

Memphis Virtual School Annual Plan (2025 - 2026)

Approved

Export

Export

Export

Quick Nav

✓ [Preparation Questions](#)

✓ [Needs](#)

✓ [Reflection Questions](#)

✓ [Documents](#)

✓ [Goals](#)

✓ Preparation Questions

Identify Team

S-001

✓ Ready

Identify all planning team members, including team member titles. The school plan must be developed in consultation with (at a minimum):

- teachers,
- principals,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- community partners, and
- parents of students.

Director: Rochelle Griffin

Principal: Kimberly Hopkins

Assistant Principal: Marvin Moore

Senior Learning Management Advisor: Wanda Hunt

Lead School Counselor: Keisha Jackson

Instructional Facilitator: Norrell Malone

Sped Teacher: Laquica Jones

Part Time Teacher: Erika Blackwell

Academic Interventionist: Eboni Gales

Academic Interventionist: Latoya Jones

Academic Interventionist: Tracy Fox

Student: Amaya Cole

SPED Advisor: Symentria Matthews

ESL Advisor: Lionel Cortez

Parent of Student: Aretta Cole

Community Partner: Project Stand; Marlena Williams

Federal Programs Advisor: Shannen Lipsey

Stakeholder Involvement

S-002

✓ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

The Memphis Virtual School (SIP) Team is actively and consistently collaborating with planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year. School improvement sessions are collaborative and include meetings with SIP team member to collect and review information utilized to make changes within the plan. School messenger is used to send updates and reminders to parents

regarding school improvement meetings; invite parents to school events; and provide feedback/suggestions to meet the needs of all parents and stakeholders. The team continuously receives feedback on ways to improve the school community.

✓ Needs

■ [ELA TCAP 2023-2024](#)

The supporting documents provide data insights for the 2023-2024 ELA TCAP Data. The data includes overall scoring, scoring by subgroups, and scoring by grade level. Memphis Virtual School saw an overall increase in **on-track mastery plus** in ELA by **2.9%**.



Root Cause Analysis for "ELA TCAP 2023-2024"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Support implementation of standards aligned curricula
- Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms
- Provide additional support for students who are failing to make academic progress

Successes

- All students received instructional supplies, resources, and equipment to actively engage in the learning process.
- There was an overall increase of 2.9%

Challenges

- Grades 9th-12th saw a decrease in literacy
- Student online engagement
- Memphis Virtual School students engage in self-paced asynchronous learning. Without continuous support, students tend to struggle and disengage from the learning platform. While part-time teachers provide support, the supports are not available until after 3:30 pm

Root Causes

- Strategies were not implemented with fidelity.
- Professional development and resources were limited in addressing virtual learning pedagogy, differentiation, and student accountability systems.

- Instructional practices and resources do not consistently emphasize vocabulary development and fluency across grade levels.

■ [2023-2024 MATH TCAP DATA](#)

The supporting documents provide data insights for the 2023-2024 TCAP. The data includes overall scoring, scoring by grade-level, and scoring by subgroups. Memphis Virtual School saw an overall increase in **on-track/mastery plus** in Math by **2.6%**



Root Cause Analysis for "2023-2024 MATH TCAP DATA "

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Support implementation of standards aligned curricula
- Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms
- Provide additional support for students who are failing to make academic progress

Successes

- All students received instructional supplies, resources, and equipment to actively engage in the learning process.
- 2.6% increase in overall on-track/mastered

Challenges

- Increase in **Below** for **ALL** Students
- Memphis Virtual School students engage in self-paced asynchronous learning. Without continuous support, students tend to struggle and disengage from the learning platform. While part-time teachers provide support, the supports are not available until after 3:30 pm
- Students have low online engagement
- Students did not attend tutoring

Root Causes

- Teachers need additional professional development and resources on scaffolding, differentiation, and using multiple representations in math instruction.
- Students have not been taught and supported in self-regulation, study habits, and independent learning strategies.

- Teachers have not been provided consistent supports for building self-regulation, time management, and independent learning strategies.

■ [2023-2024 CHRONIC ABSENTEEISM](#)

The supporting documents provide data insights for the 2023-2024 TCAP. The data includes overall chronically out of school **11.2%**, chronically out of school by student groups, and chronically out of school by grade level.



Root Cause Analysis for "2023-2024 CHRONIC ABSENTEEISM"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Support students in overcoming barriers related to student attendance
- Establish school-wide processes and systems to help maintain a safe and caring environment
- Engage students, families, and communities to support students in overcoming barriers to learning

Successes

- Morning meetings allowed students to be more engaged.
- Student attendance documented.
- Technology equipment and supplies were available for all students.

Challenges

- Some Students did not attend morning meetings.
- Device Availability

Root Causes

- Instructional supports, scaffolds, and routines for teaching time management and balanced engagement are not consistently provided.
- Limited schoolwide incentives and engagement strategies reduce motivation for parents to track attendance and academic progress.
- Parents may have limited transportation or availability to access community resources such as libraries or community centers and the school has not prioritized providing support for those resources.

■ 2023-2024 ACT/GRADUATION RATE

The supporting documents provide data insights for the 2023-2024 ACT and Graduation rate. **8.8%** of students at Memphis Virtual School met the ACT college readiness benchmarks vs **11%** in the previous cohort. The data also shows that **79.3 %** of students graduated on time vs **77.9%** from the previous cohort.



Root Cause Analysis for "2023-2024 ACT/GRADUATION RATE "

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- ACT Prep
- Provide equitable access to early post-secondary opportunities
- Career Exploration
- Effective Transitions (Middle to Post Secondary)

Successes

- Early exposure to CTE/ AP/ DE courses aided in meeting RG status
- ACT Bootcamps provided targeted tutoring for students
- ACT Prep attendance increased for the 24-25 School Year.
- Graduation rate increase to 79.3% from 77.9% in the previous year.

