

Whitehaven High 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. Performance Measure Whitehaven HS will increase ELA EOC meeting or exceeding expectations proficiency rates from 26.4% in 2023-24 to 35% in 2025-26. Performance will be measured using the following tools: TNReady Assessment Formative Assessment using a Mastery Connect Bi-weekly performance assessments Daily student work					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. Benchmark Indicator **Benchmark Indicator** *Implementation.* Quarterly Common Formative Assessments Semesterly TEM rubric formal observations	[A 1.1.1] Walk-throughs District Walkthrough data will be monitored through Professional Learning Zone for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.	Wynette Flowers-Atkins, Aishia Dotson, Akita Banger- Gray, Veranda Moffett, Ernest Smith, Tangela Taylor, Traci Townsel, Jason Bolden, Melissa Coleman, Q. Debnam	04/30/2026		

Weekly Instructional Informal Observations Review of Daily Standards Based Bell Work *Effectiveness:* 75% of students meeting or exceeding expectations with score of 75 or above on Quarterly Common Formative Assessments Each semester, teachers will score of 3 or better on any TEM rubric formal observations Weekly Instructional Informal Observations will show 70% of all teachers receive positive feedback by the end of the first semester. Students' retention of content will be measured by Review of Daily Standards Based Bell Work with 70% mastery and to ensure that standards are being spiraled.					
	[A 1.1.2] Common Formative Assessments Teachers, curriculum coaches, and the ILT will collaboratively formulate lessons and assessments that are objective-driven and standards-aligned. Common Assessments will be administered bi-weekly.	Tangela Taylor, Lajuana Broden, Ashley Martin, ELA Dept, Wynette Flowers-Atkins	04/17/2026	ISM Grant	
	[A 1.1.3] Standards Based Bellwork Spiraled bellwork based on the power standards that students have not mastered.	Tangela Taylor, Lajuana Broden, Ashley Martin, ELA Dept, Wynette Flowers-Atkins	04/17/2026		
[S 1.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instruction and strategies that result in improved student performance.	[A 1.2.1] Weekly ILT Meetings Weekly ILT meetings 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.	Tangela Taylor, ELA Dept, ELA Curriculum Coach	04/30/2026		

Benchmark Indicator *Implementation.* Quarterly Common Formative Assessments Semester Mock Assessment data Weekly PLC meetings New Higher Learning sessions are conducted throughout the year for new hires. *Effectiveness:* 75% of students meeting or exceeding expectations with score of 75 or above on Quarterly Common Formative Assessments Each semester, compare previous and current mock assessment data to ensure 75% of the students are scoring 70% or above. Weekly PLC meeting minutes will result in 100% of the teachers implementing more effective daily instructional practices while being observed during informal walkthroughs and formal observations. Mentor rosters are submitted to ensure collegial support is assigned to new hires. Mentors attend meetings with mentees to ensure 90% participation from mentees.					
	[A 1.2.2] Monthly Parent University Sessions Monthly Parent University sessions for volunteers and parents to learn effective strategies to help students reach the school's ELA goal.	Aishia Dotson, WHS Staff	04/30/2026		
[S 1.3] Targeted Intervention and Personalized Learning Whitehaven High will provide intervention and enrichment during the 8th period block. During this block, RTI will be implemented for students who face challenges mastering the Tennessee state	[A 1.3.1] Targeted Intervention Targeted intervention include safety nets ZAP, acronym for zero's aren't permitted, Tiger Tutorial Time, T3, and after school tutoring. ZAP allows students who did not reach mastery on an assessment an opportunity to retake the	Aishia Dotson, Schoolwide	05/31/2026	Title I	

standards. Students in the ELL/ESL subgroup will receive services from the WHS ESL teacher. The ELL teacher will support ELL/ESL students by serving as their cooperative teacher for three classes and ELL teacher for four ESL classes. She will work alongside core teachers to ensure that the students gain an understanding of the literacy expectations within the class as well as offer extra support for these students as they will participate in the upcoming administration of the ELA TCAP. Additionally, she will work with the core teacher in planning lessons and alternative assignments to support the needs of EL/ESL students in order that they may experience a level of rigor within the learning environment. Tier 1, Tier 2, and Tier 3 students will receive in-class remediation and enrichment to promote academic achievement with a significant focus on TCAP achievement. Students in the SWD subgroup will receive additional assistance from Exceptional Education teachers that are placed in core classes. The co-teacher will support the teachers in the classroom by collaboratively planning and providing services that meet each student's individual education plan.	assessment in a second attempt to reach mastery with full credit .				
Targeted intervention include safety nets ZAP, acronym for zero's aren't permitted, Tiger Tutorial Time, T3, and after school tutoring. ZAP allows students who did not reach mastery on an assessment an opportunity to retake the assessment in a second attempt to reach mastery with full credit . T3 is designed to assist students when they have fallen below a grade of 59 during the reporting term. The students will be allowed to make up missed and failed assignments in an effort to obtain a passing grade of 60 for the reporting term.					
Whitehaven High will continue to host Parent University sessions led by content area teachers to expose parents to academic rigor in the classroom as well as equip parents with the necessary tools to					

