

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

Last Modified at Feb 29, 2024 04:41 PM CST

**[G 1] Reading/Language Arts**

**\*\*District Turnaround Goal\*\*:**

Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

**\*\*Lever of Change\*\*:** Lever 2 Effective Instruction (Strategic Plan Alignment- Academics)

Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students have access to a comprehensive educational system.

**Performance Measure**

TN Ready Preliminary Assessment Data - PCAMS-SE will increase the percent of students On Track/Mastery in ELA by 25% or higher, meeting grade level AMO targets or exceeding (Double Amo)

**\*\*6th grade 18.6%(AMO)/ 24% (Double AMO)\*\***

**\*\*7th grade 21.9% (AMO)/ 27.1% (Double AMO)\*\***

**\*\*8th grade 10.4% (AMO)/ 16.4% (Double AMO)\*\***

**\*\*6-8 Grades 17.2 AMO/ 22.7% Double AMO\*\***

- \* CASE assessment
- \* Bi-weekly Assessments
- \* TCAP Summative Assessment
- \* Aimsweb Assessments
- \* IReady Assessments
- \* Unit Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Support the Implementation of Standard Aligned Core Instruction</b>  <b>**Rationale**</b></p>	<p><b>[A 1.1.1] Provide School Based PD- Standards Aligned Instructional Practices</b>  <b>**Description**</b></p>	<p>CAO, Director of Teaching &amp; Learning, ELA Network</p>	<p>08/07/2028</p>	<p>TAG 4                      [\$45500.00]</p>	

<p>All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper understanding and differentiated student cognitive engagement through gradual release and/or learner support and enrichment. In choosing this strategy, we will be able to ensure the content of knowledge of the teacher can fully support the following:</p> <ul style="list-style-type: none"> <li>* Rigorous tasks that are provided to scholars that are aligned to the college ready bar.</li> <li>* Increase in student engagement.</li> <li>* Differentiated supports to support scholars at any level and provide access points and bridging to grade level assignments.</li> </ul> <p>**Supporting Data** New strategy Benchmark</p> <p><b>Benchmark Indicator</b></p> <p>**Implementation: **</p> <ul style="list-style-type: none"> <li>+ Use of protocols of instructional resources that requires use of specified curricular resources (Established and launch during July Summer PD)</li> </ul> <p>**Documentation- **ELA planning guides, scope &amp; sequence, data protocols for know/ show, gap statement.</p> <p>**Frequency- **Year-long</p> <p>**Person Responsible- **ELA Content Coach, ELA Network support</p> <ul style="list-style-type: none"> <li>+ Review Lesson Plans to ensure alignment with standards and network Pacing (Weekly)</li> </ul>	<p>Teachers will receive training on how to appropriately instruct and differentiate a lesson to ensure that all students are actively engaged and have access to high quality instruction.</p> <ul style="list-style-type: none"> <li>* Teachers will be given a professional development calendar of all in-house professional development.</li> <li>* Standards based professional development will be tailored around providing high quality text, correctly addressing performance based objectives, vocabulary instruction, gradual release of responsibility and analyzing student work.</li> <li>* In-service support, outside partnership and ongoing support will be provided to work alongside teacher for ongoing coaching feedback on standards aligned practices.</li> </ul> <p>**Implementation:**</p> <p>**Documentation: **PD Calendar, PD Agenda and sign- in</p> <p>**Frequency: **Bi- Weekly (School based)- Monthly (Network Support)</p> <p>**Person Responsible:** ELA Content Coach, ELA Network support</p> <p>**Effectiveness:** Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. Use of</p>	<p>Coach, School Based Content Coach</p>			
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<p><b>**Documentation-</b> <b>**Submitted LP w/ evidence of annotations.</b></p> <p><b>**Frequency-</b> <b>**Weekly</b></p> <p><b>**Person Responsible-</b> <b>**ELA Content Coach, ELA Network support</b></p> <p>+ Conduct daily walkthroughs to monitor teacher implementation of standard aligned instruction</p> <p><b>**Documentation-</b> <b>** Get Better Faster Walkthrough Resource and Essentials of Instruction</b></p> <p><b>**Frequency-</b><b>**Bi - Weekly</b></p> <p><b>**Person Responsible-</b><b>** Dean of Instruction, Principal, Network Support,</b></p> <p><b>**Effectiveness:</b><b>** Performance levels at 45% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter or alignment of hitting Double AMO goals. Reviews will be executed quarterly and measured for effectiveness by academic support team.</b></p> <p>Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction. Teacher level of effectiveness will be at or above 3 for each observation. Walkthroughs will be executed bi- weekly by leadership team and</p>	<p>the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four district -wide instructional practices at or above 85% of teaching time. EOI for formal observations - teacher level of effectiveness will be at or above 3 for each observation.</p>				
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<p>monitored via use of whetstone data and culture tracker.</p> <p>School Based Walkthrough data will be monitored through Whetstone for 80% standard-aligned core instructional implementation with fidelity for 100% of core instructors.</p> <p><b>**Frequency- Bi Weekly**</b></p> <p><b>**Person Responsible- Dean of Instruction, Content Coach, Network Support and Principal**</b></p>					
	<p><b>[A 1.1.2] Provide Coaching and Feedback on Standards- Aligned Practices</b>  <b>**Description**</b></p> <p>Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data Meeting Protocols.</p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p> <p><b>**Grade &amp; Content level PLC Lesson Plan Alignment**</b> - All lessons plans will follow the format or demonstrate evidence of details below:</p> <ul style="list-style-type: none"> <li>* Unpacking daily lessons for standards alignment</li> <li>Lessons created demonstrating the use of explicit instruction and differentiated strategies</li> <li>* Incorporating higher order thinking questions.</li> <li>* Lesson plans created to provide differentiated text.</li> <li>* Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities</li> <li>* Lesson plans with evidence of language acquisition and best practices for EL students.</li> </ul>	Koedy Harper	05/24/2024		