Challenges

- Most students did not attend ACT prep
- ACT College Readiness benchmark overall score decreases from 11. % to 8.8%

Root Causes

- Procedures for scheduling extended or alternative ACT prep opportunities have not been established, limiting access to guided practice.
 - ACT prep opportunities are limited in frequency and do not align with student availability outside school hours.
 - Systems, procedures, and communication resources for promoting Industry Certification opportunities have not been consistently implemented.
-

✓ Reflection Questions

Key Areas to Address in School Plans

Disciplinary Practices

S-004

✓ Ready

Describe the following:

1. How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
2. The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

Memphis Virtual School will encourage supportive online and virtual disciplinary practices that are consistently implemented and aligned with Memphis Shelby County Schools RT12-B and SEL initiatives. Use of the one-on-one offline meetings with both parents and students will aid in reducing lost instructional time. Our SEL team will be responsible for reviewing and analyzing student activity to ensure that students are not impacted unfairly. A review of discipline data will be analyzed by the SEL team which consists of the assistant principals, school counselors, Inclusion Teacher(s), Part-time Teacher(s), and School Manager. Additionally, the SEL team will participate in IEP, 504 Plan, and ILP meetings to ensure that discrepancies do not occur in student subgroups

Connected Action Steps:

- [Personalized Intervention Supports](#)
- [Parent Family Engagement](#)
- [Learning Equity Gap Resources](#)

Safe, Supportive, and Healthy Environments

S-005

✓ Ready

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
2. Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.

Memphis Virtual School understands the importance of providing a safe, supportive, and healthy environment within our online school community. We meet those needs by ensuring our SEL/safety plan is in place and implemented with fidelity. There is also a referral process for reporting bullying and any other threatening behaviors. Our counseling department provides programs and training to further support school safety, by reiterating and clearly defining bullying, and multiple forms of abuse (child, sexual, physical, verbal) and how to report and get support when faced with any of the aforementioned issues. We believe teaching, training, as well as being proactive, and implementing all facets of online safety/discipline plans consistently, and with fidelity, will lead to positive outcomes that keep our students safe at all times. Additional support is provided through the use of our online RT12-B Implementation Manual which offers a multitiered system of powerful, evidence-based approaches for meeting the behavioral and SEL needs of

students at Memphis Virtual School. The school will utilize Title I funds to provide safe, supportive, and healthy environments that will support student incentives such as a school store, school field trips, and community events, as well as parent incentives for support.

Connected Action Steps:

- [ACT Boot Camp and Supports](#)
- [Learning Equity Gap Resources](#)
- [Professional Development](#)

Integration and Effective Use of Technology in the Classroom

S-006

✓ Ready

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. A detailed description of the level of access students have to technology across all grade bands.
2. A detailed description of how the school ensures technology is being utilized effectively by students and educators.
3. A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
4. Specific local, state, and federal funding sources (including ESSER) that support the integration and effective use of technology.

Students have one-to-one devices that provide them with personal access 24 hours a day to digital textbooks, digital supplemental resources, and supporting programs and applications used for daily instruction. Memphis Virtual School works to ensure that technology is being utilized effectively by providing the school's academic team with ongoing professional development on the available technology resources, tools, and programs both inside and outside of the District's adopted curriculum. To enhance teacher and student comfort around the effective use of these resources and tools, teachers will be provided with detailed lesson plans that model the incorporation and effective use these tools and resources through a station rotation model (Blended Learning). All digital curricular resources are linked in the District's curriculum maps. Challenges in effectively integrating technology include the timeliness in having technology repaired, the logistics of replacement of defective/damage devices, and strengthening the technology skills of both students and teachers. Title I Funds will support the continuous integration and effective use of technology and resources.

Connected Action Steps:

- [Instructional Supplies](#)
- [Learning Equity Gap Resources](#)

Parent and Family Engagement

S-007

✓ Ready

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.

2. the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school?
3. a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Monthly Parent Advisory Council meetings

Student and Parent Computer Access Center

Partnership with University of Memphis STEM Ambassadors

Monthly - Quarterly Student Incentive Events and Programs

Tutoring Supports for Students in Literacy, Numeracy, and ACT Prep

Professional Development Supports for Faculty and Staff

Connected Action Steps:

- [Early Post Secondary Opportunities](#)
- [Learning Equity Gap Resources](#)

Professional Learning for Educators

S-008

✓ Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

1. A description of educator and school leader needs in regards to professional development and how the school determines those needs.
2. A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

Professional Development opportunities are continuously explored by the Admin Team and Instructional Leadership Team. For the 2024 – 2025 school year, there are plans to focus on implementation of the district curriculum, online supports, Blended Learning, and also to tailored PD opportunities to the faculty and staff's specific needs as evidenced by TEM observations, NIEs, IPGs, teacher surveys, and school and district level common formative assessments. The plan for professional development prior to the start of school will include, but is not limited to:

- Increased Student Engagement and Teacher Effectiveness
- Data as Feedback in the Online Environment - Academic Feedback
- Utilize Effective Online Support Strategies,
- Online Intervention Supports
- Blended Learning
- Online Data Tracking Policies & Procedures Lesson Planning Unpacking Standards (ELA, Math, Science, Social Studies).

Connected Action Steps:

- [Personalized Intervention Supports](#)
- [PLC Meetings](#)

- [Professional Development](#)
- [Professional Development](#)

Educator Placement

S-009

✓ Ready

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. The process in place to review and analyze educator placement.
2. Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Memphis Virtual School is exploring initiatives and strategies to address the equitable distribution of effective teachers. Possible strategies at the school level include:

- Implement strong recruitment and retention practices that can improve teacher talent
- Opportunities to hire earlier for vacancies
- Develop retention strategies and support strategies
- Offer financial and/or leadership incentives to attract experienced educators
- Network with other schools and prep programs to identify top candidates
- Create accurate, positive representations of the school during recruitment
- Rethink placement and assignment practices (like online co-teaching model)
- Enforce a culture of motivation and collaboration for all teaching staff

Connected Action Steps:

- [PLC Meetings](#)
- [Learning Equity Gap Resources](#)

Title I (School-Wide)

Opportunities for All Students

S-010

✓ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

In support of our ED subgroup identified through TSI designation, we are in the process of initiating strategies to address their needs. One strategy is the implementation of University of Memphis STEM Ambassadors and Saturday School tutoring in literacy, numeracy and ACT prep for students in grades 4- 12 to assist with improving academic achievement and growth. Additional intervention supports and resources will be provided to support both science and social social studies. Improvements in the Economically Disadvantaged (ED) subgroup can be seen in ELA, Math, and Science. The percentage of students scoring Met Plus Exceeded in ELA.

