

**[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. .

**Performance Measure**

By May 2026, we will increase ELA proficiency rates from 39.4% in 2024 to 49.4%.

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><b>[S 1.1] Standard Aligned Core Instruction</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>* **Bi-Weekly** Short-Cycle Assessments<br/>* **Weekly** Instructional Walkthroughs using the district's walkthrough instrument.</p> <p>**Effectiveness**</p> <p>* **Bi-Weekly** Short Cycle Assessments will</p> | <p><b>[A 1.1.1] Informal Classroom Walkthroughs</b><br/>School administrators will conduct Informal Classroom Walkthroughs weekly using the district's Microsoft Forms tool.</p> | <p>Dr. Trenton Watson, AP<br/>Marcus Jones, and AP<br/>Tammy Manning</p> | <p>05/22/2026</p>         | <p>SBB</p>     |       |

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| <p>reflect 60% of students scoring 80% or higher.<br/> * **Weekly** Instructional Walkthroughs will indicate that 85% of teachers are facilitating lessons that align with their submitted lesson plans and posted Whiteboard Protocols.</p>  |  |  |                   |                        |  |
|   | <p><b>[A 1.1.2] Improve student achievement and growth by supporting rich learning environments</b><br/> Westwood HS will secure supplies, materials, equipment, and resources to support academic growth and achievement</p>  | <p>Dr. Trenton Watson (Principal); Derek Williams and Andrea Thompson (ELA Teachers)</p> | <p>05/22/2026</p> | <p>SBB and Title 1</p> |  |
| <p><b>[S 1.2] Professional Development</b><br/> 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><b>Benchmark Indicator</b><br/> **Implementation**</p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* Monthly professional development minutes</li> <li>* Weekly PLC meeting minutes</li> <li>* Bi-weekly Instructional Leadership Team (ILT) minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</li> <li>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level</li> </ul> | <p><b>[A 1.2.1] Attend local, state, and national professional conferences</b><br/> Westwood High School staff will attend educational conferences to gather information that improves and cultivates instructional practices which lead to improved student achievement/growth and teacher effectiveness to meet our ELA goals. Attending staff will train ELA Faculty in the use of best practices during our collaborative planning and PLC sessions.</p> | <p>Dr. Trenton Watson (Principal); Derek Williams and Andrea Thompson (ELA Teachers)</p> | <p>05/22/2026</p> | <p>SBB Title 1</p>     |  |

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| <p>3 or higher.</p> <ul style="list-style-type: none"> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> </ul>  |   |   |                   |             |  |
|  | <p><b>[A 1.2.2] Provide individualized Professional Learning Support</b><br/> Tiered and differentiated support will be provided to teachers by school-based and central officed instructional teams.</p>                 | <p>Dr. Trenton Watson, Principal; AP Marcus Jones; AP Tammy Manning; PLCC Cynthia Johnson</p>                 | <p>05/22/2026</p> | <p>SBB</p>  |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/> 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><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting minutes</li> <li>* Quarterly benchmark assessments</li> <li>* Weekly fidelity checks</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect</li> </ul> | <p><b>[A 1.3.1] Targeted Intervention and Personalized Learning</b><br/> Westwood High School will provide an afterschool Tutoring Program. The program will improve student achievement in all EOC subjects and ACT.</p> | <p>Dr. Trenton Watson Principal, AP Marcus Jones, AP Tammy Manning, PLC Coach Cynthia Johnson, and Tutors</p> | <p>04/10/2026</p> | <p>ESSA</p> |  |

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| <p>at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.<br/>* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p> |   |  |                   |            |  |
|   | <p><b>[A 1.3.2] Co-Teach with Inclusion Teachers</b><br/>General Education teachers will work with inclusion teachers to target student gaps.</p> | <p>Bernice Vaulx,<br/>Zinker<br/>Williams, Derek<br/>Williams, and<br/>Andrea<br/>Thompson</p> | <p>05/22/2026</p> | <p>SBB</p> |  |