	<p>* Providing activities to reteach standards.  * Analyze data to identify trends and develop an intervention plan for targeted students.  * Analyze to assess and triangulate low performing standards to develop a professional development plan.</p> <p><b>**Implementation**:</b></p> <p><b>**Documentation-</b> Coaching session logs (whetstone) and observation feedback records<b>**</b></p> <p>Upon execution of lesson, weekly data meetings will be held utilizing the relay framework of WDM Know/ Show, Gap Statement and reteach plan protocol.</p> <p><b>**Frequency-</b> <b>**Weekly</b></p> <p><b>**Person Responsible-</b> <b>** Teacher, Interventionists, Content based coach, network support</b></p> <p><b>**Effectiveness**</b></p> <p>* Teachers will demonstrate standards aligned planning  * Teachers will demonstrate standards aligned instructional delivery during observations.</p>				
	<p><b>[A 1.1.3] Utilize Data Driven Meetings to Address Gaps in Standard Aligned Instruction</b>  <b>**Description:**</b></p> <p>The Academic Department will push out the following assessments:</p> <p>CASE Formative Assessments (Fall, Winter, and Spring)</p>	Krystal Earley	03/29/2024		

	<p>Bi-weekly Assessments (September-February)</p> <p>Instructional Leadership Teams will lead biweekly (or quarterly) data meetings with teachers to identify gaps in learning. This analysis will be used to develop a re-teach plan to close selected gaps.</p> <p><b>Implementation:</b></p> <p><b>Documentation:</b> Network Tracking of Data, Captured Meeting in Whetstone</p> <p><b>Frequency:</b> CASE (Quarterly), Bi- Weekly Data (Bi- Weekly)</p> <p><b>Person Responsible:</b> Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p> <p><b>Effectiveness:</b></p> <p><b>Documentation:</b> Network Data Tracker (Teachers will be observing student data) will reflect 70% of proficiency</p> <p><b>Frequency:</b> Quarterly, Bi- Weekly</p> <p><b>Person Responsible:</b> Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p>				
<p><b>[S 1.2] Implement Job- Embedded Professional Development Learning for Teachers</b></p> <p><b>Rationale:</b></p> <p>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><b>[A 1.2.1] Instructional Walkthroughs</b></p> <p><b>Description:</b></p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p> <p><b>Implementation:</b></p>	<p>Krystal Earley Principal</p>	<p>05/17/2024</p>		

<p><b>**Supporting Data:**</b></p> <ul style="list-style-type: none"> <li>* Network Summer Training Seminars</li> <li>* Ongoing Network PD Sign- In Documentation (Weekly and monthly school based and network provided)</li> <li>* Documentation from outside network support of action items and next steps for supporting of teachers</li> </ul> <p><b>**Existing Strategy**</b></p> <p>Since the inception of the process this has allowed us to strengthen teacher's base of knowledge and even the playing field beginning at the initial start of the school year. The following success has been noted</p> <ul style="list-style-type: none"> <li>* Strong start for classroom cultural structures</li> <li>* Implementation and strategies for strong instructional use</li> <li>* Planning effectively</li> </ul> <p><b>Benchmark Indicator</b></p> <p>Daily classroom observations using the Network's 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>School Walkthrough data will be monitored through the district's walkthrough management and tracker system. This tool will allow us to identify trends and determines areas of support needed Instructional Leadership Team (ILT) meetings are conducted once each month to ensure district and school</p>	<p>Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data Meeting Protocols.</p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p> <p><b>**Documentation- **Get Better Faster Walkthrough Resource and Essentials of Instruction</b></p> <p><b>**Frequency-**Bi - Weekly</b></p> <p><b>**Person Responsible-** Dean of Instruction, Principal, Network Support,</b></p> <p><b>**Effectiveness:**</b></p> <p>Teachers will rate at a level 3 or higher based on Essentials of Instruction rubric. This will be evident based on the quality of execution observed in lesson.</p> <p><b>**Documentation: **Teachers will rate at a level 3 or higher based on Essentials of Instruction rubric. This will be evident based on the quality of execution observed in lesson.</b></p> <p><b>**Frequency: **Weekly</b></p> <p><b>**Person Responsible: **Content Based Coach, Dean of Instruction, Principal</b></p>				
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leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.

