

[G 1] Academic Achievement & Growth

Starting in August of 2025 and by May 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

By May 2026, 25% of students in grades 6-12 will score proficient on the ELA TCAP/EOC tests.

Performance will be measured using the following tools:

2025-26 TCAP/EOC Assessment goal achievement of 25%

Quarter Interim Assessments Mastery Connect with 25% scoring 80% or higher

750% of students score on or above grade level on Spring I-ready diagnostic

By May 2026, 220% of students in grades 6-12 will score proficient on the Math TCAP/EOC tests.

Performance will be measured using the following tools:

2025-26 TCAP/EOC Assessment goal achievement of 22%

Quarter Interim Assessments via Mastery Connect with 25% scoring 80% or higher

75% of students score on or above grade level on Spring I-ready diagnostic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery	[A 1.1.1] Engaging Learning Experiences **Engaging Learning Experiences** ** **MS and HS Instructional Facilitators will provide professional development to assist	Cameron Cooley	04/17/2026	Title 1 [\$20000.00]	

<p>of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. The office of planning and accountability is responsible for collecting and publishing internal data reports.</p> <p>Weekly classroom observations using the TEAMS instructional rubrics indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the instructional rubrics. Instructional coaches will use TN Compass to enter data, and the administration will monitor it weekly.</p> <p>Review of TEAM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p>	<p>teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. A Title I Coordinator will manage Title I expenses and compliance. His/her responsibilities are as follows: Ensure periodic and annual compliance with ESEA, Title I, Innovative School Models Grant, Public School Security Officer, Charter School Facilities Grant, and other Federal, State, and District grant regulations.</p> <ol style="list-style-type: none"> 1. Manage the programmatic, regulatory, and fiscal interfaces of the school improvement plan, tying together the schools' goals, instructional practices, and expenditures in a manner that stewards the public trust of funds allocated to the Academy. 2. Analyze Academic Data, analyze Student Performance Root Causes, conduct Academic Progress Monitoring for SIP Implementation, Evaluate and Finalize the School Improvement Plan. 3. Provide a process to ensure parents are involved in the development and review of the Title I schoolwide improvement plan (SIP). 4. Keep a record of technical assistance which has been provided in the development of the school level plan by LEA or outside assistance teams. 5. Coordinate timely and effective grant planning and management in cooperation with the District Federal Programs Office. 6. Ensure that the MASE schoolwide program has implemented a comprehensive school improvement plan which addresses the 10 required elements. 7. Develop and maintain a parental involvement plan that is in compliance and includes the 16 				
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	<p>components required by State and Federal regulations.</p> <p>8. Coordinate the Composition of the School-wide Plan for Title I but includes pertinent plans for the use of all grant funds.</p> <p>9. Plan and Coordinate School Community Meetings</p> <p>10. Identify and keep records of research-based Professional Development for Faculty & Staff</p> <p>11. Maintain records for Title I expenditures and budgets including period trackers</p> <p>12. Assist the High School and Middle School Directors with master scheduling</p> <p>13. Assist teachers with identifying and procuring tools which could be used to increase student understanding and achievement</p> <p>14. Compile an annual Civil Rights Data Collection Report.</p> <p>15. Coordinate parent involvement activities.</p> <p>16. Manage outgoing parent communications on the Remind Platform.</p> <p>17. Ensure parents had access to teachers' qualifications.</p> <p>18. Ensure parents are aware of their rights regarding military recruiters.</p> <p>19. Conduct an Annual Title I Meeting (Curriculum Night).</p> <p>20. Coordinate meetings of MASE's school-based decision-making teams.</p>				
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	<p>21. Disseminate the school report card data and reported on progress toward State and Federal goals</p> <p>22. Craft the professional development component of the school's TSIP and ensured that staff training is based on scientifically-based research activities, in cooperation with staff and community stakeholders.</p> <p>23. Ensure that the Home Language Survey, Migrant workers, and other federally-mandated forms are administered during enrollment.</p> <p>24. Host prevention activities designed to create and maintain safe, disciplined, and drug-free environments.</p> <p>25. Ensure that staff members (administrative, teaching, and other staff in the schools) have received training related to the statutory requirements and educational needs of homeless children and youth.</p> <p>26. Ensure that there is documentation on file that confirms the physical inventory of equipment was conducted within the last 2 years</p> <p>27. Assist With Student Scheduling.</p> <p>28. Complete all of the above listed roles and responsibilities after outside of school hours.</p> <p>29. Perform school & responsibilities duties off campus during the COVID-19 pandemic including class session observations and meetings with teachers and other stakeholders via teleconference.</p> <p>30. Prepare reimbursement requests for all grant-related expenditures funded through the LEA</p>				
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	<p>including but not limited to contracted services, instructional supplies, instructional equipment, professional development, plant operations, and** field trips**.</p> <p>Field Trips - \$20,000 - Title 1</p> <p>Field trips for middle and high school students provide valuable opportunities for experiential learning beyond the traditional classroom. These excursions allow students to engage with real-world applications of academic concepts, deepening their understanding through hands-on experiences. Field trips can enhance critical thinking, foster collaboration, and stimulate curiosity by exposing students to new environments, cultures, and career possibilities. Additionally, they promote social and emotional growth by encouraging independence, teamwork, and adaptability in unfamiliar settings. Overall, field trips complement the curriculum by enriching students' academic, social, and personal development in meaningful ways.</p>				
<p>[S 1.2] Professional Development Provide 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 look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the MASE Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined</p>	<p>[A 1.2.1] Provide Evaluation Focused Professional Development **Provide Evaluation Focused Professional Development**</p> <p>** **Instructional Facilitators staff will use the MASE Walk Through Rubric to monitor the fidelity of implementation of Level 3-5 TEAM English instruction. Instructional Facilitators staff will provide professional development on the high-quality instructional design, including the gradual release of responsibility model. The Instructional Coach funded through Title I will provide the PD. Instructional Coaches' positions will be funded by Title I Funds. Their Responsibilities are as follows:</p>	Cameron Cooley	05/08/2026	Title 1 [\$369352.00]	