Additionally, synchronous learning will be provided by the University of Memphis STEM Ambassadors as well as tutoring supports. Teachers will be provided with Microsoft Surface Pro tablets and/or laptops, writing stylus, digital cameras, promethean boards, blue tooth accessible microphones to extend mobility, blue tooth wireless headsets to minimize noise, classroom printers, and poster maker (i.e. visual aides, resources, supports) for classroom supports to utilize multiple resources within the classroom to address the needs of students. Math classes will receive additional support through the purchase of additional graphing calculators, graphing supplies, ACT Prep math workbooks for students to use, as well as implementation of Saturday Math and Literacy Academy to address deficits of our ED student subgroup. Digital curriculum and resources as well as standards-aligned online resources, digital software, workbooks will be purchased for all tested subjects, as well as, for ACT Math and ACT English. For the 2024-2025 school year, we plan to purchase online and offline school supplies for students' virtual and in-person use for all courses. Part-time teachers will utilize the TCAP/TN Ready online resources, digital software and workbooks to provide students with additional resources to enhance online learning. Additional funds will allow for the purchase of 30 desktop computers for our Learning Lab, as well as 30 new laptops/cart. Plans are in development to begin our Saturday Math and Literacy Synchronous Academy to begin in September 2023. One barrier for the support of our ED students is the lack of highly qualified staff to support online learning. Currently students in grades 4 - 12 are limited to evening supports from the part-time teachers after 3:30 pm. Part-time teachers are not available to provide additional support during the instructional day (8:00 am - 3:30 pm). To address this concern, students will be afforded the opportunity to attend our Saturday Math and Literacy Academy which is slated to begin in September 2023. We will also seek to hire retired teachers, tutors and utilize the support of the University of Memphis STEM Ambassadors and Proximity Teachers,

Connected Action Steps:

- [Instructional Supplies](#)
- [ACT Boot Camp and Supports](#)

Strengthening Academics

S-011

✓ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

The strategies and action steps below serve as a guide to assisting students, parents, and stakeholders in improving student literacy, numeracy, and college and career readiness by providing multiple opportunities to gather information and providing quality instructors and support staff in alignment with MSCS Destination 2025 goals. Additional support of ED subgroup through across the curriculum strategies, online supports, additional professional development for teachers/staff, after school tutoring, and extended learning on Saturdays will be provided.

Connected Action Steps:

- [Instructional Supplies](#)
- [Instructional Supplies](#)
- [ACT Boot Camp and Supports](#)
- [Learning Equity Gap Resources](#)

Quality Learning

S-012

✓ Ready

Describe how the school will increase the amount and quality of learning time.

Memphis Virtual School embraces the challenge to provide all students with access to high-quality educational options by empowering our part-time teachers, tutors, and retired teachers as well as admin team members with resources, decision-making power and strong leadership to accelerate achievement and strengthen academics. Formal/Informal observations of teachers utilizing the four Instructional Practices, Canvas (FLVS), I-Ready, Imagine Learning (Reading and Math Prescriptions), Blended Learning implementation, online supports, student engagement, parent engagement (Central Office Team) will be a component to ensure students are receiving high quality online instruction and supports.

Connected Action Steps:

- [Instructional Supplies](#)
- [Personalized Intervention Supports](#)
- [Learning Equity Gap Resources](#)

Well-rounded Education

S-013

✓ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

- 1. a detailed description of the school's vision for a well-rounded education.*
- 2. a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision,*
- 3. actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision*
- 4. specific local, state, and federal funding sources (including ESSER), that support the school's efforts.*

Connected Action Steps:

- [Instructional Supplies](#)
- [Personalized Intervention Supports](#)
- [Parent Family Engagement](#)

At-Risk Students

S-014

✓ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

There has been progress and challenges with implementation of an online RTI and RTI2 plan. Currently, there are three Academic Interventionists that supports our Math & ELA RTI students & a teacher that services RTI for our SPED students. The RTI2 Data Team Lead ensures that data team meetings occur when scheduled, that student progress is

monitored with fidelity, and that student attendance is a high priority. Additional support of ED subgroup through across the curriculum strategies, additional professional development for part-time teachers, tutors, retired teachers, and administrative team members, after school tutoring, and extended learning on Saturdays will be provided.

Connected Action Steps:

- [Personalized Intervention Supports](#)
- [Parent Family Engagement](#)
- [Learning Equity Gap Resources](#)

Assurances

School Plan Assurances

S-021

✓ Ready

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
6. *Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
7. *Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
8. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

If applicable: *The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:*

1. *Help provide an accelerated, high-quality curriculum*
2. *Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and*
3. *On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.*

Accepted by lipseysd@scsk12.org on Aug. 29, 2025.

Connected Action Steps:

- [PLC Meetings](#)
- [Instructional Supplies](#)
- [Parent Family Engagement](#)
- [Professional Development](#)

✓ Supporting Documents

Root Cause Analysis Math

[5_Whys_Protocol_MATH_2025-2026.docx](#)

Uploaded by malonenm@scsk12.org, Aug 28

Type: Root Cause Analysis

Root Cause Analysis CCR

[5_Whys_Protocol_CCR_2025-2026_1.docx](#)

Uploaded by malonenm@scsk12.org, Aug 28

Type: Root Cause Analysis

Root Cause Analysis Climate and Access

[5_Whys_Protocol_Climate_and_Ac_Ipl64pv.docx](#)

Uploaded by malonenm@scsk12.org, Aug 28

Type: Root Cause Analysis

Root Cause Analysis ELA

[5_Whys_Protocol_ELA_2025-2026.docx](#)

Uploaded by malonenm@scsk12.org, Aug 28

Type: Root Cause Analysis

School Designation Letter

[School_CSI_Letter_25-26.pdf](#)

Uploaded by malonenm@scsk12.org, Aug 27

Type: Other

Memphis Virtual School Title I Budget

[Memphis_Virtual_School_Title_I_Budget.pdf](#)

Uploaded by lipseysd@scsk12.org, Aug 11

Type: Budget

✓ Goals

G1 G1: Memphis Virtual School aims to increase the percentage of students scoring Met Plus Exceeded in all grades from 9.5 % in SY24 to 14.5% on the Spring 2026 ELA TCAP/EOC.

