

Power Center Academy Elementary School Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

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

3rd Grade 35% to 45% in 2025

4th Grade 30% to 40% in 2025

5th Grade 18% to 25% in 2025

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Case 21

Bi-Weekly Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Professional Development PCAESHH will provide ongoing, high-quality professional development at the network level and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Professional development will be provided to teachers, administrators, instructional leaders, and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade-supported texts.</p> <p>Benchmark Indicator</p>	<p>[A 1.1.1] Provide Professional Development: Small Group Instruction The small group instruction will focus on three specific components designed and developed by the dean of instruction and two instructional coaches.</p> <p>* What is small group and what it should look like? + targeted group pf scholars who did not perform well during the tier 1 teaching. + targeted group of scholars with the teacher + targeted group of scholars on technology + targeted group of scholars in independent practice</p> <p>* How do you plan for small group instruction? + design your criteria for success to select the scholars for small group to bucket them into the</p>	<p>Sylvia Howard, Pamela Jenkins, Candace Hill</p>	<p>09/06/2024</p>	<p>Title I (Position)</p>	

<p>**Teacher Development Benchmarks**</p> <ul style="list-style-type: none"> * Bi-Weekly data meetings * weekly rigor walkthroughs with rubric * monthly coaching meetings for <ul style="list-style-type: none"> + principals + deans of instruction + deans of scholars <p>Daily classroom observations using the GLOE Instructional Essentials will provide PCAES-HH with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings – Weekly as a school.</p> <p>Principal & Coaches - MONTHLY as a network.</p> <p>GBF walk-through observation data - WEEKLY at 80% fidelity implementation of practices listed in the GBF rubric</p> <p>PLCs Coaches with teachers- WEEKLY weekly focus modeled under the "see it, name it, do it" frame</p> <p>Data Meetings- Bi-Weekly based on the data gathered (exit tickets, formative assessments, etc.)</p> <p>Network Formative Assessment data meetings - QUARTERLY student performance levels at 80% on track/mastery.</p> <p>New teacher professional learning supports are offered at various times throughout each semester</p>	<p>three structures of small group</p> <ul style="list-style-type: none"> + design three individual activities for scholars to engage in during small group time <p>* Why small group?</p> <ul style="list-style-type: none"> + data dive to show the purpose + research to prove it works <p>**The presenters, Sylvia Howard, Pamela Jenkins, and Candace Hill is funded through Title I.**</p> <p>**Title 1 funds **will be used to supplement 2 full time classroom teacher assistants, Rickeya Cannon and Krystal Jefferies, (wages, benefits, and employer matching). Paraprofessionals to assist instruction in the classroom setting under the supervision of the licensed classroom teacher.</p> <p>**Title 1 funds** will be used to supplement 1 full time Dean of instruction, Sylvia Allen, (wages, benefits, and employer matching). Dean of instruction will provide supplemental support to scholars and work with teachers to strengthen lesson planning and curriculum instruction.</p> <p>**Title 1 funds** will be used to supplement 2full time instructional coaches Pamela Jenkins and Candace Hill, (wages, benefits, and employer matching). Instructional coaches will support overall teacher effectiveness in delivering high quality instruction to aid scholar Achievement. This role is supplemental in providing support to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p>				
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<p>for new hires by the network Director of Teaching and Learning.</p>					
<p>[S 1.2] Targeted Intervention and Personalized Learning Leaders and teachers analyze quarter exam data, or post-test data, and make instructional adjustments together. Additionally scholars will be strategically assigned to 21st century after school tutoring. 21st Century tutoring is lead by **Sylvia Allen (Title 1 position). **</p> <p>We will host weekly PLC meetings for general ed and subgroup teachers to internalize lessons, practice execution, and determine appropriate supports/scaffolds. The teacher will create CFU trackers and have them in hand and adjustments made based upon scholar mastery, as needed, during instruction. School leaders will assign teachers action steps in the Whetstone platform and coach for mastery. Teacher Leaders or School Leaders deliver professional development based on deepening content knowledge and LASW. The leadership team will conduct weekly walk-throughs scheduled with the principal, school-based literacy and numeracy coaches, and network coaches.</p> <p>The intent is to provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Scholar Data from Benchmark Assessments **</p> <ul style="list-style-type: none"> * interim assessments * AimsWeb benchmarks * I-Ready benchmarks <p>Scholars should perform at or above 80% on</p>	<p>[A 1.2.1] Implement 21st Century Afterschool Tutoring 21st Century tutoring is designed to provide support to scholars after school for a targeted group of scholars by intentional selected personnel. This program is ran Monday through Thursdays for an additional 2 and half hours after school. This program is ran by Sylvia Allen our Dean of Instruction (Tile 1 position).</p> <p>**Title 1 funds** will be used to supplement 1 full time Dean of instruction, Sylvia Allen, (wages, benefits, and employer matching). Dean of instruction will provide supplemental support to scholars and work with teachers to strengthen lesson planning and curriculum instruction.</p>	<p>Sylvia Allen, Dean of Instruction</p>	<p>05/16/2025</p>	<p>21st Century Grant</p>	

