

Power Center Academy Middle - Southeast Annual Plan (2024 - 2025)

Last Modified at Sep 06, 2024 12:17 PM CDT

[G 1] Reading/Language Arts: Power Center Academy Middle- Southeast will increase the school-wide ELA proficiency rate on TCAP Assessments to 30% or higher in Spring 2025.

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula Rationale -----</p> <p>The strategy used demonstrated proficiency growth on 23-24 TCAP 6-8 ELA assessment from the previous 22-23 academic year of 3% which indicates success of existing strategy.</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>All students deserve to be taught grade-level standards aligned curriculum with aligned high-quality and relevant work tasks that allow them to fully engage in the work of the standard.</p>	<p>[A 1.1.1] Provide School Based PD- Standards Aligned Instructional Practices Description -----</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 instruction.</p> <p>* Teachers will be given a professional development calendar of all in-house professional development. * 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. * In-service support, outside partnership and ongoing support will be provided to work alongside teacher for ongoing coaching feedback on standards aligned practices.</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Koedy Harper (Principal), Emily Powell (Supervisor of Literacy), Antonio Ryan (Manger of Teaching and Learning)</p>	<p>03/07/2025</p>	<p>TAG 4 [\$45500.00]</p>	

<p>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"> * Rigorous tasks that are provided to scholars that are aligned to the college ready bar. * Increase in student engagement. * Differentiated supports to support scholars at any level and provide access points and bridging to grade level assignments. <p>Supporting Data -----</p> <ul style="list-style-type: none"> * Standard-aligned bi-weekly assessments * Interim Formative Assessments administered three times per year (October, December, March) * Benchmark assessments administered in Fall, Winter, Spring - NWEA and i-Ready Reading <p>Benchmark Indicator Benchmark -----</p> <p>Documentation</p> <ul style="list-style-type: none"> * Planning Guides, scope and sequence, data protocols for know/show, gap statement + Weekly - Year Long * Annotated Lesson Plans + Weekly * Get Better Faster Walkthrough Resource and Essentials of Instruction + Bi-weekly 	<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"> • Teachers will be given a professional development calendar of all in-house professional development. • 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. • In-service support, outside partnership and ongoing support will be provided to work alongside teacher for ongoing coaching feedback on standards aligned practices. <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>\$44,500.00</p> <p>Contracted Service: Use of external support (In-person coaching, virtual coaching, Institute Courses for Instructional Leadership Staff, Professional Development (for teachers) grounded in Science of Reading and Institue Courses (Teachers will participate in unit launches which will support in planning and key lessons).</p>				
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<p>Implementation -----</p> <p>Benchmarks</p> <p>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.</p> <p>* Bi-weekly 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.</p> <p>* 3 times per year - Fall, Winter, Spring</p> <p>School Based walkthrough data will be monitored through Whetstone for 80% standard aligned core instructional</p> <p>implementation with fidelity for 100% of core instructors.</p> <p>* bi-weekly ### ### ### Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>This article highlights the significance of aligning evidence-based interventions with the specific context in evidence-based recommendations for</p>	<p>Vendor: RedThread, Lavina Group</p> <p>Beg Date: 7/1/2024 End Date: 3/7/2025</p> <p>\$1,000.00</p> <p>PD Books and Resource Materials to support standard aligned instruction and Science of Reading</p> <p>Vendors: RedThread, Lavina Group, Reading Reconsidered</p> <p>Implementation -----</p> <p>Documentation: PD Calendar, PD Agenda and Sign-In Sheets</p> <p>Frequency: Weekly (School based)-Monthly (Network Support)</p> <p>Person Responsible: Dean of Instruction, ELA Content Coach, ELA Network support</p> <p>Effectiveness -----</p> <p>Performance levels at 70% Met/Exceeded on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>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</p>				
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<p>improving literacy skills among adolescents. It emphasizes the importance of teaching strategies that enhance reading comprehension and the development of critical reading skills in middle and high school students. The guide outlines several key practices:</p> <p>Explicit Instruction in Effective Comprehension Strategies: Teaching students specific strategies to understand and retain what they read.</p> <p>Direct, Explicit Vocabulary Instruction: Helping students expand their vocabulary, which is crucial for comprehension.</p> <p>Increasing Reading Engagement and Motivation: Encouraging students to read more through interest and engagement strategies.</p> <p>Use of Texts That Match Student Reading Proficiency and Interests: Providing materials that are appropriate for students' reading levels and interests to foster improvement and engagement.</p> <p>Intensive and Individualized Interventions for Struggling Readers: Offering targeted support for students who need additional help in reading.</p> <p>The guide also discusses the importance of ongoing assessment to tailor instruction to meet the needs of all students. It is intended as a resource for teachers, literacy coaches, and school administrators looking to implement research-based practices to improve literacy outcomes for adolescents.</p>	<p>or above 85% of teaching time.</p> <p>GLOE Rubric for formal observations - teacher level of effectiveness will be at or above 3 for each observation.</p>				
	<p>[A 1.1.2] Provide Coaching and Feedback on Standards- Aligned Practices Description ----- Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Koedy</p>	<p>03/21/2025</p>		