**[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**

By May of 2026, we will increase math proficiency in 2024 from 2.7% to 12.7% in 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

| <b>Strategy</b>   | <b>Action Step</b>   | <b>Person Responsible</b>                    | <b>Estimated Completion Date</b> | <b>Funding Source</b>       | <b>Notes</b> |
|---|--|--|----------------------------------|-----------------------------|--------------|
| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> | <p><b>[A 2.1.1] Standard Aligned Core Instruction</b><br/>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>Ms. I. Burse<br/>and Mr. A.<br/>Lewis</p> | <p>05/22/2026</p>                | <p>SBB<br/><br/>Title 1</p> |              |

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| <p>* **Weekly** Lesson Plans<br/>* **Daily** Exit Tickets</p> <p><b>**Effectiveness**</b></p> <p>* **Weekly** lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.<br/>* **Daily** Exit Tickets will reflect as least 90% of students scoring 80% or higher</p>  |  |   |                   |                        |  |
|   | <p><b>[A 2.1.2] Implement Bi-Weekly Data Meetings during PLCs</b><br/>Teachers will lead analysis of student work to move students from below to proficiency during bi-weekly data meetings.</p>   | <p>Ms. I. Burse and Mr. A. Lewis</p>  | <p>05/22/2026</p> | <p>SBB<br/>Title 1</p> |  |
| <p><b>[S 2.2] Professional Development</b><br/>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><b>Benchmark Indicator</b><br/><b>**Implementation**</b></p> <p>* Weekly collaborative planning minutes<br/>* Monthly professional development minutes<br/>* Weekly PLC meeting minutes<br/>* Bi-weekly Instructional Leadership Team (ILT) minutes<br/><b>**Effectiveness**</b></p> <p>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or</p> | <p><b>[A 2.2.1] Attend local, state, and national conferences</b><br/>Westwood High School staff will attend educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our math goals. Attending staff will train math faculty on best practices during collaborative planning and PLC sessions weekly.</p> | <p>Dr. Trenton Watson, Principal; AP Marcus Jones; AP Tammy Manning; India Burse and Alexis Lewis (Math Teachers)</p> | <p>05/22/2026</p> | <p>SBB</p>             |  |

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| <p>higher on daily tasks.</p> <ul style="list-style-type: none"> <li>* Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> </ul> |  |   |                   |                             |  |
|  | <p><b>[A 2.2.2] Provide individualized professional learning supports</b><br/>Tiered and differentiated support will be provided to teachers by school-based and central office instructional teams.</p>   | <p>Cynthia Johnson, PLCC and District Professional Development Team</p>                                       | <p>05/22/2026</p> | <p>SBB<br/><br/>Title 1</p> |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>* **Monthly** progress monitoring data</li> <li>* **Monthly** Data meeting minutes</li> <li>* **Quarterly** Benchmark Assessments</li> <li>* **Weekly** Assessments</li> </ul>  | <p><b>[A 2.3.1] Targeted interventions and personalized learning</b><br/>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>Dr. Trenton Watson, Principal; PLC Coach Cynthia Johnson; India Burse and Alexis Lewis (Math Teachers)</p> | <p>05/22/2026</p> | <p>SBB</p>                  |  |

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| <p><b>**Effectiveness**</b></p> <p>* <b>Monthly</b> progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>* <b>Monthly</b> data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* <b>Quarterly</b> benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>* <b>Weekly</b> assessments will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p>   |   |  |                                    |                              |                     |
|   | <p><b>[A 2.3.2] Implement Extended Learning Tutoring Program</b></p> <p>Westwood High School will provide an afterschool Tutoring Program. The program will improve student achievement in all content areas, as well as the ACT.</p> | <p>PLC Coach<br/>Cynthia Johnson, India Burse and<br/>Alexus Lewis (Math Teachers)</p> | <p>05/22/2026</p>                  | <p>ESSA</p>                  |                     |
| <p><b>[G 3] College and Career Readiness</b></p> <p>By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools 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.</p> <p><b>Performance Measure</b></p> <p>By May of 2026, Westwood High School will increase the percentage of ready graduates from 18.7% in 2024 to 28.7 in 2026 and increase our graduation rate from 84.0% in 2024 to 94.0%.</p> <p>*accountability lag year and assuming goal was met prior year.</p> <p>These performance measures will be monitored by the following:</p> <ul style="list-style-type: none"> <li>* Early Post Secondary Opportunities being offered</li> <li>* ACT composite score (21 or higher)</li> <li>* Earnings of Industry Certifications</li> <li>* ASVAB Scores</li> <li>* Graduation Rate</li> </ul> |   |  |                                    |                              |                     |
| <p><b>Strategy</b></p>  | <p><b>Action Step</b></p>   | <p><b>Person Responsible</b></p>   | <p><b>Estimated Completion</b></p> | <p><b>Funding Source</b></p> | <p><b>Notes</b></p> |