<p>in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. Walkthrough data will be monitored weekly for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Administration meetings are conducted weekly to ensure 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. Department and small-group leadership sessions are facilitated monthly to support content lead teachers, Instructional Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during walk-throughs. Quarterly PD sessions to help students reach the school's E/LA goals. 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>	<ol style="list-style-type: none"> 1. Provide examples of best practices 2. Facilitate professional learning 3. Ensure student achievement data is used to drive instructional decisions 4. Assist teachers to look at student achievement, demographics and process data 5. Assist principal with periodic walk-throughs and informal observations 6. Target programs or curriculum to address identified needs 7. Collaborate with teachers regarding instructional strategies to reach desired student learning outcomes 8. Schedule and conduct data meetings 9. Aggregate data from the school's digital assessment platforms 10. Coordinate school-wide assessments 11. Monitor the teacher mentoring program 12. Monitor and provide weekly feedback for teacher lesson plans 13. Monitor and provide quarterly feedback for unit plans 14. Facilitate staff-wide understanding of the research on effective strategies 15. Assist teachers to understand the "big picture" to plan and develop horizontal and vertical instructional and assessment strategies 				
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	<p>16. Identify, Plan, Execute, and Evaluate research-based Professional Development for Faculty & Staff</p> <p>17. Facilitate annual boot camps for standardized testing</p> <p>18. Assist the school counselor with scheduling</p> <p>19. Assist teachers with identifying and procuring tools which could be used to increase student understanding and achievement</p> <p>20. Participate in summer enrichment activities</p> <p>**Title I Personnel:**</p> <p>Michael Greene, Math Instructional Coach (7/1/2025-6/30/2026)</p> <p>Angela Jackson, Science Instructional Coach (7/1/2025-6/30/2026)</p> <p>Danielle Powell, Social Studies Instructional Coach (7/1/2024-6/30/2026)</p> <p>JerMilton Woods, Family Engagement Specialist (7/1/2024-6/30/2026)</p> <p>Cameron Cooley (Federal Compliance Officer) Stipend</p>				
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<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on MASE 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 (RTI2) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Bi-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 1.3.1]] Differentiated Instruction Tiered intervention in class based on results from assessment data. Students with identified instructional needs (specifically students who are failing after a progress report, or who are identified as projected to perform at below proficient) will have required tutoring and intervention sessions in the last hour of the day.</p>	Michael Greene	03/27/2026	TISA [\$500.00]	
	<p>[A 1.3.2] Improving Student Achievement **Improving Student Achievement**</p> <p>** **Tested subject faculty will host field trips to subject-specific sites. This year we plan to visit Nashville, Tennessee to visit the State Capitol Building (ELA/Math, Social Studies), TN State Museum (Science, Social Studies), Adventure Science Center (Science, Mathematics), and the Tennessee Performing Arts Center (ELA).</p>	Danielle Powell (Instructional Coach)	05/22/2026	TISA	
	<p>[A 1.3.3] Tier III Intervention 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. We will also purchase supplementary reading materials that are high-</p>	Brandy Cason (RTI Coordinator)	05/22/2026	TISA	