	<p>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>Grade & Content level PLC Lesson Plan Alignment - All lessons plans will follow the format or demonstrate evidence of details below:</p> <ul style="list-style-type: none"> * Unpacking daily lessons for standards alignment Lessons created demonstrating the use of explicit instruction and differentiated strategies * Determine AMO, projected proficiency, and bottom 25% growth targets. * Incorporating higher order thinking questions. * Lesson plans created to provide differentiated text. * Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities * Lesson plans with evidence of language acquisition and best practices for EL students. * 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>Implementation -----</p> <p>Documentation- Coaching session logs (Whetstone) and observation feedback records</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>Harper (Principal)</p>			
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	<p>Frequency- Weekly and twice per-week as needed.</p> <p>Person Responsible- Teacher, Interventionists, Content based coach, network support</p> <p>Effectiveness -----</p> <p>Teachers will demonstrate standards aligned planning in 100% of lesson plans submitted weekly</p> <p>Teachers will demonstrate standards aligned instructional delivery during weekly observations 80% of the time as documented in Whetstone.</p>				
	<p>[A 1.1.3] Utilize Data Driven Meetings to Address Gaps in Standard Aligned Instruction</p> <p>Description -----</p> <p>The Academic Department will push out the following assessments:</p> <ol style="list-style-type: none"> 1. CASE Formative Assessments (Fall, Winter, and Spring) 2. Bi-weekly Assessments (September-February) <p>Instructional Leadership Teams will lead bi-weekly and quarterly data meetings with teachers to identify gaps in learning, conduct standard-item analysis, and develop reteaching opportunities through small-group. This analysis will be used to develop a re-teach plan to close selected gaps.</p> <p>Implementation -----</p> <p>Documentation: Network Tracking of Data, Captured Meeting in Whetstone, Weekly Data Meeting Slides</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Koedy Harper (Principal), Emily Powell (Supervisor of Literacy), Antonio Ryan (Manger of Teaching and Learning)</p>	<p>05/23/2025</p>		

	<p>Frequency: CASE (Quarterly), Bi- Weekly Data (Bi-Weekly)</p> <p>Person Responsible: Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, Chief Academic Officer</p> <p>Effectiveness -----</p> <p>Documentation: Network Data Tracker (Teachers will be observing student data) will reflect 70% of proficiency</p> <p>Frequency: Quarterly, Bi- Weekly</p> <p>Person Responsible: Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p>				
	<p>[A 1.1.4] 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> <p>Description -----</p> <p>Teachers will be given a professional development calendar of all in-house professional development.</p> <p>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.</p> <p>In-service support, outside partnership and ongoing support will be provided to work alongside teacher for ongoing coaching feedback on standards aligned practices.</p>	<p>Koedy Harper (Principal), Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Antonio Ryan (Manager of Teaching and Learning), Bobbie Turner (Chief Academic Officer)</p>	<p>03/07/2025</p>	<p>TAG 4.0 [\$45500.00]</p> <p>TAG 4.0 [\$1000.00]</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>Implementation -----</p> <p>Student data from Instructional tracker will show 70% of students scoring proficient or mastery in *ELA *</p> <p>Documentation</p> <p>Sign- In Sheets</p> <p>Contracted Service: Use of external support (In-person coaching, virtual coaching, Institute Courses for Instructional Leadership Staff, Professional Development (for teachers) grounded in Science of Reading and Institute Courses (Teachers will participate in unit launches which will support in planning and key lessons).</p> <p>Vendor: RedThread, Lavinia Group</p> <p>Beg Date: 7/1/2024 End Date: 3/7/2025</p> <p>\$1,000.00</p> <p>PD Books and Resource Materials to support standard aligned instruction and Science of Reading</p> <p>Possible Vendors: RedThread, Lavina Group, Reading Reconsidered</p>				
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	<p>Effectiveness -----</p> <p>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.</p> <p>EOI for formal observations - teacher level of effectiveness will be at or above 3 for each observation</p>				
<p>[S 1.2] Implement Job-Embedded Professional Development Learning for Teachers</p> <p>Rationale -----</p> <p>Provide professional development and learning opportunities for teachers, administrators, instructional leaders and district advisors to effectively articulate and implement the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, high-quality and rigorous learning tasks and students' proficient reading level of grade supported texts.</p> <p>Supporting Data -----</p> <ul style="list-style-type: none"> * Network Summer Training Seminars * Ongoing Network PD Sign-In Documentation (Weekly and monthly school based and network provided) * Documentation from outside network support of action items and next steps for supporting of teachers * Quarterly professional learning planning document <p>Benchmark Indicator</p>	<p>[A 1.2.1] Instructional Walkthroughs</p> <p>Description -----</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>Implementation -----</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>Documentation- Get Better Faster Walkthrough Resource and Essentials of Instruction</p> <p>Frequency-Bi - Weekly</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Koedy Harper (Principal), Antonio Ryan (Manger of Teaching and Learning), Emily Powell (Supervisor of Literacy), Bobbie Turner (Chief Academic Officer)</p>	<p>05/23/2025</p>		