|  |   |   | Date       |     |  |
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| <p><b>[S 3.1] Early Post-Secondary Opportunities</b><br/>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><b>Benchmark Indicator</b><br/>**Implementation **</p> <p>* **Bi-quarterly** Progress Reports<br/>* **Quarterly **Report Cards</p> <p>**Effectiveness **</p> <p>* **Bi-quarterly** review of progress reports will reflect 100% of students enrolled in advance academics will have a passing grade of C or higher.<br/>* **Quarterly** report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.</p> | <p><b>[A 3.1.1] Dual Credit and Dual Enrollment</b><br/>Enroll students in year-long Dual Credit Courses and Dual Enrollment Courses</p>  | S. Darden and L. Smith<br>(Professional School Counselors)  | 05/22/2026 | SBB |  |
|  | <p><b>[A 3.1.2] Offer ASVAB for Military Opportunities</b><br/>All 11th and 12th-grade students and/or students that are at least 17 years of age, will complete the ASVAB assessment to explore military opportunities.</p> <p>The ASVAB will be offered at least four times within the school year.</p> | S. Darden and L. Smith<br>(Professional School Counselors),<br>Major Waters,<br>and Sargent Surratt | 05/22/2026 | SBB |  |
|  | <p><b>[A 3.1.3] Offer Industry Certification through CCTE</b><br/>Students will complete certification assessments.</p>   | S. Darden and L. Smith<br>(Professional School Counselors)  | 05/22/2026 | SBB |  |
| <p><b>[S 3.2] Work-Based Learning Opportunities</b><br/>Assist students in early high school grades with</p>   | <p><b>[A 3.2.1] Attend College and Career Fairs</b><br/>11th and 12th graders will attend *College and</p>  | S. Darden and L. Smith  | 05/22/2026 | SBB |  |

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| <p>identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>* **Semesterly** review of student transcripts<br/> * **Semesterly** review of career interest inventories</p> <p><b>**Effectiveness**</b></p> <p>* **Semesterly** review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.<br/> * **Semesterly** review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.</p> | <p>Career Fairs* in the Fall and in the Spring</p>  | <p>(Professional School Counselors) and L. Green and J. Hill-Rogers (Graduation Coaches)</p>                        |                   |            |  |
|   | <p><b>[A 3.2.2] Provide College Readiness Counseling</b><br/> Provide students with college and career planning opportunities that will assist in identifying interests and career-expectations.</p>            | <p>S. Darden and L. Smith (Professional School Counselors) and L. Green and J. Hill-Rogers (Graduation Coaches)</p> | <p>05/22/2026</p> | <p>SBB</p> |  |
| <p><b>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</b><br/> ****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><b>[A 3.3.1] Offer Summer Transitional Programs</b><br/> Westwood High will offer a summer transition program along with parent support meetings to aid students during their middle college experience.</p> | <p>S. Darden and L. Smith (Professional School Counselors)</p>  | <p>07/31/2026</p> | <p>SBB</p> |  |

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| <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>* **Quarterly** report cards<br/> * **Quarterly** mock ACT data<br/> * **Semesterly** 4-year student academic and transition plans<br/> <b>**Effectiveness**</b></p> <p>* **Quarterly** review of student report cards will reflect 80% of all students performing at 70% or higher in all core subject area classes.<br/> * **Quarterly** mock ACT data will reflect improvement in student composite scores by at least 10%.<br/> * **Semesterly** review of 4-year student academic and transition plans will reflect that at least 80% of students are on track of reaching their post-secondary goals.</p> |   |   |                   |            |  |
|   | <p><b>[A 3.3.2] Middle School Visits</b><br/> High School Counselors visit our feeder middle schools to introduce rising 9th grade students to our academic offerings and programs.</p> | <p>S. Darden and L. Smith<br/> (Professional School Counselors)</p> | <p>05/22/2026</p> | <p>SBB</p> |  |