

Believe Memphis Academy Charter School Annual Plan (2023 - 2024)

Last Modified at Sep 28, 2023 09:37 AM CDT

[G 1] Reading/Language Arts

Goal: Believe Memphis Academy Charter School will increase ELA meeting or exceeding expectations proficiency rates in all grades from 8.4% in 2022 to 17% in 2024; Grade 4 from 4.7 % in 2022 to 18% in 2024; Grade 5 from 7.6% in 2022 to 21% in 2024; Grade 6 from 5.8% in 2022 to 10% in 2024; Grade 7 from 14.4% in 2022 to 21% in 2024; Grade 8 from 6.8% to 15% in 2024.

Performance Measure

Performance will be measured using the following tools:

17% or Above proficiency on TNReady Assessment (End of Year)

17% or above proficiency on Mastery Predictive Assessments using Mastery Connect (CASE Assessments) (September 2023, December 2023, February 2024)

24% or above on grade level on Benchmark Assessment (iReady) (January 2024, May 2024)

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 * 80% of students will meet their Annual Growth goal from BOY to MOY assessment on iReady * 17% of all students will be proficient on the Winter Mastery Predictive Assessments * 80% of all classrooms observed will utilize strategies to assess individual student mastery during lessons and utilize strategies to address misconceptions at the moment during lesson observations with the TNTP observation rubric. * 75% of teachers score Proficient on the Essential Content domain of the TNTP rubric during the</p>	<p>[A 1.1.1] Strategies & Support * The school will support a high-quality learning environment by procuring supplies, materials, equipment, and support. * Teachers will utilize various Means of Participation (MOP) strategies throughout the lesson to engage students in the content. * Teachers will utilize iReady data for kindergarten - 8th grade as the universal screeners and to adjust instruction so students can meet grade-level standards. * Instructional leaders and teachers will utilize Mastery Predictive assessments for all tested grades (4th - 8th) to monitor progress toward established proficiency goals. * The school will institute student work analysis and error analysis Do Now to address misconceptions * SPED interventionist will provide instructional support and intervention to K-8 students in English Language Arts & Math. This supplemental support has proven to help increase student achievement</p>	<p>Donald Daugherty (SPED Interventionist) , Matt Cowan (Head of School)</p>	<p>12/19/2023</p>	<p>Title I</p>	

<p>semi-annual formal observation cycle using the TNTP rubric.</p>	<p>by giving students the extra support they need to be successful.</p>				
<p>[S 1.2] Professional Development Using bi-weekly content meetings, monthly data meetings, and quarterly professional development days, we will ensure that ELA teachers thoroughly understand the instructional content and deliver instructional lessons with excellence as measured by the TNTP Instructional Rubric.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * 90% of teachers will receive a weekly coaching meeting to plan, practice or review data as tracked by the Believe Coaching Dashboard. * 75% of teachers will provide instruction that is clear, error-free engages all learners, and is masterful, as measured by regular classroom observations using Get Better Faster Scope and Sequence. * 90% of classrooms will be observed implementing phase focus each month as record by the rubric created by the leadership team. <p>80% of teachers will give a favorable rating on Staff Survey in the following areas:</p> <ul style="list-style-type: none"> * Academic instruction has been improved through professional development. * Academic instruction has been improved through the implementation of the coaching cycle. 	<p>[A 1.2.1] Professional Observations & Development</p> <ul style="list-style-type: none"> * 4-8 ELA teachers will utilize Reading Reconsidered to align with the grade level curriculum and will have monthly planning meetings to internalize and adjust the lessons. * All 4-8 ELA teachers will attend bi-weekly grade-level content meetings led by the Assitant Head of School. * The Assitant Head of School will conduct weekly observations of each classroom teacher, follow up with a coaching meeting within 48 hours of the observation. The coaching meeting should include practicing the skill with the teacher, planning for an upcoming lesson, or reviewing the data from the lesson. * Teachers who are not meeting the expectations will be provided coaching plans as needed to support their development to support their development. * Staff Survey will be administered once per semester. * Weekly Staff Meetings to enhance our teachers and administrators * Partnership with All Memphis helps further develop our staff members, specifically in the field of Literacy. 	<p>Dominique Clark (Assistant Head of School), Matt Cowan (Head of School)</p>	<p>05/10/2024</p>	<p>TISA</p>	
	<p>[A 1.2.2] Staff Trainings Beginning of year and new hire training for all staff members including administrative, cultural, and academic skills.</p> <p>(3) Full Day in-service trainings</p> <p>* October 2023</p>	<p>Matt Cowan (Head of School)</p>	<p>06/07/2024</p>	<p>TISA</p>	

