

Memphis STEM Academy Annual Plan (2023 - 2024)

Last Modified at Sep 28, 2023 02:48 PM CDT

[G 1] Reading/Language Arts

Memphis STEM Academy will increase ELA met and exceeded rates in all grades by 20% from 29.8% to 49.8% 2024.

By Spring 2024, MSA will improve K-5 literacy, with a particular emphasis on early grades literacy. We believe the improvement in this area can continue based on work done in the prior years including the implementation of grade-level interventionists, the placement of new personnel to support reading and ELA, and the development of rigorous professional development to support reading

MSA will improve literacy across grades 3 through 5. Implementation of a reading language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college-ready.

Performance Measure

Performance will be measured using the following tools:

i-Ready ******(70% of the students increase by one grade level or increase within their grade level)******

TNReady Assessment****** (35% of the current 3rd - 5th Graders Met or Exceed Expectations)******

District Formative Assessment using Mastery Connect****** (70% of the student score 70% or higher)******

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction MSA will 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>MSA will provide access to a rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above 70% on I</p>	<p>[A 1.1.1] Standard Aligned Core Instruction Instructional staff will use various resources to personalize instruction to enhance academic goals for the scholar. Differentiated resources including technology and digital resources will be incorporated to facilitate ongoing, targeting intervention and learning. Staff will also differentiate the content, process, and product according to the student's readiness, interest, and learning profile.</p> <p>Title 1 funds will be used to supplement:</p> <p>Educational Assistant will provide instructional support to (K-5) students in English Language Arts and Math Contents. This supplemental support has proven to help increase student achievement by</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Kamile McNeil and Wanda Nash (Instructional Coaches)</p>	<p>05/23/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>Ready and CASE Benchmark Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using our network Classroom Walkthrough Protocol and Debriefing Document will provide us with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p> <p>Quarterly review of Project Coach observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p>	<p>giving students the extra support they need to be successful.</p> <p>Educational Assistant will provide instructional support to (K-5) 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>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>Esser 3 and TISA funds will be used to supplement:</p> <p>Educational Assistants (EAs) provide instructional support to our K-5 grade bands in English Language Arts and Math content. 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>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Social Worker provides valuable assistance to students through leadership, advocacy, and collaboration. Our professional social worker helps create a safe learning environment for all students</p>				
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	<p>that meets each student's individual needs and adheres to professional and ethical standards to plan, implement, and oversee results-based school counseling programs that promote student welfare. The counselor listens and helps students find resolutions to academic, emotional, or social problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents literature, phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>Math Teachers plan and present lessons to 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-19.</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</p>				
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	<p>remediation to address learning loss due to COVID.</p> <p>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Stipends for the STEM Club are to help with learning loss with clubs to help learn what they have been taught in the classroom. STEM club meets 2x a week and will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc. This position provides remediation to address learning loss due to COVID.</p> <p>Essex 3 funds and TISA will be used to supplement:</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>Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math content. 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</p>				
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	<p>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 content. 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>Interventionist supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to COVID</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 due to COVID-19.</p> <p>ELA Teacher plans and presents 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</p>				
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	<p>connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>Math Teacher plans and present lessons to facilitate students' understanding and application of mathematical concepts to strengthen students' achievement and growth. The math teacher prepares and distributes learning material such as notes, assignments, and quizzes. The teacher also uses data to guide their instruction.</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>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation to address learning loss due to COVID.</p> <p>Social Worker provides valuable assistance to students through leadership, advocacy, and collaboration. Our professional social worker helps create a safe learning environment for all students that meets each student's individual needs and</p>				
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	<p>adheres to professional and ethical standards to plan, implement, and oversee results-based school counseling programs that promote student welfare. The counselor listens and helps students find resolutions to academic, emotional, or social problems. This position provides remediation to address learning loss due to COVID.</p> <p>Building Test Coordinator - Stipend Coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</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 students that occurred during the pandemic.</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. This position provides remediation to address 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. This position provides remediation to address learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the</p>				
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	<p>teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success. This position provides remediation to address learning loss due to COVID.</p> <p>Professional Development Chairperson - Stipends to address our student's learning loss, including low-income students, with a person in charge of doing bi-weekly professional development for our teachers and staff. We believe having this position with help our children's learning loss due to COVID.</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 during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. This is a 3-day camp we held over the summer to train our ESL teachers in best practices to help students in the 2022-2023 school year to address the loss the students have experienced 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 during the pandemic.</p> <p>STEM Club Stipends (22-23) for the STEM Club is to help with learning loss with Clubs to help learn what they have been taught in the classroom. STEM Club meets 2x a week and will meet their peers on a weekly basis to talk about best</p>				
