

Power Center Academy Middle Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

PCAMS-HH will increase ELA "meeting or exceeding expectations" proficiency rates in all grades from 19% to 30% 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 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 33% of core</p>	<p>[A 1.1.1] Provide Standards Aligned Curriculum Provide teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers as to which modules and units should be taught during the school year.</p>	<p>Bobbie Turner</p>	<p>07/26/2024</p>		

<p>content area teachers demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p> <p>* Quarterly TEM Evaluations * Weekly Analysis of Student Work</p>					
	<p>[A 1.1.2] Conduct Daily Walkthroughs of Instruction</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>* Focus: While coaches and administrators will have their caseload of teachers and offer planning support and feedback, we as an ILT (Instructional Leadership Team) will also do collaborative walkthroughs to align on instruction as well as the learning cycle.</p>	Ashley Griffin - Principal	04/11/2025		
	<p>[A 1.1.3] Implement Data Driven Practices into Coaching Meetings</p> <p>* The Academic Department will push out CASE Formative Assessments, which will be administered three times per year (Fall, Winter, and Spring).</p> <p>* The Network academic department and school-level Instructional Leadership Teams will have access to performance data following each</p>	Benjamin Smith	04/04/2025		

	interim assessment, which will support teachers in planning differentiated instruction * The Network Academic Department will distribute bi-weekly assessments in all core subjects and analyze the data within 72 hours.				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership</p>	<p>[A 1.2.1] Conduct Daily Instructional Walkthroughs 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>	Ashley Griffin	04/18/2025		

<p>Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[A 1.2.2] Facilitate Weekly Content Professional Development Every Friday scholars will have an early release day in order 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>	Benjamin Smith	04/11/2025		
	<p>[A 1.2.3] Conduct Monthly Network Professional Development Continue to provide differentiated professional development for both SPED, ESL, and Gen Ed ELA teachers during each month's network professional development that focuses on building students' foundational skills and addressing grade level standards.</p>	Bobbie Turner	04/11/2025		
	<p>[A 1.2.4] Host Monthly Parent Engagement Events 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>	Bria Sawyer	05/23/2025		

<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 1.3.1] Administer Universal Screenig for Tier II/Tier III Scholars Administer the NWEA universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is benchmarked every 20 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p>	Shangela Calhoun	09/20/2024		
	<p>[A 1.3.2] Implement Small Group Instruction Use the NWEA Learning Continuum to provide all students (Tier I, II, and III) with access to daily targeted enrichment or support from both core content teacher and a teacher assistant. Title I funds will be used to supplement 5 Teacher Assistant position to support instruction.</p>	Carly Bacchus	05/16/2025		
	<p>[A 1.3.3] Implement Small Group Instruction Use the NWEA Learning Continuum to provide all students (Tier I, II, and III) with access to daily targeted enrichment or support from both core content teacher and a teacher assistant. Title I funds will be used to supplement 5 Teacher Assistant position to support instruction.</p>	Carly Bacchus	05/16/2025		
	<p>[A 1.3.4] Provide Access to Quality Instruction + Intervention</p>	Carly Bacchus	05/09/2025		

	Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based extended learning programs, Summer Learning Academy (6-8), Road to Be Ready 21st century, Summer Learning Academies, and Fall and Spring Break Learning Programs.				
	[A 1.3.5] Provide Access to Quality Instruction + Intervention Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based extended learning programs, Summer Learning Academy (6-8), Road to Be Ready 21st century, Summer Learning Academies, and Fall and Spring Break Learning Programs.	Carly Bacchus	05/09/2025		

[G 2] Mathematics

PCAM-HH will improve on-track/mastery percentages for grades 6-8 from 14.9% to 25% in 2025.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

NWEA Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator Students should perform at or above 70% on	[A 2.1.1] Provide Standards Aligned Curriculum Provide teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers as to which modules and units should be taught during the school year.	Bobbie Turner	07/25/2024		

<p>District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Conduct Daily Instructional Walkthroughs 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>Math Instructional Coach + Principal</p>	<p>04/11/2025</p>		
	<p>[A 2.1.3] Provide Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve mathematic practices across applicable content areas.</p>	<p>Math Instructional Coach + Principal Griffin</p>	<p>03/28/2025</p>		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional</p>	<p>[A 2.2.1] Provide Weekly Content Professional Development Every Friday scholars will have an early release day in order for teachers to participate in network</p>	<p>Instructional Team: DOI, IC, and DOS</p>	<p>05/09/2025</p>		