	<ul style="list-style-type: none"> * December 2023 * January 2024 				
<p>[S 1.3] Deepening students' attention to and relationship with instructional content</p> <p>We will focus intently on improving student engagement with instructional content because, as Joseph Murphy writes in Leading School Improvement, student engagement is “the undisputed doorway to student social and academic learning.” Our students will engage more deeply as a result of our teachers’ improved planning, preparation and instructional delivery; our raised expectations; and our ongoing efforts to strengthen our already strong school culture.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * 100% of classrooms will implement various participation strategies by implementing a participation cycle where students read, write, discuss, and revise, as measured by regular classroom observations using the Believe Means of Participation Rubric * 75% of English Language Arts classrooms will have a sense of purpose as measured by regular classroom observations using the Get Better Faster scope and sequence. 	<p>[A 1.3.1] Targeted Intervention & Support</p> <ul style="list-style-type: none"> * The school will support a rich learning environment by procuring supplies, materials, equipment and support that student engagement in classroom lessons. * Teachers will utilize various Means of Participation (MOP) strategies throughout the lesson. * Students will use various MOPs to participate in lessons, including raising hands, think/pair/share, journaling, Cold Call, exit tickets, and more. * The Assistant Head of School will utilize the TNTP Rubric, paying special attention to “Academic Ownership” and “Demonstration of Learning ”. * In Monthly professional development, we will rollout Means of participation as a focus for a month. 	<p>Dominique Clark (Assistant Head of School)</p>	<p>05/10/2024</p>	<p>TISA</p>	
	<p>[A 1.3.2] Pull-Out Lessons</p> <p>Interventionists hold daily pull-out instructional time within classrooms to support students in RTII Tiers II-III.</p> <p>This is supervised and managed by the SPED Coordinator.</p>	<p>Donald Daugherty (SPED Interventionist) , Ryan Cox (SPED Interventionist)</p>	<p>05/24/2024</p>	<p>Title I</p>	
	<p>[A 1.3.3] Progress Monitoring</p> <p>Interventionist conduct progress monitoring using easyCBM. This is supervised and managed by the SPED Coordinator & Dean of Exceptional Children's.</p> <p>This occurs on a weekly basis with each specified student.</p>	<p>Audra Montano (Dean of Exceptional Children's & ESL Coordinator)</p>	<p>05/24/2024</p>	<p>Title I</p>	

[G 2] Mathematics

Goal: Believe Memphis Academy Charter School will increase Math meeting or exceeding expectations proficiency rates in all grades from 6.3% in 2022 to 17% in 2024; Grade 4 from 0% in 2022 to 18% in 2024; Grade 5 from 7.7% to 26% in 2024; Grade 6 from 2.9% to 22% in 2024; Grade 7 from 6.2% to 11.2% in 2024; Grade 8 from 19% to 24% in 2024.

