

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

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[G 1] Reading/Language Arts

Power Center Academy will increase the percentage of scholars proficient on the English I TNReady Assessment from 7.8% to 13.6% by May 2024.

Performance Measure

Performance will be measured using the following tools:

Exit Tickets

Case Assessment

Bi-weekly benchmark assessments

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Gestalt has adopted the Saavas Curriculum to provide rigorous grade-level content for scholars.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should make a 3 or 4 on the district formative assessment (CASE) in October, December, and March.</p> <p>Daily classroom observations using the District</p>	<p>[A 1.1.1] New Curriculum Adoption We will continue to use SAAVAS and we also adopted SAAVAS for 11-12th grade ELA.</p>	<p>Brittany Bratton</p>	<p>10/19/2023</p>	<p>ESSER [\$30000.00]</p>	

<p>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.</p> <p>District Walkthrough data will be monitored through the district's system- School mint.</p> <p>Quarterly review of observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the 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.</p> <p>District Walkthrough data will be monitored through the district's School Mint 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.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and</p>	<p>[A 1.2.1] Weekly Professional Development Each week, teachers will participate in targeted Network or School-based professional development. This PD will occur every Friday.</p>	Terri Gaston	04/26/2024	Esser [\$10000.00]	

<p>sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>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.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] ILPD through Relay Graduate School School leaders will attend Relays Instructional Leadership Program to become better instructional leaders and help teachers with standards-based lessons.</p>	Terri Gaston	05/24/2024	School Budget [\$30000.00]	
	<p>[A 1.2.3] Hiring ESL Teachers PCA will hire two ESL teachers to help support the academic growth of our ESL population</p> <p>Tala Alamory</p> <p>Jamaal Crutcher</p>	Terri Gaston	08/25/2023	Budget	
	<p>[A 1.2.4] SPED Teachers Funds will be used to ensure our scholars with IEPs are supported in ELA and Math Classrooms:</p> <p>4 FTE's SpEd Teachers</p> <p>Joseph Jones</p>	Terri Gaston	09/29/2023	Budget	

	<p>Trevecco Lucas</p> <p>Kimberly Cook</p> <p>Vacancy</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 1.3.1] Ongoing I-Ready Training Teachers will receive ongoing professional development through I-Ready (our targeted intervention.).</p>	<p>Brittany Bratton</p>	<p>04/26/2024</p>		
<p>[G 2] Mathematics Power Center Academy will increase the percentage of scholars scoring proficient on the Algebra I TNReady assessment from 3.6% to 17.6% by May 2024.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>Case Formative Assessment</p> <p>Bi-weekly Assessments</p>					

Exit Tickets					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator Students should perform at or above 70% on the CASE Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>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.</p> <p>District Walkthrough data will be monitored through the district's management system-School mint. 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.</p> <p>Quarterly review of Schoolmint observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Standards Aligned Curriculum PCAHS has adopted a brand new-evidence based curriculum,* My Perspectives, *through Saavas Learning Company. We are currently in the process of fully implementing this curriculum</p>	April Smith	10/20/2023	Esser [\$50000.00]	

	<p>[A 2.1.2] 5 FULL TIME CLASSROOM TEACHER ASSISTANTS (WAGES, BENEFITS, AND EMPLOYER MATCHING) FULL TIME TEACHER ASSISTANTS TO ADDRESS LEARNING LOSS BY INCREASING SUPPORT SERVICES TO STUDENTS EITHER IN SMALL GROUPS OR ONE ON ONE.</p> <p>Jessica Mclemore</p> <p>Marlon Jackson</p> <p>Michael Newman</p> <p>Steven Terrell</p> <p>Dezmon Price</p>	Angela King	02/23/2024	Esser [\$200000.00]	
<p>[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.</p> <p>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.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system-Schoolmint and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p>	<p>[A 2.2.1] Weekly Professional Development Each week, teachers will participate in targeted Network or School-based professional development. This PD will occur every Friday.</p>	Terri Gaston	03/22/2024		

<p>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.</p> <p>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.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 2.2.2] Weekly PLCs and Data Meetings Every Wednesday, teachers will participate in PLCs and Weekly Data Meetings.</p>	<p>Terri Gaston, Brittany Bratton, Cortney Cook, Jasmine Montgomery</p>	<p>05/17/2024</p>		
<p>[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.</p> <p>***</p>	<p>[A 2.3.1] Weekly Data Meetings School leaders will engage teachers in weekly data meetings to identify gaps in student learning and then create a reteach plan.</p>	<p>Brittany Bratton, Cortney Cook, Jasmine Montgomery</p>	<p>05/24/2024</p>		