assist students in their academic achievement. Implement "Think-Read-Write-Compute" during 9th and 10th periods, which is a schoolwide initiative that exposes all students to EOC and ACT type reading and writing prompts, mathematical situations, and domain specific vocabulary. Additional support for students via tutoring will be provided for students who struggle with EOC coursework and for students who need ACT support for at least 3 hours per week. Benchmark Indicator *Implementation.* Quarterly English District Formative Assessments In class Weekly Assessments/Assignments Progress Monitoring Review of ELA Data ELA ACT Data *Effectiveness.* Students should perform at or above 80% on Quarterly English District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 75% of students score 80% mastery on in class weekly Assessments/Assignments Monthly progress monitoring data review of students' performance in targeted ELA intervention to determine next steps of intervention support in an effort to get them to 80% mastery. Improved overall ELA ACT Scores for students who participated in ACT tutoring by 3 points.					
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	[A 1.3.2] Family Literacy Night Students and parents will meet at the school to learn how and why to make room for books and reading together at home with these resources, activities, and information. We will provide books, pamphlets, and/or magazines to parents and students to use as a resource at home to help children with reading and reading comprehension strategies to increase academic achievement.	Myra Newman, Stan Collins, Wynette Flowers-Atkins , Aishia Dotson	12/12/2025	Title I	
	[A 1.3.3] Muffins for Mom Mothers or guardians will have the opportunity to meet with the ELA & Math departments to think-read-write- and/or compute. Parents will be asked to complete at least 3 of the assignments related to the Think read write compute initiative that we provide to students in the classroom. Parents will learn how to assist their student with the various modes of prompts provided by the school.	Myra Newman, Stan Collins, Wynette Flowers-Atkins , Aishia Dotson, ELA Dept, Math Dept	02/27/2026	Title I	
[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 equitable 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 2026, WHS will improve the overall scores of students who met and exceeded expectations in math from 49.4% in 202-24 to 56% in 2025-26. Performance will be measured using the following tools: Yearly TNReady/EOC Assessment Quarterly Formative Assessment using Performance Matters Bi-weekly performance assessments Daily student work					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will provide exposure to a rigorous mathematics curriculum that will develop students' deeper understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure that students are career and college ready. Benchmark Indicator *Implementation:* Quarterly Math Common Formative Assessments Semesterly TEM rubric formal observations Weekly Instructional Informal Observations Review of Daily Standards Based Bell Work *Effectiveness:* 75% of students meeting or exceeding expectations with score of 75 or above on Quarterly Math Common Formative Assessments Teachers will score of 3 or better on any TEM rubric formal observations per semester Weekly Instructional Informal Observations will show 70% of all teachers receive positive feedback by the end of the first semester. Students' retention of content will be measured by Review of Daily Standards Based Bell Work with 70% mastery and to ensure that standards are being spiraled.	[A 2.1.1] TEM Observation Review Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.	Dr. V. Hunter, Dr. J. Bolden, Dr. Q. Debnam, M. Coleman, V. Moffett, T. Taylor, E. Smith, T. Townsel	04/17/2026		

