

Power Center Academy Elementary School Annual Plan (2023 - 2024)

Last Modified at Sep 28, 2023 12:11 PM CDT

[G 1] Reading/Language Arts

PCAES-HH will increase ELA on-track and mastery proficiency rates for grades 3rd-5th from

3rd Grade 15.7% to 22% in 2024

4th Grade 18.6% to 22% in 2024.

5th Grade 18.8% to 22% in 2024.

Subgroups: Black subgroup and the BHN subgroup are expected to make the same increase of 22% or greater on the TN Ready as the other scholars in the school.

Performance Measure

* TNReady Assessment

* District Formative Assessment: 45% on track/mastery NWEA KK-5th

* District Formative Assessment: 45% on track/mastery CASE 3rd-5th

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide access to a rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Develop intentional practices and interventions to support the scholars in the subgroups: Black and BHN to increase their master's overall by 10%.</p> <p>Provide ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator **Interim Assessments and Bi-Weekly Assessments **</p>	<p>[A 1.1.1] Provide Rich Learning Environment PCAES will secure the following in order to support scholar growth and achievement with all scholars including those in the Black and BHN subgroups. The support will come through the list below:</p> <ul style="list-style-type: none"> * scholar supplies * teacher supplies * technology * office supplies <p>Title I Family engagement funds will be used to support in the purchase of manipulatives to send home and technology to help support parents support scholars. All subgroups including Black and BHN will benefit from the listed above with the intention to increase the proficiency rates of all scholars in all subgroups including Black and BHN.</p>	<p>Chiquita Hicks</p>	<p>12/30/2023</p>	<p>Title 1</p>	

<p>* 80% mastery on interim assessments * 80% mastery on bi-weekly assessments</p> <p>Scholars should perform at or above 80% on District Formative Assessments, CASE, and NWEA (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and are aligned to the TN Ready assessment.</p> <p>Daily classroom observations using the GLOE Instructional Essentials, Get Better Faster Rubric and bi-weekly walk-throughs with principals and instructional coaches will provide the PCAES-HH administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>*School walkthroughs will be monitored by the Chief Academic Officer and District Data Coordinator through Whetstone. Teachers will receive one informal observation with feedback weekly and one formal observation quarterly.*</p> <p>Quarterly Review of GLOE Instructional Essentials observation data to monitor educator's delivery of standard aligned lessons to the TN Standards.</p>					
<p>[S 1.2] Professional Development PCAESHH will provide ongoing, high-quality professional development at the network level and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Professional development will be provided to teachers, administrators, instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve</p>	<p>[A 1.2.1] Data Driven Instruction Based Professional Development Weekly professional development will occur on, and using, Looking at Student Work protocol. The assigned coach will practice the delivery of lessons, with a CFU tracker in hand, and adjust with misconceptions. Coach and teacher will analyze data together and form intentional small group lesson plans. The coach will follow up on observations based on action steps.</p> <p>* Teacher Assistants (10 total)</p>	<p>Sylvia Allen, Pamela Jenkins, Candace Hill</p>	<p>03/29/2024</p>	<p>Title 1</p>	

