

Southern Avenue Charter School of Academic Excellence Creative Arts Annual Plan (2026 - 2027)

Last Modified Aug 30, 2026

[G 1] Academic Growth and Achievement

By Spring 2027, through the implementation of a standards aligned core curriculum in each ELA, Early Literacy, and mathematics classroom students will receive a high-quality and equitable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in ELA and mathematics standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention throughout the school year.

ELA:

By May 2027, 27.2% of students in grades 3-5 will score proficient on the ELA TCAP, in alignment with the state's 2027 AMO goal.

Early Literacy:

By May 2027, Southern Avenue will increase K-2 early literacy students' on-track and mastery proficiency rates by at least 5 percentage points over the 2025-2026 school year.

By May 2027, 50% of third grade students score proficient or advanced on the TN Ready assessment.

By May 2027, KK-2 students will increase iReady scores by at least 10% from fall to spring.

Math:

By May 2027, Southern Avenue will improve meeting or exceeding expectation percentages in grades 3-5 from 23.5% in 2026 to 28.3%, in alignment with the state's 2027 AMO goal.

Southern Avenue will improve TSI identified student groups: ED, Black/AA, and BHN on track/mastery percentages by an additional 5% from the 25-26 school year.

Southern Avenue Charter Elem. school will achieve a level 3 TVAAS score or higher.

Science:

By May 2027, Southern Avenue will continue to build on the 2026 science proficiency rate of 30.1%. The state's AMO goal for science proficiency for 2027 has not yet been released (TBA) by the Tennessee Department of Education.

Performance Measure

ELA:

By May 2027, 27.2% of students in grades 3-5 will score proficient on the ELA TCAP.

Performance will be measured using the following tools with 80% mastery:

- TNReady Assessment
- Weekly Classroom Assessments
- Interim Assessments (Mastery Connect)
- I-Ready Benchmark Assessments
- Progress Learning lesson performance

Early Literacy:

By May 2027, Southern Avenue will increase K-2 early literacy students' on-track and mastery proficiency rates by at least 5 percentage points over the 2025-2026 school year.

By May 2027, 50% of third grade students score proficient or advanced on the TN Ready assessment.

By May 2027, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

Performance will be measured using the following tools with 80% mastery:

- TNReady Assessment
- Weekly Classroom Assessments
- Interim Assessments (Mastery Connect)
- I-Ready Benchmark Assessments
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Math:

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2026-2027 AMO Goals & Proficiency Data

The tables below reflect Southern Avenue's 2026 TCAP results against the 2026 AMO goals, the newly released AMO goals for 2027-2029, and the school's three-year proficiency trend.

2026 AMO% Goals vs. SACS 2026 Proficiency

Subject	2026 AMO% Goal	SACS 2026 Proficient (# Met)	SACS 2026 Proficient %
ELA	40.8%	34	22.4%
Math	30.7%	36	23.5%
Science	36.0%	46	30.1%

New AMO Goals (2027-2029)

Subject	2027	2028	2029
ELA	27.2%	32.1%	36.9%
Math	28.3%	33.1%	37.9%
Science	TBA	TBA	TBA

Recent TCAP Proficiency Levels (3-Year Trend)

Subject	SACS 2024	SACS 2025	Change	SACS 2026	Change
ELA	23.8%	36.8%	+13	22.4%	-14.4%
Math	17.5%	26.0%	+9.2	23.5%	-2.5%