<p>Implementation -----</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 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>Documentation: Agenda(s), Sign-In, Whetstone Tracker</p> <p>Frequency: Daily/Weekly</p> <p>Person Responsible: Dean of instruction, Content Based Coach, Principal, Director of Teaching and Learning, Chief Academic Officer</p> <p>Effectiveness -----</p> <p>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</p>	<p>Person Responsible- Dean of Instruction, Principal, Network Support</p> <p>Effectiveness -----</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>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.</p> <p>Frequency: Weekly</p> <p>Person Responsible: Content Based Coach, Dean of Instruction, Principal</p>				
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<p>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</p>					
	<p>[A 1.2.2] Weekly Coaching and Content PLCs Description -----</p> <p>Each 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>Teachers will also meet at 1-2 times per week to receive collaborative planning and lesson internalization from their content coach focused on standard know/shows, data analysis, and personalized instruction.</p> <p>Implementation -----</p> <p>Documentation- Agenda Sign- In Sheets</p> <p>Frequency- Weekly</p> <p>Person Responsible- Dean of Instruction</p> <p>Effectiveness: 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>Documentation- Whetstone dashboard, Instructional tracker</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Koedy Harper (Principal), Antonio Ryan (Manger of Teaching and Learning), Emily Powell (Supervisor of Literacy), Bobbie Turner (Chief Academic Officer)</p>	<p>05/23/2025</p>		

	<p>Frequency- Assessed Weekly/ bi weekly</p> <p>Person Responsible- Dean of Instruction, Content Based Coach</p> <p>Effectiveness -----</p> <p>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>Documentation- Whetstone dashboard, Instructional tracker</p> <p>Frequency- Assessed Weekly/ bi weekly</p> <p>Person Responsible- Dean of Instruction, Content Based Coach</p>				
	<p>[A 1.2.3] Parent and Family Engagement Description -----</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>Implementation -----</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>High-quality enrichment and take-home learning packets communicated to parents and families each week and in mostly newsletters.</p>	<p>Kristy Burkett (Dean of Instruction), Catonya Farley (Grade Lead), K'Tawna Robinson (Family Engagement Liaison)</p>	<p>05/23/2025</p>		

	<p>Effectiveness -----</p> <p>At least 25% parent participation will be evident based on parent surveys</p> <p>Documentation- Parent surveys</p> <p>*Frequency- Monthly*</p> <p>*Person Responsible- Dean of Scholars, Dean of Instruction, Instructional Coaches*</p>				
<p>[S 1.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>Based on academic formative data, scholars will be selected to participate in academic interventions, personalized learning activities, and individualized learning place, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>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>Rationale PCAMS-SE wants to be strategic to ensure we are tailoring 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>Supporting Data -----</p>	<p>[A 1.3.1] Personalized-Small Group Instruction</p> <p>Description -----</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. Including one (1) RTI Coordinator which will monitor and support implementation of high-quality intervention and small-group instruction along with content coaches.</p> <p>Implementation -----</p> <p>Documentation- NWEA Data Reports, School based reports- % of proficiency, IREADY Data Reports</p> <p>Frequency-Fall, Winter, Spring</p> <p>Person Responsible- Dean of Instruction, RTI Coordinator</p> <p>Effectiveness</p>	<p>Kristy Burkett (Dean of Instruction), Jaylen Holmes (RTI2 Coordinator)</p>	<p>05/23/2025</p>		

<p>Documentation- i-Ready WEEKLY student performance outcome- **80% or above</p> <p>Person Responsible- RTI Coordinator</p> <p>Benchmark Indicator Implementation -----</p> <p>Scholar implementation logs and use of RTI Coordinator to support implementation of tailored i-Ready lesson and use of high-quality small-group on Thursdays.</p> <p>Frequency</p> <p>* Daily/Weekly - Thursdays</p> <p>Submitted Teacher Plans</p> <p>* Weekly</p> <p>Person Responsible</p> <p>Dean of Instruction, Principal, Director of Teaching and Learning, CAO</p> <p>Effectiveness -----</p> <p>*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 by 70%.*</p> <p>*Progress monitoring from the universal screener/Aimsweb will provide feedback data on the impact of targeted intervention and</p>	<p>-----</p> <p>Documentation- NWEA Data Reports, School based reports- 70% of proficiency, IREADY Data Reports</p> <p>Frequency-Fall, Winter, Spring</p> <p>Person Responsible- Dean of Instruction</p>				
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<p>personalized learning. Monthly student performance outcome increases by 10% each month.*</p> <p>Documentation- i-Ready WEEKLY student performance outcome- 80% or above</p> <p>Person Responsible- RTI Coordinator</p>					
	<p>[A 1.3.2] After-School Tutoring (High-Dose Low-Ratio Small Groups)</p> <p>Description -----</p> <p>Based on academic formative data, scholars will be selected to participate in high-dose low-ratio tutoring three times a week. Students will be grouped based on individual and grade-level trends in group that are 1:3 or 1:4.</p> <p>Implementation -----</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>Scholar participation logs</p> <p>* Weekly Teacher submitted plans of implementation</p> <p>* Weekly Effectiveness -----</p> <p>2 times per Week for 2 hours - total 4 hours</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Danielle Bowman (Teacher Lead), Emily Powell (Supervisor of Literacy) Antonio Ryan (Manager of Teaching and Learning)</p>	<p>03/22/2025</p>	<p>TAG 4.0 [\$10500.00]</p>	