<p>students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade-supported texts.</p> <p>Benchmark Indicator **Teacher Development Benchmarks**</p> <ul style="list-style-type: none"> * Bi-Weekly data meetings * weekly rigor walkthroughs with rubric * monthly coaching meetings for <ul style="list-style-type: none"> + principals + deans of instruction + deans of scholars <p>Daily classroom observations using the GLOE Instructional Essentials will provide PCAES-HH with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings – **Weekly **as a school.</p> <p>Principal & Coaches - **MONTHLY **as a network.</p> <p>GBF walk-through observation data ** - WEEKLY** at 80% fidelity implementation of practices listed in the GBF rubric</p> <p>PLCs Coaches with teachers- **WEEKLY **weekly focus modeled under the "see it, name it, do it" frame</p> <p>Data Meetings- **Bi-Weekly** based on the data gathered (exit tickets, formative assessments, etc.)</p> <p>Network Formative Assessment data meetings - **QUARTERLY** student performance levels at</p>	<p>* SPED (4) and MLL (multi lingual learners) (4) teachers Are included in these training and PLCs.</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p>				
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<p>80% on track/mastery.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires by the network Director of Teaching and Learning.</p>					
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Leaders and teachers analyze quarter exam data, or post-test data, and make instructional adjustments together. We will host weekly PLC meetings for general ed and subgroup teachers to internalize lessons, practice execution, and determine appropriate supports/scaffolds. The teacher will create CFU trackers and have them in hand and adjustments made based upon scholar mastery, as needed, during instruction. School leaders will assign teachers action steps in the Whetstone platform and coach for mastery. Teacher Leaders or School Leaders deliver professional development based on deepening content knowledge and LASW. The leadership team will conduct weekly walk-throughs scheduled with the principal, school-based literacy and numeracy coaches, and network coaches. PCAES will hire 13 teaching assistants/RTI2 specialists in order to execute small group plans and small group interventions.</p> <p>The intent is to provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Scholar Data from Benchmark Assessments **</p> <p>* interim assessments * AimsWeb benchmarks * I-Ready benchmarks</p>	<p>[A 1.3.1] Data Driven Instruction for Individualized Plans</p> <p>**The instructional Team will:**</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**K-1**</p> <p>100% of K-1 teachers develop and implement 3-5 exit tickets per week. (Increasing collected exit ticket data) 85% of teachers identify the gaps in scholar work to create small group intervention plans using</p> <p>remediation guides.</p> <p>In Semester 2, 100% of teachers will use the NWEA learning continuum to individualize extra homework</p> <p>practice, study zone materials, and tutoring.</p>	<p>Sylvia Allen</p>	<p>04/30/2024</p>	<p>Title 1</p>	

<p>Scholars should perform at or above 80% on District Formative Assessments, CASE, and NWEA (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of scholars' performance in the targeted intervention (AimsWeb & I-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Continuous tracking of the scholars who attended the summer learning Bridge and Learning Loss program to determine if the summer interventions were appropriate in supporting scholar deficiencies.</p>	<p>**2nd-5th**</p> <p>100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.</p> <p>By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.</p> <p>Teacher Assistants (RTI Specialist)</p> <p>Conduct bi-weekly progress meetings with teachers to determine the best intervention for scholars.</p> <p>Work with small groups of students to close gaps as the scholar needs support.</p> <p>**Note: Title 1 funds will be used to supplement 10 teacher assistant positions to support instruction.**</p> <p>**Teacher Assistants (10 teacher assistants)**</p> <p>Facilitation of small groups to help close gaps.</p> <p>Andretta Leflore Teacher Assistant</p> <p>Ashley Blakley Teacher Assistant</p> <p>Derrica Caldwell Teacher Assistant</p> <p>Jazmyne Hunt Teacher Assistnat</p> <p>Dylan Short Teacher Assistant</p> <p>Leroy Collins Teacher Assistant</p> <p>Rickeya Cannon Teacher Assistant</p> <p>Alexis Lewis Teacher Assistant</p>				
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	<p>Krystal Jefferies Teacher Assistant</p> <p>Jasmine Mazimba Teacher Assistant</p> <p>**Candace Hill- Instructional Coach**</p> <p>Collect/Copy/Photo of exit tickets during teacher observations; include rigor of exit ticket and mastery</p> <p>in observation feedback.</p> <p>Observe at least 1 reteach per grade level per week.</p> <p>Create biweekly quizzes for tested grades that are aligned to Case Assessments.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p> <p>Family engagement funds will be used to support in the purchase of manipulatives to send home and technology to help support parents support scholars.</p>				
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[G 2] Mathematics

PCAES-HH will increase math on-track and mastery proficiency rates for grades 3rd-5th from