	interest, related to standards, used to apply skills, and chosen by stakeholders. These materials will include, trade books, novels, how-to books, ELA workbooks, fiction and non-fiction, graphic novels, chapter books, and periodicals.				
<p>[S 1.4] Recruit, retain and hire highly effective educators</p> <p>Provide effective teachers in ELA & Social Studies classes for students in all grade levels.</p> <p>Benchmark Indicator</p> <p>All educators hired are appropriately educated and licensed and have at least at TVAAS of 3 or above at hiring.</p>	<p>[A 1.4.1] Human Capital Plan</p> <p>** **Memphis Academy of Science & Engineering (MASE) has a mentoring program where new teachers are paired with veteran teachers. In addition to the MASE Teacher Mentoring Program, we will also encourage teachers to explore options for teaching value-added courses such as those provided by Code.org. Beyond teacher mentorships, MASE believes the teachers with the most growth as measured by TVAAS and with the highest evaluation scores should populate the pool from which we select leaders to help us to enhance the performance of the entire faculty. Success of our mentoring program will be measured by the number of teachers who are evaluated as high performing, improvement in new or struggling teachers, TVAAS growth scores, teacher satisfaction surveys, and complaints and compliments received.</p>	Angela Jackson, Michael Green, Danielle Powell (Instructional Coaches)	05/22/2026	Title 1	

[G 2] College and Career Readiness

Starting in August of 2025 and by May 2026, through the implementation of early post-secondary and work-based learning opportunities MASE will broaden its support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

Performance Measure

By May 2026 the percentage of ready graduates will increase from 18.6% in 2022-2023 to 30.0% in 2025-2026 and the graduation rate from 88.8% in 2023-2024 to 95.0% in 2025-2026.

Performance effectiveness will be measured by the following:

- * Early Post Secondary Opportunities are being offered to 100% of students.
- * ACT composite score (21 or higher) (>15% of Students)
- * Earnings of Industry Certifications (>10% of Students)
- * ASVAB Scores (>20% of Students scoring high enough for military eligibility)