**Implementation:**

**Documentation:** Agenda(s), Sign- In, Whetstone Tracker

**Frequency:** Daily/ Weekly

**Person Responsible:** Dean of instruction, Content Based Coach, Principal, Director of Teaching and Learning, CAO

**Effectiveness:** Performance levels at 45% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter or evidence of meeting double AMO goals. Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four district -wide instructional practices at or above 85% of teaching time. Walkthroughs will be conducted bi-weekly

**Documentation:** Essentials of Instruction Rubric, Get Better Faster Rubric, use of Curriculum Based Look fors Resources, Classroom observation noted in Whetstone tracker

**Frequency:** Bi- Weekly

**Person Responsible:** Dean of instruction,



Content Based Coach, Principal, Director of Teaching and Learning, CAO					
	<p><b>[A 1.2.2] Weekly Coaching and Content PLCs</b>  <b>**Description**</b></p> <p>Every Friday, scholars will have an early release day for teachers to participate in network and school-based content development professional development. During these sessions, teachers will receive training on internalizing curriculum, standards-aligned instruction, instructional engagement strategies, and data driven practices.</p> <p><b>**Implementation:**</b></p> <p><b>**Documentation- **Agenda Sign- In Sheets</b></p> <p><b>**Frequency- **Weekly</b></p> <p><b>**Person Responsible- **Dean of Instruction</b></p> <p><b>**Effectiveness:**</b> Teacher effectiveness will be evident based on teacher ratings of 3 or higher evidenced in Whetstone and student outcomes of 70% or higher on bi-weekly assessments.</p> <p><b>**Documentation- **Whetstone dashboard, Instructional tracker</b></p> <p><b>**Frequency- **Assessed Weekly/ bi weekly</b></p> <p><b>**Person Responsible- **Dean of Instruction, Content Based Coach</b></p>	Dean of Instruction, Content Based Coach, Director of Teaching and Learning	05/17/2024		
	<p><b>[A 1.2.3] Parent Engagement</b></p> <p>Host monthly family forums for parents and community members to learn about the curriculum, academic strategies, and grade level performance indicators to provide parents with tools to help their children.</p> <p><b>**Implementation**</b></p>	K'Twana Nelson	03/22/2024		

	<p>Monthly events to increase awareness and parental support at home to best support the academic initiatives and strengthen the home to school connection.</p> <p><b>**Documentation-**</b> Flyer, Agends(s), Sign- In Sheets</p> <p><b>**Frequency- Monthly**</b></p> <p><b>**Person Responsible- **</b>Dean of Scholars, Dean of Instruction, Instructional Coaches</p> <p><b>**Effectiveness:**</b></p> <p>At least 25% parent participation will be evident based on parent surveys</p> <p><b>**Documentation- **</b>Parent surveys</p> <p><b>**Frequency- **</b>Monthly</p> <p><b>**Person Responsible- **</b>Dean of Scholars, Dean of Instruction, Instructional Coaches</p>				
<p><b>[S 1.3] Provide Additional Support for Students Who Are Failing to Make Academic Progress</b> 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><b>**Rationale **</b>PCAMS-SE wants to be strategic to ensure we are catering our supports to scholars who are most in need. Academic interventions, personalization of lesson and individualizing instruction will allow us to close gaps faster by supporting the greatest percentage of scholars who are scoring below proficiency.</p> <p><b>**Existing Data**</b></p>	<p><b>[A 1.3.1] Personalized-Small Group Instruction</b> <b>**Description**</b></p> <p>Use the NWEA Learning Continuum to provide all students (Tier I, II, and III) with access to daily targeted support from core teacher. Funds will be used to supplement 5 Teacher Assistant positions to support instruction.</p> <p><b>**Implementation**</b></p> <p><b>**Documentation-**</b> NWEA Data Reports, School based reports- % of proficiency, IREADY Data Reports</p> <p><b>**Frequency-**</b>Fall, Winter, Spring</p>	Audra McCowin	05/24/2024		

<p><b>**Supporting Data**</b></p> <p>AimsWeb Progress and IReady progress monitoring has shown improvement based on small group support and targeted instruction. Based on this, this strategy will continue.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b>: Monthly progress monitoring data review of students' performance in targeted intervention responses to determine next steps of intervention support. QUARTERLY student performance on-track/mastery rates increase.</p> <p>Progress monitoring from the universal screener/Aimswab will provide feedback data on the impact of targeted intervention and personalized learning. Monthly student performance outcome increases by 10% each month.</p> <p>RTI2 instructional tool data review - WEEKLY student performance outcome 80% on-track/mastery.</p> <p><b>**Documentation**</b>- Progress Monitoring tracker- This documentation will be monitored to prove the targeted intervention and personalized learning is being provided.</p> <p><b>**Person Responsible**</b>- RTI Coordinator</p> <p><b>**Effectiveness**</b>:</p> <p><b>**Documentation**</b>- IReady WEEKLY student performance outcome- 80% or above</p> <p><b>**Person Responsible**</b>- RTI Coordinator</p>	<p><b>**Person Responsible**</b>- Dean of Instruction</p> <p><b>**Effectiveness**</b></p> <p><b>**Documentation**</b>- NWEA Data Reports, School based reports- 70% of proficiency, IREADY Data Reports</p> <p><b>**Frequency**</b>- Fall, Winter, Spring</p> <p><b>**Person Responsible**</b>- Dean of Instruction</p>				
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	<p><b>[A 1.3.2] After School Tutoring (High Dose Small Group)</b>  <b>**Description**</b></p> <p>Based on academic formative data, scholars will be selected to participate in high-dose tutoring three times a week. Students will be grouped based on individual and grade-level trends.</p> <p><b>**Implementation**</b></p> <p>Implementing high-dose tutoring to increase proficiency scores in English Language Arts (ELA) requires a comprehensive, evidence-based approach that is tailored to meet the diverse needs of learners. High-dose tutoring, will happen at least three or more sessions per week, duration (extended over several months), and focus (one-on-one or small group settings), has been shown to significantly improve academic outcomes.</p> <p><b>**Documentation**</b></p> <p>Scholar participation logs</p> <p>Teacher submitted plans of implementation</p> <p><b>**Frequency**</b></p> <p>Weekly</p> <p><b>**Effectiveness**</b></p> <p>Increase in bi- weekly assessments. Evidence of at least 70% shown in proficiency.</p> <p>Evidence of skill based proficiency in NWEA, Bi-Weekly's, IReady</p> <p><b>**Documentation**</b></p> <p>Scholar logs (evidence of fidelity and skill)</p>	<p>Dean of Instruction,  Content Based Coach,  Director of Teaching &amp; Learning, CAO</p>	<p>03/22/2024</p>	<p>TAG 4  [\$10500.00]</p>	
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	**Person Responsible**				
	Network Support				