	<p>Tutoring Stipends for 3 teachers to provide afterschool Reading tutoring at \$25.00 per hour, 4 hours per week.</p> <p>Beginning Date: 9/8/2024 End Date: 3/22/2025</p> <p>Benchmark -----</p> <p>Student data from school based reports will show 70% of students scoring proficient or mastery in Reading</p> <p>Student I-Ready data will show 70% of students scoring proficient or mastery in Reading</p> <p>* Fall/Winter/Spring</p>				
	<p>[A 1.3.3] Evidence-Based Strategies for English Language Learners and Students with Disabilities</p> <p>Description -----</p> <p>MLL and SWD teachers will provide ongoing, research-based professional learning for teachers and staff through various activities including evidence-based scaffolds, modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment analysis, and direct-explicit methods; acting as a coach and support to teachers and modeling effective intervention strategies. PD will be for all staff and will be ongoing through PLCs.</p> <p>Implementation -----</p> <p>MLL and SWD teachers will attend collaborative planning/preparation meetings and weekly data meetings with content teacher along with content</p>	<p>Kristy Burkett (Dean of Instruction), Jasmine Westbrook (Literacy Coach), Tiesha Newell (MLL Teacher), Virginia Gray (SWD Teacher), Joe Clabough (Coordinator of MLL Services), Evangela Hill (Supervisor of SWDs)</p>	<p>05/23/2025</p>		

	coach. During planning meetings, MLL and SWD teachers will collaborate on the use of evidence-based accommodations, integration of universal design principles of instruction, and review AMO goals for each of the student service load compared to the ratio of students without services in core content.				
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[G 2] Mathematics: Power Center Academy Middle- Southeast will increase the school-wide Mathematics proficiency rate on TCAP Assessments to 24% or higher in Spring 2025.

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support the Implementation of Standard Aligned Core Instruction Rationale ----- 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 math level of grade supported content. 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</p>	<p>[A 2.1.1] Provide School Based PD on Standards Aligned Instructional Practices Description ----- 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. 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 level of</p>	<p>Jasmine Patton (Numeracy Coach), Koedy Harper (Principal), Supervisor of Math, Antonio Ryan (Manager of Teaching and Learning)</p>	<p>03/07/2025</p>	<p>TAG 4 [\$44500.00]</p>	

<p>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"> * Rigorous tasks that are provided to scholars that are aligned to the college ready bar. * Increase in student engagement. * Differentiated supports to support scholars at any level and provide access points and bridging to grade level assignments. <p>**Supporting Data **</p> <ul style="list-style-type: none"> * New strategy Benchmark * CASE assessment * Bi-weekly Assessments * 2025 TCAP Summative Assessment * i-Ready Assessments * Unit Assessments <p>Benchmark Indicator Implementation -----</p> <p>1-Math planning guides, scope & sequence, data protocols for know/ show, gap statement.</p> <ul style="list-style-type: none"> * Weekly and daily <p>2-Submitted Lesson Plan w/evidence of annotations.</p> <ul style="list-style-type: none"> * Bi-weekly <p>3-Get Better Faster Walkthrough Resource and Essentials of Instruction</p> <ul style="list-style-type: none"> * Bi-weekly + Use of protocols of instructional resources that requires use of specified curricular resources (Established and launch during July Summer PD) 	<p>grade supported expressions and problems.</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"> * Teachers will be given a professional development calendar of all in-house professional development. * 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. * 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. <p>Contracted Service: Use of external support (In-person coaching, virtual coaching, Institute Courses for Instructional Leadership Staff, Professional Development (for teachers) grounded in Science of Reading and Institute Courses (Teachers will participate in unit launches which will support in planning and key lessons).</p> <p>Vendor: Thrive Education</p> <p>Beg Date: 7/1/2024 End Date: 3/7/2025</p> <p>\$1,000.00</p> <p>PD Books and Resource Materials to support standard aligned</p> <p>instruction and Science of Reading</p> <p>Possible Vendors: Thrive Education</p> <p>Implementation</p>				
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<p>Documentation- Math planning guides, scope & sequence, data protocols for know/ show, gap statement.</p> <p>Frequency- Daily and weekly</p> <p>+ Review Lesson Plans to ensure alignment with standards and network Pacing (Weekly)</p> <p>Documentation- Submitted LP w/ evidence of annotations.</p> <p>Frequency- Weekly</p> <p>Person Responsible- Math Content Coach, Math Network support</p> <p>+ Conduct daily walkthroughs to monitor teacher implementation of standard aligned plans (Bi-Weekly)</p> <p>Documentation- Get Better Faster Walkthrough Resource and Essentials of Instruction</p> <p>Frequency-Bi - Weekly</p> <p>Person Responsible- Dean of Instruction, Principal, Network Support</p> <p>Effectiveness -----</p> <p>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.</p> <p>Use of the Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction.</p>	<p>-----</p> <p>Documentation: PD Calendar Agendas & Sign In</p> <p>* Weekly</p> <p>Frequency: Bi- Weekly (School based)- Monthly (Network Support)</p> <p>Person Responsible: Math Content Coach, Math Network support</p> <p>Effectiveness -----</p> <p>Student data from Instructional tracker will show 70% of students scoring proficient or mastery in Mat*h - bi-weekly*</p> <p>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 the</p> <p>Essentials of Instruction Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four districtwide instructional practices at or above 85% of teaching time.</p> <p>* Weekly</p> <p>GLOE Rubric for formal observations - teacher level of effectiveness will be at or above 3 for each observation</p>				
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<p>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>*Frequency- Bi Weekly*</p> <p>*Person Responsible- Dean of Instruction, Content Coach, Network Support and Principal*</p>					
	<p>[A 2.1.2] Provide High-Quality Coaching & Feedback on Standard Aligned instructional Practices Description -----</p> <p>Host weekly one-to-one coaching sessions using the Unit Internalization Protocol and Weekly Data Meeting Protocols to conduct student-error analysis and plan small-group instruction cycles.</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>Grade & Content level PLC Lesson Plan Alignment - 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 instruction and differentiated strategies * Incorporating higher order thinking questions. * Lesson plans with evidence of co-teaching</p>	<p>Jasmine Patton (Numeracy Coach), Network Supervisor of Math, Kristy Burkett (Dean of Instruction), Catonya Farley (7th grade math), Tiesha Moore (6th grade math), Jametrius Perry (8th grade math), Nic Burton (SWD Math)</p>	<p>05/23/2025</p>		