3rd Grade 17.4% to 25% in 2024

4th Grade 22.8% to 25% in 2024

5th Grade 13.4% to 25% in 2024

Performance Measure

TNReady Assessment

District Formative Assessment: 80% on track/mastery NWEA KK-5th

District Formative Assessment: 80% on track/mastery CASE 3rd-5th

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. 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 scholars' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure scholars are on track to mastery.</p> <p>Benchmark Indicator **Interim Assessments and Bi-Weekly Assessments **</p> <p>* 80% mastery on interim assessments * 80% mastery on bi-weekly assessments</p> <p>Scholars should perform at or above the 80% on District Formative Assessments, CASE and NWEA (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and is aligned to the TN Ready assessment.</p> <p>Daily classroom observations using the GLOE Instructional Essentials, Get Better Faster Rubric and bi-weekly walk throughs with principals and instructional coaches will provide the PCAES-HH administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p>	<p>[A 2.1.1] Provide Rich Learning Environment PCAES will secure the following in order to support scholar growth and achievement.</p> <ul style="list-style-type: none"> * scholar supplies * teacher supplies * technology * office supplies <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips (in-person and virtual).</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p>	<p>C. Ashley Alvarez and Angela King</p>	<p>12/29/2023</p>	<p>Title 1</p>	

<p>*School walkthroughs will be monitored by the Chief Academic Officer and District Data Coordinator through Whetstone. Teachers will receive one informal observation with feedback weekly and one formal observation quarterly.*</p> <p>Quarterly review of GLOE Instructional Essentials observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<p>[S 2.2] Professional Development PCAESHH will provide ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved scholar performance.</p> <p>Benchmark Indicator **Teacher Development Benchmarks**</p> <ul style="list-style-type: none"> * Bi-Weekly data meetings * weekly rigor walkthroughs with rubric * monthly coaching meetings for <ul style="list-style-type: none"> + principals + deans of instruction + deans of scholars <p>Daily classroom observations using the GLOE Instructional Essentials will provide PCAES-HH with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings – **Weekly **as a school.</p> <p>Principal & Coaches - **MONTHLY **as a network.</p>	<p>[A 2.2.1] Data Driven Instruction Professional Development Weekly professional development will occur on, and using, Looking at Student Work protocol. The assigned coach will practice the delivery of lessons, with a CFU tracker in hand and adjusting with misconceptions. Coach and teacher will analyze data together and form intentional small group lesson plans. The coach will follow up on observations based on action steps.</p> <ul style="list-style-type: none"> * Teacher Assistants (10 total, RTI Specialists) * SPED (4) and MLL (multi lingual learners) (4) teachers <p>Are included in these training and PLCs.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>Family engagement funds will be used to support in the purchase of manipulatives to send home and technology to help support parents support scholars.</p>	<p>Haley McNabb Dean of Instruction</p>	<p>03/29/2024</p>	<p>Title 1</p>	

<p>GBF walk-through observation data ** - WEEKLY** at 80% fidelity implementation of practices listed in the GBF rubric</p> <p>PLCs Coaches with teachers- **WEEKLY** weekly focus modeled under the "see it, name it, do it" frame</p> <p>Data Meetings- **Bi-Weekly** based on the data gathered (exit tickets, formative assessments, etc.)</p> <p>Network Formative Assessment data meetings - **QUARTERLY** student performance levels at 80% on track/mastery.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires by the network Director of Teaching and Learning.</p>					
<p>[S 2.3] Targeted Interventions and Personalized Learning, **Scholar Data from Benchmark Assessments**</p> <ul style="list-style-type: none"> * interim assessments * AimsWeb benchmarks * I-Ready benchmarks <p>PCAESHH leaders and teachers analyze quarter exam data, or post-test data, and make instructional adjustments together. We will host weekly PLC meetings for general ed and subgroup teachers to internalize lessons, practice execution, and determine appropriate supports/scaffolds. The teacher will create CFU trackers and have them in hand and adjustments made based upon scholar mastery, as needed, during instruction. School leaders will assign teachers action steps in the Whetstone platform and coach for mastery. Teacher Leaders or School Leaders deliver professional development based on deepening</p>	<p>[A 2.3.1] Data Driven Instruction for Individualized Plans **The instructional Team will:**</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**K-1**</p> <p>100% of K-1 teachers develop and implement 3-5</p>	<p>Haley McNabb Dean of Instruction</p>	<p>05/24/2024</p>	<p>Title 1</p>	