✓ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

🗨️ **Feedback on G1: Memphis Virtual School aims to increase the percentage of students scoring Met Plus Exceeded in all grades from 9.5 % in SY24 to 14.5% on the Spring 2026 ELA TCAP/EOG.**

1% increase is not aggressive enough to exit priority status

by penny.tubbs@tn.gov 2 weeks, 4 days ago

Distict Turnaround Plan Goal

G3 The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S1.1 Support implementation of standards aligned curricula

✓ Ready

Rationale

Memphis Virtual School 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.

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in ELA by 2.9%.

Benchmark Indicator

Implementation

- District Formative Assessments
- Weekly Lesson Plans
- Weekly Canvas Student Activity Report

Effectiveness

- 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.
- Increase quarterly ELA Mastery Connect on track and mastery by 5%
- At least 25% of students will demonstrate at least a 5-percentage point increase on Canvas (Flex point) school-based assessments (Bi-Weekly)

E1.1.1 Standards Aligned Core Instruction

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

Tier 1 – Strong Evidence**Attachments**

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

A.1.1.1 Instructional Supplies

✓ Ready

Description

Teachers and students will be provided with instructional material, supplies, and/or equipment to support the implementation of instructional programs, academic growth and achievement.

Implementation

- District Common Formative Assessments
- Weekly Lesson Plan Review
- Weekly Collaborative Planning Meeting

Effectiveness

Increase quarterly ELA Mastery Connect OTM by 95%

Increase student overall letter grade by 1 each quarter

Person Responsible	Estimated Completion	Funding Sources	
Norrell Malone	May 15, 2026	Source	Amount
		SSIG 2.0	
		TAG 5.0	

A.1.1.2 Learning Equity Gap Resources

✓ Ready

Description

Memphis Virtual School will provide online (Flocabulary, IXL, Mastery View Predictive Assessment and other online tools) and in-person support for literacy to improve student proficiency in writing, numeracy, science, social studies, and ACT prep. Memphis Virtual School will also offer an on-site administrator to monitor teacher and student online activity as students are accessing, engaging, and completing grade level assignments and assessments. The monitor will also conduct weekly walkthroughs and provide feedback/coaching for instructors.

Implementation

- Virtual Classroom Walk-through Tool Data
- Grade/Activity Data Reports
- Quarterly Common Formative Assessment
- Weekly Lesson Plan Review

Effectiveness

- Daily classroom observations using the Virtual Classroom Walkthrough Protocol should show 95% of teachers effectively implementing the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.
- Students should perform at or above 70% on Common Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Site Coordinator to monitor and support teacher/student online activities as they engage in online assignments and assessments while coaching teachers to foster academic growth and achievement. 150 days, 4 hours/day for \$25.84/hr,

\$15,504.00 (with benefits)

Equipment and instructional supplies

Student Laptops

7@ \$675.69 = \$4,729.83

Student Laptop Deployment

7 @ \$13.00 = \$91.00

Laptop Dual Monitor

7 @ \$189.99 = \$1323.00

Person Responsible	Estimated Completion	Funding Sources	
		Source	Amount
Norrell Malone	May 22, 2026	SSIG2.0	
		TAG 5.0	

A1.1.3 Instructional Technical Support

✓ Ready

Description

Memphis Virtual School will provide a School Computer Technician to provide technical and instructional support for students, parents, and staff. The School Computer Technician will be Responsible for managing and maintaining school-based technology and ensuring students and staff can operate computers and other instructional technologies (laptops, calculators, document cameras, projectors, presentation software, interactive technology boards, etc.).

Implementation

- Quarterly MVS Technology Inventory Form
- Daily MVS Technology Request Document
- Weekly Canvas Grade/Activity Report
- Quarterly CFAs

Effectiveness

- 100% of teachers and students will receive and maintain a school issued computer in order to complete daily grade level assignments.
- 100% of students will receive after school technical support for school issued devices
- 95% of students will complete and show mastery of at least 70% on level grade assignments
- 70% of students will show OTM on all quarterly formative assessments.

Person Responsible	Estimated Completion	Funding Sources	
Laquita Cunningham, Norrell Malone	Dec. 31, 2025	Source	Amount
		SSIG 2.0	

S1.2 Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms

✓ Ready

Rationale

Memphis Virtual School will Provide professional development for teachers, administrators, 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.

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in ELA by 2.9%.

Benchmark Indicator

Implementation

- Weekly Teacher Walkthroughs (In-house observation form)
- Weekly ILT Meetings (agenda, sign-in sheets)
- Weekly PLC Meetings (agenda, sign-in sheets)
- Weekly lesson plans

Effectiveness

- At least 20% of students will demonstrate at least a 5-percentage point increase on formative assessments (Quarterly).

- The District Classroom Walkthrough Protocol and Debriefing Document should indicate 100% of teachers effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction 75% of the time.
- 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.
- At least 30% of students will demonstrate at least a 5-percentage point increase on Canvas (Flex point) school-based assessments (Bi-Weekly)

E1.2.1 Professional Development

✓ Ready

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

A1.2.1 PLC Meetings

✓ Ready

Description

Memphis Virtual School will conduct weekly PLC meetings during common planning time. Teachers are provided quality and professional training at the school level that will leverage their pedagogy and implementation of best practices that will increase student academic growth and achievement.

Implementation

- Weekly PLC Agenda and Outputs
- Weekly Collaborative Planning Sessions agenda and minutes
- Quarterly Professional Development agenda and minutes

Effectiveness

- Students should perform at or above 70% on MVS Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Daily classroom observations using the MVS/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.
- MVS/District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.

- Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards used to measure effectiveness toward increasing student achievement.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

A.1.2.2 Professional Development

✓ Ready

Description

Memphis Virtual School faculty and staff will receive onsite, remote, and off-site as well as in/out of town ongoing professional development and resources to support student growth and achievement and increased student engagement.