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	practices, successes, challenges in academics, data, student behavior, etc.				
<p>[S 1.2] Professional Development MSA will provide ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard looks for, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>Benchmark Indicator Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Walkthrough data will be monitored to ensure that 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Academic Leadership Teams will meet regularly to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<p>[A 1.2.1] Professional Development MSA provides ongoing, high-quality in-person and/or virtual professional development for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance.</p> <p>**Esser 3 and TISA funds will be used to supplement:**</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Kamile McNeil and Wanda Nash (Instructional Coaches)</p>	<p>05/16/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>Quarterly PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents 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>Grade Chair 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. These stipends provide best practices to address learning loss due to COVID.</p> <p>Hard to fill Content Stipends to qualified individuals for ESL, Math, and ELA due to shortages and</p>				
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	<p>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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark</p>				
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	<p>assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that occurred during the pandemic.</p> <p>STEM Clubs to help with learning loss with Clubs to help learn what they have been taught in the classroom. STEM Club meets 2x a week and will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc.</p> <p>**Esser 3 and TISA funds will be used to Supplement: **</p> <p>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Educational Assistants (EAs) provide instructional support to our K-5 grade bands in English Language Arts and Math content. EAs are under the direct supervision of a highly qualified teacher and implement important delegated tasks assigned</p>				
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	<p>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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p> <p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network.</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 (K-5) 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>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>[S 1.3] Targeted Intervention and Personalized Learning MSA will provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>The academic interventionist will support numeracy and literacy instruction by working with small groups, using digital and print resources, and making decisions based on data. Students will be provided with additional resources as a result of academic and RTI groupings. The goal in differentiating instruction is addressing teaching and learning needs related to the academic problems of students.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative 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 to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Targeted Intervention and Personalized Learning The instructional staff works to intervene on skills and standards. Core instructional support and RTI2 plans are among the approaches to assist scholars. Instructional staff will provide instruction and intervention to assist scholars in engaging learning experiences that strategically build targeted skills. Network staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of personalized instruction in school buildings. Collaborate with instructional leaders to understand the literary and mathematical shifts found in the TN State Standards.</p> <p>Title 1 Tutoring & Differentiated Instruction: The after-school tutoring program will provide academic support and additional educational resources in the form of intentional support for grades 1-5 in areas of ELA and Math. We will use multiple data points and assessments such as i-Ready, RTI scores, benchmarks, and teacher observation. Participants will attend both days for one hour per session. Instructional Strategies: - Small group instructions - Chunking and reading aloud - Curriculum-based probes - Individual lesson plans based on data and student needs - Observe, Plan, Evaluate, Monitor, and Adjust - i-Ready Curriculum & Materials: - Wonders - i-Ready. Instructional staff will use resources to personalize instruction to enhance academic goals for the scholar. Differentiated resources including technology and digital</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Kamile McNeil and Wanda Nash (Instructional Coaches)</p>	<p>05/17/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>Weekly review of grade reports for students enrolled in various learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>resources will be incorporated to facilitate ongoing, targeted intervention and learning.</p> <p>Esser 3 and TISA funds will be used to supplement:</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents literature,</p>				
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	<p>phonics, grammar, writing, and other literary concepts to provide a meaningful learning experience for students. The teacher works to develop students' skills of listening, speaking, and reading which are fundamental to literature. The teacher challenges students to analyze, synthesize, and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts. This position provides remediation to address learning loss due to COVID.</p> <p>Math Teachers plan and present lessons to 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-19.</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>Grade Chair 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. These stipends provide best practices to address learning loss due to</p>				
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	<p>COVID.</p> <p>Hard to fill Content 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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred</p>				
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	<p>during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that occurred during the pandemic.</p> <p>Esser 3 and TISA funds will be used to Supplement:</p> <p>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Educational Assistants (EAs) provide instructional support to our K-5 grade bands in English Language Arts and Math content. 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</p>				
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	<p>size to help with learning loss due to COVID.</p> <p>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p> <p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network.</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 (K-5) 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>Family Engagement Specialists provide information and support to families and build strong</p>				
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	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.				
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[G 2] Mathematics
 Memphis STEM Academy will increase Math on-track and mastery proficiency rates in all grades from 43.3% to 63.3% in 2024.