**[G 2] Mathematics**

**\*\*District Turnaround Goal\*\*:**

Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

**\*\*Lever of Change\*\*:** Lever 2 Effective Instruction (Strategic Plan Alignment- Academics)

Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students have access to a comprehensive educational system.

**Performance Measure**

TN Ready Preliminary Assessment Data - PCAMS-SE will increase the percent of students On Track/Mastery in ELA by 25% or higher, meeting grade level AMO targets or exceeding (Double Amo)

**\*\*6th grade 13.6%(AMO)/ 19.3% (Double AMO)\*\***

**\*\*7th grade 9.9% (AMO)/ 15.9% (Double AMO)\*\***

**\*\*8th grade 10.4% (AMO)/ 16.4% (Double AMO)\*\***

**\*\*6-8 Grades 13.1% AMO/ 18.9% Double AMO\*\***

- \* CASE assessment
- \* Bi-weekly Assessments
- \* TCAP Summative Assessment
- \* Aimsweb Assessments
- \* IReady Assessments
- \* Unit Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 2.1] Support the Implementation of Standard Aligned Core Instruction</b> Provide daily access to a rigorous numeracy	<b>[A 2.1.1] Provide School Based PD on Standards Aligned Instructional Practices</b> <b>**Description**</b>	CAO, Director of Teaching & Learning, Math	05/17/2024	TAG 4 [\$45500.00]	

<p>curriculum that will develop students' deep understanding of the content, strengthen procedural, conceptual and application skills, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>**Rationale**</b></p> <p>All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology allows further possibilities for deeper understanding and differentiated student cognitive engagement through gradual release and/or learner support and enrichment. In choosing this strategy, we will be able to ensure the content of knowledge of the teacher can fully support the following:</p> <ul style="list-style-type: none"> <li>* Rigorous tasks that are provided to scholars that are aligned to the college ready bar.</li> <li>* Increase in student engagement.</li> <li>* Differentiated supports to support scholars at any level and provide access points and bridging to grade level assignments.</li> </ul> <p><b>**Supporting Data**</b> New strategy Benchmark</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation:**</b></p> <ul style="list-style-type: none"> <li>+ Use of protocols of instructional resources that requires use of specified curricular resources (Established and launch during July Summer PD)</li> </ul> <p><b>**Documentation- **</b>Math planning guides, scope &amp; sequence, data protocols for know/ show, gap statement.</p> <p><b>**Frequency- **</b>Year-long</p>	<p>Teachers will receive training on how to appropriately instruct and differentiate a lesson to ensure that all students are actively engaged and have access to high quality standards aligned instruction.</p> <ul style="list-style-type: none"> <li>* Teachers will be given a professional development calendar of all in-house professional development.</li> <li>* Professional development will be tailored around providing high quality text, correctly addressing standard aligned performance based objectives, vocabulary instruction, gradual release of responsibility and analyzing student work.</li> <li>* In-service support, outside partnership and ongoing support to work alongside teacher for ongoing coaching feedback on standards aligned daily instructional practices will be provided.</li> </ul> <p><b>**Implementation:**</b></p> <p><b>**Documentation:**</b> PD Calendar Agendas &amp; Sign In</p> <p><b>**Frequency: **</b>Bi- Weekly (School based)- Monthly (Network Support)</p> <p><b>**Person Responsible:**</b> Math Content Coach, Math Network support</p> <p><b>**Effectiveness:**</b> Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will</p>	<p>Network Coach, School Based Content Coach</p>			
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<p><b>**Person Responsible- **Math Content Coach, Math Network support</b></p> <p>+ Review Lesson Plans to ensure alignment with standards and network Pacing (Weekly)</p> <p><b>**Documentation- **Submitted LP w/ evidence of annotations.</b></p> <p><b>**Frequency- **Weekly</b></p> <p><b>**Person Responsible- **Math Content Coach, Math Network support</b></p> <p>+ Conduct daily walkthroughs to monitor teacher implementation of standard aligned plans (Bi-Weekly)</p> <p><b>**Documentation- **Get Better Faster Walkthrough Resource and Essentials of Instruction</b></p> <p><b>**Frequency- **Bi - Weekly</b></p> <p><b>**Person Responsible- ** Dean of Instruction, Principal, Network Support,</b></p> <p><b>**Effectiveness:** Performance levels at 45% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter or alignment of hitting Double AMO goals. Reviews</b></p>	<p>demonstrate the alignment of core instruction being taught to standards for the specific quarter. Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four district -wide instructional practices at or above 85% of teaching time. EOI for formal observations - teacher level of effectiveness will be at or above 3 for each observation.</p>				
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<p>will be executed quarterly and measured for effectiveness by academic support team.</p> <p>Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction. Teacher level of effectiveness will be at or above 3 for each observation. Walkthroughs will be executed bi- weekly by leadership team and monitored via use of whetstone data and culture tracker.</p> <p>School Based Walkthrough data will be monitored through Whetstone for 80% standard-aligned core instructional implementation with fidelity for 100% of core instructors.</p> <p><b>**Frequency- Bi Weekly**</b></p> <p><b>**Person Responsible- Dean of Instruction, Content Coach, Network Support and Principal**</b></p>					
	<p><b>[A 2.1.2] Provide Coaching &amp; Feedback on Standard Aligned instructional Practices</b></p> <p><b>**Description**</b></p> <p>Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data Meeting Protocols.</p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p> <p><b>**Grade &amp; Content level PLC Lesson Plan Alignment**</b> - All lessons plans will follow the format or demonstrate evidence of details below:</p> <p>* Unpacking daily lessons for standards alignment Lessons created demonstrating the use of explicit</p>	<p>DOI, School Based Content Coach</p>	<p>05/24/2024</p>		