<p>District Formative Assessments, CASE, and NWEA (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of scholars' performance in the targeted intervention (AimsWeb & I-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Continuous tracking of the scholars who attended the summer learning Bridge and Learning Loss program to determine if the summer interventions were appropriate in supporting scholar deficiencies.</p>					
	<p>[A 1.2.2] Develop Data Driven Instructional Individualized Plans **The instructional Team will:**</p> <p>Assign 21st Century Tutoring to scholars showing gaps.</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**3rd-5th**</p>	<p>Sylvia Allen, Pamela Jenkins, Candace Hill</p>	<p>05/23/2025</p>	<p>Title 1</p>	

	<p>100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.</p> <p>By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.</p> <p>Teacher Assistants (RTI Specialist)</p> <p>Conduct bi-weekly progress meetings with teachers to determine the best intervention for scholars.</p> <p>Work with small groups of students to close gaps as the scholar needs support.</p> <p>**Title 1 funds** will be used to supplement 1 full time Dean of instruction, Sylvia Allen, (wages, benefits, and employer matching). Dean of instruction will provide supplemental support to scholars and work with teachers to strengthen lesson planning and curriculum instruction.</p> <p>**Title 1 funds **will be used to supplement 2 full time instructional coaches Pamela Jenkins and Candace Hill, (wages, benefits, and employer matching). Instructional coaches will support overall teacher effectiveness in delivering high quality instruction to aid scholar Achievement. This role is supplemental in providing support to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p>				
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[G 2] Mathematics

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

3rd Grade 38% to 48% in 2025

4th Grade 49% to 50% in 2025

5th Grade 29% to 39% in 2025

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
<p>[S 2.1] Aligned Core Instruction for mathmathics Teachers will provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop scholars' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure scholars are on track to mastery.</p> <p>Benchmark Indicator Interim Assessments and Bi-Weekly Assessments</p> <ul style="list-style-type: none">* 80% mastery on interim assessments* 80% mastery on bi-weekly assessments <p>Scholars should perform at or above the 80% on District Formative Assessments, CASE and NWEA (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and is aligned to the TN Ready assessment.</p> <p>Daily classroom observations using the GLOE Instructional Essentials, Get Better Faster Rubric and bi-weekly walk throughs with principals and</p>	<p>[A 2.1.1] Provide a Rich Learning Environment for Scholars PCAES will secure the following in order to support scholar growth and achievement.</p> <ul style="list-style-type: none">* scholar supplies* teacher supplies* technology* office supplies <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips (in-person and virtual).</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p> <p>Title 1 funds will be used to ensure rich experiences for scholars. Rich learning experiences could include, but is not limited top supplies, supplemental curriculum, and technology.</p>	<p>C. Ashley Alvarez and Chiquita Hicks</p>	<p>01/03/2025</p>	<p>Title 1</p>	

<p>instructional coaches will provide the PCAES-HH administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>*School walkthroughs will be monitored by the Chief Academic Officer and District Data Coordinator through Whetstone. Teachers will receive one informal observation with feedback weekly and one formal observation quarterly.*</p> <p>Quarterly review of GLOE Instructional Essentials observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<p>[S 2.2] Targeted Interventions and Personalized Learning, Scholar Data from Benchmark Assessments</p> <ul style="list-style-type: none"> * interim assessments * AimsWeb benchmarks * I-Ready benchmarks <p>PCAESHH leaders and teachers analyze quarter exam data, or post-test data, and make instructional adjustments together. We will host weekly PLC meetings for general ed and subgroup teachers to internalize lessons, practice execution, and determine appropriate supports/scaffolds. The teacher will create CFU trackers and have them in hand and adjustments made based upon scholar mastery, as needed, during instruction. School leaders will assign teachers action steps in the Whetstone platform and coach for mastery. Teacher Leaders or School Leaders deliver professional development based on deepening content knowledge and LASW. The leadership team will conduct weekly walk-throughs scheduled with the principal, school-based literacy and</p>	<p>[A 2.2.1] Create Individualize Plans for Data Driven Instruction **The instructional Team will:**</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**K-1**</p> <p>100% of K-1 teachers develop and implement 3-5 exit tickets per week. (Increasing collected exit ticket data) 85% of teachers identify the gaps from</p>	<p>Haley Mcnabb, Pamela Jenkins, Candace Hill</p>	<p>04/11/2025</p>	<p>Title 1</p>	