Science	24.6%	31.7%	+7.1	30.1%	-1.6%
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Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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[S 1.1] Standards 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. Benchmark Indicator Students should perform at or above the 80% on Benchmark Assessments and weekly classroom assessments which align with core instructional standards. Weekly classroom observations using the Instructional Practice Guide (IPG) and the TEAM teacher evaluation rubric will provide SACS 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. Student and teacher centered instructional coaching will provide teachers with strategically based teacher needs and readiness. 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 provide ongoing feedback to teachers, interventionists, and teacher assistants and monitor it weekly. Quarterly review of TEAM observation data will be	[A 1.1.1] Implement Differentiated Small Group Instruction Small group instruction that is tailored to meet the diverse needs of students by varying content, process, product, and learning environment. Teachers and academic coaches/teacher assistants will collaborate to ensure all students receive quality, intensive instruction in standards-based deficit areas. Teachers and academic coaches will receive PD, participate in weekly PLC, and weekly data monitoring meetings to strengthen instructional practices to ensure Tier 1 lesson delivery is meeting the needs of students. Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards that challenges students to go beyond memorization and encourages them to engage with complex ideas, solve real-world problems, and apply their knowledge in meaningful ways. I-Ready and Progress Learning computer-based programs will provide students and teachers with additional resources to differentiate learning. I-Ready diagnostic assessments will provide data for each scholar in the areas of Reading and Math, providing teachers and interventionists with a framework for small group instruction around state standards. Additional laptops and/or Chromebooks will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices (laptops or Chromebooks) to navigate online platforms. Interactive classroom boards will assist with student engagement in content areas providing another layer of instruction. The I-Ready platforms will provide teachers and scholars with real-time data on mastery of TN state standards in Reading and Math. Southern Avenue continues its instructional coaching partnership with Eight Strands (formerly ALL Memphis) to strengthen K-2 literacy and small-group instruction. Southern Avenue will offer the following: Data-Driven Instruction: Utilize	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics Eight Strands (Formerly All Memphis), K-2 Instructional Coach	12/19/2026	Federal	
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[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. Benchmark Indicator Weekly classroom observations using indicators from the TEAM Evaluator rubric 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. Instructional Team 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. Monthly PD sessions and weekly PLC and data meetings for teachers, academic coaches, and interventionists to learn effective strategies to help students reach specified goals. Quarterly district-level PD sessions for parents to learn effective strategies to help students reach specified goal. New teacher professional learning supports are	[A 1.2.1] Provide Professional Development for Staff The Instructional Team will provide continuous professional development opportunities focused on best instructional practices and content knowledge and develop individualized professional growth plans that align with teachers' career goals and school needs. To improve professional development for all teachers, including new and lead teachers, Southern Avenue will implement a comprehensive and differentiated professional learning plan focused on high-quality reading and math instruction. The Administrative Team will use the TEAM Observation Look-Fors to monitor the fidelity of implementation of Tier 1 ELA and math instruction. • New teachers will receive targeted onboarding support through mentorship and weekly coaching cycles that emphasize effective pedagogy, classroom management, and data-driven instruction. • All teachers will participate in ongoing, job-embedded professional development aligned to state standards and student achievement data, with a focus on improving conceptual understanding, math discourse, and small group instruction. • Lead teachers will facilitate Professional Learning Communities (PLCs) to model best practices, lead lesson planning sessions, and support peer-to-peer learning. • Southern Avenue will also partner with external consultants — including Eight Strands (formerly ALL Memphis) — and attend regional workshops to ensure teachers stay informed of evidence-based strategies. • Regular feedback, observation cycles, and teacher surveys will be used to refine professional development offerings and ensure continuous improvement in math instruction. • Weekly PLC's with Instructional Facilitators and Data Meetings will allow	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics Patrice Harrington, 3-5 Math Coach Eight Strands, K-2 Instructional Coach	04/10/2027	Combined	
