

Power Center Academy High School Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Power Center Academy High School will increase ELA meeting or exceeding expectations proficiency rates in all grades 60% in 2026

Performance Measure

By May 2026, 60% of students in grades 9-12 will score proficient on the ELA TCAP.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

| 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>Benchmark Indicator **Benchmark Indicator**</p> <p>50% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. The office of planning and accountability is responsible for collecting and publishing internal data reports.</p> <p>Weekly classroom observations using the Get</p> | <p>[A 1.1.1] Implement Rigorous Planning Protocol and Curriculum Implementation Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Gestalt has adopted the Saavas Curriculum to provide rigorous grade-level content for scholars. Benchmark Indicator **Benchmark Indicator** Students should make a 3 or 4 on the district formative assessment (CASE) in October, December, and March. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard</p> | <p>Jenice Davis</p> | <p>04/01/2026</p> | | |

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| <p>Better Faster and Relay Planning and Feedback Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the Get Better Faster Document and gauge the implementation of standards-aligned instruction. Instructional coaches will use Schoolmint to enter data, and the office of planning and accountability will monitor it weekly.</p> <p>Review of Instructional Essentials observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p> | <p>aligned instruction. District Walkthrough data will be monitored through the district's system- School mint. Quarterly review of observation data to monitor educators' delivery of standard aligned lessons to the TN Standards</p> | | | | |
| <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 Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified instructional shifts.</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>[A 1.2.1] Targeted Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's School Mint and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and</p> | <p>Deans of Instruction - Davis</p> | <p>04/01/2026</p> | | |

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| <p>Regional 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 walk throughs.</p> <p>Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.</p> | <p>effectively communicating new information with school-level educators. Small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>PD every Tuesday 3:00 - 4:00</p> <p>PLC weekly for subject areas</p> | | | | |
| <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 50% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students</p> | <p>[A 1.3.1] Personalized Interventions Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. This includes ELL and SWD. Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> | Kimberly Cook | 04/01/2026 | | |

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| enrolled in summer learning opportunities will show a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.). | | | | | |
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[G 2] Mathematics
 By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure
 Power Center Academy High will improve meeting or exceeding expectation percentages in all grades from 15% to 30% by Spring 2026. Power Center Academy High will increase our sub group percentages from 5% to 10% by Spring of 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[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.</p> <p>Benchmark Indicator 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter.</p> <p>Weekly classroom observations using the Instructional Practice Guide and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement standards aligned instructional practices</p> | <p>[A 2.1.1] Implement Rigorous Math Curriculum Provide daily access to a rigorous math curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Gestalt has adopted the Saavas Curriculum to provide rigorous grade-level content for scholars. Benchmark Indicator **Benchmark Indicator** Students should make a 3 or 4 on the district formative assessment (CASE) in October, December, and March. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's system-School mint. Quarterly review of observation data to monitor educators' delivery of standard aligned</p> | Dean of Instruction Chandra Boone | 04/01/2026 | | |

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| <p>leveraging high-quality instructional materials at or above 75% per visit.</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>lessons to the TN Standards</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 staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction.</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>Regional 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 walk throughs.</p> <p>Quarterly district-level parent and community</p> | <p>[A 2.2.1] Strong Math Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's School Mint and Microsoft Forms for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk</p> | <p>Dean of Instruction Chandra Boone</p> | <p>04/01/2026</p> | | |

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| <p>huddles for families and parents to engage and learn effective strategies to help students reach the district's Mathematics goal will impact numeracy proficiency scores by at least 2 percentage points per each District common formative assessment window.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.</p> | <p>throughs. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> | | | | |
| <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 the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p> <p>20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.</p> <p>Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).</p> | <p>[A 2.3.1] Implement SAAVAS intervention Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> | <p>Dean of Instruction Chandra Boone</p> | <p>04/01/2026</p> | | |
| <p>[G 3] College and Career Readiness</p> | | | | | |

By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Power Center Academy High will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

Performance Measure

Power Center Academy High will increase the percentage of Ready Graduates from 23.2% to 50% (2026) and increase our graduation Rate from 96.6% to 98% by 2026. Power Center Academy High will also increase our College and Career Readiness scholars from 16% to 50% by May of 2026.

*accountability lag year and assuming goal was met prior year.

These performance measures will be monitored by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|---|-----------------------|---------------------------|----------------|-------|
| <p>[S 3.1] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Develop EPSO expansion plans for every district-managed high school to facilitate expansion.</p> <p>Utilize the District's AP Virtual Academy and TN's AP Access for All to increase access to AP courses.</p> <p>Increase enrollment in pre-EPSO courses (i.e., Honors and Pre-AP) to build the capacity of</p> | <p>[A 3.1.1] AAC Hire an individual that will support scholars specifically with their early post secondary opportunities. This hire will be called the Advanced Academics Coordinator who will support Dual Credit teachers and scholars as well as students who attend CTE courses: Mechatronics, Coding, etc.</p> | <p>Abidemi Kayode</p> | <p>08/01/2025</p> | | |

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| students for success in EPSO courses. | | | | | |
| <p>[S 3.2] Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning that will increase CTE course enrollment by at least 10% annually.</p> <p>Increase work-based learning 20% by the end of the 2025-2026 school year.</p> | <p>[A 3.2.1] Work-Based Learning Partnerships Connect with the Director of School Programs to increase partnerships with technical schools including TCAT (TN College of Tech) and Moore Tech.</p> | Abidemi Kayode | 09/01/2025 | | |
| <p>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator * Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings. * Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students. * Review student Individualized Plans annually or based on student need (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p> | <p>[A 3.3.1] Transitions Hold a 9th grade orientation with all scholars and parents to discuss systems, operations, culture, vision, and expectations for 9th grade academy.</p> | Dr. Crystal Travis, Dean Matt Merritt | 09/01/2025 | | |
| | <p>[A 3.3.2] Administration Create a position specifically designed to support 9th grade students.</p> | Chief of Schools, Docia Generette, | 08/01/2025 | | |

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| | | CEO Yetta Lewis | | | |
| | <p>[A 3.3.3] Community Partners Collaborate with community stakeholders to increase college and career readiness for 9th grade scholars as they make this transition. These partnerships will support the school through speaking engagements, school donations, and holistic school support.</p> | Dr. crystal Travis, Dean Matt Merritt | 09/01/2025 | | |