Implementation

- Weekly ILT Meetings agenda and minutes
- Weekly PLC Meetings agenda and minutes
- Quarterly Professional Development agenda and minutes
- Weekly Classroom Visits with walkthrough tool

Effectiveness

- Students should perform at or above 70% on MVS/District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fast bridge, I-Ready, Imagine Learning, Grade Results) to determine next steps of intervention support in an effort to get them to grade level.
- 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
- Teachers should be implementing 80% of strategies in classrooms daily

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

S.1.3 Provide additional support for students who are failing to make academic progress

✓ Ready

Rationale

Memphis Virtual School will 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

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in ELA by 2.9%.

Benchmark Indicator

Implementation

- Weekly EAS Tutoring Support Rosters
- Extended Learning Tutoring (3x per week)
- Bi-Synchronous Daily Classroom Support Logs
- I-Ready reports (weekly)
- Establishing additional support by including an onsite coordinator to facilitate the EAS walkthroughs and professional development support to the EAS part-time teachers enhancing literacy instructional strategies while streamlining the utilization of instructional resources (e.g., IXL, Flocabulary, Mastery Prep, Nearpod, Flex point).

Effectiveness

1. Students should perform at or above 70% on MVS/District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
2. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.
3. Weekly review of grade reports for students enrolled in summer learning opportunities will show that at least 85% of students demonstrate measurable growth in content mastery, and instructional adjustments are made in response to student performance to maximize learning outcomes.

E1.3.1 Targeted Intervention and Personalized Learning

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/rel-midwest/2025/01/stated-briefly-12>

A1.3.1 Personalized Intervention Supports

✓ Ready

Description

Memphis Virtual School will provide intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. Memphis Virtual School will provide ongoing intervention supports for online learning and/or in-person learning for both literacy and numeracy as well as science and social studies through the utilization of before/after and Saturday tutoring sessions with part-time teachers.

Implementation

- After School Tutoring Logs 3x per week
- Weekly EAS Supports with Part Time Teacher (logs)
- Daily Bi-Synchronous schedule

Effectiveness

- Students should perform at or above 70% on MVS/ District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fast bridge, I-Ready) to determine next steps of intervention support in an effort to get them to grade level.

Weekly review of grade reports for students enrolled in summer learning opportunities will show that at least 85% of students demonstrate measurable growth in content mastery, and instructional adjustments are made in response to student performance to maximize learning outcomes.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

G2 Memphis Virtual School aims to increase students scoring Met Plus Exceeded rates across all grades from 2.5% in SY24 to 7.5% on the Spring 2026 Math TCAP/EOC.

✓ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

Distict Turnaround Plan Goal

G3 The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S2.1 Support implementation of standards aligned curricula

✓ Ready

Rationale

Memphis Virtual School 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

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in Math by 2.6%.

Benchmark Indicator

Implementation

- Quarterly Formative Assessments
- Weekly Lesson Plans
- Weekly review of Canvas student engagement and grading report (MPG report)
- Teacher Collaborative Planning Sessions Agendas/Sign in Sheets

Effectiveness

- Increase math Formative Assessment student performance on track and mastery by 5% per quarter.
- Weekly lesson plans and debriefing report will show 100% teachers will include high impact strategies and implement those strategies at least 85% of the instructional time for Tier I, II and III.
- Students will actively engage with content and assignments at least 80% of the instructional period and student work will reflect mastery at or above grade level daily.

E 2.1.1 Standards Aligned Core Instruction

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

Tier 1 – Strong Evidence

Attachments

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

A 2.1.1 Instructional Supplies

✓ Ready

Description

Teachers and students will be provided with instructional material, supplies, and/or equipment to support the implementation of instructional programs, academic growth and achievement.

Implementation

- District Common Formative Assessments
- Weekly Lesson Plan Review
- Weekly Collaborative Planning Meeting

Effectiveness

Increase quarterly ELA Mastery Connect OTM by 95%

Increase student overall letter grade by 1 each quarter

Person Responsible

Estimated Completion

Funding Sources

Norrell Malone

May 15, 2026

A 2.1.2 Learning Equity Gap Resources

✓ Ready

Description

Teachers, administrators, and students will have access to instructional software, resources, materials and supplies such as laptops, IXL, Near Pod and Flocabulary subscription-based programs to support the implementation of instructional programs that are aimed enhancing academic achievement in literacy and numeracy. Memphis Virtual School will also provide ongoing interactive professional development utilizing Ed Connective to support the analysis of collected data, pinpoint the instructional gaps, and redelivering of instructional strategies in support of student academic growth and achievement.

Implementation

- Extended Learning Schedules
- ACT Prep Student Logs
- Collaborative Planning Meeting Agendas and Minutes
- Teacher Walkthrough/ Feedback

Effectiveness

- Students should perform at or above 80% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will show that at least 85% of teachers consistently implement the identified instructional shifts and standards-aligned instruction, with trends monitored weekly to inform targeted support and coaching.

Memphis Virtual Equipment Order

60-HP Laptops at \$675.69 = \$40,541.40

2 Laptop Carts at \$555.55 = \$1,111.10

Total: \$41,652.50

Deployment

2x Carts @ \$20.00x2=\$40.00

60 Laptops @13.00x60=780.00

Total: \$820.00

XL site license (Grades 5-12) Subjects: Math, ELA, and Science VENDOR # 110981 RFP # 10272022TJ Pricing for Memphis-Shelby County Schools 350 at \$21.50 = \$7,525.00

Flocabulary Plus 350 site license- Students \$3450.00

Instructional Supplies such as paper, chart paper, markers, pencils, dry eraser markers, file folders, and white boards to support the instructional delivery in ELA, math, science, and social studies. \$419.20

Ed Connective Professional Development – Teacher and administrators

Interactive professional development workshops to enhance academic growth and achievement ELA, math, science and social studies. Pricing: 2 – 3-hour interactive workshops @ \$15,500 for teachers, instructional coach, and administrators.

A 90 day 1:1 unlimited 30-minute coaching sessions \$10,000 for ELA, math, science and social studies teachers to support the enhancement of virtual instructional strategies and student engagement.