** Graduation Rate (95%)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings from 5 courses to 7 courses by August of 2026.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. We look to grow from 10% to 30% AP Exam Success Rate, 90% to 95% Dual Enrollment course credit acquisition by May 2026.</p> <p>Semester review of the grades of students in AP tutoring compared to the previous semester and year to measure students' participation and success in AP and Dual Enrollment courses.</p>	<p>[A 2.1.1] STEM in Motion ** **A global organization that stands as the leader in medical technology, Smith and Nephew designs and manufactures technology that aims to restore people to health and well-being. In our partnership with Smith and Nephew, 12th-grade students gain invaluable real-world experience through robust externships. More specifically, participating students complete their dual enrollment courses one half of the school day and engage in their Smith and Nephew externships the other half. This format is followed all five days of the school week, allowing students to be immersed in the externship experience where they shadow Smith and Nephew employees, learning about relevant technology and engineering tactics. In addition, this externship provides students with the opportunity to form relationships and network, as well as build important soft skills. Research definitively shows that mastery of soft skills is critical to workplace success.</p> <p>For instance, "according to LinkedIn's 2019 Global Talent Trends report, 89 percent of recruiters say when a hire doesn't work out, it usually comes down to a lack of soft skills." In alignment with this, "employers are now prioritizing soft skills during hiring" as hard skills can be developed on the job, but soft skills tend to be harder for companies to cultivate.¹⁶ In short, this partnership provides robust opportunities for our students to gain exposure to 21st-century hard skills in STEM, as well as acquire critical soft skills.</p> <p>Supplemental Meals Cost?</p>	<p>Marc Taylor (Board Member), Angela Jackson (STEM Director), Cameron Cooley (Instructor)</p>	<p>04/30/2026</p>	<p>Smith & Nephew Moving Memphis Forward Committee</p>	

	<p>[A 2.1.2] Dual Enrollment **Dual Enrollment**</p> <p>** **We implement a robust dual enrollment program, which is realized through partnerships with technology-focused colleges. Specifically, we have partnerships in place with Moore Tech College of Technology, Southwest Tennessee Community College, and the University of Memphis School of Public Health and are in the process of solidifying additional partnerships. Qualified students take up to 4 credit-bearing dual enrollment courses (12 credit hours) during the regular school year.</p>	Amber Thomas - EPSO Coordinator	05/08/2026	TISA	
<p>[S 2.2] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for at least 50% of students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly analysis of student interest inventory results. Identify the careers and college majors indicated by interest inventories for students in Grades 6-12. We intend to increase career interests in STEM from 11% to 20% between August 2025 and May 2026.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th-grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p>	<p>[A 2.2.1] STEM Focus Electives ** **In grades 6-8, all students at MASE are enrolled in the following courses:</p> <p>**STEM Explorers (Grade 6)** is a fundamental course for middle school students to search for answers to "What is STEM?" A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.</p> <p>**STEM Innovators (Grade 7)** is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of "What could be?" Upon completion of this course, proficient</p>	Angela Jackson (STEM Director)	05/22/2026	TISA Title I ISM Grant 21st CCLC	