<p>staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to</p>	<p>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>				
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ensure collegial support is assigned to each new hire.					
	<p>[A 2.2.2] Conduct Monthly Network Professional Development Continue to provide differentiated professional development for both SPED, ESL, and Gen Ed Math teachers during each months network professional development that focuses on building students' foundational skills and addressing grade level standards.</p>	Antonio Ryan, Managing Director	03/28/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[A 2.3.1] Utilize Universal Screening for Tier II/Tier III Scholars Administer the NWEA universal screener (Fall, Winter, and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is benchmarked every 20 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p>	Shangela Calhoun - RTI Coordinator	09/27/2024		
	<p>[A 2.3.2] Provide Access to Quality Instruction Year Round</p>	Ashley Griffin - Principal	05/23/2025		

	Provide all students with year-round access to extended learning opportunities to help close the achievement gap, such as: school-based extended learning programs, Summer Learning Academy (6-8), and Fall and Spring Break Learning Programs.				
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[G 3] Safe and Healthy Students

PCAMS-HH will reduce suspensions from 19% to less than 14% for the 24-25 school year.

PCAM-HH will reduce the percentage of chronically absent students from 19.9% to 15% in 2025.

- * Average Daily Attendance will be 96% or higher on a weekly basis.
- * Chronic Absenteeism will be below 12% for each quarter and for the entire school year.
- * We will host 3 attendance incentives (1 per quarter excluding 4th quarter) to encourage scholar attendance.
- * Our truancy rate will be less than 15% for the school year.

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 Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports</p>	<p>[A 3.1.1] Implement Strong RTI-B Intervention Plan Provide year round RTIB behavior prevention and intervention guidance, resources, and support for students identified as at-risk by the school-level RTIB team.</p>	Bria Sawyer - DOS	03/21/2025		

<p>measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p>[A 3.1.2] Monitor Attendance Data Daily Monitor Powerschool and Power BI data monthly to identify students who are approaching the at risk mark of 10 or more reported absences and communicate with school counselors to determine the next step of student support.</p> <p>We will also facilitate AM and PM Attendance Huddles.</p>	<p>Bria Sawyer - DOS</p>	<p>04/18/2025</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p>	<p>[A 3.2.1] Provide Professional Development for PowerSchool Reports Annually, provide school leaders, attendance administrator, and office secretaries with knowledge and skill set to properly enter student attendance, monitor teacher entries, and record reporting discrepancies in a timely manner.</p> <p>*This year we will add this training for our Family Engagement Liaisons as well who supports attendance.</p>	<p>Margie Isaguirre</p>	<p>09/20/2024</p>		

<p>Quarterly Reports will be shared district-wide.</p>					
	<p>[A 3.2.2] Provide RTI-B Professional Development to Staff Provide intervention programs, that are reviewed annually, to encourage positive and safe behavior among students, including Restorative Justice and dropout prevention, which will have a positive effect on attendance rates.</p>	<p>Bria Sawyer - DOS</p>	<p>08/09/2024</p>		
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>[A 3.3.1] Meet Monthly with Parent Advisory Council (PAC) After an annual review, make modifications to the Parent Advisory Council which informs and involves families on important topics such as school readiness, grade level curriculum, college prep opportunities, safe schools, and student attendance.</p>	<p>Benjamin Smith - Principal</p>	<p>04/25/2025</p>		
	<p>[A 3.3.2] Consistently Hold SART Meetings + Engage Community Partners Our Family Engagement Liaisons are our first line of intervention for scholars who have missed 3+ days of school. FELs target scholars who have accumulated 4 or more unexcused absences in order to meet with the parent regarding the support</p>	<p>Shangela Calhoun and Bria Sawyer (Plus FELs)</p>	<p>02/14/2025</p>		

	<p>plan for their scholars attendance.</p> <p>The Dean of Scholars will host SART meetings with families who meet the attendance 8 - day threshold requiring the intervention.</p> <p>At the meeting, the DOS and School Counselor will seek ways that we can provide supports and interventions for families experiencing difficulties both internally at the network level and with community partners.</p>				
	<p>[A 3.3.3] Utilize Title 1 Parent Funding Effectively</p> <p>Through the use of Title 1 funding, purchase technology, manipulatives and supplemental instructional resources to provide professional development to parents and families, as well as ensure access and connection to school resources.</p>	Ashley Griffin	04/11/2025		