<p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on the CASE formative assessment (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Easybridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>					
	<p>[A 2.3.2] Edgenuity Training Teachers will receive training to use Edgenuity. Edgenuity will allow teachers to personalize learning by assigning modules to remediate or accelerate a scholar's learning experience.</p>	Terri Gaston	09/29/2023		

[G 3] College and Career Readiness

Power Center Academy will increase the percentage of ready graduates from 22.6% to 66% and increase the graduation rate from 94.4% (2022) to 97% (2024).

*accountability lag year

Performance Measure

Performance effectiveness will be measure by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** ***attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p>	<p>[A 3.1.1] ACT After-School Tutoring PCA will use fund to implement a targeted ACT Preparation Program and combat learning loss.</p>	Tiffany Compton	04/26/2024		
	<p>[A 3.1.2] Jane Ross Tutoring PCA will contract with Jane Ross tutoring to provide scholars with intensive ACT Strategy Preparation.</p>	Terri Gaston	03/22/2024		
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring</p>	<p>[A 3.2.1] AP for ALL PCA has a laser-like focus on scholars earning EPSOs. Scholars are offered AP World History instead of regular world history in 9th Grade.</p>	Terri Gaston	05/24/2024		

<p>compared to the previous semester and year to measure students participation and success in AP courses.</p>					
	<p>[A 3.2.2] College and Career Advisor PCA High has hired a 12th Grade counselor is very familiar with the requirements for scholars to be "Ready Graduates." She keeps an EPSO tracker for each grade level.</p> <p>Randy Smith</p>	<p>Terri Gaston</p>	<p>04/26/2024</p>		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>	<p>[A 3.3.1] College and Career Expos School Counselors will host 2 career exploration days where they invite members of the community to present to scholars.</p>	<p>Randy Smith</p>	<p>05/16/2024</p>		

<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p>	<p>[A 3.4.1] Transition Planning School counselors will create transition plans with students and then complete one-on-ones with scholars to make sure they are ontrack for high school graduation.</p>	<p>Samantha McGuire</p>	<p>12/15/2023</p>		
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[G 4] Safe and Healthy Students
PCA will maintain a 60% progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports) by May 2024.

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
<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support</p>	<p>[A 4.1.1] Daily Attendance Huddles Dean of Scholars has daily attendance huddles to assess trends in attendance.</p>	<p>A. Kayode and K. Matthews</p>	<p>04/26/2024</p>		

<p>programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>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).</p>					
	<p>[A 4.1.2] Live School To keep our focus on positive behavior, we will implement live school to award points to scholars who meet expectations.</p>	<p>Abidemi Kayode, K. Matthews</p>	<p>04/19/2024</p>		
	<p>[A 4.1.3] Family Engagement Specialists We have hired a family engagement specialist to help bridge the gap between home and school. The family engagement specialist will host family/parent nights. The family engagement specialist calls parents daily when scholars are absent.</p> <p>Rikyah Waller</p> <p>Trinity Gibson</p>	<p>Terri Gaston</p>	<p>10/20/2023</p>		
<p>[S 4.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 4.2.1] TLAC Practice Clinics Dean of scholars will host regular practice clinics</p>	<p>Abidemi Kayode</p>	<p>01/12/2024</p>		

<p>development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day 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 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>with teachers who are having issues with classroom management.</p>				
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after 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</p>	<p>[A 4.3.1] Family Engagement Specialists PCAHS has hired two family engagement specialist to bridge the gap between home and school. She will host monthly parent engagement forums and assist with truancy issues.</p> <p>Trinity Gibson</p> <p>Rikyah Waller</p>	<p>Terri Gaston</p>	<p>09/15/2023</p>		

their impact on students' success by way of their contributions of resources and time.					
	<p>[A 4.3.2] PARENT LIAISON, SOCIAL WORKERS, AND/OR GUIDANCE COUNSELORS (WAGES, BENEFITS, AND EMPLOYER MATCHING) FULL TIME PARENT LIAISON AND/OR SOCIAL WORKERS TO ADDRESS SEL ISSUES IN RELATION TO COVID-19 including</p> <p>Rikyah Waller</p> <p>Dimonah Sims</p> <p>Rikyah Waller</p>	Angela King	10/13/2023	Esser [\$400000.00]	