<p>content knowledge and LASW. The leadership team will conduct weekly walk-throughs scheduled with the principal, school-based literacy and numeracy coaches, and network coach. PCAES will hire 13 teaching assistants/RTI2 specialists in order to execute small group plans and small group interventions.</p> <p>The intent is to provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.** **</p> <p>Benchmark Indicator Scholars should perform at or above 80% on District Formative Assessments, CASE, and NWEA (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of scholars' performance in a targeted intervention (AimsWeb & I-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Continuous tracking of the scholars who attended the summer learning Bridge and Learning Loss program to determine if the summer interventions were appropriate in supporting scholar deficiencies.</p>	<p>exit tickets per week. (Increasing collected exit ticket data) 85% of teachers identify the gaps from scholar work to create small group intervention plans using remediation guides.</p> <p>In Semester 2, 100% of teachers will use the NWEA learning continuum to individualize extra homework practice, study zone materials, and tutoring.</p> <p>**2nd-5th**</p> <p>100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.</p> <p>By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.</p> <p>Teacher Assistants (RTI Specialist)</p> <p>Conduct bi-weekly progress meetings with teachers to determine the best intervention for scholars.</p> <p>Work with small groups of students to close gaps as the scholar needs support.</p> <p>**Note: Title 1 funds will be used to supplement 10 teacher assistant positions to support instruction.**</p> <p>**Teacher Assistants (10 teacher assistants)**</p> <p>**Facilitation of small groups to help close gaps.**</p> <p>Andretta Leflore Teacher Assistant</p>				
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	<p>Ashley Blakley Teacher Assistant</p> <p>Derrica Caldwell Teacher Assistant</p> <p>Jasmine Mazimba Teacher Assistant</p> <p>Dylan Short Teacher Assistant</p> <p>Leroy Collins Teacher Assistant</p> <p>Rickeya Cannon Teacher Assistant</p> <p>Alexis Lewis Teacher Assistant</p> <p>Crystal Jefferies Teacher Assistant</p> <p>Jayzme Hunt Teacher Assistant</p> <p>*****Leader Haley Massey**</p> <p>Collect/Copy/Photo of exit tickets during teacher observations; include rigor of exit ticket and mastery in observation feedback.</p> <p>Observe at least 1 reteach per grade level per week.</p> <p>Create biweekly quizzes for tested grades that are aligned to Case Assessments.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development and field trips.</p> <p>Family engagement funds will be used to support in the purchase of manipulatives to send home and technology to help support parents support scholars.</p>				
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[G 3] Safe and Healthy Students

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

PCAES-HH reduce the percentage of chronically absent students from 18% to 10% in 2024.