Performance Measure
 The performance will be measured using the following tools:

TNReady Assessment

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

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 70% on District Formative Assessments (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Network Classroom Walkthrough Protocol and Debriefing Document will provide the network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction.</p>	<p>[A 2.1.1] Differentiation and Personalized Learning Align scientifically based research curriculum, instruction, and assessment with the State's challenging academic content standards.</p> <p>Provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. - Provide professional development to Professional Learning Coaches (PLCs) in monitoring the delivery of math instruction in school buildings. - Collaborate with instructional leaders to understand the mathematical shifts found in the TN State Standards.</p> <p>Esser 3 and TISA funds will be used to supplement:</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Ashley Bryant and Demeatrice Clark (Instructional Coaches)</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>Quarterly review of Project Coach observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards.</p>	<p>engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. 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>				
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	<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-19.</p> <p>Grade Chair 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. These stipends provide best practices to address learning loss due to COVID.</p> <p>Hard to fill Content 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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA/MSA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator Stipends to address our students' learning loss, including low-income students, children with disabilities, and English learners. We</p>				
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	<p>used educational assistants to help the licensed teachers to address the loss of students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that occurred during the pandemic.</p> <p>Phonics Camp Stipends to address our students'</p>				
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	<p>learning loss, including low-income students, children with disabilities, and English learners. This is a 3-day camp we held over the summer to train our ESL teachers in best practices to help students in the 2022-2023 school year to address the loss the students have incurred during the pandemic.</p> <p>STEM Clubs to help with learning loss with Clubs to help learn what they have been taught in the classroom. STEM Club meets 2x a week and will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc.</p> <p>Essex 3 and TISA funds will be used to supplement:</p> <p>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math content. 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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans</p>				
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(including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.

ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network

Title 1 funds will be used to supplement:

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

Educational Assistant will provide instructional support to (K-5) 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.

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>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district</p>	<p>[A 2.2.1] Professional Development to Strengthen Academics Provide ongoing, high-quality professional development at the school site for administrators, teachers, and other instructional staff to focus on virtual and face-to-face instructional practices that result in improved student performance in Mathematics. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>**Esser 3 and TISA funds will be used to supplement:**</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Ashley Bryant and Demeatrice Clark (Instructional Coaches)</p>	<p>05/16/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>	<p>is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents 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>Grade Chair 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. These stipends provide best practices to address learning loss due to</p>				
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	<p>COVID.</p> <p>Hard to fill Content 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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred</p>				
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	<p>during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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>STEM Clubs to help with learning loss with Clubs to help learn what they have been taught in the classroom. STEM Club meets 2x a week and will meet their peers on a weekly basis to talk about best practices, successes, challenges in academics, data, student behavior, etc.</p> <p>**Essex 3 funds will be used to Supplement: **</p> <p>Classroom monitor will provide instructional support to (K-5) (6-8), or (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>Educational Assistants (EAs) provide instructional support to our K-5 grade bands in English</p>				
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	<p>Language Arts and Math content. 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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p> <p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network.</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 (K-5) students in English Language Arts and Math Contents. This supplemental support has</p>				
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	<p>proven to help increase student achievement by giving students the extra support they need to be successful.</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>[S 2.3] Targeted Interventions 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>** **</p> <p>** **</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 (Illuminate Fastbridge) 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>[A 2.3.1] Intervention The instructional staff works to intervene in skills and standards. Core instructional support and RTI2 plans are among the approaches to assist scholars. Instructional staff will provide instruction and intervention to assist scholars in engaging learning experiences that strategically build targeted skills. Network staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of personalized instruction in school buildings. Collaborate with instructional leaders to understand the literary and mathematical shifts found in the TN State Standards</p> <p>Title 1 Afternoon Tutoring & Differentiated Instruction: The after-school tutoring program will provide academic support and additional educational resources in the form of intentional support for grades 1-5 in areas of ELA and Math. We will use multiple data points and assessments such as NWEA, scores, benchmarks, and teacher observation. Participants will attend both days for one hour per session. Instructional Strategies: - Small group instructions - Chunking and reading aloud - Curriculum-based probes - Individual lesson plans based on data and student needs - Observe, Plan, Evaluate, Monitor, and Adjust - i-Ready Curriculum & Materials: - Wonders, Student Profile - i-Ready Instructional staff will use</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO), Ashley Bryant and Demeatrice Clark (Instructional Coaches), Rosalyn Dean (RTI2 Intervention Coordinator)</p>	<p>05/17/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