Performance Measure

Performance will be measured using the following tools:

18% or Above proficiency on TNReady Assessment (End of Year)

18% or above proficiency on Mastery Predictive Assessments using Mastery Connect (CASE Assessments) (September 2023, December 2023, February 2024)

27% or above on grade level on Benchmark Assessment (iReady) (January 2024, May 2024)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Asking students to individually master grade-level content Provide daily access to a rigorous math curriculum that will develop students' deep understanding of the content and consistently demonstrate high expectations for individual mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator * 80% of students will meet their Annual Growth goal from BOY to MOY assessment on iReady (Jan. 2024) * 60% of students will meet their stretch goals from BOY to EOY assessment in iReady. (May 2024) * 10% of all students will be proficient on the Winter Mastety Predictive Assessments (December 2023) * 80% of all classrooms observed will utilize strategies to assess individual student mastery during lessons and utilize strategies to address misconceptions at the moment during lesson observations with the TNTP observation rubric. * 75% of teachers score Proficient on the Essential Content domain of the TNTP rubric during the</p>	<p>[A 2.1.1] Data & Support * The school will support a rich learning environment by procuring supplies, materials, equipment and instructional support (small group center, anchor charts, student work posted, math journals, word walls, etc.). * Teachers will utilize various Means of Participation (MOP) strategies throughout the math lesson to increase student engagement and academic ownership. * Teachers will utilize iReady data for kindergarten - 8th grade as the universal screeners and to adjust instruction so students can meet grade-level standards. * Instructional leaders and teachers will utilize Mastery Predictive assessments for all tested grades (4th - 8th) to monitor progress toward established proficiency goals. * SPED interventionist will provide instructional support and intervention to K-8 students in English Language Arts & Math. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p>	<p>Virginia Ivey (SPED Interventionist) , Matt Cowan (Head of School)</p>	<p>05/10/2024</p>	<p>Title I</p>	

<p>semi-annual formal observation cycle using the TNTP rubric.</p>					
<p>[S 2.2] Developing teachers' understanding and masterful delivery of instructional content Using unit internalization days, data meetings, observations coupled with feedback, and coaching we will ensure that Math teachers thoroughly understand their instructional content and can deliver instructional lessons with excellence, as measured by the TNTP rubric.</p> <p>Benchmark Indicator * 90% of teachers will receive a weekly coaching meeting to plan, practice or review data as tracked by the Believe Coaching Dashboard. * 75% of teachers will provide instruction that is clear, error-free engages all learners, and is masterful, as measured by regular classroom observations using Get Better Faster Scope and Sequence. * 90% of classrooms will be observed implementing phase focus each month as record by the rubric created by the leadership team.</p> <p>80% of teachers will give a favorable rating on Staff Survey in the following areas:</p> <p>* Academic instruction has been improved through professional development. * Academic instruction has been improved through the implementation of the coaching cycle.</p>	<p>[A 2.2.1] Professional Observations & Development * The school will support a culture of connection and achievement by procuring supplies, materials, equipment, and support that help equip teachers to understand and deliver of content. * K-8 Math teachers will utilize Eureka Squared to align with grade level curriculum. * All K-8 teachers will attend bi-weekly grade-level content meetings led by the Assistant Head of School. * The Assistant Head of School will conduct weekly observations of each classroom teacher and follow up with a coaching meeting within 48 hours of the observation. The coaching meeting should include practicing the skill with the teacher. * Teachers who are not meeting the expectations will be provided coaching plans as needed to support their development * Staff Survey will be administered once per semester. * Weekly staff meetings occur throughout the school year * Partnership with Memphis School Leader Collaborative helps further advance our staff members, specifically in the field of Mathematics</p>	<p>Dominique Clark (Assistant Head of School), NaShea' Cobb (Assistant Head of School)</p>	<p>05/10/2024</p>	<p>TISA</p>	
	<p>[A 2.2.2] Staff Trainings Beginning of year and new hire training for all staff members including administrative, cultural, and academic skills.</p> <p>(3) Full Day in-service trainings</p> <p>* October 2023</p>	<p>Matt Cowan (Head of School)</p>	<p>05/24/2024</p>	<p>TISA</p>	