Performance Measure

PowerSchool data

AIP documentation for at-risk students

Climate Survey to Parents

Climate Survey to Scholars

Climate Survey to Staff

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports PCAES-HH will implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students developed from the attendance intervention plan (AIP).</p> <p>Benchmark Indicator **Power School **</p> <ul style="list-style-type: none">* Gestalt Created Scholar Culture Survey, PowerSchool Behavior Logs* Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..* Monitor 20 day reports to identify students at risk of high chronic absenteeism* Monitor 20 day reports to assess the impact of suspensions on daily attendance.* Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).	<p>[A 3.1.1] Attendance Intervention Plans & Leader In Me PCAES-HH will continue to implement the tracking system in place to track scholar attendance before scholars become truant. We will use the support of the Dean of Scholars, Culture Coach, and Parent Engagement Specialists to help connect families and eliminate any barriers foreseen by parents.</p> <p>PCAES-HH will continue to implement the Leader in Me curriculum as tier 1 support for all scholars.</p> <ul style="list-style-type: none">* School counselors along with our two scholar support specialists will assist the Dean of Scholars to carry out this implementation. Secure materials, supplies, equipment, support (human capital), professional development, and field trips.	<p>George Gaston, Dean of Scholars, Larissa Wright, Dean of Scholars, Kimberly Robinson, Parent Engagement Specialist, Kenneth Artison, Parent Engagement Specialist</p>	<p>05/03/2024</p>	<p>Title 1</p>	

<p>[S 3.2] Professional Development PCAESHH will provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Student Data System **</p> <p>* information pulled from PowerSchool * FEL scholar logs</p> <p>Student discipline and attendance reports 5 days reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 30-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide in network dean of scholar meetings.</p>	<p>[A 3.2.1] Attendance & Behavior Support Conduct weekly audits with the front office and Dean of Scholars and culture coach to determine the scholars need additional support for attendance.</p> <p>Conduct Leader in Me Franklin Covey professional development and on-site coaching throughout the year for all staff and school culture team.</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p>	<p>George Gaston Dean of Scholars and Larissa Wright Dean of Scholars</p>	<p>05/24/2024</p>	<p>Title 1</p>	
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **FEL Weekly Reports**</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after</p>	<p>[A 3.3.1] A 3.3.1 Safe and Supportive Environment Changes to School environment Posters, quotes, and positive messages posted in hallways, bathrooms, and common areas Clean areas (hallways, café, bathrooms) as a sign of respect for the building by students. Changes in Scholar ownership in building Scholar morning greeters Scholar ambassadors (classroom and school) 100% of scholars have assigned jobs (within the classroom and/or school)Creation of Student Shine Squad/ Student Council developed class President</p>	<p>Larissa Wright, Dean of Scholars, George Gaston, Dean of Scholars, Jakayla Dickson, School Counselor, Lisa Lewis</p>	<p>04/26/2024</p>	<p>Title 1</p>	

<p>engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>selected class Vice President selected Monthly meetings held Modification of Celebrations to include all scholars Quarterly Classroom Celebrations (formally Honor Assembly).</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p>	<p>School Counselor</p>			
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[G 4] Early Literacy

PCAES-HH scholar's early learners will be engaged for the 2022-23 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking, and listening skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By May 2024, 85% of KK-3 students will achieve Success criteria relative to the grade by the following:

- (a) Kindergarten students must master 80% of Literacy Skills per quarter on Report Card grades.
- (b) 1st-grade students must earn 70 or higher in Reading per quarter on Report Card grades.
- (c) 2nd-grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (Aimsweb) with a Lexile level of 350 in the fall to 485 by spring.

*Success Criteria potential point system: report card (4 points), NWEA (3 points), screener (3 points), I-Ready and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p>	<p>[A 4.1.1] Data Driven Instruction Professional Development Weekly professional development will occur on, and using, Looking at Student Work protocol. The assigned coach will practice the delivery of lessons, with a CFU tracker in hand, and adjust with misconceptions. Coach and teacher will</p>	<p>Pamela Jenkins and Candace Hill Instructional Coaches</p>	<p>04/26/2024</p>	<p>ESSER Funds 2.0 and 3.0</p>	

