

Note: The strengths and concerns listed in the council summaries come directly from the evaluations completed by individual NAC members. This information does not reflect the views of the ASD and has not been checked for factual accuracy.

Raleigh Egypt Matching Information
<ul style="list-style-type: none"> • 6 Council members <ul style="list-style-type: none"> • Parent/Studio Ratio Met • 6 members of the council submitted rubrics
<ul style="list-style-type: none"> • All sections of every rubric included in scoring
<ul style="list-style-type: none"> • Scores put the Council at 130 out of 240 points making it an 54.17% match
<p>Decision: Scholar Academies Match with Raleigh Egypt Middle</p>

Council Member	School	Affiliation
Fouse, Classie	Raleigh Egypt	Parent
Gibson, Sandra	Raleigh Egypt	Community Member
Jones, Claudia	Raleigh Egypt	Community Member
Moore, Soya	Raleigh Egypt	Teacher
Owens, Kimberly	Raleigh Egypt	Parent
Taper, Sherika	Raleigh Egypt	Parent

Summation of Strengths and Concerns	
1. Operator Research	
Strengths	Concerns
<p>Take total initiative of community involvement.</p> <ul style="list-style-type: none"> ◦ Interest in student elevating to a higher level of education (college). • ◦ Parental involvement • SA acknowledges that academic interventions is needed • SA acknowledges that support is needed • SA acknowledges that talent teachers and leaders are needed • SA developed an academic program designed to increase academic gains(see 	<ul style="list-style-type: none"> • My concern is, how often will SA meet with community leaders to assure a positive level of community involvement? • The Internal Research was distributed to Florida/Kansas parents not REM parents. (Pg. 2 OR). The feedback received based on that school. In the Research Based Curriculum and program Scheduled Programming section it is structured for the use of elementary students. No mention of the middle school curriculum and No data cited for growth and

<p>section 2)</p> <ul style="list-style-type: none"> SA uses four assessments to compare academic growth during an academic school year: TN READY, TCAP, NWEA MAP, AIMSWEB (see section 2). SA acknowledges student support if needed. SA acknowledges teacher support if needed 	<p>percentage for the current SA schools.</p> <ul style="list-style-type: none"> There was no clear knowledge of the school and neighborhood ties. In fact there are ties with one of the largest churches in the area about two miles from the school. The CMO did not contact that church but a much smaller church in the area. In fact did not contact the church in very close proximity to the school (Pillar of Faith).
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2. Academic Intervention and Support

Strengths	Concerns
<ul style="list-style-type: none"> ° Keeping concrete involvement for students needs. ° Targeted plans for students success. <ul style="list-style-type: none"> ° Total student focus. ° Social-Emotional Support (Identifying students in need of additional support). They will provide a weekly celebration students academic, extracurricular and culture successes and recognize homeroom for meeting weekly goals. Behavior Intervention will be conducted in 3 tiers. Tier 3 will be received behavior plan and monitored, counseled by Director or Culture. 	<ul style="list-style-type: none"> What is your plans on keeping parent and students focused in this support for intervention?

3. Extracurricular Activities

Strengths	Concerns
<ul style="list-style-type: none"> ° Recognize students talents and abilities. ° Communication With The Community. <ul style="list-style-type: none"> They will provide a weekly celebration students academic, extracurricular and culture successes and recognize homeroom for meeting weekly goals. Behavior Intervention will be conducted in 3 tiers. Tier 3 will be received behavior plan and monitored, counseled by Director or Culture. SA will offer enrichment courses(section 3) under key 	<ul style="list-style-type: none"> How often will you reach out to parents to assure them of total communication of the school performance in the growth of their child? <p>Questions: How do you determine which students take advantage of The extracurricular activities. Ans: by Mr. Sanders. All students will take part in the activities. Concern: Why let students that’s experiencing problematic behavior Take advantage of the activities. This question was again answered by Mr. Sander, Principal.</p>

<p>highlights</p> <ul style="list-style-type: none"> ● SA will offer after-school extracurricular activities taught by skilled teachers (note NAC members asked at meeting with operators who will teach students during after-care). ● SA employs enrichment teachers full time on staff (section 3). 	<p>Ans: All students can take advantage of the activities and he wants them to participate. Reply: How is that teaching the student discipline if they are going to be reward for bad behavior? Answer: None</p>
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4. Parent Engagement

Strengths	Concerns
<ul style="list-style-type: none"> ° General Communication Practices ° Parent & Teacher Relationship Building <ul style="list-style-type: none"> ● For elementary schools as noted in the packet, Friday folders, honor breakfast, parent resource room are notable but would need modifications for middle school students. ● Grievance Procedures is structured and could be an asset. ● SA will utilizes eight different strategies for engaging parents ● Quarterly academic meetings ● Phone calls ● Home visits ● Form a parent advisory council ● Sharing daily/weekly behavior data ● Sending Friday folders home ● Quarterly honors breakfast ● SA has a parent resource room at MSFK and stated that would have one at REMS if SA operates it. ● 	<ul style="list-style-type: none"> ● What method do you take to select the right parent to be selected to partake on The PAC (Parent Advisory Council)?