	[A 2.1.2] Walkthrough Data District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams	Dr. V. Hunter, Dr. J. Bolden, Dr. Q. Debnam, M. Coleman, V. Moffett, T. Taylor, E. Smith, T. Townsel	04/17/2026		
	[A 2.1.3] Daily Classroom Observations 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.	Dr. V. Hunter, Dr. J. Bolden, Dr. Q. Debnam, M. Coleman, V. Moffett, T. Taylor, E. Smith, T. Townsel, A. Gray, W. Flowers, A. Dotson	04/17/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Faculty meetings will be held weekly and there will be monthly PD sessions for educators who need smaller sessions to become better at their jobs. Benchmark Indicator *Implementation:* Quarterly Common Math Formative Assessments Semester Mock Assessment data Weekly Math Dept PLC meetings New Higher Learning sessions are conducted	[A 2.2.1] Professional Learning Opportunities Implement on-going new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.	Dr. Q. Debnam	04/17/2026		

throughout the year for new hires. *Effectiveness:* 75% of students meeting or exceeding expectations with score of 75 or above on Quarterly Common Math Formative Assessments Each semester, compare previous and current mock math assessment data to ensure 75% of the students are scoring 70% or above. Weekly PLC math dept meeting minutes will result in 100% of the teachers implementing more effective daily instructional practices while being observed during informal walkthroughs and formal observations. Mentor rosters are submitted to ensure collegial support is assigned to new hires. Mentors attend monthly meetings with mentees to ensure 90% participation from mentees.						
	[A 2.2.2] ILT Meetings 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.	Content leads; All administrators	04/17/2026			
	[A 2.2.3] PLC Meetings Teachers will meet weekly to analyze student data, discuss best practices, and facilitate planning sessions.	V. Moffett, W. Flowers Atkins, Math Dept	04/17/2026			
[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.	[A 2.3.1] Progress Monitoring Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to move them to grade level performance.	All Content Area Teachers	05/29/2026			

** ** ** ** Benchmark Indicator *Implementation.* Quarterly District Formative Assessments In class Weekly Assessments/Assignments Progress Monitoring Review of Math Data Math ACT Data *Effectiveness.* Students should perform at or above 80% on Quarterly District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 75% of students score 80% mastery on in class weekly Assessments/Assignments Monthly progress monitoring data review of students' performance in targeted math intervention to determine next steps of intervention support in an effort to get them to 80% mastery. Improved overall Math ACT Scores for students who participated in ACT tutoring by 2 points.								
					[A 2.3.2] ABCs of EOC Parent meeting where parents are informed that their student is about to embark upon EOC state testing. They will be informed on how to prepare their students for the upcoming week of the test. Give reminders of the dos and don'ts the morning of the test; study tips for each subject area; provide resources to use at home to increase academic	Myra Newman, Stanley Collins, Akita Gray, Aisha Dotson, Wynette Flowers Atkins	03/06/2026	Title I

	achievement ; testing expectations; and student preparedness.				
	[A 2.3.3] Grandparents Day Whitehaven Family engagement specialists and math teachers will meet with the grandparents of the students to engage in a calculator usage training. We will teach grandparents how to use the calculator in order to increase student achievement on state tests.	Myra Newman, Stan Collins, Veranda Moffett, W Flowers Atkins, Math dept	11/21/2025	Title I - Family Engagement	
[G 3] College and Career Readiness By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Whitehaven High School 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. **ADD YOUR SMART GOAL IN THE PERFORMANCE MEASURE SECTION BELOW.** Performance Measure #### 1. Increase ACT Readiness * Goal: *By May 2026, increase the percentage of 12th-grade students scoring a 21 or higher on the ACT from 13.6% to 30% through targeted ACT prep sessions, Saturday boot camps, and individualized tutoring.* #### 2. Improve FAFSA Completion Rates * Goal: *By March 2026, increase the FAFSA completion rate among graduating seniors from 75% to 90% by implementing 2 yearly FAFSA workshops, parent engagement nights, and counselor check-ins.* #### 3. Expand Dual Enrollment Participation * Goal: *By the end of the 2025–2026 school year, increase dual enrollment participation from 70%-80% by encouraging the 9th and 10th graders to take the dual enrollment classes the district has for them this year.* #### 4. Career Pathway Completion * Goal: *By May 2026, increase the number of students completing a CTE pathway from 30% to 40% by enhancing course scheduling, career counseling, and industry certification opportunities.* #### 5. Postsecondary Enrollment * Goal: *By October 2026, increase the percentage of graduates enrolling in a 2-year, 4-year, technical college, or military from 55% to 70% by strengthening college advising, hosting college fairs, and tracking application milestones.* ### 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
[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. Benchmark Indicator 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. **Implementation:** - Semesterly ACT course audit to review - Weekly college and university visits **Effectiveness:** - Semesterly ACT course audit will show a 3pt increase of composite ACT score. - Weekly college and university visits will have a 10% increase in the number of students that enroll	[A 3.1.1] ACT Preparation Whitehaven High School will encourage students to attend an ACT tutoring session in person after-school. Pull-out ACT sessions will be conducted during school the week of the test for both juniors and seniors to ensure they are ready to perform for the test. Student at Whitehaven have multiple EPSO opportunities with us offering 8 AP classes, 19 dual credit classes, and 18 dual enrollment classes this school year.	Tangela Taylor	04/17/2026		

