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

[G 1] Reading/Language Arts
Power Center Academy High School will increase ELA meeting or exceeding expectations proficiency rates in all grades from 28.% in 2024 to 32.% in 2025

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using CASE

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] 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. Provide touch points with SAVVAS reps throughout the year for ongoing curriculum development needs **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system Schoolmint 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.	**[A 1.1.1] Implement Strong Professional development** Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's 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. 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	Jenice Davis, Clare Stolarski, Antoine Wellington, Olivia Cote	05/16/2025		

Instructional Leadership Team (ILT) meetings are conducted twice each month at 95% attendance to ensure 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. Quarterly district-level PD sessions for teachers to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor teachers are in place and all new teachers attend the three week institute in the summer.	and resources through collaboration, and effectively communicating new information with school-level educators. 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. 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. PD every Friday 1:30 - 4:30				
[S 1.2] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments CASE (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Bi-weekly progress monitoring data review of students' performance on Bi-weekly assessments to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in all core courses to monitor and adjust the effectiveness of the learning opportunity and	**[A 1.2.1] Implement SAAVAS intervention** 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. This includes ELL and SWD. Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	Kimberly Cook - RTI coordinator	04/18/2025		

the impact on student learning and content delivery.					

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[G 2] Mathematics
Power Center Academy High will improve meeting or exceeding expectation percentages in all grades from 10.9% to 15% by Spring 2025. Power Center Academy High will increase our sub group percentages from 0% to 5% by Spring of 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using CASE
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Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Align Instruction to Math 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 students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on District Formative CASE Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the Network Classroom Walkthrough Protocol in Schoolmint 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. School Walkthrough data will be monitored through the district's management system (school mint) Data will be collected and analyzed to determine	**[A 2.1.1] Implement rigorous math 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. Gestalt has adopted the Saavas Curriculum to provide rigorous grade-level content for scholars. Benchmark Indicator **Benchmark Indicator** Students should make a 3 or 4 on the district formative assessment (CASE) in October, December, and March. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's system- School mint. Quarterly review of observation data to monitor educators' delivery of standard aligned lessons to the TN Standards	Clare Stolarski	04/25/2025		

trends and implementation of the instructional practices. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the School Classroom Walkthrough Protocol will provide the school 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. Network meetings and small-group sessions are facilitated monthly by math coaches and content lead teachers and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to ensure collegial support is assigned to each new hire. Surveys on teacher support monthly to determine if teachers feel supported, what their needs are, and if they need other curriculum support.	**[A 2.2.1] Implement Weekly Math Professional Development** Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's 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. 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. 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	Clare Stolarski	05/22/2025		

Planning and data meetings occur weekly with coach. PD Every Friday 1:30 - 4:40	result in more effective daily instructional practices that should be observed during district walk throughs. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.				
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments CASE (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Bi-weekly progress monitoring data review of students' performance on Bi-weekly assessments to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in all core courses to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 2.3.1] Implement SAAVAS Intervention** Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	Kimberly Cook	04/17/1931		

[G 3] College and Career Readiness
Power Center Academy High will increase the percentage of Ready Graduates from 23.2% to 39.2% (2025) and increase our graduation Rate from 96.6% to 98% by 2025. Power Center Academy High will also increase our College and Career Readiness scholars from 16% to 30% by May of 2025.

*accountability lag year and assuming goal was met prior 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
[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. **Benchmark Indicator** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery. ACT administered to all grade levels in October and March	**[A 3.1.1] Implement ACT preparation and practice** The Network will fund scholars taking the ACT exam 9h through 12th grade in both October and March to receive practice on the test and track data.	Jocelyn Johnson	03/30/2025		
[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. **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.	**[A 3.2.1] Increase Post Secondary Course Offerings** Provide Statewide or Local dual credit in all grade levels. Provide the ASVAB to all 11th grade scholars. Increase course offerings through AP access and hiring and training AP and DE teachers	Brittany Bratton, Jocelyn Johnson	04/30/2025		

Develop EPSO expansion plans Utilize the AP Access for All to increase access to AP courses. Increase enrollment in pre-EPSO courses (i.e., Honors and Pre-AP) to build the capacity of students for success in EPSO courses.					
[S 3.3] Career Exploration and Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. **Benchmark Indicator** Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 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. Quarterly review of the CTE partnership program to maintain professional partnerships and guarantee student availability as they enter early high school grades. These are with Moore Tech, Southwest Community College and University of Memphis 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.	**[A 3.3.1] Implement Increased Enrollment in CCTE Programs** Using our innovative schools grant we will increase the number of scholars attending course at partner programs that include on the job training. Enroll two cohorts of scholars attending Moore Tech, Southwest Coding and Mechatronics Courses and Teaching as a Profession at University of Memphis. In the summer we will pilot work based internships with the elementary school and Mechanical Systems.	Brittany Bratton	05/30/2025		

[G 4] Safe and Healthy Students
Power Center Academy High will decrease our Chronically Out of School scholars from 38% to 33% by the end 2025. Our discipline data has decreased year to year and is

not a priority based on data captured.

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

* PowerSchool Data
* Climate Survey
* Pure Data Dashboard

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Implement Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	**[A 4.1.1] Attendance meetings** Scholars will be required to attend after school reflection and a meeting will be held with their parent if they have three tardies or absences. **5% + Chronic absenteeism** will result in a **two-hour Saturday** **School session** for scholars and a **required parent meeting** to develop a family attendance plan. **8% + Chronic absenteeism **will result in scholars attending a **three-hour Saturday School **and **parents attending Saturday Parent Academy **to review our attendance policy and craft a family attendance plan.	Abedimi Kayode and Matthew Merritt	05/09/2025		
[S 4.2] Parent, Family, and Community Engagement	**[A 4.2.1] Hire Parent Liaisons** PARENT LIAISON, SOCIAL WORKERS, AND/OR	Angela King	05/16/2025	Title One	

Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Liaisons will hold monthly parent advisory council meetings and they will work with the Deans of Scholars and Counselors to promote months family engagement opportunities. The counselors and social worker will follow up with parents of scholars who are at risk based on attendance. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	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				