5. Community Engagement

Strengths	Concerns
<ul style="list-style-type: none"> ° Encourages Communication Relationship Building Between Community And School. ° Partnership <ul style="list-style-type: none"> ● SA has a clear vision for community involvement in the Raleigh area(see section 5) ● SA has already establish a working and effective community partnership at MSFK 	<ul style="list-style-type: none"> ● How would you receive contenance feed back from what other communication source? ● No feedback or lack of feed back from flyers left at homes in the Raleigh community(this was acknowledge at the meeting with the SA operator ● Not very knowledge of Raleigh

<p>(see section 5)</p> <ul style="list-style-type: none"> SA acknowledges that it will take everyone working together for the common good 	<p>community leaders (section 5)</p> <ul style="list-style-type: none"> How do SA plan on getting more churches involved? (See question #13) notes this question was ask at our meeting with the SA operator. Their response was “our first step is to introduce Scholar Academies to churches and all community stakeholders. SA stated that during this “introduction our goal is to listen to and learn about what is important, what is working well, and what could be done better”.
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6. Staffing

Strengths	Concerns
<p>° Core Values: (High bar passion+ persistence, hope, humility, growth, and trust.</p> <ul style="list-style-type: none"> Shows Fairness To All Applicants All REMS teachers who express interest will be guaranteed an interview with SA. According to SA operators the application for REMS teachers will be modified for them. SA will be searching for well qualified school staff who will have the following standards: high bar, passion plus persistence, hope, humility and growth and trust(see section 6) 	<ul style="list-style-type: none"> What is your method of handling children entering the school after leaving juvenile? There are concerns regarding first year or level 1 teacher’s fair process. Mr. Sanders did state that those teachers will be paired with an instructional coach. And it is understood that they are first year and need coaching. Q: What about the interview process for support staff? A: Interview process for the support staff will be a short process and guarantee an in-person interview. Again, my concern some of the support staff may have been at the location for years and should not be subjected losing their jobs because of things beyond their control. After reviewing the application on section 6 my concern would be on whether or not current REMS teacher if express interest would he or she be treated fairly. Concern about teacher’s displacement>According to SA operator “we want to talk with every single teacher at Raleigh-Egypt Middle School. SA states that they “recognizes their pre-existing relationships with students and parent members” this was ask during one of the NAC meetings.

	<ul style="list-style-type: none"> ● One of my questions or concerns that I had ask the SA operator when I had the opportunity to visit MSFK school was how they would adapt to a larger school with more students if match with REMS. Their response was that they know that it would be more of a challenge but are willing and prepare to handle some a larger school with more staff members to adapt too and to make sure that everyone would be qualified in their positions. ●
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7. Safety and Culture	
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Strengths	Concerns
<ul style="list-style-type: none"> ° Structure Building for achieving dreams for students to reach their goal. ° School Culture that will allow strong value expectations. ● Keep students and staff safe ● Disciplinary Plan with Director of Culture and 2 Dean’s, License Social Work will be hired to deal with student’s behavior. ● The Recognition and reward for student good behavior by using reward ‘bucks’ program. However the schools currently have this program in effect per current principal at REM. ● SA acknowledges having safety measures in place ● SA acknowledges communicating with local police in the Raleigh community for advice if needed. ● SA acknowledges being visible and present around students in and out of the classroom. ● SA willing to maintain current transportation in place at REMS 	<ul style="list-style-type: none"> ● How often do you have safety drills to keep students and staff focus on the safety procedure? ● There were concerns with SA providing a safe learning environment and promoting positive culture for REM students. ● Q. Talk about the discipline polices. (Joshua spoke) ● Response: We are (SA) culturally responsive through knowledge, prior experience and performance styles of diverse students to make learning more appropriate & effective. Q. What does that mean? ● And how are you going to handle disruptive students? Response: Teachers will have to attend a Conduct College for grades 3-8 during the summer to deal with culture awareness and weekly professional development workshops. They also stated if hired the staff will learn the community through neighborhood walks, attend community. ● Statement to SA: The staffs when canvassing the neighborhood did NOT go to the homes down the

street from the school nor did they go the apartments right in front of the school. The SA staff when asked what area did they canvas. They stated they went pass the Raleigh Frayser Senior center cross Raleigh Millington at the light in the first neighborhood to the left and left 200 surveys from in which Mr. Patterson stated NONE had been returned. This is the county area and the students do not attend REM.

- Q. How do you ensure that some student populations are not being disproportionately disciplined (Josh Responded) How are you going to deal with same student same teacher?

Ans. Student's behavior is tracked through Paycheck. Students are issued Scholar Dollars for meeting weekly requirements/good behavior, grades etc. These dollars are also taken away for tardiness, out of uniform, disruptive, disrespectful, unprepared, and possession of contraband. My Response: In middle school you will have some that will not care to participate What about those students.

Ans. They have a tier program with a Director of Culture and 2 Deans of Culture to deal with problematic students.

- Q: What will you do to promote positive behavior?
- Ans: (Josh) Reward buck program, field trips, etc.
- Statement: The schools have the reward buck program already in effect and there students can attend a field trip out of town at the end of the school year for positive behavior.
- Q: What will you do differently?

	<ul style="list-style-type: none"> ● Ans. (Sanders) They will have to rethink the program. ● How will gang issues be address (this question was ask at one of the NAC meetings) and the SA operator said that they are aware of gang issues in that Raleigh community and it will address and dealt with among their staff. ● Will SA be willing to partnership with Shelby County Gang Unit?(this question was ask at our NAC meeting with the SA operator, and Mr. Sanders said that they would be willing to partner with them.
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8. Demonstration of Community Outreach	
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Strengths	Concerns
<p>° Community Outreach Goal & Strategy Technique</p> <ul style="list-style-type: none"> ● ° Working Towards Community Partnership ● SA plans to reach out to parents in the Raleigh community ● SA plans to reach out to parents to form a Parent Advisory Council at REMS. ● SA plans to have additional “canvassing days to knock on door to door in the Raleigh community ● SA will have open house after opening at REMS if obtained. (section 8) 	<ul style="list-style-type: none"> ● Would you provide sign in sheets that can give evidence of families and community leaders that attended those meeting? *Lack of feedback from the Raleigh community (ask SA operator at NAC meeting about feedback from surveys, their response was none at the time.