	* December 2023 * January 2024				
<p>[S 2.3] Deepening students' attention to and relationship with instructional content</p> <p>We will focus intently on improving student engagement with instructional content because, as Joseph Murphy writes in Leading School Improvement, student engagement is “the undisputed doorway to student social and academic learning.” Our students will engage more deeply as a result of our teachers’ improved planning, preparation, and instructional delivery; our raised expectations; and our ongoing efforts to strengthen our already strong school culture.</p> <p>** **</p> <p>Benchmark Indicator</p> <p>* 100% of classrooms will implement various participation strategies by implementing a participation cycle where students read, write, discuss, and revise, as measured by regular classroom observations using the Believe Means of Participation Rubric</p> <p>* 75% of English Language Arts classrooms will have a sense of purpose as measured by regular classroom observations using the Get Better Faster scope and sequence.</p>	<p>[A 2.3.1] Classroom Etiquette & Observations</p> <p>* The school will support a rich learning environment by procuring supplies, materials, equipment and support that student engagement in classroom lessons.</p> <p>* Teachers will utilize various Means of Participation (MOP) strategies throughout the lesson.</p> <p>* Students will use various MOPs to participate in lessons, including raising hands, think/pair/share, journaling, Cold Call, exit tickets, and more.</p> <p>* The Assistant Head of School will utilize the TNTP Rubric, paying special attention to “Academic Ownership” and “Demonstration of Learning ”.</p> <p>* In Monthly professional development, we will rollout Means of participation as a focus for a month.</p>	<p>Dominique Clark (Assistant Head of School), NaShea' Cobb (Assistant Head of School)</p>	05/10/2024	TISA	
<p>[G 3] Safe and Healthy Students</p> <p>Goal: Believe Memphis Academy Charter School will increase Average Daily attendance from 81% in 21-22 school year to 90% in the 23-24 school year.</p> <p>Performance Measure</p> <p>Interventions and supports will be measured using the following:</p> <p>* PowerSchool Attendance- 90% weekly ADA</p> <p>* PowerSchool Attendance- <40% Chronic absenteeism</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 3.1] Tracking attendance and providing intervention supports to students who missed 5 or more days of school. We will gather comprehensive attendance data and perform a detailed analysis to understand chronic absenteeism's scope and underlying causes. We will then utilize that data to develop evidence-based intervention strategies tailored to address the specific root causes identified, including support plans for individual students.</p> <p>Benchmark Indicator * We will increase the attendance rate by 3% each month. * 100% of students who are absent 5 or more days unexcused will be notified with a meeting request. * Decrease chronic absenteeism by 2% each quarter.</p>	<p>[A 3.1.1] Attendance Tracking & Family Communication * The Head of School will provide proactive communication with the school community regarding the importance of regular school attendance. - at the beginning of the school year & continued engagement events. * The attendance team will send a letter and contact parents after five unexcused absences. The DOC or ADOC will provide options for support systems and students will be assigned an S3 to support with attendance. * The DOC or ADOC will send a letter and meet with parents after eight unexcused absences. A plan of action will be created. * The attendance team will send a letter and meet with parents after ten unexcused absences. The * plan of action will be reviewed and updated.</p>	<p>Summer Momon (Director of Connections), Matt Cowan (Head of School), Kandice Duncan (Dean of Culture)</p>	<p>05/10/2024</p>	<p>TISA</p>	
	<p>[A 3.1.2] Truancy Calls & Letters Using reporting tools, administrative team will make daily attendance calls and send truancy letters and progressive actions when students reach a certain level. This will be monitored on a daily to weekly level, so families and students will have enough notice to make the necessary changes to better performance.</p>	<p>Summer Momon (Director of Connections), Dominique Greer (Family Engagement Coordinator)</p>	<p>05/24/2024</p>	<p>TISA</p>	
<p>[S 3.2] Develop teachers' ability to create positive classroom communities Provide ongoing, high-quality professional development at the network level and school site for school leaders, teachers, and other instructional staff to create positive classroom communities aligned with the Believe One Thing statement, which calls for building deep connections with students.* *</p> <p>Benchmark Indicator 80% or above favorable ratings on Student surveys</p>	<p>[A 3.2.1] Classroom Culture * Monthly PLCs will begin with one hour of training led by the network Dean of Culture on classroom culture, including building positive relationships with students. * The Assistant Heads of School will lead the school staff in reviewing student survey results. * Head of School will conduct observations of morning meetings and Badger Huddle to ensure that time is used to build relationships and connections with students. * ESL Coordinator will work directly with students and families with English as a Second Language to</p>	<p>Audra Montano (ESL Coordinator), Kandice Duncan (Dean of Culture), Matt Cowan (Head of School)</p>	<p>05/10/2024</p>	<p>Title I</p>	