Ed Connective will provide ongoing professional development, resources, and coaching sessions for 15 teachers (5 Part Time Math Teachers, 5 Part Time ELA Teachers, 2 Full Time Academic Interventionists, 2 Full Time Teacher, and Full Time Sped Teachers) to support the enhancement of virtual instructional strategies and student engagement throughout the 2025-2026 school year. \$28,500.00

Person Responsible	Estimated Completion	Funding Sources	
		Source	Amount
Norrell Malone	May 15, 2026	TAG 5.0	
		SSIG 2.0	

A2.1.3 Instructional Technical Support

✓ Ready

Description

Memphis Virtual School will provide a School Computer Technician to provide technical and instructional support for students, parents, and staff. The School Computer Technician will be Responsible for managing and maintaining school-based technology and ensuring students and staff can operate computers and other instructional technologies (laptops, calculators, document cameras, projectors, presentation software, interactive technology boards, etc.).

Implementation

- Quarterly MVS Technology Inventory Form
- Daily MVS Technology Request Document
- Weekly Canvas Grade/Activity Report
- Quarterly CFAs

Effectiveness

- 100% of teachers and students will receive and maintain a school issued computer in order to complete daily grade level assignments.
- 100% of students will receive after school technical support for school issued devices
- 95% of students will complete and show mastery of at least 70% on level grade assignments
- 70% of students will show OTM on all quarterly formative assessments.

Person Responsible	Estimated Completion	Funding Sources	
Laquita Cunningham, Norrell Malone	Dec. 31, 2025	Source	Amount
		SSIG 2.0	

S 2.2 Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms

✓ Ready

Rationale

Memphis Virtual School will Provide professional development for teachers, administrators, 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.

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in Math by 2.6%.

Benchmark Indicator

Implementation

- Mastery Connect quarterly Assessments
- Weekly Teacher Walkthroughs (In-house observation form)
- Weekly ILT Meetings (agenda, sign-in sheets)
- Weekly PLC Meetings (agenda, sign-in sheets)
- Weekly lesson plans

Effectiveness

- At least 20% of students will demonstrate at least a 5-percentage point increase on formative assessments (Quarterly).
- *The weekly District Classroom Walkthrough Protocol and Debriefing Document should indicate 100% of teachers effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction 75% of the time.*
- *TEM observation data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.*
- *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.*
- *At least 30% of students will demonstrate at least a 5-percentage point increase on Canvas (Flex point) school-based assessments (Bi-Weekly)*

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier 2 – Moderate Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

A.2.2.1 PLC Meetings

Description

Memphis Virtual School will conduct weekly PLC meetings during common planning time. Teachers are provided quality and professional training at the school level that will leverage their pedagogy and implementation of best practices that will increase student academic growth and achievement.

Implementation

- *Weekly PLC Agenda and Outputs*
- *Weekly Collaborative Planning Sessions*
- *Quarterly Professional Development*

Effectiveness

- Students should perform at or above 70% on MVS Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Daily classroom observations using the MVS/District Classroom Walkthrough Protocol and Debriefing Document will show that at least 85% of teachers consistently implement the identified instructional shifts and standards-aligned instruction, with weekly trend analysis used to guide targeted coaching and support.
- MVS/District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.
- Quarterly review of TEM observation data will show that at least 85% of educators are delivering standards-aligned lessons according to TN Standards, with findings used to guide instructional adjustments and improve student achievement.

Person Responsible

Estimated Completion

Funding Sources

Norrell Malone

May 15, 2026

A.2.2.2 Professional Development

Description

Memphis Virtual School faculty and staff will receive onsite, remote, and off-site as well as in/out of town ongoing professional development and resources to support student growth and achievement and increased student engagement.

Implementation

Memphis Virtual School faculty and staff will receive onsite, remote, and off-site as well as in/out of town ongoing professional development and resources to support student growth and achievement and increased student engagement.

Effectiveness

- Students should perform at or above 70% on MVS/District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
- Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fast bridge, I-Ready, Imagine Learning, Grade Results) to determine next steps of intervention support in an effort to get them to grade level.
- 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
- Teachers should be implementing 80% of strategies in classrooms

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

§2.3 Provide additional support for students who are failing to make academic progress

Rationale

Memphis Virtual School will 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

Supporting Data

Memphis Virtual School saw an overall increase in on-track/mastery plus in Math by 2.6%.

Benchmark Indicator

Implementation

- Weekly EAS Tutoring Support Rosters
- Extended Learning Tutoring (3x per week)
- Bi-Synchronous Daily Classroom Support
- Weekly I-Ready reports
- Establishing additional support by including an onsite coordinator to facilitate the EAS walkthroughs and professional development supports to the EAS part-time teachers enhancing numeracy instructional strategies while streamlining the utilization of instructional resources (e.g., IXL, Flocabulary, Mastery Prep, Nearpod, Flex point).

Effectiveness

1. Students should perform at or above 70% on MVS/District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.
2. Monthly progress monitoring data reviews of students' performance in targeted interventions (i-Ready) will show that at least 80% of students demonstrate measurable growth toward grade-level standards, with intervention supports adjusted accordingly to address individual learning needs.
3. Weekly review of grade reports for students enrolled in summer learning opportunities will show that at least 85% of students demonstrate measurable growth in content mastery, with instructional adjustments made as needed to maximize learning outcomes.

E 2.3.1 Targeted Intervention and Personalized Learning

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/rel-midwest/2025/01/stated-briefly-12>

A 2.3.1 Personalized Intervention Supports

✓ Ready

Description

Memphis Virtual School will provide intervention tools to foster student growth. Resource tools such as iReady, aimswebPlus, and Small Groups assist teachers with engaging students with content based on where they are in the meeting the State standards. Memphis Virtual School will provide ongoing intervention supports for online learning and/or in-person learning for both literacy and numeracy as well as science and social studies through the utilization of before/after and Saturday tutoring sessions with part-time teachers

Implementation

- After School Tutoring 3x per week
- Weekly EAS Supports with Part Time Teacher
- Daily Bi-Synchronous schedule

Effectiveness

- Fall, Winter, and Spring MVS/District Formative Assessments will show that at least 70% of students perform at or above proficiency, aligned to core instructional standards for the quarter.
- Monthly progress monitoring of students in targeted interventions (Illuminate FastBridge, i-Ready) will show that at least 80% of students demonstrate measurable growth toward grade-level standards, with intervention

supports adjusted accordingly.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

G3 Memphis Virtual School is targeting an increase in the overall ACT composite score from 15.6 in SY24 or SY25 to 19.0 on the Spring 2026 ACT Assessment.