<p>numeracy coaches, and network coach. PCAES will hire 13 teaching assistants/RTI2 specialists in order to execute small group plans and small group interventions.</p> <p>The intent is to provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.** **</p> <p>Benchmark Indicator Scholars should perform at or above 80% on District Formative Assessments, CASE, and NWEA (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of scholars' performance in a targeted intervention (AimsWeb & I-Ready) to determine the next steps of intervention support in an effort to get them to grade level.</p> <p>Continuous tracking of the scholars who attended the summer learning Bridge and Learning Loss program to determine if the summer interventions were appropriate in supporting scholar deficiencies.</p>	<p>scholar work to create small group intervention plans using remediation guides.</p> <p>In Semester 2, 100% of teachers will use the NWEA learning continuum to individualize extra homework practice, study zone materials, and tutoring.</p> <p>**2nd-5th**</p> <p>100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.</p> <p>By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.</p> <p>Teacher Assistants (RTI Specialist)</p> <p>Conduct bi-weekly progress meetings with teachers to determine the best intervention for scholars.</p> <p>Work with small groups of students to close gaps as the scholar needs support.</p> <p>**Title 1 funds **will be used to supplement 2 full-time Instructional Coaches Candace Hill and Pamela Jenkins (wages, benefits, and employer matching). Instructional Coaches will support overall teacher effectiveness in delivering high quality instruction to aid student achievement. This role is supplemental in providing support to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p>				
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[G 3] Safe and Healthy Students
PCAES-HH reduce the percentage of chronically absent students from 23% to 10%.

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 3.1] Attendance and Behavior Interventions and Supports PCAES-HH will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Power School **</p> <ul style="list-style-type: none">* Gestalt Created Scholar Culture Survey, PowerSchool Behavior Logs* Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..* Monitor 20 day reports to identify students at risk of high chronic absenteeism* Monitor 20 day reports to assess the impact of suspensions on daily attendance.* Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).	<p>[A 3.1.1] Develop Attendance Intervention Plans PCAES-HH will continue to implement the tracking system in place to track scholar attendance before scholars become truant. We will use the support of the Dean of Scholars, Culture Coach, and Parent Engagement Specialists to help connect families and eliminate any barriers foreseen by parents.</p> <p>PCAES-HH will continue to implement the Leader in Me curriculum as tier 1 support for all scholars.</p> <ul style="list-style-type: none">* School counselors, school social worker, along with our two scholar support specialists will assist the Dean of Scholars to carry out this implementation. <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>**Title 1 funds** will be used to supplement 1 full-time Dean of Scholars Lisa Lewis (wages, benefits, and employer matching). Dean of Scholars will provide supplemental support and reset behavior challenges and facilitate organizational learning to create a positive culture.</p> <p>**Title 1 funds** will be used to supplement 1 full-time Social Worker Monica Frew, (Guidance counselor), (wages, benefits, and employer matching). Social Worker (Guidance Counselor) will provide supplemental academic and career</p>	<p>Larissa Wright, Lisa Lewis, Monica Frew, Jakayla Dickson</p>	<p>05/23/2025</p>	<p>Title 1</p>	

	<p>support to scholars.</p> <p>**Title 1 funds **will be used to supplement 1 full-time Guidance Counselor Jakayla Dickson (wages, benefits, and employer matching). Guidance Counselor will provide supplemental academic and career support to scholars</p>				
<p>[S 3.2] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **FEL Weekly Reports**</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.2.1] Develop Safe and Supportive Practices for Families Changes to School environment Posters, quotes, and positive messages posted in hallways, bathrooms, and common areas Clean areas (hallways, café, bathrooms) as a sign of respect for the building by students. Changes in Scholar ownership in building Scholar morning greeters Scholar ambassadors (classroom and school) 100% of scholars have assigned jobs (within the classroom and/or school)Creation of Student Shine Squad/ Student Council developed class President selected class Vice President selected Monthly meetings held Modification of Celebrations to include all scholars Quarterly Classroom Celebrations (formally Honor Assembly).</p> <p>Secure materials, supplies, equipment, support (human capital), professional development, and field trips.</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p> <p>**Title 1 funds **will be used to supplement 1 full-time Dean of Scholars Lisa Lewis (wages, benefits, and employer matching). Dean of Scholars will provide supplemental support and reset behavior challenges and facilitate organizational learning to create a positive culture.</p> <p>**Title 1 funds** will be used to supplement 1 full-time Social Worker Monica Frew, (Guidance</p>	<p>Larissa Wright, Lisa Lewis, Monica Frew</p>	<p>05/23/2025</p>	<p>Title 1</p>	

	counselor), (wages, benefits, and employer matching). Social Worker (Guidance Counselor) will provide supplemental academic and career support to scholars.				
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[G 4] Early Literacy
 By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