	<p>models and specialized instruction for students with disabilities</p> <ul style="list-style-type: none"> * 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>Implementation -----</p> <p>Documentation- Coaching session logs evidenced in Whetstone</p> <p>Frequency- Twice per Week</p> <p>Person Responsible- Teacher, Interventionists, Content based coach, network support</p> <p>Effectiveness -----</p> <p>100% of teachers will demonstrate standard-aligned lesson planning weekly as evident by Schoology lesson uploads, Whetstone, and documented coaching cycles.</p> <p>Teachers will demonstrate standards aligned instructional delivery during weekly observations 80% of the time as documented in Whetstone.</p>				
	<p>[A 2.1.3] Utilize Data Driven Meetings to Address Gaps in Standard-Aligned Instruction</p> <p>Description -----</p> <p>The Academic Department will push out the following assessments:</p> <p>CASE Formative Assessments (Fall, Winter, and</p>	<p>Jasmine Patton (Numeracy Coach), Koedy Harper (Principal), Dean of Instruction (Kristy</p>	<p>05/23/2025</p>		

	<p>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. The instructional leadership team will conduct bi-weekly academic walkthroughs to identify instructional trends and growth opportunities.</p> <p>Implementation -----</p> <p>Documentation: Agendas, Sign-in, walkthrough tools in Whetstone</p> <p>Frequency: CASE (Quarterly), Bi- Weekly Data (Bi-Weekly)</p> <p>Person Responsible: Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p> <p>Effectiveness -----</p> <p>Benchmark: 100% of Lesson Plans will list evidence of re-teaching based on common assessment data</p> <p>Frequency: Quarterly, Bi- Weekly</p> <p>Person Responsible: Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p> <p>Benchmark: Common assessments show 25% of improvement after reteaching</p> <p>Frequency: Quarterly, Bi- Weekly</p>	<p>Burkett), Network Supervisor of Math, Antonio Ryan (Manager of Teaching and Learning), Bobbie Turner (Chief Academic Officer)</p>			
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	<p>Person Responsible: Network Support, Content Coach, Principal, Dean of Instruction, Director of Instruction, CAO</p>				
<p>[S 2.2] Implement Job Embedded Professional Development Learning for Teachers Rationale: ----- 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 math level of grade mathematics skills and standards.</p> <p>Existing Strategy</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"> * Strong start for classroom cultural structures * Implementation and strategies for strong instructional use * Planning effectively <p>Supporting Data -----</p> <p>Supporting Data:</p> <ul style="list-style-type: none"> * Network Summer Training Seminars * Ongoing Network PD Sign- In Documentation (Weekly and monthly school based and network provided) * Documentation from outside network support of 	<p>[A 2.2.1] Instructional Walkthroughs Description ----- 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>Academic walkthroughs will be conducted daily by math content coach and bi-weekly by the academic department to identify instructional trends and growth opportunities for professional learning.</p> <p>Implementation ----- 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>Documentation- Get Better Faster Walkthrough Resource and Essentials of Instruction</p> <p>Frequency-Bi - Weekly</p> <p>Person Responsible- Dean of Instruction, Principal, Network Support</p>	<p>Jasmine Patton (Numeracy Coach), Principal (Koedy Harper), Network Supervisor of Math</p>	<p>05/23/2025</p>		

<p>action items and next steps for supporting of teachers</p> <p>Benchmark Indicator Implementation -----</p> <p>Documentation: Essentials of Instruction Rubric, Get Better Faster Rubric, use of Curriculum Based Look fors Resources, Classroom observation noted in Whetstone tracker</p> <p>Frequency: Daily/ Weekly</p> <p>Person Responsible: Dean of instruction, Content Based Coach, Principal, Director of Teaching and Learning, CAO</p> <p>Effectiveness -----</p> <p>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.</p> <p>Documentation: Essentials of Instruction Rubric, Get Better Faster Rubric, use of Curriculum Based Look fors Resources, Classroom observation noted in Whetstone tracker</p> <p>Frequency: Daily/ Weekly, Quarterly</p> <p>Person Responsible: Dean of instruction, Content</p>	<p>Effectiveness -----</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>Documentation: Evidence of submitted lesson plans, Bi- weekly results, Do Now, Exit Tickets and Scholar Sample Audit Sorts</p> <p>Frequency: Weekly</p> <p>Person Responsible: Content Based Coach, Dean of Instruction, Principal</p>				
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Based Coach, Principal, Director of Teaching and Learning, CAO					
	<p>[A 2.2.2] Weekly Coaching & Content PLCs</p> <p>Description -----</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>Teachers will also meet at 1-2 times per week to receive collaborative planning and lesson internalization from their content coach focused on standard know/shows, data analysis, and personalized instruction.</p> <p>Implementation -----</p> <p>Documentation- Agenda Sign-In Sheets, meeting uploads in Whetstone</p> <p>Frequency- Twice per Week</p> <p>Person Responsible- Dean of Instruction and Math Content Coach</p> <p>Effectiveness -----</p> <p>Teacher effectiveness will be evident based on teacher ratings evidenced in Whetstone and student outcomes.</p> <p>Documentation- Whetstone dashboard, Instructional tracker</p> <p>Frequency- Assessed Weekly</p>	<p>Jasmine Patton (Numeracy Coach), Kristy Burkett (Dean of Instruction)</p>	<p>05/23/2025</p>		