✓ Ready

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

💬 Feedback on Memphis Virtual School is targeting an increase in the overall ACT composite score from 15.6 in SY24 or SY25 to 19.0 on the Spring 2026 ACT Assessment.

effectiveness metrics for strategies show a 3 - 5 % increase, should the goal be as higher as the effectiveness metric? I would reconsider only a 1.4% increase.

by penny.tubbs@tn.gov 2 weeks, 4 days ago

Distict Turnaround Plan Goal

G3 The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S3.1 ACT Prep

✓ Ready

Rationale

Memphis Virtual Schools will provide targeted content and test taking skills to support students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina, and address school-wide areas of concern in achieving a score of 21.

Supporting Data

During the 2023-2024 school year the percent of students meeting the college readiness benchmark according to the ACT increased from 7.8% to 8.1%.

Benchmark Indicator

Implementation

- Quarterly Practice/Mock ACT Test
- Daily ACT Questions to all students
- Weekly Review of ACT Prep Course Grades
- Establishing additional support by including an onsite coordinator to facilitate the EAS walkthroughs and professional development to the EAS part-time teachers enhancing literacy and numeracy instructional strategies while streamlining the utilization of instructional resources (e.g., IXL, Flocabulary, Mastery Prep, Nearpod, Flex point).

Effectiveness

- Students will increase ACT composite scores by 3-5 points on each practice/mock ACT.
- 75% of students will answer daily question correctly.
- At least 85% of students scoring at or above a grade letter B per nine week grading period.

E3.1.1 ACT Prep

✓ Ready

ACT/SAT Test Preparation and Coaching Programs: The Effects of Test Preparation Activities on ACT Assessment Scores [Experiment 2]

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/ncee/wwc/InterventionReport/664>

A3.1.1 ACT Boot Camp and Supports

✓ Ready

Description

Memphis Virtual School will enact the plan embodied by the MSCS ACT Field Guide, including quarterly school level data meetings. Memphis Virtual School will host an ACT Boot Camp provided by MasteryPrep for students to engage with live tutors in the area of English, mathematics, reading, science. Students and parents will receive newsletter geared toward providing specific ACT information.

Implementation

- Quarterly ACT Workshop schedule for students and parents
- Daily ACT Question of the Day (all tested subgroups)
- Weekly after-school ACT Tutoring logs for all students in English, Reading and Math
- Per Semester 9th Grade ACT Prep Course Schedule

- Weekly Newsletters with ACT Specific Information to parents and students

Effectiveness

- Quarterly review of student's report card data to monitor success rates in ACT supported courses to ensure students score at a grade of 80% or above to show proficiency or a general understanding of the course content.
- 75% of students will answer daily question correctly.
- 80% of students will reach Ready Grad Status by scoring a 21 on the ACT.
- Increase 71% Ready Grad Rate to 81% by attending ACT Tutoring, Quarterly Workshops
- Instructional Team will conduct Weekly review Memphis Virtual School ACT Plan to ensure the plan is implemented out 100%
- 50% or more of Memphis Virtual School students will attend Saturday Tutoring Session.
- 25% or more students attending Saturday Session will be 11th grade students.
- 80% of students who attend Saturday Tutoring will increase composite scores by 3-5 points during Spring ACT Testing
- At least 75% of enrolled 9th grade students will take an ACT Prep course.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

§ 3.2 Provide equitable access to early post secondary opportunities: dual credit/dual enrollment, AP, IB, CLEP, CIE, and industry Certifications.

✓ Ready

Rationale

Memphis Virtual School will develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses (AP, DE, and CCTE) while enrolled in high school in order to increase students' college and career readiness.

Supporting Data

During the 2023-2024 school year the percent of students meeting the college readiness benchmark according to the ACT increased from 7.8% to 8.1%.

Benchmark Indicator

Implementation

- Quarterly and semester enrollment and performance reports for students in Dual Enrollment courses
- Enrollment rosters for 8th-grade College Exploratory Courses
- Enrollment rosters for 9th-grade Dual Enrollment, DC, or CTE courses
- ACT registration and score reports
- Quarterly EPSO fair sign-in sheets, agendas, and event materials

Effectiveness

- By ensuring 80% or more of 8th grade students complete Career Exploratory Class, 95% or more of those 8th grade students would have obtained three full credits towards EPSO's by the end of their 10th grade year
- ACT test data will show that 50% or more of students taking the ACT will obtain a 21 or above
- 75% or more of students enrolled in DE courses will gain at least one college credit
- 75% or more of students will be College and Career Ready before entering 12th grade

E 3.2.1 Early Post-Secondary Opportunities

✓ Ready

The Post-Secondary Achievement of Participants in Dual Enrollment: "An Analysis of Student Outcomes in Two States" and Using Evidence to Create Next Generation High Schools – Strategy 2: Small Learning Communities/Small Schools of Choice (Effects of High School)

Tier 1 – Strong Evidence

Attachments

<https://eric.ed.gov/?id=ED498661>

<https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

A 3.2.1 Early Post Secondary Opportunities

✓ Ready

Description

Memphis Virtual School will provide ongoing opportunities to increase Early Post Secondary Opportunities through college fairs, tours, and virtual sessions for both students and parents

Implementation

- Increase yearly Enrollment by 80% in 8th Grade Career Courses
- Weekly Saturday ACT workshops to increase student composite score
- Provide Quarterly College and Career Fairs for student exposure
- 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 9-12 to ensure 100 % of students are progressing through the program

Effectiveness

- 80% or more of 8th Grade Students will gain three credits towards college EPSO's by the 10th grade. Review of quarterly report card data will show 80 % or more of 8th grade students
- Fall, Winter and Spring Transcript analysis will show 100% of Memphis Virtual School students will be enrolled Post Secondary institutions ready before graduation. Fall, Winter and Spring Transcript analysis
- 80% of students will complete college applications during Q1 of 12th grade year
- 100 % of students maintain and average of 70% or above in CCTE courses on their progress report and report card.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 22, 2026	

S3.3 Effective Transitions (Middle to High School to Post Secondary)

✓ Ready

Rationale

Memphis Virtual School will provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.

