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

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[G 1] Reading/Language Arts
Power Center Academy Elementary Southeast will increase ELA meeting or exceeding expectations proficiency rates in all grades by meeting AMO target 27.3% proficiency in ELA in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** Students should perform at or above the 70% 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 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.	**[A 1.1.1] Strengthen 2nd & 3rd Grade Tier 1 Instruction in ELA** * Grow 50% of Scholars exceed their RIT target in ELA * 45% OR MORE 3rd grade scholars score proficient on TN Ready Reading Assessment	Ari Smith	08/01/2024	ESSER 2.0	

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.					
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough 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	**[A 1.2.1] A 1.2.1 Professional Development** Professional development will center around the instructional shifts for Common Core Math, and Reading. Staff will build their capacity around these areas by engaging in practice-feedback sessions with peers and students. Each Wednesday teachers will participate in professional development that engages them in topics surrounding the shifts. School leaders will participate in formal and informal feedback sessions centered around professional development topics. School leaders will participate in network and outside professional development that builds their capacity in educating teachers and paraprofessionals.	Ari Smith	08/01/2024		

school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 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. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning	**[A 1.3.1] Strengthen 2nd & 3rd Grade Tier 1 Instruction in ELA** Goal: PCAES-SE will increase median (achievement) percentile points by at least 25% for foundational grades. In efforts to combat the deficiencies shown for the cause of the 3rd grade law, PCAES-SE will 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 to increase literacy proficiency in foundational literacy.	Ari Smith	08/01/2024	ESSER 2.0	

opportunity and the impact on student learning and content delivery.	

[G 2] Mathematics
Power Center Academy Elementary Southeast will increase Numeracy meeting or exceeding expectations proficiency rates in all grades by meeting AMO target 19.9% proficiency in Numeracy in 2024.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through	**[A 2.1.1] Improve 3rd- 8th Grade Math Instruction** PCAES- Southeast will meet the AMO target for 23- 24 school year for math The following strategies will be in place in order to achieve desired results: * Standards Aligned Instruction * Strong Professional Development Opportunities and PLC's to address academic gaps. + Professional development will center around the instructional shifts for Common Core Math, and Reading. Staff will build their capacity around these areas by engaging in practice-feedback sessions with peers and students. Each Friday teachers will participate in professional development that engages them in topics surrounding the shifts. School leaders will participate in formal and informal feedback sessions centered around professional development topics. School leaders will participate in network and outside professional development that builds their capacity in educating teachers and paraprofessionals. + Facilitate data analysis for strong re-teach plans	Jasmine Patton	07/01/2024	ESSER 3.0	

the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.	and remediation + Push academic thinking for at/ above grade level * Targeted Small group instruction.				
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. 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.	**[A 2.2.1] Strengthen Professional Development and Educator Support** Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. ### A 2.2.1 Standard Aligned instruction PCA ES SE will improve math & ELA instruction across grades K-5. Implementation of Eureka and Achievement will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are career and college ready.	Jasmine Patton	08/01/2024		

Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.					
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 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.	**[A 2.3.1] Intervention and Interventionist Support** 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. ### A 2.3.1 Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.Support Plan for Struggling Staff * Schedule on a recurring basis, observe, and provide feedback for teachers involving readiness for the lesson * Secure material, supplies, equipment, support (human capital), professional development, and field trips. * Deliberate practice via practice clinics * Wednesday content meetings to support tier 1 instruction	K.Earley	08/01/2024	Title 1	

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.					

[G 3] Safe and Healthy Students
Power Center Academy Elementary- Southeast will maintain or below less than a 10% progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at	**[A 3.1.1] Attendance & Behavior** Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. ### A 3.1.1 Attendance and Behavior Tracking Our school-wide approach has been to keep all stakeholders informed and do our best to connect with scholars to prevent any existing or potential barriers. We have and will continue to implement the following strategies with attendance: ● Offer incentives that are academic and attendance driven to motivate scholars to attend. ● Contact parents of scholars who have 70% and below attendance according to Pure Data which is a cross reference point to PowerSchool. ● Continue to cross reference data in GCS PS to ensure its alignment with SCS PS	Shanita Wilson	08/24/2024	ESSER 3.0	

improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	● Engage our parent advisory council to where they have compiled resources to offer incentives. ● Host Parent Data Knight Meetings to address concerns with parents and scholars ● Weekly SwiftK12 texts to parents informing them of schoolwide attendance data/trends ● Front office secretary, School counselor and Dean of Scholars will make daily calls to scholars (and parents) with attendance concerns to develop action plans. Additionally, we are working to reconcile GCS and SCS PowerSchool systems to find trends and compare any discrepancies through attendance huddles with teachers at the end of the day. ● Scholars who require additional support receive touchpoints from their Advisory teacher. ●Schedule and conducted SART meetings to develop an attendance intervention plan with parents and scholars and reteach expectations. Then, refer scholars to the network SART team who are eligible. - Hosted Attendance Intervention Plan meetings with families virtually ● Complete attendance logs to date and alert parents of truancy concerns				
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator**	**[A 3.2.1] Increase and Strengthen Professional Development- Culture** Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. In addition to this, we will increase our supports	LaQuesha Sherman	08/01/2024		

Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Quarterly Reports will be shared district-wide.	with the implementation of the following: -Rhithm -Con Gracias -Advisory -Move This World				
[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. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 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. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	**[A 3.3.1] Increase Family Engagement Between Home and School** * Climate surveys report a rating of B+ or higher * Maintain 10%+ of overall enrollment as active PAC member program	Shanita Wilson	08/01/2024	Title 1	

[G 4] Early Literacy
Memphis-Shelby County Schools' early learners will be engaged for the 2023-24 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By June 2024, 40% of third grade students score proficient or advanced on the TN Ready assessment. KK-2 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.(b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.(c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.*Success Criteria potential point system: report card (4 points), DFA (3 points), screener (3 points), and TNReady (2 points) which total 12 points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities; QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; Once a semester DECHS will review the Fall	**[A 4.1.1] Foundational Learning Depth of Knowledge** 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. ### A 4.2.1 Aligned Professional Development Implement and build teacher capacity around high quality materials that will strengthen and bridge the learning from K-2 to 3-5. This will be done through the Lavinina framework. All professional development will have a targeted focus that will address the following blocks: * Guided Reading * Close Reading * Phonics * Writing	Ari Smith	08/01/2024		

pre-post teacher survey supporting the cohort session to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers.					
[S 4.2] Foundational Literacy Laureates Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** MONTHLY review of Laureate support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for Laureates; BI-ANNUAL classroom observations from district instructional literacy advisors to determine Laureate's implementation of the 3 major components of a comprehensive literacy block and inform the support needs of individual Laureates	**[A 4.2.1] Increase & Build Content Knowledge of Foundational Literacy** Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. ### A 4.3.1 Strengthening Early Literacy Instruction Implement and build teacher capacity around high quality materials that will strengthen and bridge the learning from K-2 to 3-5. This will be done through the Lavinina framework. All professional development will have a targeted focus that will address the following blocks: * Guided Reading * Close Reading * Phonics * Writing	Ari Smith	08/01/2024	ESSER 3.0	