<p>Benchmark Indicator Teacher Development Benchmarks</p> <ul style="list-style-type: none"> * Bi-Weekly data meetings * weekly rigor walkthroughs with rubric * monthly coaching meetings for <ul style="list-style-type: none"> + principals + deans of instruction + deans of scholars <p>ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-3 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increased content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; Bi-weekly assessments from the instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY observations of educational assistants support in K-3 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p> <p>Additionally, professional development methods will be provide from the network.</p>	<p>analyze data together and form intentional small group lesson plans. The coach will follow up on observations based on action steps.</p> <ul style="list-style-type: none"> * Teacher Assistants (10 total, RTI Specialists) * SPED and ESL teachers <p>Are included in these training and PLCs.</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p> <p>**ESSER Funds-**ESSER 3.0 funds will be used to supplement positions to include wages, benefits, and employer matching to address learning loss by increasing support services to students either in small groups or one on one.</p> <p>***Haley McNabbPamela JenkinsSylvia AllenJakayla DicksonKimberly HayesKen ArtisonVacant PositionStephanie PettigrewAntia FitzgeraldBlair NorrisJordan HornerTangey SkinnerShelia BaileyStarkesha Dunning-CleavesTarneca BrownTrangula GloverAly EilersApril BoydAshley SampleAvonte AmosBailey DeaversBri GilmoreCicely Pittman-MackCrystal BanksCrystal KnighCrystal WestDemetra DowdyElyce Thurman-LancasterEric PatterspmJalen StephensJerron TaylorJulia LewisKailyn BoneyKendra MontgomeryKendra WashingtonKenecia HarrisKeri SmallLatia Knight-HurtLauren SmithLeanne SmithLeTesia BanksMariah FrazierMariah ScottMaya FaulknerShameka JohnsonShante AgnewShaTerrika BernardSiera RansomSusan HendricksTaTyana HamptonTeEricka MooreWillie MacDavid36 FTE's Teachers4 FTE's SpEd Teachers1 FTE's Nurses or Healthcare Personnel3 FTS's English as a Second Language (ESL) Teachers1 Reading Specialist2 FTE's Instructional Coaches4 FTE's Parent Liaisons, Social Workers,</p>				
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	<p>and/or Dean of Culture1 FTE's Dean of Instructions*Title I and ESSER funds will also be used to ensure rich experiences for scholars. Rich experiences could include, but is not limited to, supplies and materials, supplemental curriculum, technology, and field experiences.**</p>				
<p>[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-3 teachers with implementing high-quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **Literacy Supervisor Observations and Data Meetings**</p> <ul style="list-style-type: none"> * weekly data meetings, * coaching sessions, * and network level assessments issued to scholars bi-weekly. <p>Weekly review of the scholar development support by the network literacy supervisor. These reviews happen through weekly data meetings, coaching sessions, and networks. level assessments issued to scholars bi-weekly.</p>	<p>[A 4.2.1] Data Driven Instruction for Individualized Plans **The instructional Team will:**</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**K-1**</p> <p>100% of K-1 teachers develop and implement 3-5 exit tickets per week. (Increasing collected exit ticket data) 85% of teachers identify the gaps in scholar work to create small group intervention plans using remediation guides.</p> <p>In Semester 2, 100% of teachers will use the NWEA learning continuum to individualize extra homework</p> <p>practice, study zone materials, and tutoring.</p>	<p>Pamela Jenkins and Candace Hill Instructional Coaches</p>	<p>03/29/2024</p>	<p>ESSER Funds 2.0 and 3.0</p>	

****2nd-3rd****

100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.

By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.