	<p>resources to personalize instruction to enhance academic goals for the scholar. Differentiated resources including technology and digital resources will be incorporated to facilitate ongoing, targeted intervention and learning.</p> <p>Esser 3 and TISA funds will be used to supplement:</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to</p>				
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	<p>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>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-19.</p> <p>Hard to fill Content 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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p>				
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	<p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that</p>				
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	<p>occurred during the pandemic.</p> <p>Classroom monitor will provide instructional support to (K-5) or (6-8), or (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>Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math content. 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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p> <p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network</p>				
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	<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 (K-5) 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>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>				
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[G 3] Safe and Healthy Students

MSA will increase attendance from 92% **to 97% for the 2023-2024 school year.**

Memphis STEM Academy will promote academic excellence by reducing time off task and safeguarding instructional time for all learners, especially in the subject of ELA and Math. MSA will increase attendance by 5% for the 2023-24 SY.

MSA will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.

At MSA, students will have equal access to a safe learning environment by focusing on attendance and involving parents and stakeholders. Based on data in this area, attendance will be a major focus for the 2023-2024 school year. We will also continue to look at the correlations between the attendance and content area subject (progression and regression in academic achievement)

S - MSA will meet the 93%-95% attendance threshold for the 2023-2024 academic year. The goal is to ensure that executives are in the classrooms learning each and every day.

M- MSA will utilize attendance data via PowerSchool to ensure that we are tracking trends, progression, and regression among all our executives.

A-MSA will analyze and generate weekly reports to ensure that we address attendance issues during its early stages.

R- MSA's goal is to achieve a high level of proficiency among our executives. Therefore, we must address chronic absenteeism.