Supporting Data

During the 2023-2024 school year the percent of students meeting the college readiness benchmark according to the ACT increased from 7.8% to 8.1%.

Benchmark Indicator

Implementation

- Parent & Student Orientation (Semesterly) - agenda and minutes
- Daily Morning Meeting - agenda and minutes
- Student Ambassador program attendance logs/agenda

Effectiveness

- 100 % of parents and students attend student orientation semesterly
- 100% attendance in daily morning meeting
- At least 50% of eligible students will participate in the Student Ambassador Program, with 100% of participants maintaining full attendance at all program meetings and activities.

E3.3.1 Effective Transitions (Middle to High School to Post-Secondary)

✓ Ready

The Forgotten Middle Ensuring that All Students Are on Target for College and Career Readiness before High School

Tier 1 – Strong Evidence

Attachments

<https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf>

A3.3.1 Memphis Virtual Student Ambassador

✓ Ready

Description

Memphis Virtual School will develop a student ambassador program to help provide middle school students with a smooth transition to high school.

Implementation

- Assign 100% 9th grade students a student ambassador cohort group
- Weekly counselors check in with 9th grade students
- Quarterly 9th grade meetings with parents and students

Effectiveness

- 100% of 9th grade students are scoring 70% and above in a classes each quarter
- 100% of students attend weekly counselor check ins
- 100% of parents and students attend quarterly meetings.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

G4 G4: Memphis Virtual School will seek to decrease overall chronic absenteeism from 10.3% in 2024 to 5.0% in 2026.

✓ Ready

Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

Distict Turnaround Plan Goal

G4 CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Sections

- Climate and Access

S4.1 Engage students, families, and communities to support students in overcoming barriers to learning

✓ Ready

Rationale

Memphis Virtual School will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.

Supporting Data

The attendance rate increased from 95.8% during SY24 to 96.5% during SY25.

Benchmark Indicator

Implementation

- Review of student attendance report weekly and daily.
- Review 20-day student attendance reports
- Weekly review of student discipline reports
- Parent Academy with Quarterly meetings, agenda/sign-in sheets.

Effectiveness

- Parent engagement and Parent Academy attendance will increase by 25% each quarter
- Review 20-day student attendance reports to show an increase of 10% to 20% in daily student engagement in Morning Meeting and Canvas

E 4.1.1 Parent, Family, and Community Engagement

✓ Ready

Meaningful Local Engagement Under ESSA

Tier 1 – Strong Evidence

Attachments

https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SI-Handbook_8.10.17.pdf

A 4.1.1 Parent Family Engagement

✓ Ready

Description

Memphis Virtual School will provide ongoing opportunities for student, parent, and family engagement events and programs throughout the school year with the support of Title I Funds for resources, and supplies to support ongoing student/parent support, and increase student engagement, achievement, and growth. Memphis Virtual School will establish a parent academy which will meet quarterly to provide intervention support for parents as it relates to family data night, curriculum training, Annual Title 1 Meeting and parent night

Implementation

- Parent Academy Quarterly Meetings, Agenda/Sign in Sheets
- Weekly Parent Feedback Surveys
- Monthly SIP Meetings Agenda/Sign in Sheets
- Students Weekly Engagement/Attendance Reports

Effectiveness

- Parent Academy attendance will increase by 25% each quarterly meeting
- Student engagement will increase by 25% each quarter
- Student absenteeism will decrease 25% each quarter

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 15, 2026	

S 4.2 Support students in overcoming barriers related to attendance and behavior.

✓ Ready

Rationale

Memphis Virtual School will maintain a 95% attendance rate in order to support chronic absenteeism. (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Supporting Data

The attendance rate increased from 95.8% during SY24 to 96.5% during SY25.

Benchmark Indicator

Implementation

- *Daily Morning Meetings with counselors with attendance rosters*
- *Weekly Student Wellness Checks to assist students with SEL - logs*
- *District 20 Day Attendance Checks - reports*
- *Student discipline reports 20-day period will assist in monitoring students' behavior interventions and support measures aimed at reducing student discipline incidents.*

Effectiveness

- Morning meeting attendance data reports will be monitored each 20-day reporting with 100% fidelity in order to ensure an increase in positive student behavior and student morning meeting attendance and engagement by 10%
- Monitor students weekly in order to reduce chronic absenteeism's rate from 5.5% to 2.5% and ensure 100% compliance of program initiatives.
- Monitor Power BI PowerBI Data each 20-day period to show that Memphis Virtual School will maintain a 70% progressive discipline rate.

E 4.2.1 Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism

✓ Ready

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf

A 4.2.1 Intervention Programs for Students

✓ Ready

Description

Implement intervention programs to encourage positive and safe behavior among students; to include programs such as A University, Parent Academy, and Exemplary Academic Support.

Implementation

- Quarterly field trip attendance rosters for university visits and student recognition events
- Daily tutoring attendance logs documenting 75%-100% student participation in exemplary academic support sessions
- Weekly Saturday extended learning attendance logs documenting 75%-100% student participation

Effectiveness

- Quarterly field trip attendance rosters will show 100% of eligible students participate in university visits and student recognition events.
- Daily tutoring attendance logs will show 75%-100% of students consistently attend exemplary academic support sessions, with progress monitored weekly.
- Weekly Saturday extended learning attendance logs will show 75%-100% of students consistently participate, with instructional adjustments made based on participation and performance data.

Person Responsible	Estimated Completion	Funding Sources
Norrell Malone	May 7, 2026	

Completed Reviews

SEA Approved

[Oct 29](#)

[See Older Reviews](#)