Sources**</p> <p>**Title 1 Funds will be used to Supplement**</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>Family Engagement Specialists provide information, and support to families, and build strong parent-school relationships that have been proven to have a positive impact on students. The supplemental position extra support to families</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Chandra Johnson (Secretary), Mrs. Johnson (Community in Schools Representative), Evon Warren (Guidance Counselor), Joyclyn Wilson (Culture Broker)</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

	<p>which is needed to ensure students remain on the right path to academic success.</p> <p>**ESSER 3.0 Funds will be used to Supplement**</p> <p>RTI Coordinator supports our MBA/MSA network and school administrators in the implementation of RTI2 assessments, including universal screeners (iReady), 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>Network ESL Liaison takes the initiative to ensure the sustained growth of the Network. Supports School Leaders & ESL Instructional Coordinators with parent communication, trains, and monitors School-based Hispanic Liaisons. This person also builds community partnerships and does document translation. This position provides remediation to address learning loss due to COVID.</p> <p>**TISA funds will be used to Supplement**</p> <p>Students' primary education needs, which accounts for elements such as teachers, school counselors, principals, facility operations and other personnel and programs that contribute to providing students with a firm education foundation.</p>				
	<p>[A 4.1.2] Early Intervention for Attendance Action/Purpose/Implementation/Audience: MBA High will communicate expectations of attendance protocols to teachers to ensure that students who miss two days in a one week span are flagged</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal),</p>	<p>09/05/2023</p>	<p>Title 1 ESSER 3.0 TISA</p>	

	<p>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 supports as needed. This action step will help us identify and provide solutions that will increase student attendance.</p> <p>**Funding Sources**</p> <p>**Title 1 Funds will be used to Supplement**</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>Family Engagement Specialists provide information, and support to families, and build strong parent-school relationships that have been proven to have a positive impact on students. The supplemental position extra support to families which is needed to ensure students remain on the right path to academic success.</p> <p>**ESSER 3.0 Funds will be used to Supplement**</p> <p>Network ESL Liaison takes the initiative to ensure the sustained growth of the Network. Supports School Leaders & ESL Instructional Coordinators with parent communication, trains, and monitors School-based Hispanic Liaisons. This person also builds community partnerships and does document translation. This position provides remediation to address learning loss due to COVID.</p> <p>**TISA funds will be used to Supplement**</p> <p>Students' primary education needs, which accounts</p>	<p>Patricia Ruiz (Director of Latino Relations), Adrienne Bolton (Social Worker), Mrs. Johnson (Community in Schools Representative), Chandra Johnson (Secretary)</p>			
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	<p>for elements such as teachers, school counselors, principals, facility operations and other personnel and programs that contribute to providing students with a firm education foundation.</p>				
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p>	<p>[A 4.2.1] Safe Climate Training Action/Purpose/Implementation/Audience: ALL MBAH Teachers and students will work together throughout the school year to help foster a safe climate.</p> <ul style="list-style-type: none"> * Teachers completed training through the Jason Foundation to learn strategies to identify, support, and report students who may be suicidal. * Cherokee Health provides social emotional learning training for teachers and students. Additionally, Cherokee provides support for Covid-19 needs, physical safety and emotional health. * Participation in anti-bullying week shows support for students to identify and prevent such behaviors, both in person and digitally. * Active shooter training for staff and faculty provides action steps to help mitigate dangers to staff and students. <p>**Funding Sources**</p> <p>**Title 1 Funds will be used to Supplement**</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>Family Engagement Specialists provide information, and support to families, and build strong parent-school relationships that have been proven to have a positive impact on students. The</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Adrienne Short (Social Worker), John Manuel (Director of School Safety)</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

	<p>supplemental position extra support to families which is needed to ensure students remain on the right path to academic success.</p> <p>**ESSER 3.0 Funds will be used to Supplement**</p> <p>Network ESL Liaison takes the initiative to ensure the sustained growth of the Network. Supports School Leaders & ESL Instructional Coordinators with parent communication, trains, and monitors School-based Hispanic Liaisons. This person also builds community partnerships and does document translation. This position provides remediation to address learning loss due to COVID.</p> <p>Classroom monitor will provide instructional support to (9-12) students in English Language Arts and Math contents to address learning loss with students due to COVID. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p> <p>**TISA funds will be used to Supplement**</p> <p>Students' primary education needs, which accounts for elements such as teachers, school counselors, principals, facility operations and other personnel and programs that contribute to providing students with a firm education foundation.</p>				
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p>	<p>[A 4.3.1] Stakeholder Engagement to Promote a Safe Environment Action/Purpose/Implementation/Audience: Family engagement is essential for a safe and healthy school environment to provide the support for student success. MBA High will work with families to ensure they provide insight into programs and activities, academics, and policies and procedures. Community stakeholders are welcome to enhance the school environment with their creative and innovative activities. Parents and community members will be able to be involved in the school</p>	<p>Tamatha Smith (Principal), Willie Steward (Assistant Principal), Mrs. Johnson (Community in Schools Representative), Patricia Ruiz (Director of</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</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>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>plan, serve on the MBA Board, and provide insight to teachers during family meetings.</p> <p>**Funding Sources**</p> <p>**Title 1 Funds will be used to Supplement**</p> <p>Family Engagement Specialists provide information, and support to families, and build strong parent-school relationships that have been proven to have a positive impact on students. The supplemental position extra support to families which is needed to ensure students remain on the right path to academic success.</p> <p>**ESSER 3.0 Funds will be used to Supplement**</p> <p>Network ESL Liaison takes the initiative to ensure the sustained growth of the Network. Supports School Leaders & ESL Instructional Coordinators with parent communication, trains, and monitors School-based Hispanic Liaisons. This person also builds community partnerships and does document translation. This position provides remediation to address learning loss due to COVID.</p> <p>**TISA funds will be used to Supplement**</p> <p>Students' primary education needs, which accounts for elements such as teachers, school counselors, principals, facility operations and other personnel and programs that contribute to providing students with a firm education foundation.</p>	<p>Latino Relations))</p>			
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