T -MSA will generate reports weekly and during progress report periods. However, we will implement our truancy protocol after 3 consecutive unexcused absences. In order to address attendance, following our timeline outlined by the network and MSCS is critical.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance Interventions and Supports MSA will 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 3.1.1] Attendance Intervention Supports MSA will develop targeted interventions and support programs to address attendance. Both attendance and behavior will be monitored to ensure positive outcomes aligned with the school's expectations.</p>	<p>Tamira Magee (Principal) Patrice Ruiz (Parent Liasion)</p>	<p>04/26/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>[S 3.2] Professional Development MSA will provide ongoing, high-quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</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>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Professional Development The focus of SY 2023-24 is to develop teachers and foster ongoing sessions to build to make data-based decisions for their scholars. With the support of network instructional staff, MSA plan to develop instructional leaders and teachers with results-driven lesson planning, lesson execution, and data analysis. Weekly grade level and content meetings were effective at MSA. Network-led professional development afforded our staff opportunities to partner with other educators and discuss best practices.</p> <p>Facilitators are provided professional development during our weekly and monthly meetings to discuss performances and analyze data. Ongoing professional development is provided for i-Ready, Math Stories, etc., to improve skill sets and increase conceptual understanding for our students.</p> <p>Listed below are the professional development opportunities offered in order to support and build capacity for high-quality instruction and impact student academic/culture:</p> <ul style="list-style-type: none"> * Understanding i-Ready * Using data analyze * Backward planning * Student focus on planning and lesson delivery * Student focus coaching * Restorative conversation * Student-led conferences * PBIS (attendance and culture data) <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p>	<p>Tamira Magee (Principal), Germaine Thurman (CAO)</p>	<p>05/16/2024</p>	<p>Title 1 ESSER 3 TISA</p>	
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<p>[S 3.3] Parent, Family, and Community Engagement Memphis STEM Academy will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Desktop computer and printer were also utilized for parent / family engagement</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>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>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Parent, Family, and Community Engagement MSA will provide parents with strategies for math, reading, and fluency implementation. Facilitate ongoing parent sessions to assist parents in using online resources, materials, and strategies to support scholars at home. MSA will provide intentional support through home visits and mandatory conferences for families that are struggling with attendance and in need of additional academic support.</p> <p>The family Engagement Specialist will support ensuring parents are involved and informed with opportunities to support the learning in the classroom. This person will also ensure that attendance/truancy is addressed as well with our struggling parents.</p> <p>Parent and community involvement activities could be strengthened to include "home kits" for our older parents who support our scholars as well as digital content training for our families. We can commit to making the data conferences more intimate to allow parents and scholars to become more closely aligned with Spring NWEA scholar goals. Our incorporation of our Universal Screener and i-Ready Skills Checklists throughout the year will assist teachers and parents with additional, specific information about academic progress within the quarter. We also have several events that take place throughout the year to support family and community engagement: Some of the events are listed below:</p> <ul style="list-style-type: none"> * 1. Parent Orientation * 2. Open House-Title One Meeting * 3. Back to School Bash * 4. Quarterly Parent and Teacher Conferences * 5. Quarterly Award Celebrations * 6. ELA Night * 7. Math Night 	<p>Tamira Magee (Principal), Patrice Ruiz (Parent Liaison), Germaine Thurman (CAO)</p>	<p>05/10/2024</p>	<p>Title 1 ESSER 3 TISA</p>	
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	<ul style="list-style-type: none"> * 9. Science Night * 10. STEM Night * 11. Desktop computer and printer for parent/family engagement 				
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[G 4] Early Literacy

MSA will increase Mid/Above placement level in kindergarten from 58% in 2022-23 to 65% in 2023-24. MBE will increase Mid/Above placement level in 1st Grade from 52% in 2022-23 to 62% in 2023-24. MBE will increase Mid/Above placement level in 2nd Grade from 23% in 2022-23 to 33% in 2023-24.

MSA early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

MSA will increase on or above grade level Literacy for all K-2 by 10% for the 2023-2024 school year.

Memphis STEM Academy early learners will engage in a literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3 for the 2023-24 school year. Teachers will provide targeted data driven instruction that will strengthen students ability to read and comprehend fluently and accurately.

****S ****– By the end of the 2023 – 24 school 50% of the students will increase by at least one academic level in grades K-2 in literacy. ****MSA 2022 - 23 [Source: K- 2nd Grades i-Ready Assessment]****

****M ****- Curriculum and Formative Assessments, as well as Benchmarks.

****A ****– Teachers and academic support staff will be observed at least twice per quarter to ensure the implementation and delivery of effective teaching practices.

****R****- To increases student proficiency and transferability of literacy skills.

****T**** – Start date Sept 2023 and monitored Quarterly, each Semester, Annually

Performance Measure

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (i-Ready) with a Lexile level of 350 in the fall to 485 by spring

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Memphis STEM Academy (MSA) will build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and</p>	<p>[A 4.1.1] Professional Learning The focus of SY 2023-234 is to develop teachers and foster ongoing sessions to build to make data-based decisions for their executives. With the</p>	Tamira Magee (Principal), Germaine Thurman	05/16/2024	Title 1 ESSER 3	