<p>students in the following areas:</p> <p>* School Belonging questions: + Overall, how much do you feel like you belong at your school? + How much support do the adults at your school give you? + How much respect do students at your school show you?</p>	<p>address academic and administrative barriers to learning as well as ensuring the school provides multi-lingual communication to families.</p>				
<p>[S 3.3] Engage parents, families, and the community Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator 80% or above parents attend family engagement meetings and track the Believe Family Engagement tracker.</p>	<p>[A 3.3.1] Student & Family Engagement * Director of Connection will send parent correspondence home weekly in the form of a newsletter email. * Head of School will send parent correspondence home quarterly in the form of a newsletter email. * Assistant Head of School will coordinate and teachers will conduct parent/teacher conferences at * least once each semester. * Head of School will schedule quarterly advisory school council meetings. Evidence will include agendas and sign in sheets. * Family Engagement Coordinator will reach out to community members and agencies to enhance school activities and offerings, including extracurricular, field trips, and service learning partners that help to create a more well-rounded, engaging school experience.</p>	<p>Summer Momon (Director of Connection), Matt Cowan (Head of School), Dominique Greer (Family Engagement Coordinator)</p>	<p>05/10/2024</p>	<p>Title I</p>	
	<p>[A 3.3.2] Student & Family Support The School will pursue recognizing the needs of families struggling with attendance due to special or socio-economic factors by supporting in these ways and others:</p> <ol style="list-style-type: none"> 1. Uniform Support <ol style="list-style-type: none"> 1. Students have access to this on a daily basis 3. Laundry Support <ol style="list-style-type: none"> 1. Students & Families have access to our washer & dryer upon scheduled request 5. Access to community services 6. McKinney-Vento requirements 	<p>Lauren Reed (Social Worker)</p>	<p>05/24/2024</p>	<p>TISA</p>	

	<p>[A 3.3.3] Behavior & Family Support Associate Dean of Culture facilitates the school's behavior management, discipline, & cultural moments meant to provide additional student supports academically and decrease truancy.</p> <p>Associate Dean of Culture meets with students on a daily basis to enhance their quality of learning and further assist with classroom etiquette.</p> <p>Associate Dean of Culture assists with the families of students to help improve their academics outside of the school and to update on improved behaviors and academics. Meetings occurs on a daily to weekly basis, but families can schedule a meeting upon request.</p>	Rosily Currie (Associate Dean of Culture)	05/24/2024	Title I	
	<p>[A 3.3.4] Academic & Family Events Academic Events will be provided to students & families throughout the school year to help further student achievements.</p> <ul style="list-style-type: none"> + Curriculum Nights - October 2023 - November 2023 + Data Night - March 2024 + Field Trips with an academic focus - October 2023 - November 2023 - February 2024 - May 2024 <p>Family Engagement Events will be communicated to our families to increase strong participation.</p> <ul style="list-style-type: none"> * Orientation Nights + July 2023 * Meet the Teacher/ Title I Meeting + August 2023 	Matt Cowan (Head of School), Kenneth Green Jr (Director of Operations/Finance)	05/24/2024	TISA	