<p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 6-12 to ensure students are appropriately progressing through the program.</p>	<p>students will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.</p> <p>**STEM Designers (Grade 8)** is a fundamental middle school course that trains students to define problems and methodically answer the question, "What is the solution?" Upon completion of this course, proficient students understand that engineering design is a process of developing solutions to problems and challenges in order to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.</p> <p>In Grades 9-12 most students are enrolled in STEM Education courses as their focus electives for graduation. The following are the classes for Grades 9-12</p>				
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	<p>**STEM I: Foundations** is a foundational course in the STEM cluster for students interested in learning more about careers in science, technology, engineering and mathematics. This course covers basic skills required for STEM fields of study. Upon completion of this course, proficient students are able to identify and explain the steps in both the engineering design and the scientific inquiry processes. They conduct research to develop meaningful questions, define simple problem scenarios and scientific investigations, develop fundamental design solutions, conduct basic mathematical modeling and data analysis, and effectively communicate solutions and scientific explanations to others.</p> <p>**STEM II: Applications** is a project-based learning experience for students who wish to further explore the dynamic range of STEM fields introduced in STEM I: Foundation. Building on the content and critical thinking frameworks of STEM I, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student input. Instructors design a project in one of two broad pathways (traditional sciences or engineering) that reflects the interest of the class as a whole; the students then apply the steps of the scientific inquiry or the engineering design process throughout the course to ask questions, test hypotheses, model solutions, and communicate results. In some cases, instructors may be able to design hybrid projects that employ elements of both scientific inquiry and the engineering design process. Upon completion of this course, proficient students will have a thorough understanding of how scientists and engineers research problems and methodically apply STEM knowledge and skills; and they will be able to present and defend a scientific explanation and/or an engineering design solution to comprehensive</p>				
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	<p>STEM-related scenarios.</p> <p>**STEM III: STEM in Context** is an applied course in the STEM career cluster that allows students to work in groups to solve a problem or answer a scientific question drawn from real-world scenarios within their schools or communities. This course builds on STEM I: Foundation and STEM II: Applications by applying scientific and engineering knowledge and skills to a team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.</p> <p>**STEM IV: STEM Practicum** is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous STEM Education courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by STEM professionals in the workplace, students learn to refine their skills in problem-solving, research, communication, data analysis, teamwork, and project management. The course is highly customizable to meet local system needs: instruction may be delivered through school laboratory training or through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing. Upon completion of this course, proficient students will be prepared for postsecondary study in a STEM field.</p>				
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	<p>STEM in Motion will place high school seniors off-site, within the corporate entities who are our partners. These sites will be "company schools," offering daily opportunities and subsequent internships for embedded students to use their skill-based education in actual business management and problem-solving. Professionals and specialists volunteer to guide students through the corporate cultures, to frame business pain points, and to mentor them. Our students are the local labor force, and it benefits everyone when they are prepared to compete and to work. The educations and skills required to make them strong and productive employees, or to facilitate their plunge into self-employment, are the instruments of economic development and higher incomes that are increasingly stable and growing. Employers have facilitated deep and abiding changes in the curriculum for students. General and STEM-focused knowledge are still desirable, but knowing that students understand the corporate work environment, have wrestled with business analysis, and solved problems, puts their eventual employer (self or otherwise) ahead of his competitors. Additionally, corporate and community partners build both excited and loyal employees, or volunteers. MASE will continue strengthening its curriculum, as students come back to their half-days and subjects with very different questions to guide their learning and instruction.</p>				
	<p>[A 2.2.2] Focus Forward Graduate Program **Focus Forward Graduate Program**</p> <p>** **Addressing skill gaps between regional industry needs and the skill level of students is crucial for economic growth, workforce development, and social equity. There are several ways that the MASE Focus Forward Project to address this issue:</p> <p>Partnerships between industry and education:</p>	<p>Cameron Cooley - Focus Forward Program Director</p>	<p>06/26/2026</p>	<p>ISM Grant</p>	

