

Power Center Academy Middle Annual Plan (2025 - 2026)

Last Modified at Aug 29, 2025 10:36 AM CDT

[G 1] Academic Achievement Goals: By Spring 26, scholars of all grades will improve proficiency percentages from 19.6% to 30% in ELA for TCAP and improve proficiency percentages from 30% to 45% in Math for TCAP

By Spring 26, scholars of all grades will improve proficiency percentages from 19.6% to 30% in ELA for TCAP and improve proficiency percentages from 30% to 45% in Math for TCAP. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in English Language Arts and Math 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.

Performance Measure

****ELA****

By Spring 26, scholars of all grades will improve proficiency percentages from 19.6% to 30% in ELA for TCAP

Performance will be measured using the following tools:

Mid and End of Unit Assessments

District Formative Assessments (CASE 21)

TNReady Assessment

****MATH****

By Spring 26, scholars of all grades will improve proficiency percentages from 30% to 40% in Math for TCAP

Performance measures will be monitored by the following:

Mid and End of Unit Assessments

District Formative Assessments (CASE 21)

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction ELA	[A 1.1.1] Provide Standards Aligned Curriculum Provide teachers with curriculum maps that outline modules for essential knowledge and skills aligned	Bobbie Turner	07/31/2026	Title 1 Part A	

<p>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>Math</p> <p>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 **Benchmark Indicator**</p> <p>ELA-30% 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 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. Instructional coaches will use PowerApps to enter data, and the office of planning and accountability will monitor it weekly.</p> <p>Review of formal observation will indicate that at least 50% of core content area teachers are</p>	<p>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>implementing lessons aligned to the TN Standards.</p> <p>Math-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 leveraging high-quality instructional materials at or above 75% per visit.</p> <p>Review of formal observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p>					
	<p>[A 1.1.2] Conduct Daily Walkthroughs of Instruction Utilize Get Better Faster, The Skillful Teacher, 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>	<p>Shereka Wright</p>	<p>04/10/2026</p>	<p>Title 1 Part A</p>	
	<p>[A 1.1.3] Implement Data Driven Practices into Coaching Meetings * The Academic Department will push out CASE Formative Assessments, which will be administered three times per year (Fall, Winter, and</p>	<p>Carlynn Bacchus</p>	<p>04/03/2026</p>	<p>Title 1 Part A</p>	

	<p>Spring).</p> <ul style="list-style-type: none"> * The Network academic department and school-level Instructional Leadership Teams will have access to performance data following each 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</p>	<p>[A 1.2.1] Conduct Monthly Network Professional Development Every month, teachers will 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>	Bobbie Turner	05/31/2026	Title 1 Part A	

<p>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 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] Conduct Daily Instructional Walkthroughs Utilize Get Better Faster, The Skillful Teacher, 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>	Carlynn Bacchus	05/31/2026	Title 1 Part A	
	<p>[A 1.2.3] Facilitate Weekly Content Professional Development The teachers will engage in bi-weekly in house professional development. During these sessions teachers will receive training on internalizing curriculum, standards-aligned instruction, instructional engagement strategies and data driven practices.</p>	Carlynn Bacchus	05/31/2026	Title 1 Part A	
	<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</p>	Carlynn Bacchus	05/31/2026	Title 1 Part A	

	indicators to provide parents with tools to help their children.				
<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 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>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 1.3.1] Administer 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>	Taurus Lawson	09/19/2025		
	<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>	Carlynn Bacchus	05/15/2026		
	<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>	Carlynn Bacchus	05/15/2026		

	<p>[A 1.3.4] Provide Access to Quality Instruction + Intervention</p> <p>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.</p>	Carlynn Bacchus	05/08/2026		
	<p>[A 1.3.5] Provide Access to Quality Instruction + Intervention</p> <p>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.</p>	Carlynn Bacchus	05/08/2026		

[G 2] Safe and Healthy Students: By Spring 2026, PCAM-HH will reduce the percentage of chronically absent students from 11% to 8% in 2026
PCAM-HH will reduce the percentage of chronically absent students from 11% to 8% in 2026.

- * Average Daily Attendance will be 96% or higher on a weekly basis.
- * Chronic Absenteeism will be reduced by 1% for each quarter and 3% 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 10% for the school year.

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

- * PowerSchool Data
- * PowerBI Data
- * Sharepoint

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Attendance Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports for students with potential for chronic</p>	<p>[A 2.1.1] Implement Strong Attendance Intervention Plan</p> <p>Provide year round prevention and intervention guidance, resources, and support for students identified as at-risk by the school-level Attendance</p>	Sherbrina Shephard	05/29/2026	Title 1 Part A	

<p>absenteeism and truancy.</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>Attendance and 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>team.</p>				
	<p>[A 2.1.2] 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 attendance team to determine the next step of student support.</p> <p>We will also facilitate AM and PM Attendance Huddles.</p>	<p>Sherbrina Shephard</p>	<p>04/17/2026</p>	<p>Title 1 Part A</p>	
<p>[S 2.2] 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 positively impacting student achievement.</p> <p>Benchmark Indicator Student 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</p>	<p>[A 2.2.1] 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 Parent (Family) Engagement Liaison as well who supports attendance.</p>	<p>Chiquita Hicks</p>	<p>06/30/2026</p>	<p>Title 1 Part A</p>	

<p>monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>					
	<p>[A 2.2.2] Provide Attendance 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>Shebrina Shephard</p>	<p>05/29/2026</p>	<p>Title 1 Part A</p>	
<p>[G 3] Discipline Goal: By Spring 2026, PCAMS-HH will reduce suspensions from 16% to 12% for the 25-26 school year. By Spring 2026, PCAMS-HH will reduce suspensions from 16% to 12% for the 25-26 school year.</p> <p>* Training and guidance will be provided to ensure staff is effectively using all progressive accountability measures prior to suspension * Incentives for positive behavior and improved effort will be incorporated regularly for scholars</p> <p>Performance Measure * PowerSchool Data * Pure Insight Data * Power Bi Data * Sharepoint * LiveSchool Data</p>					
<p>Strategy</p>	<p>Action Step</p>	<p>Person Responsible</p>	<p>Estimated Completion Date</p>	<p>Funding Source</p>	<p>Notes</p>
<p>[S 3.1] Behavior Intervention and Support Provide intervention programs, that are reviewed annually, to encourage positive and safe behavior among students, including Restorative Circles, Afternoon Reflection, Saturday Reflections, and Family Community Service Days, which will have a positive effect on decreasing suspension rates.</p> <p>Benchmark Indicator Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p>	<p>[A 3.1.1] Implement Strong RTI-B Intervention Plan Provide intervention programs, that are reviewed annually, to encourage positive and safe behavior among students, including Restorative Circles, Afterschool Reflection, Saturday Reflections, and Family Community Service Days.</p>	<p>Sherbrina Shephard</p>	<p>05/31/2026</p>	<p>Title 1 Part A</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>[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>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Implement Strong Professional Development Plan Provide year round RTI-B behavior prevention and intervention guidance, resources, and support for students identified as at-risk by the school-level RTIB team.</p>	<p>Sherbrina Shephard</p>	<p>05/31/2026</p>	<p>Title 1 Part A</p>	