	<ul style="list-style-type: none"> * Coffee & Donuts with Head of School + September 2023 + October 2023 + November 2023 + January 2024 + March 2024 + April 2024 + May 2024 * Family Conferences + November 2023 + February 2024 <p>Director of Connection & Family Engagement Coordinator will include these events in the weekly newsletter to all of our students & families to increase participation</p>				
	<p>[A 3.3.5] Technology for Student Growth & Achievements</p> <p>Technology is provided to all K-8 students; Chromebooks are available for our 4-8 grade students, while our K-1 students have iPads to further assist and help with their learning. These are accessible and used every day for their learning as they use the program Clever for their daily assessments.</p> <p>Monthly inventory checks are completed by the Director of Operations as well as overseas maintenance requirements to keep our computers & iPads up to standard for our students.</p> <p>The maintenance is done by Technology Lab as well as assisting with inventory, updating our equipment, and ensuring the school the highest level of service that competes with other schools.</p>	Kenneth Green Jr (Director of Operations/Finance), Larry Granderson (Director of Operations/Facilities)	05/24/2024	TISA	
	<p>[A 3.3.6] Transportation</p> <p>Transportation is being provided for our students through (2) bus companies: Durham and Goldskyline. We are able to provide safe rides to</p>	Kenneth Green Jr.	05/24/2024	TISA	

	<p>school and home throughout the school week.</p> <p>We also utilize these companies for our field trips and sporting events.</p> <p>To ensure safety and security, we have placed (1) bus monitor on each of our buses.</p> <p>Director of Operations/Finance conducts daily meetings with the bus drivers and monitors to ensure safety and bus procedures are being followed. As well as, maintaining any bus disciplines if needed.</p> <p>Meetings with the directors of the bus companies are conducted on monthly or as needed basis; These meetings are to monitor the culture of the buses and planning of trips.</p>				
	<p>[A 3.3.7] Security On-site security is through the company, Men-In-Blue. We have (2) security officers on-site daily for the entire school day.</p> <p>Security will be provided at all school-based events including athletic events.</p> <p>Security is available, if needed, for away sporting events and field trips.</p> <p>The Director of Operations/Facilities handles day to day operations with the security by hosting check-ins on a daily to weekly basis, sign-off on schedules, and organizes the events when security is needed.</p> <p>With having security present on campus, it helps reassure the protection of our students, families, and visitors as they monitor inside and outside the premises.</p> <p>The Director of Operations/Facilities monitors the school with our cameras that has a scope of our</p>	<p>Larry Granderson (Director of Operations/Facilities)</p>	<p>05/24/2024</p>	<p>TISA</p>	

	<p>entire school on the outside. This helps further assist our security team when incidents occur.</p> <p>Lockdown Drills, Fire Drills, Severe Weather Drills, Tornado Drills, and Earthquake Drills are performed and conducted with our security and led by the Director of Operations/Facilities. These drills are conducted on a monthly basis to meet state requirements.</p>				
--	--	--	--	--	--

[G 4] Early Literacy

Believe Memphis Academy early learners will be engaged in literacy-rich environments that offer meaningful, authentic opportunities to develop the reading, writing, speaking, and listening skills essential to thrive in college and live lives full of opportunity.

Goal: Believe Memphis Academy Charter School will increase K-1 proficiency rates in all grades from 6% in August 2023 to 30% in June 2024 based on iReady Benchmark Assessment.

Performance Measure

Performance Indicator:

By June 2024, 30% of K-1 students will achieve on-grade level based on iReady end-of-year benchmark.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Asking students to individually master grade-level content Provide daily access to a rigorous early literacy curriculum that will develop students’ deep understanding of the content, strengthen decoding and comprehension skills, and consistently demonstrate high expectations for individual mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator * 70% of students will meet their Annual Growth goal from BOY to MOY assessment on iReady Assessment (Monitored Monthly) * 80% of all classrooms observed will utilize strategies to assess individual student mastery during lessons and to address misconceptions</p>	<p>[A 4.1.1] Data Analysis & Support * The school will support a rich learning environment by procuring supplies, materials, equipment, and support. * K-1 teachers will utilize various Means of Participation (MOP) strategies throughout the lesson. * The school will institute quarterly data to review data and plan for spiraled review. * K-1 teachers and the Assistant Head of School will utilize pacing guides and assessment calendars created for the year but set monthly check-ins throughout the year to monitor and update in order to support a focus on standards-based instruction and student mastery. * SPED interventionist will provide instructional</p>	<p>Virginia Ivey (SPED Interventionist), Addie Willis (Assistant Head of School)</p>	<p>05/10/2024</p>	<p>Title I</p>	