	<p>Person Responsible- Dean of Instruction, Content Based Coach</p> <p>Benchmark- 80% of teachers will earn a score of 3 or higher from walkthrough observations as evidenced in Whetstone dashboard data.</p> <p>Frequency- Assessed Weekly</p> <p>Person Responsible- Dean of Instruction, Content Based Coach</p> <p>Benchmark- Student data from Instructional tracker will show 70% of students scoring proficient or mastery in Math</p> <p>Frequency- Assessed Weekly</p> <p>Person Responsible- Dean of Instruction, Content Based Coach</p>				
	<p>[A 2.2.3] Parent and Family Engagement Description -----</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>Implementation -----</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>Effectiveness -----</p>	<p>Jasmine Patton (Numeracy Coach), K'Twana Robinson (Family Engagement Liaison), Kristy Burkett (Dean of Instruction), 6-8 Math Teachers</p>	<p>05/23/2025</p>		

	<p>At least 25% parent participation will be evident based on parent surveys</p> <p>Documentation- Parent surveys</p> <p>Frequency- Monthly</p> <p>Person Responsible- Dean of Scholars, Dean of Instruction, Instructional Coaches</p> <p>Documentation- Flyer, Agends(s), Sign- In Sheets</p> <p>*Frequency- Monthly*</p> <p>*Person Responsible- Dean of Scholars, Dean of Instruction, Instructional Coaches*</p>				
<p>[S 2.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>The strategy used demonstrated proficiency growth on 23-24 TCAP 6-8 Math assessment from the previous 22-23 academic year of 5.2% which indicates success of existing strategy.</p> <p>Based on academic formative data, scholars will be selected to participate in academic interventions, personalized learning activities, and individualized learning place, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>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>Rationale PCAMS-SE wants to be strategic to ensure we are catering our supports to scholars who are most in need. Academic interventions,</p>	<p>[A 2.3.1] Personalized Small-Group Instruction</p> <p>Description -----</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>Including one (1) RTI Coordinator which will monitor and support implementation of high-quality intervention and small-group instruction along with content coaches.</p> <p>Implementation -----</p> <p>Documentation- NWEA Data Reports, School based reports- 45% of proficiency, i-Ready Data Reports</p> <p>Frequency-Fall, Winter, Spring</p> <p>Person Responsible- Dean of Instruction, RTI2 Coordinator, Math Content Coach</p>	<p>Jasmine Patton (Numeracy Coach), Kristy Burkett (Dean of Instruction), Jaylen Holmes (RTI2 Coordinator) 6-8 Math Teachers</p>	<p>05/23/2025</p>		

<p>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>Supporting Data -----</p> <p>AimsWeb Progress and i-Ready progress monitoring has shown improvement based on small group support and targeted instruction. Based on this, this strategy will continue.</p> <p>Benchmark Indicator Implementation -----</p> <p>Including one (1) RTI Coordinator which will monitor and support implementation of high-quality intervention and small-group instruction along with content coaches.</p> <p>Documentation</p> <p>Scholar implementation logs</p> <p>Frequency</p> <p>* Daily/Weekly</p> <p>Person Responsible</p> <p>Dean of Instruction, Principal, Director of Teaching and Learning, CAO</p> <p>Documentation</p> <p>Submitted Teacher Lesson Plans</p>	<p>Effectiveness -----</p> <p>Benchmark- Student NWEA data show 70% of students scoring proficient or mastery in Math</p> <p>Frequency- Assessed (Fall, Winter, Spring)</p> <p>Person Responsible- Dean of Instruction, Content Based Coach</p> <p>Benchmark- Student data from school based reports will show 70% of students scoring proficient or mastery in Math</p> <p>Frequency- Assessed Fall, Winter, Spring</p> <p>Person Responsible- - Dean of Instruction, Content Based Coach</p> <p>Benchmark- Student IREADY data will show 70% of students scoring proficient or mastery in Math</p> <p>Frequency- Assessed (Fall, Winter, Spring)</p> <p>Person Responsible- Dean of Instruction, Content Based Coach, RTI Coordinator</p>				
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<p>Frequency</p> <p>* Weekly Effectiveness -----</p> <p>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 70%</p> <p>Progress monitoring from the universal screener/Aimswest will provide feedback data on the impact of targeted intervention and personalized learning. Monthly student performance outcome increases by 10% each month.</p> <p>Documentation- RTI2 instructional tool data review - IReady WEEKLY student performance outcome- 80% or above</p> <p>Person Responsible- RTI Coordinator</p>					
	<p>[A 2.3.2] Afterschool Tutoring (High-Dose Low-Ratio Small Group)</p> <p>Description -----</p> <p>Based on academic formative and benchmark 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. Students will be grouped based on individual and grade-level trends in group that are 1:3 or 1:4.</p> <p>Implementation -----</p> <p>Implementing high-dose low-ratio tutoring to</p>	<p>Jasmine Patton (Numeracy Coach), Koedy Harper (Principal), Kristy Burkett (Dean of Instruction), 6-8 Math Teachers, Network Supervisor of Instruction)</p>	<p>03/22/2025</p>	<p>TAG 4.0 [\$10500.00]</p>	

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.