****ESSER Funds****

*****Haley McNabbPamela JenkinsSylvia AllenJakayla DicksonKimberly HayesKen ArtisonVacant PositionStephanie PettigrewAntia FitzgeraldBlair NorrisJordan HornerTangey SkinnerShelia BaileyStarkesha Dunning-CleavesTarneca BrownTrangula GloverAly EilersApril BoydAshley SampleAvonte AmosBailey DeaversBri GilmoreCicely Pittman-MackCrystal BanksCrystal KnighCrystal WestDemetra DowdyElyce Thurman-LancasterEric PatterspmJalen StephensJerron TaylorJulia LewisKailyn BoneyKendra MontgomeryKendra WashingtonKenecia HarrisKeri SmallLatia Knight-HurtLauren SmithLeanne SmithLeTesia BanksMariah FrazierMariah ScottMaya FaulknerShameka JohnsonShante AgnewShaTerrika BernardSiera RansomSusan HendricksTaTyana HamptonTeEricka MooreWillie MacDavid36 FTE's Teachers4 FTE's SpEd Teachers1 FTE's Nurses or Healthcare Personnel3 FTS's English as a Second Language (ESL) Teachers1 Reading Specialist2 FTE's Instructional Coaches4 FTE's Parent Liaisons, Social Workers, and/or Dean of Culture1 FTE's Dean of Instructions*Title I and ESSER funds will also be used to ensure rich experiences for scholars. Rich experiences could include, but is not limited to, supplies and materials, supplemental curriculum, technology, and field experiences.****

<p>[S 4.3] Early Literacy Opportunities PCAESHH will provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p> <p>Benchmark Indicator **Interim Assessments and Bi-Weekly Assessments **</p> <p>* 80% mastery on interim assessments * 80% mastery on bi-weekly assessments</p> <p>**WEEKLY **student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3 times per year** will inform the alignment of core instruction to Kindergarten standards at 70% on-track/mastery level; **QUARTERLY** review of student success criteria to measure progress toward 3rd-grade proficiency to inform needed instructional changes and professional development; **QUARTERLY **analysis of District formative assessment (Schoology).</p>	<p>[A 4.3.1] Provide Rich Learning Environment PCAES will secure the following in order to support scholar growth and achievement with all scholars including those in the Black and BHN subgroups. The support will come through the list below:</p> <ul style="list-style-type: none"> * scholar supplies * teacher supplies * technology * office supplies <p>Title I Family engagement funds will be used to support in the purchase of manipulatives to send home and technology to help support parents support scholars. All subgroups including Black and BHN will benefit from the listed above with the intention to increase the proficiency rates of all scholars in all subgroups including Black and BHN.</p> <p>**ESSER Funds**</p> <p>***Haley McNabb Pamela Jenkins Sylvia Allen Jakayla Dickson Kimberly Hayes Ken Artison Vacant Position Stephanie Pettigrew Antia Fitzgerald Blair Norris Jordan Horner Tangey Skinner Shelia Bailey Starkesha Dunning-Cleaves Tarneca Brown Trangula Glover Aly Eilers April Boyd Ashley Sample Avonte Amos Bailey Deavers Bri Gilmore Cicely Pittman-Mack Crystal Banks Crystal Knigh Crystal West Demetra Dowdy Elyce Thurman-Lancaster Eric Patterspm Jalen Stephens Jerron Taylor Julia Lewis Kailyn Boney Kendra Montgomery Kendra Washington Kenecia Harris Keri Small Latia Knight-Hurt Lauren Smith Leanne Smith LeTesia Banks Mariah Frazier Mariah Scott Maya Faulkner Shameka Johnson Shante Agnew ShaTerrika Bernard Siera Ransom Susan Hendricks TaTyana Hampton TeEricka Moore Willie MacDavid 36 FTE's Teachers 4 FTE's SpEd Teachers 1 FTE's Nurses or Healthcare Personnel 3 FTS's English as a Second Language (ESL) Teachers 1 Reading Specialist 2 FTE's Instructional</p>	<p>Pamela Jenkins and Candace Hill Instructional Coaches</p>	<p>05/31/2024</p>	<p>ESSER Funds 2.0 and 3.0</p>	
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	<p>Coaches4 FTE's Parent Liaisons, Social Workers, and/or Dean of Culture1 FTE's Dean of Instructions*Title I and ESSER funds will also be used to ensure rich experiences for scholars. Rich experiences could include, but is not limited to, supplies and materials, supplemental curriculum, technology, and field experiences.**</p>				
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