<p>during lesson observations with the TNTP observation rubric (Monitored Weekly)</p> <p>* 80% of Early Literacy teachers who regularly assess individual student mastery (i.e., teacher feedback and accountability for work, Exit Tickets), as measured by the Academic Ownership domain on the TNTP rubric (Monitored Daily to Weekly)</p>	<p>support and intervention to K-8 students in English Language Arts & Math. This supplemental support has proven to help increase student achievement by giving students the extra support they need to be successful.</p> <p>* Daily support is provided by our SPED Interventionist as well as monthly check-ins to further advance our staff and students.</p>				
<p>[S 4.2] Developing teachers' understanding and masterful delivery of instructional content</p> <p>Using weekly common planning sessions, monthly content meetings, and quarterly professional development days, we will ensure that Early Literacy teachers thoroughly understand their instructional content and can deliver instructional lessons with excellence, as measured by the TNTP Rubric</p> <p>Benchmark Indicator</p> <p>We will increase the percentage of Early Literacy teachers who:</p> <p>* 80% of teachers provide instruction that is clear, error-free, and masterful, as measured by regular classroom observations using the Essential Content domain of the TNTP rubric</p> <p>* 80% of classrooms will be observed implementing monthly mini-pd topics during instruction.</p>	<p>[A 4.2.1] Data Analysis & Support</p> <p>* The school will support a rich learning environment by procuring supplies, materials, equipment, and support that help equip teachers to understand and delivery content.</p> <p>* All K-1 teachers will utilize Ditto Literacy to align with grade-level curriculum.</p> <p>* All K-2 teachers will attend bi-weekly grade level common planning sessions led by network Assistant Head of School</p> <p>* All K-1 teachers will attend monthly grade level content meetings led by All Memphis</p> <p>* The Assistant Head of School will conduct monthly observations of each classroom teacher with the Get Better Faster Scope and Sequence</p>	<p>Addie Willis (Assistant Head of School), Matt Cowan (Head of School)</p>	<p>05/10/2024</p>	<p>TISA</p>	
	<p>[A 4.2.2] Staff Trainings</p> <p>Beginning of year and new hire training for all staff members including administrative, cultural, and academic skills.</p> <p>(3) Full Day in-service trainings</p> <p>* October 2023</p> <p>* December 2023</p> <p>* January 2024</p>	<p>Matt Cowan (Head of School), Addie Willis (Assistant Head of School)</p>	<p>05/24/2024</p>	<p>TISA</p>	

	All K-1 teachers will attend monthly grade level content meetings led by All Memphis				
<p>[S 4.3] Deepening students’ attention to and relationship with instructional content We will focus intently on improving student engagement with instructional content because, as Joseph Murphy writes in Leading School Improvement, student engagement is “the undisputed doorway to student social and academic learning.” Our students will engage more deeply as a result of our teachers’ improved planning, preparation, and instructional delivery, our raised expectations, and our ongoing efforts to strengthen our already strong school culture.</p> <p>Benchmark Indicator * 100% of classrooms will implement various participation strategies by implementing a participation cycle where students read, write, discuss, and revise, as measured by regular classroom observations using the Believe Means of Participation Rubric * 75% of Early Literacy classrooms will have a sense of purpose as measured by regular classroom observations using the Get Better Faster scope and sequence</p>	<p>[A 4.3.1] Student Support & Data Analysis * The school will support a rich learning environment by procuring supplies, materials, equipment and support that student engagement in classroom lessons. * Teachers will utilize various Means of Participation (MOP) strategies throughout the lesson. * Students will use various MOPs to participate in lessons, including raising hands, think/pair/share, journaling, Cold Call, exit tickets, and more. * The Assistant Head of School will utilize the TNTP Rubric, paying special attention to “Academic Ownership” and “Demonstration of Learning ”. * In Monthly professional development, we will rollout Means of participation as a focus for a month.</p>	Addie Willis (Assistant Head of School)	05/10/2024	TISA	