	<p>instruction and differentiated strategies</p> <ul style="list-style-type: none"> <li>* Incorporating higher order thinking questions.</li> <li>* Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities</li> <li>* Providing activities to reteach standards.</li> <li>* Analyze data to identify trends and develop an intervention plan for targeted students.</li> <li>* Analyze to assess and triangulate low performing standards to develop a professional development plan.</li> </ul> <p><b>**Implementation**:</b></p> <p><b>**Documentation- **Coaching session logs evidenced in Whetstone</b></p> <p><b>**Frequency- **Weekly</b></p> <p><b>**Person Responsible-** Teacher, Interventionists, Content based coach, network support</b></p> <p><b>**Effectiveness**</b></p> <p>Teachers will demonstrate standards aligned planning</p> <p>Teachers will demonstrate standards- aligned instructional delivery as seen in observations</p>				
	<p><b>[A 2.1.3] Utilize Data Driven Meetings to Address Gaps in Standards- Aligned Instruction</b></p> <p><b>**Description:**</b></p> <p>The Academic Department will push out the following assessments:</p>	<p>Dean of Instruction-Math, School Based Content Coach</p>	<p>05/23/2024</p>		

	<p>CASE Formative Assessments (Fall, Winter, and Spring)</p> <p>Bi-weekly Assessments (September-February)</p> <p>Instructional Leadership Teams will lead biweekly (or quarterly) data meetings with teachers to identify gaps in learning. This analysis will be used to develop a re-teach plan to close selected gaps.</p> <p><b>Implementation:</b></p> <p><b>Documentation:</b> Agendas and Sign-in</p> <p><b>Frequency:</b> CASE (Quarterly), Bi- Weekly Data (Bi- Weekly)</p> <p><b>Person Responsible:</b> Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p> <p><b>Effectiveness:</b></p> <p><b>Documentation:</b> Lesson Plans with evidence of re-teaching, Common assessments show % of improvement</p> <p><b>Frequency:</b> Quarterly, Bi- Weekly</p> <p><b>Person Responsible:</b> Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p>				
<p><b>[S 2.2] Implement Job Embedded Professional Development Learning for Teachers</b></p> <p><b>Rationale:</b></p> <p>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</p>	<p><b>[A 2.2.1] Instructional Walk Throughs</b></p> <p><b>Description:</b></p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p>	<p>Network Lead</p>	<p>05/23/2024</p>		

<p>level of grade supported texts.</p> <p><b>**Supporting Data:**</b></p> <ul style="list-style-type: none"> <li>* Network Summer Training Seminars</li> <li>* Ongoing Network PD Sign- In Documentation (Weekly and monthly school based and network provided)</li> <li>* Documentation from outside network support of action items and next steps for supporting of teachers</li> </ul> <p><b>**Existing Strategy**</b></p> <p>Since the inception of the process this has allowed us to strengthen teacher's base of knowledge and even the playing field beginning at the initial start of the school year. The following success has been noted</p> <ul style="list-style-type: none"> <li>* Strong start for classroom cultural structures</li> <li>* Implementation and strategies for strong instructional use</li> <li>* Planning effectively</li> </ul> <p><b>Benchmark Indicator</b></p> <p>Daily classroom observations using the Network's 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>School Walkthrough data will be monitored through the district's walkthrough management and tracker system. This tool will allow us to identify trends and determines areas of support needed Instructional Leadership Team (ILT) meetings are conducted</p>	<p><b>**Implementation:**</b></p> <p>Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data Meeting Protocols.</p> <p>Utilize Get Better Faster, and Gestalt Instructional Essentials for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced-based strategies are used to address varying student needs.</p> <p><b>**Documentation- **Get Better Faster Walkthrough Resource and Essentials of Instruction</b></p> <p><b>**Frequency-**Bi - Weekly</b></p> <p><b>**Person Responsible-** Dean of Instruction, Principal, Network Support,</b></p> <p><b>**Effectiveness:**</b></p> <p>Teachers will rate at a level 3 or higher based on Essentials of Instruction rubric. This will be evident based on the quality of execution observed in lesson.</p> <p><b>**Documentation: **Evidence of submitted lesson plans, Bi- weekly results, Do Now, Exit Tickets and Scholar Sample Audit Sorts</b></p> <p><b>**Frequency: **Weekly</b></p> <p><b>**Person Responsible: **Content Based Coach, Dean of Instruction, Principal</b></p>				
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once each month 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.