Additionally, teachers will meet each week with the math content coach to review data to determine most-missed math items/skills from bi-weekly assessments/CFAs, conduct student work and error analysis to determine misconceptions or prerequisite skill deficits for reteach.

Effectiveness

Scholar participation logs

* Weekly
Teacher submitted plans of implementation

* Weekly
Student data from school based reports will show 70% of students scoring proficient or mastery in Math

* Fall, Winter, Spring
Student IREADY data will show 70% of students scoring proficient or mastery in Math

* Fall, Winter, Spring

2 times per Week for 2 hours - total 4 hours

Tutoring Stipends for 3 teachers to provide afterschool Math tutoring at \$25.00 per hour, 4 hours per week.

	Beginning Date: 9/8/2024 End Date: 3/22/2025				
	<p>[A 2.3.3] Evidence-Based Strategies for English Language Learners and Students with Disabilities</p> <p>Description -----</p> <p>MLL and SWD teachers will provide ongoing, research-based professional learning for teachers and staff through various activities including evidence-based scaffolds, modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment analysis, and direct-explicit methods; acting as a coach and support to teachers and modeling effective intervention strategies. PD will be for all staff and will be ongoing through PLCs.</p> <p>Implementation -----</p> <p>MLL and SWD teachers will attend collaborative planning/preparation meetings and weekly data meetings with content teacher along with content coach. During planning meetings, MLL and SWD teachers will collaborate on the use of evidence-based accommodations, integration of universal design principles of instruction, and review AMO goals for each of the student service load compared to the ratio of students without services in core content.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Jasmine Patton (Numeracy Coach), Kristy Burkett (Dean of Instruction), Tiesha Newell (MLL Teacher), Nic Burton (SWD Math Teacher), Joe Clabough (Coordinator of MLL Services), Evangela Hill (Supervisor of SWDs)</p>	<p>05/23/2025</p>		

[G 3] Chronic Absenteeism: Power Center Academy Middle- Southeast will reduce the chronically out of school rate from 12.5% to 7% by Spring 2025.

Student Support and Services | Best for All Strategic Plan alignment: Student Readiness

Schools, 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 to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal

[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Support students in overcoming barriers related to student attendance Rationale -----</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. * Personalized Support: Offer tailored support for students facing barriers to attendance, such as mentoring programs, counseling or assistance with transportation.</p> <p>Supporting Data -----</p> <p>* Powerschool Attendance Dashboard * PureData * SART data tracking systems * Attendance Dashboard Based on these existing strategies we were able to see the current success we have based on our</p>	<p>[A 3.1.1] Conduct Weekly Attendance Huddles to Review Data & Plan Description -----</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: * 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. * Before closing out the GCS and SCS attendance at the end of each day, review for accuracy and consistency in both systems * *Note: Substitute Teachers will complete Attendance via. _ _ _ _ _ _ and give instructions to submit daily attendance to the attendance secretary by 3:30pm * * *The attendance secretary will verify accuracy of attendance and input in GCS and SCS PowerSchool systems * * *Attendance Huddles *with grade level teams, DOS, FEL, and Attendance secretary will occur daily at 3:30pm to ensure accuracy and completion</p>	<p>K'Twana Robinson (Family Engagement Liaison), Jamille Becton (Dean of Scholars), Marcus Williams (Resident Leader), Sha'Kemya Griffin (Guidance Counselor), Koedy Harper (Principal)</p>	<p>05/23/2025</p>		

<p>current 95% attendance rate.</p> <p>Benchmark Indicator Implementation -----</p> <p>Documentation- Attendance Intervention Plan Meeting Documentation, PowerSchool (GCS & SCS)</p> <p>Frequency- Daily</p> <p>Person Responsible- FEL, Attendance Secretary, Dean of Scholars, Resident Leader</p> <p>Effectiveness -----</p> <p>Documentation- AIP Meeting Documentation, PowerSchool (GCS & SCS), Attendance rate would reflect 95% or higher, Chronic Absenteeism rate of 5% for grades 6-8</p> <p>Frequency- Daily</p> <p>Person Responsible- FEL, Attendance Secretary, Dean of Scholars, Resident Leader, Guidance Counselor</p>	<p>of attendance in GCS and SCS PowerSchool. Implementation -----</p> <p>Documentation- AIP Meeting Documentation, PowerSchool (GCS & SCS)</p> <p>Frequency- Daily</p> <p>Person Responsible- FEL, Attendance Secretary, Dean of Scholars, Guidance Counselor</p> <p>Effectiveness -----</p> <p>A 3.1.1 Conduct Weekly Attendance Huddles w/ Staff to Review Data & Plan</p> <p>*Documentation- AIP Meeting Documentation, PowerSchool (GCS & SCS), Attendance rate would reflect 95%*</p> <p>*Frequency- Daily*</p> <p>*Person Responsible- FEL, Attendance Secretary, Dean of Scholars*</p>				
	<p>[A 3.1.2] Parent and Family Engagement (Provide PD & Family Engagement Specialist) Description -----</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> <p>* Seeks partnerships to support families.</p>	<p>K'Twana Robinson (Family Engagement Liaison), Jamille Becton (Dean of Scholars), Marcus Williams (Resident Leader), Sha'Kemya Griffin</p>	<p>05/23/2025</p>		