	<p>Collaboration between local businesses and educational institutions can help bridge the skill gap. This partnership will involve internships, apprenticeships, job shadowing, and guest speakers from industry professionals. This approach can provide students with relevant real-world experience and allow businesses to find and develop skilled workers.</p> <p>**Curriculum Alignment**: MASE has used the data available from the Tennessee Department of Education their curriculum with the needs of regional industries. This alignment, beginning in the 6th Grade STEM Explorers course helps students acquire relevant skills and knowledge that meet the needs of local employers. For example, students in this course gain a familiarity of what sorts of industries are in our area. In addition, students will continue along their STEM Education focus pathway with personal interactions with career and industry professionals.</p> <p>**The MASE Focus Forward Director, Assistant, Counselors, Focus Teachers, and Educational Assistants**: Providing career guidance and counseling to students can help them make informed decisions about their education and career paths. The Focus Forward team will include career fairs, career interest inventories, and career counseling sessions during annual consultations in conjunction with each student's family. Career guidance and counseling will help students understand the skills and qualifications required for different career paths and industries.</p> <p>**Professional Development for Educators**: Professional development for educators can help them stay up-to-date with the latest industry trends and technologies. The VEX robotics bundles we plan to procure for our STEM classes will come</p>				
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	<p>with their own professional development modules to enable teachers to effectively facilitate robotics lessons and experiences.</p> <p>**Focus Forward Graduates**</p> <p>A points-based system for middle and high school students earning special recognition for gaining career-related experiences can be an effective way to incentivize and reward students for their efforts in exploring their interests and developing valuable skills for their future careers. Here's an example of how such a system could work:</p> <p>**Eligibility**: The program could be open to all high school students who are actively engaged in pursuing career-related experiences such as internships, job shadowing, volunteering, participating in clubs or competitions, attending workshops or conferences, or completing online courses or certifications.</p> <p>** **</p> <p>**Point Allocation**: Each experience or achievement could be assigned a certain number of points based on its level of difficulty, duration, and relevance to the student's chosen career path. For instance, a summer internship at a prestigious company would be worth more points than interviewing an industry professional.</p> <p>**Record-keeping**: The students would be responsible for uploading their experiences and submitting evidence of completion to their school's Focus Forward office via their current focus related courses in the Focus Forward Portal. This could include certificates, transcripts, letters of recommendation, photos, or other documentation.</p> <p>**Recognition**: If students a student reaches 85% of the point threshold by the third quarter of their</p>				
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	<p>8th grade or 12th Grade year, they will be recognized with a special designation such as a "Focus Forward Jr Graduate" (8th Grade) or Focus Forward Graduate (12th Grade) and receive a certificate, announcement of their status at graduation, and for 12th Grade a Focus Forward Medallion to be awarded during the graduation ceremony. Higher point thresholds could be associated with more prestigious titles and prizes, such as scholarships or invitations to off-campus career related experiences like paid internships and prestigious camps in their disciplines. Although hundreds of opportunities around the country will be made available to students throughout their time at MASE.</p> <p>Integration with academic curriculum: The points-based system is to be integrated with the school's academic curriculum as an extension of the milestones related to the focus-specific course at each grade level. For example, to provide additional incentives for students to pursue career-related experiences. For instance, students will earn bonus points for completing relevant activities outside of class.</p> <p>Overall, our points-based system for middle and high school students earning special recognition for gaining career-related experiences could help to motivate and reward students for their efforts in developing skills and exploring potential career paths. It will also encourage more students to take advantage of the various opportunities available to them and better prepare them for the workforce after graduation.</p>				
<p>[S 2.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p>	<p>[A 2.3.1] MASE Transition Plan ** **All Grade 6-8 students at Memphis Academy of Science & Engineering are community focused on: - Increasing student autonomy to strengthen academic engagement - Increasing involvement in parental guided activities - Increasing positive, responsible behavior -Increasing attendance -</p>	<p>Amber Thomas & Vonkueshia Journey - Guidance Counselors</p>	<p>03/27/2026</p>	<p>TISA ISM Grant</p>	

Benchmark Indicator * Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings; We intend to have an over all parent satisfaction rate which increases from 72% to 90% from Aug 2025 to May 2026. * Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students. * Review student Individualized Plans annually or based on student need (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.	Increasing proficiency on all assessments - Increasing the rate of students matriculating from MASE Middle to MASE High. All first time ninth grade students at Memphis Academy of Science & Engineering are community focused on: - Increasing student accountability to strengthen academic and social engagement - Increasing involvement in extracurricular activities - Increasing positive, responsible behavior - Increasing attendance - Increasing proficiency on all assessments - Increasing the four-year graduation rate. All students will be oriented on school services, district/school policies and procedures, MASE's athletic programs, clubs, and special programs. Guidance Counselor works collaboratively with colleges, universities, faculty members, and students in bringing different recruiters to MASE continuously throughout the school-year so that students have the opportunity to obtain post-secondary information during the school-day. In addition, MASE's guidance department offers valuable services to student and parents in the area of counseling, career search programs, and helping students explore possibilities and determine preferences.				
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[G 3] Safe and Healthy Students

Memphis Academy of Science & Engineering will increase school-level interventions and supports to increase overall student attendance from 85% to 90% ADA between August of 2025 and May of 2026.