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[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. Benchmark Indicator Students should perform at or above 80% 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, EasyCBM, and Progress Learning) to determine next steps to support students in reaching grade level expectations. 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. • EasyCBM (weekly progress monitoring) • Triannual Benchmark Assessments • Classroom Weekly Assessments • Progress Learning weekly lessons • IReady weekly lessons	[A 1.3.1] Provide Targeted Intervention and Personalized Learning • Tailor teaching methods to meet the diverse needs of students by varying content, process, product, and learning environment. • Administer beginning-of-year and ongoing diagnostics to tailor intervention groups and instructional plans and utilize these programs to adjust instruction to individual student needs (ex. I-Ready, Progress Learning, etc.) • Utilize weekly assessments to monitor student learning and provide immediate feedback. • Develop and monitor personalized plans with specific goals, strategies, and progress indicators. • Hold weekly data meetings to review student performance and adjust interventions as needed. • Communicate progress regularly and provide at-home resources to support targeted math skills. • Encourage group work and cooperative learning to foster collaboration and deepen understanding. • Integrate educational technology, such as classroom interactive boards, tablets, and educational software to enhance instruction and student engagement. • Keyboarding Without Tears program will be used to build students' keyboarding proficiency to prepare for the new online format of the TCAP assessment. • Establish Professional Learning Communities where teachers collaborate regularly to share best practices, analyze student data, and plan instruction. • Students will be provided additional resources as a result of RTI2. Southern Avenue has invested in a RTI2 Coordinator, Suprema Harris, to support in the fidelity of RTI2 across all grade levels for Tier 2 & Tier 3 small group instruction.	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics Eight Strands, K-2 Instructional Coach Suprema Harris, RTI Coordinator	04/10/2027	Combined	
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[S 1.4] Recruitment and Retention of Educational Staff Recruit, retain, and support highly qualified and effective teachers in all Reading classrooms. Benchmark Indicator • Teacher licensure • Job Application • Enrollment in Teacher Preparation Program	[A 1.4.1] Recruit Educational Staff Southern Avenue will: Partner with local universities and teacher preparation programs by establishing partnerships with colleges of education to recruit Reading specialists and student interns and participating in career fairs and offer student teaching placements in classrooms. Post positions early and broadly by advertising vacancies by March across multiple platforms (district site, state job boards, education networks) and highlighting school strengths, literacy initiatives, and professional development opportunities. Develop targeted recruitment materials by creating promotional brochures or videos showcasing literacy success stories, intervention programs, and Reading team collaboration and emphasizing instructional support roles and opportunities for teacher leadership. Implement incentives for high-need positions by providing signing bonuses, relocation stipends, or licensure reimbursement for Reading interventionists or hard-to-fill roles and exploring federal or state funding options to support incentive programs. Engage in early talent identification by identifying and cultivate teacher candidates through paraprofessionals, substitutes, or instructional assistants currently working in the school or district and offering pathway-to-teaching support for aspiring teachers. Use a selection process focused on literacy competency by incorporating performance tasks or demo lessons focused on small group reading instruction, phonics strategies, and comprehension techniques during interviews and including literacy leaders in hiring committees to ensure alignment with instructional vision. Track and analyze recruitment data by monitoring the number of applicants, interview-to-hire ratios, and hire timing for Reading roles and utilizing this data annually to refine and improve recruitment strategies. SACS will utilize teacher bonuses and stipends to attract highly qualified candidates. Bonuses and stipends will be used to maintain and recruit highly qualified personnel.	Walter Evans Jr., Human Resources Director Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics	12/19/2026	Combined	
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	[A 1.4.2] Retain Educational Staff Southern Avenue will: Implement mentoring and coaching programs by pairing new and early-career Reading teachers with experienced mentors and providing regular instructional coaching focused on instructional pedagogy and literacy strategies. Foster a positive professional culture by promoting collaboration through PLCs (Professional Learning Communities) specific to reading instruction and recognizing and celebrate teacher achievements and contributions to student reading growth. Provide ongoing, targeted professional development by offering regular training on current reading curriculum, differentiated instruction, and data-driven practices and supporting teachers in attending literacy conferences and workshops to enhance their instructional toolkit. Ensure access to high-quality instructional resources by equipping classrooms with updated, standards-aligned materials and technology and involving teachers in the selection and implementation of curriculum and resources. Offer leadership and career advancement opportunities by creating teacher-leader roles (e.g., literacy lead, curriculum advisor) and providing stipends or release time for staff taking on additional responsibilities or leading PD sessions. Promote work-life balance and wellbeing by monitoring teacher workload to ensure manageable expectations and offering wellness initiatives and mental health supports throughout the year. Conduct regular feedback and listening sessions by scheduling quarterly check-ins with staff to assess needs and job satisfaction and using anonymous surveys and focus groups to gather honest input on school climate and leadership support. Strengthen administrative support by providing timely and constructive feedback from administrators and instructional facilitators and ensuring teachers have access to intervention support, student behavior resources, and clear communication structures. Create incentive and recognition	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics Eight Strands, K-2 Instructional Coach	03/06/2027	Combined	
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[G 2] Safe and Healthy Students

Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.

Southern Avenue will reduce the percentage of chronically absent students by 10% and increase attendance by grade band, by 3%.

Southern Avenue will increase Parental Involvement throughout the 2026-2027 SY.

Southern Avenue will maintain the percentage of positive disciplinary occurrences for the 26-27 school year.

Performance Measure

- Decrease in office discipline referrals
 - Decrease In-School and Out-of-School suspensions
 - Improvement in student attendance rates
 - Increase in percentage of staff trained in trauma-informed practices and behavioral interventions
 - Decrease bullying and harassment incident reports
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- 70% of families attending parent-teacher conferences
 - Parent satisfaction with school communication (via surveys)
 - Number of families using school communication tools (apps, newsletters, texts)
 - 70% of parents accessing student academic platforms (e.g., portals, report cards)
 - Participation in academic workshops or informational sessions
 - 70% of parent volunteers and volunteer hours logged
 - 70% of classrooms or events supported by parent volunteers
 - Representation of diverse families at events and in decision-making
 - Family engagement levels across subgroups (e.g., ELL, SPED, low-income)
 - Number of parent training/workshops offered annually.
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- PowerSchool Data
 - Power BI Data
 - Share Point
 - Sign-In Sheets
 - Platform usage report

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time. ● Parent Sign-In Sheets ● Benchmark Assessments ● Parent Communication Logs	[A 2.1.1] Strengthen Parent, Family, and Community Engagement To strengthen family, parent, and community engagement, Southern Avenue will implement a variety of inclusive strategies designed to foster meaningful partnerships that support student learning and academic success. ● Regular communication will be established through newsletters, school messaging platforms, and parent-teacher conferences to ensure families are informed and involved in their child's progress. ● Southern Avenue will host literacy and math nights, workshops, and curriculum previews to build parents' capacity to support learning at home. ● Community organizations and local businesses will be invited to collaborate on school events and provide enrichment opportunities for students. ● Southern Avenue will establish a parent advisory committee to gather feedback and encourage shared decision-making, while offering interpretation services and culturally responsive outreach to ensure all families feel welcomed and valued. ● Involve parents, staff, and community members in planning and evaluating engagement efforts. ● Build stronger relationships by understanding family needs and offering personalized support. ● Include parents in academic and behavior goal setting during conferences or data review meetings. ● Offer take-home materials, technology assistance, and community resource information in a central location.	Dr. Morticia Brooks-Taylor, Principal Manessa Parker- Dean of Assessment & Accountability Tenina Holman- Dean of Academics	05/22/2027	Combined	

[S 2.2] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20-day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20-day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	[A 2.2.1] Improve Attendance The Principal and Dean of Assessment & Accountability will assist in tracking and reviewing trends in attendance and behavior, thus establishing another connection to parents/guardians of students. In the event of critical concerns, the principal will assist directly. SACES will: ● partner with Men in Blue security organization to conduct home visit/truancy visits to students' homes. ● regularly communicate with parents about the importance of attendance and provide updates on their child's attendance record via robotext system. ● foster a positive and inclusive environment where students feel safe, valued, and excited to learn. ● recognize and reward good attendance with certificates, announcements, or small incentives. ● identify and address barriers by working with families to provide transportation options and address health related absences by providing access to school nurses, mental health counselors, and wellness programs. ● collaborate with local businesses, nonprofits, and community leaders to support attendance initiatives, like providing rewards for good attendance. ● offer workshops or informational sessions for parents about the impact of absenteeism on academic performance. ● ensure that attendance policies are clearly communicated to parents and students at the beginning of the school year and reinforced throughout the year. SACS will support displaced students by providing stability, resources, and a sense of belonging during challenging times. To help these students, SACS will offer personalized support services, such as counseling and	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Tenina Holman, Dean of Academics School Nurse School Secretary	05/22/2027	Combined; Title One, TISA	
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	[A 2.2.2] Foster Positive Culture Southern Avenue will utilize a behavioral specialist to incorporate positive behavioral interventions and supports. Positive Behavioral Interventions and Supports (PBIS): Tiered Support System: Implement a PBIS framework that provides different levels of support based on the student's needs. ● Tier 1: School-wide strategies that promote positive behavior for all students, like clear behavior expectations and positive reinforcement. ● Tier 2: Targeted interventions for students who need additional support, such as small group sessions or behavior contracts. ● Tier 3: Intensive, individualized interventions for students with significant behavioral challenges, including personalized behavior plans. Southern Avenue will also reinforce positive behaviors by using rewards, praise, and recognition to reinforce positive behaviors, integrating social-emotional learning into the curriculum to help students develop skills like self-awareness, self-regulation, empathy, and conflict resolution, clearly define and teach school-wide expectations for behavior, making sure these expectations are consistent across classrooms and other areas of the school by posting visual reminders, and maintaining open lines of communication with parents and guardians about their child's behavior, sharing both positive behaviors and areas for improvement. Professional Development for Staff: ● Training: Provide ongoing professional development for teachers and staff on behavior management strategies, SEL, and restorative practices. ● Collaborative Problem-Solving: Encourage staff to collaborate and share successful strategies for managing challenging behaviors. Classroom management strategies will be shared and implemented in classrooms to create a structured environment and predictable classroom environment where students	Dr. Morticia Brooks-Taylor, Principal Manessa Parker, Dean of Assessment & Accountability Sherron Banks, Behavioral Specialist	05/22/2027	Combined	
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