	<p>* Support school teams in developing monthly partner-based workshops to enhance family engagement and educational experiences.</p> <p>* Conducts wellness checks (i.e, health, attendance, academic progress).</p> <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>Implementation -----</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>Documentation- Power School, Pure Data, SART Data tracking system, Attendance Dashboard</p> <p>Frequency- Daily</p> <p>Person Responsible- FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</p> <p>Effectiveness -----</p> <p>Documentation- Power School, Pure Data, SART Data tracking system, Attendance Dashboard- Attendance Rate would reflect 95%</p>	<p>(Guidance Counselor), Koedy Harper (Principal)</p>			
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	<p>Frequency- Daily</p> <p>Person Responsible- FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</p>				
<p>[S 3.2] Professional Development and Learning Rationale -----</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>Supporting Data -----</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>* Decrease in chronically absent and truancy rate by 8% * Increase daily attendance for Mondays and Fridays to 95%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Documentation- PD Agendas, Sign -In</p> <p>Frequency- Monthly</p> <p>Person Responsible- FEL, Attendance Secretary, DOS, Guidance Counselor</p>	<p>[A 3.2.1] Provide Weekly Scholar Meetings through A.I.P (Attendance Intervention Plans) Description -----</p> <p>Staff will meet weekly to discuss any scholars that have attendance concerns with their families to ensure all internal and external barriers are removed and mitigated.</p> <p>Implementation -----</p> <p>Documentation- PowerSchool Attendance, Pure Data, AIP Tracker</p> <p>Frequency- Weekly</p> <p>Person Responsible- DOS, Guidance Counselor</p> <p>Effectiveness -----</p> <p>Documentation- PowerSchool Attendance, Pure Data</p> <p>Frequency- Weekly</p> <p>Person Responsible- DOS</p>	<p>Jamille Becton (Dean of Scholars), Marcus Williams (Resident Leader), Sha'Kemeya Griffin (Guidance Counselor)</p>	<p>05/23/2025</p>		

<p>Effectiveness -----</p> <p>Benchmark- Pure Data Reports will show that 100% of teachers will submit their attendance daily as required.</p> <p>Frequency- Assessed Daily</p> <p>Person Responsible- FEL, DOS, Attendance Manager, Front Office Manager</p> <p>Benchmark- AIP (Attendance Intervention Plan) meetings will occur for 100% of the families who meet the 3-5-10+ day(s) triggers for unexcused absences</p> <p>Frequency- Assessed Daily</p> <p>Person Responsible- FEL, DOS, Attendance Manager, Front Office Manager</p> <p>*Documentation- PS Reports, Pure Data Reports, AIP Tracker*</p> <p>*Frequency- Daily*</p> <p>*Person Responsible- FEL, Attendance Secretary, DOS*</p>					
<p>[S 3.3] Parent, Family, and Community Engagement Rationale -----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance</p>	<p>[A 3.3.1] Attendance Snapshot Description -----</p> <p>An attendance report will be sent home to parents/caregivers monthly/quarterly to equip them with actionable data regarding student attendance and at-risk of chronic absenteeism as compared to</p>	<p>Keadra Lucas (Attendance Secretary), Jamille Becton (Dean of Scholars), Marcus Williams</p>	<p>05/23/2025</p>		

<p>and behavior. Equip parents and families with attendance snapshots which provide scholar attendance rate and at-risk of chronic absenteeism as compared with the school, their respective grade-level, and class level.</p> <p>Supporting Data -----</p> <p>GCS Attendance notification plan and snapshots sent home each month/quarterly.</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>Benchmark Indicator Implementation -----</p> <p>* Parents/caregivers will be sent home an attendance snapshot each month/quarter. * Monitor 5-10-15-day reports to identify students at risk of high chronic absenteeism * Monitor 5-10-15-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.</p>	<p>the school average, class-average, and grade-level.</p> <p>Implementation -----</p> <p>Equip parents and families with attendance snapshots which provide scholar attendance rate and at-risk of chronic absenteeism as compared with the school, their respective grade-level, and class level.</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). * Parents/caregivers will be sent home an attendance snapshot each month/quarter.</p> <p>Effectiveness -----</p> <p>Benchmark- Pure Data Reports will show that 100% of teachers will submit their attendance daily as required.</p> <p>Frequency- Assessed Daily</p> <p>Person Responsible- FEL, DOS, Attendance Manager, Front Office Manager</p>	<p>(Resident Leader), Sha'Kemeya Griffin (Guidance Counselor), Koedy Harper (Principal)</p>			
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<p>homeless, foster care, student involved in RTIB programs).</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 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. * 90% of parents/caregivers will complete school-based survey to notify that they are received attendance snapshots * FEL and Dean of Scholars will identify either an in-school or out-of-school solution for students at a chronically absent rate of 5% <p>Documentation- Power School, Pure Data, SART Data tracking system, Attendance Dashboard</p> <p>Frequency- Daily</p> <p>Person Responsible- FEL (Family Engagement Specialist), Attendance Secretary, Dean of Scholars</p>					
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