Performance Measure

Interventions and supports will be measured using the following:

* PowerSchool Data

+ Goal <10% of students with >15 absences

* Class Dojo Points

+ Goal >85% of students with minimum points at the end of each quarter

Strategy	Action Step	Person Responsible	Estimated Completion	Funding Source	Notes
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<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator 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. (greater than 93%-attendance)</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTI2 programs, Truancy Supports and progressive discipline supports).</p>	<p>[A 3.1.1] Attendance, Behavior and Related Supports ** **The Memphis Academy of Science and Engineering believes that regular attendance is a necessary requirement of all students.</p> <p>All students are expected to attend school on each day that school is officially in session and remain at school for the entirety of the school day. Only the following reasons will be considered for excused absences:</p> <ol style="list-style-type: none"> 1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days. 2. Death or serious illness within the student's immediate family. 3. When the student is officially representing the school in a school-sponsored activity or attendance at school-endorsed activities and verified college visits. 4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence. 	<p>JerMilton Woods - Attendance Clerk</p>	<p>05/22/2026</p>	<p>Title 1</p>	

	<p>5. A court order; a subpoena; and/or a legal court summons.</p> <p>6. Extenuating circumstances over which the student has no control as approved by the principal.</p> <p>7. If a student's parent, custodian or another person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:</p> <p>* An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;</p> <p>* An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and</p> <p>* Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.</p> <p>* Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.</p> <p>Participation in a non-school-sponsored</p>				
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	<p>extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met:</p> <p>(1) The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and</p> <p>(2) The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence.</p> <p>The written request shall include:</p> <p>(A) The student's full name and personal identification number;</p> <p>(B) The student's grade;</p> <p>(C) The dates of the student's absence;</p> <p>(D) The reason for the student's absence; and</p> <p>(E) The signature of both the student and the student's parent custodian, or other person with legal custody or control of the student.</p> <p>The principal or the principal's designee shall approve, in writing, the student's participation in the non-school-sponsored extracurricular activity.</p> <p>The principal may limit the number and duration of non-school-sponsored extracurricular activities for which excused absences may be granted to a student during the school year; however, such the principal shall excuse no more than ten (10)</p>				
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	<p>absences each school year for students participating in non-school-sponsored extracurricular activities.</p> <p>Students receiving an excused absence under this section shall have the opportunity to make up schoolwork missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.</p> <p>A written statement within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence. If necessary, verification is required from an official source to justify absences. All absences other than those outlined above shall be considered unexcused. Parents may appeal unexcused absences to their child's school principal (or designee). The appeal must be: (1) in writing and include documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by MASE that is referenced in MSCS policy 6016 Truancy District; and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Principal (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the principal (or designee) that is compliant with applicable law and district policy is final. (This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6-3010.) Questions regarding school-level decisions may be directed to the district department responsible for academic school operations.</p>				
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	<p>Absentee Policy/Intervention</p> <p>Tier I (2-4 unexcused absences) a conference with the student and the student's parent/guardian. An attendance contract, based on the conference, to be signed by the student, the parent/guardian, or other person having control of the student, and the school leader or designee. The contract shall include: <input type="checkbox"/> A specific description of the school's attendance expectations for the student; <input type="checkbox"/> The period for which the contract is effective; and</p> <p>* Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and guardian, or other person having control of the student, to discuss the student's progress</p> <p>* Tier II (4-6 unexcused absences) if the student accumulates additional unexcused absences in violation of the attendance contract required under Tier I, the student will be subject to Tier II. Tier II shall include an individualized assessment by a school employee of the reasons the student has been absent from school. This may result in referral to counseling, community-based services, or other inschool or out-of-school services to address the student's attendance problems.</p> <p>* Tier III (6-10 unexcused absences) If the truancy interventions under Tier II are unsuccessful and the student continues to accumulate additional unexcused absences, Tier III shall be implemented. Tier III may consist of one (1) or more of the following interventions, as determined by a team formed by the school: <input type="checkbox"/> School-based community services; <input type="checkbox"/> Participation in a school-based restorative justice program; <input type="checkbox"/> Referral to a school-based teen court; or <input type="checkbox"/> Saturday or after school courses designed to improve attendance and behavior.</p>				
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	Please make sure that your student attends school every day and is on time. Discuss this issue with your student, pointing out the importance of being in the classroom and ready to learn when school begins.				
<p>[S 3.2] Professional Development 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 (Number of Referrals and Suspensions) and attendance reports (%ADA) 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. (greater than 93%- attendance)</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 School-wide.</p>	<p>[A 3.2.1] Safe Schools Each staff member will complete 3 hours of Safe-Schools training covering the following topics (in bold). Employees who assist in the 21st Century Community Learning Center are required to complete all of the training modules in this list and others with a total of 30 hours for the school year: Asbestos Awareness (Full Course)Bloodborne Pathogen Exposure Prevention (Full Course)Chemical Spills Overview (Full Course)Child Abuse: Identification & Intervention (Full Course)Child Abuse: Mandatory Reporting (Full Course (Tennessee))Common Illness Prevention (Full Course)Conflict Management: Managing the Angry Parent (Full Course)Food Safety and Kitchen Sanitation (Full Course)Hazard Communication: Right to Understand (GHS) (Full Course)Health Emergencies: Life-Threatening Allergies (Full Course)HIPAA Overview (Full Course)Playground Maintenance & Inspection (Full Course)Playground Supervision (Full Course)School Meal Compliance (Full Course)Students Experiencing Homelessness: Awareness and Understanding</p>	Cameron Cooley - Title I Coordinator	01/30/2026	21st CCLC	
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports (%ADA) at the end of each semester to determine the impact after engagement events. (greater than 93%- attendance)</p>	<p>[A 3.3.1] Parent and Family Engagement We are very proud that our parents have formed the MPO or MASE Parent Organization this year. THE MPO has made several improvements this year. With the help of our Instructional facilitator, monthly meetings are now held twice a month so that all parents have an opportunity visit the school and be informed on major developments at the school and among the MPO. The meetings are held on the second Wednesday morning and the second Thursday evening of each month. We are still trying to increase the turnout, but at least we</p>	JerMilton Woods - Family Engagement Coordinator	03/20/2026	Title 1	