**Implementation:**

**Documentation:** Essentials of Instruction Rubric, Get Better Faster Rubric, use of Curriculum Based Look fors Resources, Classroom observation noted in Whetstone tracker

**Frequency:** Daily/ Weekly

**Person Responsible:** Dean of instruction, Content Based Coach, Principal, Director of Teaching and Learning, CAO

**Effectiveness:** Performance levels at 80% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter or evidence of meeting double AMO goals. Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four district -wide instructional practices at or above 85% of teaching time.

**Documentation:** Essentials of Instruction Rubric, Get Better Faster Rubric, use of Curriculum Based Look fors Resources, Classroom observation noted in Whetstone tracker

**Frequency:** Daily/ Weekly, Quarterly

<p><b>**Person Responsible: **Dean of instruction, Content Based Coach, Principal, Director of Teaching and Learning, CAO</b></p>					
	<p><b>[A 2.2.2] Weekly Coaching &amp; Content PLC's</b>  <b>**Description**</b></p> <p>Every Friday, scholars will have an early release day for teachers to participate in network and school-based content development professional development. During these sessions, teachers will receive training on internalizing curriculum, standards-aligned instruction, instructional engagement strategies, and data driven practices.</p> <p><b>**Implementation:**</b></p> <p><b>**Documentation- **Agenda Sign- In Sheets</b></p> <p><b>**Frequency- **Weekly</b></p> <p><b>**Person Responsible- **Dean of Instruction</b></p> <p><b>**Effectiveness:**</b> Teacher effectiveness will be evident based on teacher ratings evidenced in Whetstone and student outcomes.</p> <p><b>**Documentation- **Whetstone dashboard, Instructional tracker</b></p> <p><b>**Frequency- **Assessed Weekly</b></p> <p><b>**Person Responsible- **Dean of Instruction, Content Based Coach</b></p>	<p>Dean of Instruction, Content Based Coach, Director of Teaching &amp; Learning, CAO</p>	<p>03/22/2024</p>		
	<p><b>[A 2.2.3] Parent Engagement</b></p> <p>Host monthly family forums for parents and community members to learn about the curriculum, academic strategies, and grade level performance indicators to provide parents with tools to help their children.</p> <p><b>**Implementation**</b></p>	<p>K'Tawna Nelson</p>	<p>03/22/2024</p>		

	<p>Monthly events to increase awareness and parental support at home to best support the academic initiatives and strengthen the home to school connection.</p> <p><b>**Documentation-**</b> Flyer, Agends(s), Sign- In Sheets</p> <p><b>**Frequency- Monthly**</b></p> <p><b>**Person Responsible- **</b>Dean of Scholars, Dean of Instruction, Instructional Coaches</p> <p><b>**Effectiveness:**</b></p> <p>At least 25% parent participation will be evident based on parent surveys</p> <p><b>**Documentation- **</b>Parent surveys</p> <p><b>**Frequency- **</b>Monthly</p> <p><b>**Person Responsible- **</b>Dean of Scholars, Dean of Instruction, Instructional Coaches</p>				
<p><b>[S 2.3] Provide Additional Support for Students Who Are Failing to Make Academic Progress</b> 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><b>**Rationale **</b>PCAMS-SE wants to be strategic to ensure we are catering our supports to scholars who are most in need. Academic interventions, personalization of lesson and individualizing instruction will allow us to close gaps faster by supporting the greatest percentage of scholars who are scoring below proficiency.</p> <p><b>**Existing Data**</b></p>	<p><b>[A 2.3.1] Personalized-Small Group Instruction</b> <b>**Description**</b></p> <p>Use the NWEA Learning Continuum to provide all students (Tier I, II, and III) with access to daily targeted support from a core content teacher. Funds will be used to supplement 5 Teacher Assistant positions to support instruction.</p> <p><b>**Implementation**</b></p> <p><b>**Documentation-**</b> NWEA Data Reports, School based reports- % of proficiency, IREADY Data Reports</p> <p><b>**Frequency-**</b>Fall, Winter, Spring</p>	Dean of Instruction-Mat h	03/22/2024		