<p>educational assistants through engagement in professional learning experiences anchored in the science of reading. MSA will use phonological and phonics assessments to pin-point specific phonemic needs and develop a plan to address those academic needs.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY instructional literacy coaches will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>Once a semester will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>	<p>support of network instructional staff, MBAE plan to develop instructional leaders and teachers with results-driven lesson planning, lesson execution, and data analysis. Weekly grade level and content meetings were effective at MBAE. Network-led professional development afforded our staff opportunities to partner with other educators and discuss best practices.</p> <p>Facilitators are provided professional development during our weekly and monthly meetings to discuss performances and analyze data. Ongoing professional development is provided for i-Ready to improve skills sets and increase conceptual understanding for our students.</p> <p>Listed below are the professional development opportunities offered in order to support and build capacity for high-quality instruction and impact student academic/culture:</p> <ul style="list-style-type: none"> · Understanding i-Ready · Using data analysis · Backward planning · Student focus planning and lesson delivery · Student focus coaching · Restorative conversation · Student-led conferences · PBIS (attendance and culture data) 	<p>(Chief Academic Office), Kamile McNeil (Instructional Coach)</p>		<p>TISA</p>	
<p>[S 4.2] Targeted Interventions and Personalized Learning The instructional staff works to intervene on skills and standards. Core instructional support and RTI2 plans are among the approaches to assist scholars. Instructional staff will provide instruction</p>	<p>[A 4.2.1] Targeted Interventions and Personalized Learning MSA will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific</p>	<p>Tamira Magee (Principal), Germaine Thurman (Chief Academic</p>	<p>05/17/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>and intervention to assist scholars in engaging learning experiences that strategically build targeted skills. Network staff will provide professional development to support principals, assistant principals, and Professional Learning Coaches (PLCs) in monitoring the delivery of personalized instruction in school buildings. Collaborate with instructional leaders to understanding the literary and mathematical shifts found in the TN State Standards</p> <p>Title 1 Afternoon Tutoring & Differentiated Instruction: The after-school tutoring program will provide academic support and additional educational resources in the form of intentional support for grades 1-5 in areas of ELA and Math. We will use multiple data points and assessments such as i-Ready, scores, benchmarks, and teacher observation. Participants will attend both days at one hour per session. Instructional Strategies: - Small group instructions - Chunking and reading aloud - Curriculum-based probes - Individual lesson plans based on data and student needs - Observe, Plan, Evaluate, Monitor and Adjust Wonders Curriculum & Materials as well as i-Ready Instructional staff will use resources to personalize instruction to enhance academic goals for the scholar. Differentiated resources including technology and digital resources will be incorporated to facilitate ongoing, targeted intervention and learning.</p> <p>Benchmark Indicator District Formative Assessment data review to show the effectiveness of targeted intervention and personalized learning in the alignment of standards and performance measures. **QUARTERLY **student performance outcome 70% on-track/mastery.</p> <p>Progress monitoring from the universal screener and i-Ready will provide feedback data on the</p>	<p>learners to improve student achievement.</p> <p>**Esser 3 and TISA funds will be used to supplement:**</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or other academic problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents literature, phonics, grammar, writing, and other literary</p>	<p>Office), Kamile McNeil (Instructional Coach)</p>			
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<p>impact of targeted intervention and personalized learning. **QUARTERLY** student performance outcome 70% on-track/mastery.</p> <p>RTI2 instructional tool data review – **WEEKLY** student performance outcome 70% on-track/mastery.</p> <p>Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<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> <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>Grade Chair 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. These stipends provide best practices to address learning loss due to COVID.</p> <p>Hard to fill Content 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. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students'</p>				
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	<p>learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for</p>				
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	<p>state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that occurred during the pandemic.</p> <p>**Esser 3 funds will be used to supplement: **</p> <p>Classroom monitor will provide instructional support to (K-5) or (6-8), or (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>Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math content. 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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p>				
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	<p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network.</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 (K-5) 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>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>[S 4.3] Early Literacy Opportunities Memphis STEM Academy will provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. MSA will embed literacy rich components within each</p>	<p>[A 4.3.1] Early Literacy Opportunities MBAE will develop and implement intentional plans and strategies to target students' phonological and phonetic gaps that hinder their ability to effectively decode and blend words.</p> <p>Parent and School-wide events will also be</p>	<p>Tamira Magee (Principal), Germaine Thurman (Chief Academic Office), Kamile</p>	<p>05/24/2024</p>	<p>Title 1 ESSER 3 TISA</p>	