<p>At the end of each semester, review the attendance and discipline (Number of referrals and suspensions) 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 (number of sessions attended) 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 school-based surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>have been consistent in meeting at the scheduled times each month. We would like to at least triple our monthly participation rate this school year. Parents have responded well to the efforts we are making to keep them involved. We now have parents taking leadership roles that previously did not exist. We have a parent liaison for each grade level (and graduating class) starting at the sixth grade. We hope to build a more involved and cohesive parent community through these efforts. We have conducted our first open house and Annual Title 1 Meeting. At our annual meeting, we were able to cover assessment results as well as the resulting TVAAS data. We also have a parent newsletter called the MASEonian which is distributed monthly by the high school and middle school separately. We are engaging with several community organizations to assist us in meeting our mission for this year. We have already participated in several community service projects as well as had community leaders.</p>				
<p>[G 4] Educators Starting in August of 2025 and by May 2026, MASE will maintain a high retention and highly-qualified teacher rate.</p> <p>Performance Measure MASE will maintain at least 95% of all educators by May of 2026.</p> <p>MASE will have 100% compliance in highly-qualified teachers.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Recruit, retain and hire highly effective educators Provide effective teachers in ELA & Math classes for students in all grade levels.</p> <p>Benchmark Indicator All educators hired are appropriately educated and licensed and have at least at TVAAS of 3 or above at hiring.</p>	<p>[A 4.1.1] Human Capital Plan Memphis Academy of Science & Engineering (MASE) has a mentoring program where new teachers are paired with veteran teachers. teachers will meet with their mentors 2 times per academic quarter. In addition to the MASE Teacher Mentoring Program, we will also encourage teachers to explore options for teaching value-added courses such as those provided by</p>	Rodrick Gaston, Angela Jackson, Michael Green, Danielle Powell (Instructional Coaches)	01/30/2026	Title I	

	Code.org. Beyond teacher mentorships, MASE believes the teachers with the most growth as measured by TVAAS and with the highest evaluation scores should populate the pool from which we select leaders to help us to enhance the performance of the entire faculty. Success of our mentoring program will be measured by the number of teachers who are evaluated as high performing, improvement in new or struggling teachers, TVAAS growth scores, teacher satisfaction surveys, and complaints and compliments received.				
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