<p><b>**Supporting Data**</b></p> <p>AimsWeb Progress and IReady progress monitoring has shown improvement based on small group support and targeted instruction. Based on this, this strategy will continue.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b>: Monthly progress monitoring data review of students' performance in targeted intervention responses to determine next steps of intervention support. District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance on-track/mastery rates increase.</p> <p>Progress monitoring from the universal screener/Aimswab will provide feedback data on the impact of targeted intervention and personalized learning. Monthly student performance outcome increases by 10% each month.</p> <p>RTI2 instructional tool data review - WEEKLY student performance outcome 80% on-track/mastery.</p> <p><b>**Documentation**</b>- Progress Monitoring tracker- This documentation will be monitored to prove the targeted intervention and personalized learning is being provided.</p> <p><b>**Person Responsible**</b>- RTI Coordinator</p> <p><b>**Effectiveness:**</b></p>	<p><b>**Person Responsible- **Dean of Instruction</b></p> <p><b>**Effectiveness**</b></p> <p><b>**Documentation-**</b> NWEA Data Reports, School based reports- % of proficiency, IREADY Data Reports</p> <p><b>**Frequency-**</b>Fall, Winter, Spring</p> <p><b>**Person Responsible- **Dean of Instruction</b></p>				
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<p><b>**Documentation**</b>- RTI2 instructional tool data review - IReady WEEKLY student performance outcome- 80% or above</p> <p><b>**Person Responsible**</b>- RTI Coordinator</p>					
	<p><b>[A 2.3.2] After School Tutoring (High Dose Small Group)</b>  <b>**Description**</b></p> <p>Based on academic formative data, scholars will be selected to participate in high-dose tutoring three times a week. Students will be grouped based on individual and grade-level trends.</p> <p><b>**Implementation**</b></p> <p>Implementing high-dose tutoring to increase proficiency scores in math requires a comprehensive, evidence-based approach that is tailored to meet the diverse needs of learners. High-dose tutoring, will happen at least three or more sessions per week, duration (extended over several months), and focus (one-on-one or small group settings), has been shown to significantly improve academic outcomes.</p> <p><b>**Documentation**</b></p> <p>Scholar participation logs</p> <p>Teacher submitted plans of implementation</p> <p><b>**Frequency**</b></p> <p>Weekly</p> <p><b>**Effectiveness**</b></p> <p>Increase in bi- weekly assessments. Evidence of at least 70% shown in proficiency.</p> <p>Evidence of skill based proficiency in NWEA, Bi-</p>	<p>Dean of Instruction,  Director of Teaching &amp; Learning, CAO</p>	<p>03/22/2024</p>	<p>TAG  [\$10500.00]</p>	



	Weekly's, IReady  <b>**Documentation**</b>  Scholar logs (evidence of fidelity and skill)  <b>**Person Responsible**</b>  Network Support				
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**[G 3] Safe and Healthy Students**

**\*\*District Turn Around Goal:\*\***

The percentage of schools establishing and following with fidelity a framework for intervention blocks and fidelity checks bi- weekly will increase from 71% in 22-23 to 81% or higher in SY 2023-24.

**\*\*Lever for Change:\*\*** 3- **\*\*Student Support and Services \*\***

PCAMS-SE will collaborate in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers that could hinder scholars from attending school consistently.

**Performance Measure**

PCAMS Southeast will maintain a 95% attendance rate for 2023-24.

Power Center Academy Middle School Southeast will keep the suspension rate at or below 10%.

Maintaining a high attendance rate, such as 95%, in educational settings requires a multi-faceted approach that addresses both the reasons for absences and the factors that motivate attendance.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Support students in overcoming barriers related to student attendance</b> <b>**Rationale**</b></p> <p>### Monitor and Support Attendance</p> <p>* Early identification: Use attendance data to identify and intervene with students who begin to show patterns of absences early.</p>	<p><b>[A 3.1.1] Conduct Weekly Attendance Huddles w/ Staff to Review Data &amp; Plan</b> <b>**Description**</b></p> <p>Attendance huddles will occur daily to identify problematic attendance and behavior concerns.</p> <p>* Attendance is taken at homeroom and the start of each class by:</p>	<p>Dean of Scholar</p>	<p>05/24/2024</p>		

<p>* Personalized Support: Offer tailored support for students facing barriers to attendance, such as mentoring programs, counseling or assistance with transportation.</p> <p><b>**Supporting Data- Existing Strategy**</b></p> <ul style="list-style-type: none"> <li>* Powerschool</li> <li>* Pure Data</li> <li>* SART data tracking systems</li> <li>* Attendance Dashboard</li> </ul> <p>Based on these existing strategies we were able to see the current success we have based on our current 95% attendance rate. Evidenced of this would be our most recent dashboard captured attendance rate of 92%.</p> <p>###</p> <p>###</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Monitor 5-10-15-day reports to identify students at risk of high chronic absenteeism</li> <li>* Monitor 5-10-15-day reports to assess the impact of suspensions on daily attendance.</li> <li>* Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</li> </ul> <p><b>**Documentation**</b> Power School, Pure Data, SART Data tracking system, Attendance Dashboard</p> <p><b>**Frequency**</b> Daily</p>	<ul style="list-style-type: none"> <li>* Pulling up both GCS and SCS attendance books side by side to ensure that you are inputting the same code for each scholar in both systems.</li> <li>* Before closing out the GCS and SCS attendance at the end of each day, review for accuracy and consistency in both systems</li> <li>* Note: Substitute Teachers will complete Attendance via. \_ \_ \_ \_ \_ and give instructions to submit daily attendance to the attendance secretary by 3:30pm</li> <li>* The attendance secretary will verify accuracy of attendance and input in GCS and SCS PowerSchool systems</li> <li>* Attendance Huddles with grade level teams, DOS, FEL, and Attendance secretary will occur daily at 3:30pm to ensure accuracy and completion of attendance in GCS and SCS PowerSchool.</li> </ul> <p><b>**Implementation**</b></p> <p><b>**Documentation**</b> AIP Meeting Documentation, PowerSchool (GCS &amp; SCS)</p> <p><b>**Frequency**</b> Daily</p> <p><b>**Person Responsible**</b> FEL, Attendance Secretary, Dean of Scholars</p> <p><b>**Evidence**</b></p> <p><b>**Documentation**</b> AIP Meeting Documentation, PowerSchool (GCS &amp; SCS), Attendance rate would reflect 95%</p> <p><b>**Frequency**</b> Daily</p>				
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<p><b>**Person Responsible- ** FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</b></p> <p><b>**Effectiveness**</b></p> <p>* Effectiveness Chronic Absenteeism rates will decrease by 5% each month 70% of students participating in the SART/SARB process will maintain a 90% attendance rate for the school year.</p> <p><b>**Documentation- ** Power School, Pure Data, SART Data tracking system, Attendance Dashboard</b></p> <p><b>**Frequency- **Daily</b></p> <p><b>**Person Responsible- ** FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</b></p>	<p><b>**Person Responsible- **FEL, Attendance Secretary, Dean of Scholars</b></p>				
	<p><b>[A 3.1.2] Family Engagement (Provide PD &amp; Family Engagement Specialist)</b></p> <p><b>**Description**</b></p> <p>FEL support will be provided to support the attendance priority and goals. FEL will call the parents of students who are absent and/or tardy by 8:30 each day. They will provide a digital template for parents to complete to return to school the next day. The objectives for this support will be around the following-</p> <ul style="list-style-type: none"> <li>* Seeks partnerships to support families.</li> <li>* Support school teams in developing monthly partner-based workshops to enhance family engagement and educational experiences.</li> <li>* Conducts wellness checks (i.e, health, attendance, academic progress).</li> </ul>	FEL	05/24/2024		