Performance Measure
 iReady (URS)

AIMS Web

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p>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 K-2 teachers' 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 K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional</p>	<p>[A 4.1.1] Develop Professional Development for Date Driven Lessons Weekly professional development will occur on, and using, Looking at Student Work protocol. The assigned coach will practice the delivery of lessons, with a CFU tracker in hand, and adjust with misconceptions. Coach and teacher will analyze data together and form intentional small group lesson plans. The coaches will follow up on observations based on action steps.</p> <p>* Teacher Assistants (6 total, RTI Specialists) + Rickeya Cannon and Krsytal Jefferies (Title 1) * SPED and ESL teachers * Coaches + Sylvia Allen, Candace Hill, and Pamela Jenkins (Title 1) Are included in these training and PLCs.</p> <p>Family engagement funds will be used to support the purchase of manipulatives to send home and technology to help support parents support scholars.</p> <p>**Title 1 funds** will be used to supplement 2 full time classroom teacher assistants, Rickeya</p>	Rickeya Cannon, Krystal Jefferies, Candace Hill, Pamela Jenkins	01/03/2025	Title 1	

<p>learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p>	<p>Cannon and Krystal Jefferies, (wages, benefits, and employer matching). Paraprofessionals to assist instruction in the classroom setting under the supervision of the licensed classroom teacher.</p> <p>**Title 1 funds** will be used to supplement 1 full time Dean of instruction, Sylvia Allen, (wages, benefits, and employer matching). Dean of instruction will provide supplemental support to scholars and work with teachers to strengthen lesson planning and curriculum instruction.</p> <p>**Title 1 funds** will be used to supplement 2full time instructional coaches Pamela Jenkins and Candace Hill, (wages, benefits, and employer matching). Instructional coaches will support overall teacher effectiveness in delivering high quality instruction to aid scholar Achievement. This role is supplemental in providing support to teachers in the implementation of engaging and equitable lessons based on TN academic standards.</p>				
<p>[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.</p> <p>Benchmark Indicator **Literacy Supervisor Observations and Data Meetings**</p> <ul style="list-style-type: none"> * weekly data meetings, * coaching sessions, * and network level assessments issued to scholars bi-weekly. <p>Weekly review of the scholar development support by the network literacy supervisor. These reviews happen through weekly data meetings, coaching</p>	<p>[A 4.2.1] Use Data to Drive Individualized Plans **The instructional Team will:**</p> <p>Conduct weekly PLCs with grade-level content teachers based on the rigor trajectory of the Getter Better</p> <p>A faster approach that will to be resulting in:</p> <p>90% of teachers receive weekly feedback on the exemplar target for their submitted lesson plans.</p> <p>90% of teachers internalize and rehearse key parts of the focus lesson and all key instructions weekly with a school leader.</p> <p>Lead grade-level weekly data meetings (WDM's) with teachers resulting in:</p> <p>**K-1**</p>	<p>Candace Hill, Sylvia Allen, Pamela Jenkins</p>	<p>11/29/2024</p>	<p>Title 1</p>	

<p>sessions, and networks. level assessments issued to scholars bi-weekly.</p>	<p>100% of K-1 teachers develop and implement 3-5 exit tickets per week. (Increasing collected exit ticket data) 85% of teachers identify the gaps in scholar work to create small group intervention plans using remediation guides.</p> <p>In Semester 2, 100% of teachers will use the NWEA learning continuum to individualize extra homework practice, study zone materials, and tutoring.</p> <p>**2nd**</p> <p>100% of 2nd-5th grade teachers develop and/or implement 3-5 exit tickets per week.</p> <p>By November, 85% of teachers correctly identify the gap statement from analyzing scholar work and leave the meeting with a strong reteach plan including implementation within 48 hours.</p> <p>Title 1 funds will be used to supplement 1 full time Dean of instruction, Sylvia Allen, (wages, benefits, and employer matching). Dean of instruction will provide supplemental support to scholars and work with teachers to strengthen lesson planning and curriculum instruction.</p> <p>Title 1 funds will be used to supplement 2 full time instructional coaches Pamela Jenkins and Candace Hill, (wages, benefits, and employer matching). Instructional coaches will support overall teacher effectiveness in delivering high quality instruction to aid scholar Achievement. This role is supplemental in providing support to teachers in the implementation of engaging and</p>				
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	equitable lessons based on TN academic standards.				
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