<p>content and support areas.</p> <p>Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities;</p> <p>Once a semester we will review the Fall pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.</p>	<p>implemented</p> <ul style="list-style-type: none"> * Parent Literacy Night * Read Across American Events * Reading Days * GELF Summer Book Distribution <p>**Esser 3 funds will be used to supplement:**</p> <p>ESL teachers will conduct activities and lessons based on written and verbal ESL teaching methodologies. This teacher will encourage and engage students to speak in English. Our ESL teacher motivates and maximizes students' talk time through oral tests and presentations. The teacher keeps track of student progress and customizes individualized plans for students with special requirements. Individual Learning Plans (ILPs) and Elevation submittals for all ELL students are required as well. This position provides remediation for our students to engage in English and maximizes their learning loss due to COVID-19.</p> <p>Full-time 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 support ideas or decisions. This position reduces the class size to provide remediation for lower achieving students and address learning loss due to COVID-19.</p> <p>RTI Teacher supports the specific needs of a particular child when regular classroom instruction is not sufficient. Interventionists work with the teacher to design methods of learning that are most appropriate for each child. This includes monitoring the progress of all the students and identifying those who are having learning issues or</p>	<p>McNeil (Instructional Coach)</p>			
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	<p>other academic problems. This position provides remediation to address learning loss due to COVID.</p> <p>ELA Teacher plans and presents 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>Grade Chair 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. These stipends provide best practices to address learning loss due to COVID.</p> <p>Hard to fill Content Stipends to qualified individuals for ESL, Math, and ELA due to shortages and hard-to-fill content and student support positions.</p>				
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	<p>Provide financial incentives for our teachers to teach multiple grades or subjects that are hard to staff content areas and student support areas. These stipends provide qualified individuals to teach multiple grades and subjects due to a shortage of teachers and address our students' learning loss due to COVID.</p> <p>Mentor Stipend to mentor a new teacher to the profession or to our MBA Network. Work with the teacher in an individualized way over time to address learning loss and ensure the mentee's well-being, professional development, and instructional growth, as well as their students' success.</p> <p>RTI Coordinator 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 students that occurred during the pandemic. Our RTI Coordinator is coordinating with the teachers and students.</p> <p>Tutor Coordinators 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 incurred during the pandemic. Our Tutoring Coordinator coordinates with the teachers and students as well as the tutors themselves.</p> <p>Tutoring Stipends to address our student's learning loss, including low-income students, children with disabilities, and English learners. We used licensed teachers to address the loss the students incurred during the pandemic.</p> <p>The Building Test Coordinator coordinates state assessments and school-wide benchmark assessments for the purpose of collecting and</p>				
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	<p>monitoring student performance data that guide instructional and intervention decisions to address learning loss deficit areas.</p> <p>Portfolio Lead coordinates, manages, and provides professional development for state-required K-2 teacher portfolio submissions that illustrate student academic progress in core subjects and provide student artifacts that serve as evidence of addressing learning loss.</p> <p>RTI Support 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 students that occurred during the pandemic.</p> <p>**Essex 3 and TISA funds will be used to supplement: **</p> <p>Classroom monitor will provide instructional support to (K-5) or (6-8), or (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>Educational Assistants (EAs) provide instructional support to our 6-8 grade bands in English Language Arts and Math content. 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>SPED Coordinator will support and collaborate with the network (CAOs, Director of Compliance, Directors of Data) and school administrators to</p>				
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	<p>design campus-specific SPED service plans (including scheduling, teaching/subbing, etc.) that efficiently deploy SPED department personnel to serve students with disabilities (SWD) in accordance with IEPs and all state and federal policies.</p> <p>ESL Coordinator supports ESL teachers and students with academic resources and instruction. Monitors, observe and give instructional feedback to ESL teachers and school leaders. Manage Individual Learning Plans (ILPs) and Elevation submittals for all ELL students. Routinely coordinates with the Director of Compliance to effectively monitor students exiting the ELL program and provide a continued evaluation of their progress as students in Harmony Schools Network</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 (K-5) 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>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>				
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