	<p>* Assist in setting up truancy meetings and providing resources to help develop a strong, family, school attendance plan.</p> <p>* Attend meetings with School counselors, Deans of Scholars, or external community partners related to providing services for scholars.</p> <p>* Assist in creating a parent volunteer and recognition program.</p> <p>* Helps to develop attendance and school-wide acknowledgement and reward initiatives.</p> <p><b>**Implementation**</b></p> <p>* Monitor 5-10-15-day reports to identify students at risk of high chronic absenteeism</p> <p>* Monitor 5-10-15-day reports to assess the impact of suspensions on daily attendance.</p> <p>* Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p> <p><b>**Documentation**</b> Power School, Pure Data, SART Data tracking system, Attendance Dashboard</p> <p><b>**Frequency- **</b>Daily</p> <p><b>**Person Responsible**</b> FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</p> <p><b>**Effectiveness:**</b></p> <p><b>**Documentation**</b> Power School, Pure Data,</p>				
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	<p>SART Data tracking system, Attendance Dashboard- Attendance Rate would reflect 95%</p> <p><b>**Frequency- **Daily</b></p> <p><b>**Person Responsible- ** FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</b></p>				
<p><b>[S 3.2] Professional Development</b>  <b>**Description**</b></p> <p>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><b>**Rationale**</b></p> <p><b>### Supports School Climate and Culture</b></p> <p>Ongoing professional development can foster a positive school climate and culture that values every student. By focusing on equity, inclusivity, and relationship-building, schools can become welcoming environments that students are more likely to attend regularly.</p> <p><b>###</b></p> <p><b>**Supporting Data**</b></p> <ul style="list-style-type: none"> <li>* Decrease in chronically absent and truancy rate</li> <li>* Increase daily attendance for Fridays</li> </ul> <p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <p><b>**Documentation- ** PD Agendas, Sign -In</b></p> <p><b>**Frequency** - Monthly</b></p>	<p><b>[A 3.2.1] Provide Weekly Scholar Meetings through A.I.P (Attendance Intervention plans)</b>  <b>**Description**</b></p> <p>Staff will meet weekly to discuss any scholars that have attendance concerns with their families to ensure all barriers are removed.</p> <p><b>**Implementation**</b></p> <p><b>**Documentation- PS, Pure Data, AIP Tracker**</b></p> <p><b>**Frequency- Weekly**</b></p> <p><b>**Person Responsible- DOS**</b></p> <p><b>**Effectiveness** Truancy rate would stay below 20% or less</b></p> <p><b>**Documentation- PS, Pure Data**</b></p> <p><b>**Frequency- Weekly**</b></p> <p><b>**Person Responsible- DOS**</b></p>	<p>Dean of Scholars</p>	<p>05/24/2024</p>		

<p><b>**Person Responsible-</b> **FEL, Attendance Secretary, DOS</p> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* 100% of teachers will submit their attendance as required.</li> <li>* Attendance manager and FEL manager will ensure at least 100% of all families have triggered AIP meeting with documentation daily</li> </ul> <p><b>**Documentation-**</b> PS Reports, Pure Data Reports, AIP Tracker</p> <p><b>**Frequency**</b>- Daily</p> <p><b>**Person Responsible-</b> **FEL, Attendance Secretary, DOS</p>					
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> 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><b>[A 3.3.1] Monthly PAC Meeting</b></p> <ul style="list-style-type: none"> <li>* We will meet once monthly to collaborate with parents on ideas for Parent Engagement activities (at least one a month).</li> <li>* We will familiarize our parents with our SEL programming to support our scholars with their social and emotional needs.</li> </ul>	Dean of Scholars	04/26/2024	Title 1	

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.

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