* Yearly transcript audits									
Effectiveness:									
* Yearly transcript audits will keep students on track and maintain a 95% graduation rate									
[G 4] G 4 Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.									
Performance Measure									
### 1. Overall Attendance Rate									
* Goal: *By May 2026, increase the overall student attendance rate from 88% to 93% by implementing weekly attendance incentives, parent outreach by our attendance liaison and family engagement specialist, and early intervention strategies.*									
### 2. Reduce Chronic Absenteeism									
* Goal: *By the end of the 2025–2026 school year, reduce the percentage of students identified as chronically absent (missing 10% or more of school days) from 22% to 12% through targeted support plans, mentorship programs, and SARB/SART meetings.*									
### 3. Grade-Level Attendance Improvement									
* Goal: *By May 2026, improve 9th-grade attendance from 85% to 92% by launching a freshman success initiative that includes attendance monitoring, peer mentoring, and family engagement.*									
### 4. Parent Engagement									
* Goal: *By December 2025, increase parent participation in attendance-related meetings and workshops by 40% through monthly communication, bilingual resources, and flexible scheduling options.*									
### 5. Staff Accountability									
* Goal: *By October 2025, ensure that 100% of teachers are tracking and reporting attendance daily and referring students with 3+ unexcused absences to the attendance team within 48 hours.*									
###									
* Specific: Decrease behavioral incidents.									
* Measurable: Reduce out-of-school suspensions by 30%.									

* Achievable: Implement restorative practices and SEL curriculum. * Relevant: Promotes a safer and more inclusive school climate. * Time-bound: By May 2026. * SMART Goal: *Reduce out-of-school suspensions by 10% by May 2026 through restorative practices and consistent behavior interventions. * Performance Measure Interventions and supports will be measured using the following: * PowerSchool Data * PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] 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 Implementation: * SART Meetings- Weekly for students who have accumulated 5 unexcused absences. These parents are sent emails to notify them of their child's status. * Attendance Reconciliation- Daily * Parent Phone Calls- classroom based daily * ROBO CALLS & TEXT MESSAGES- Regularly once student has accumulated 3 absences * Attendance Liaison who regularly checks attendance data and updates * Family Engagement Specialists- two part time employees who reach out to parents with regular phone calls	[A 4.1.1] PBIS Meetings Team members assemble every 20 days to develop, monitor, and adjust behavioral plan(s) in an effort to provide needed support to teachers and students in order to curve chronic absenteeism and behavioral infractions.	Dr. Jason Bolden and Sharon Jackson	05/22/2026		

Effectiveness: * Weekly SART meetings that capture all students who have accumulated 5 or more unexcused absence. On average, we issue 20 SART Meeting requests per week and hold approximately 25-40% of those meetings in person. The rest of the meetings are conducted over the phone by the Attendance Liaison and/or Family Engagement Specialists. * Daily Attendance Reconciliation improves our attendance rate from an average of 80% to 92% or higher. * Class room teacher's make weekly calls to parents of students who have missed 2-3 class periods. Parental Contact Logs are submitted twice a quarter and average 15 phone calls for attendance per submission. * District robo calls are sent to 100% of parents whose child has missed any class for the day. In addition, the district robo calls and text messages for attendance warnings are sent to 100% of parents whose child has accumulated 3 Unexcused Absences. * Attendance Liaisons averages 70 phone calls to parents per 20 day attendance period. + From 23-24 academic year Chronic Absenteeism was 23.4% to 19.8% in 24-25 year. + SART Meetings went down from 26.1% in 23-24 to 23.5% in 24-25. * Family engagement specialists identified 34 students who were enrolled in other schools this academic year through phone calls to parents. These calls helped to promote our attendance rate and graduation rate via proper removal from the cohort. In addition, the family engagement specialists close approximately 40% of our SART contacts weekly by conducting the SART Meetings over the phone.					
	[A 4.1.2] Daily Attendance Reconciliation Attendance liaison pulls students attendance daily	Dr. Jason Bolden Abigail Fisher, Myra	05/18/2026		

	and the parents are contacted by the Family engagement specialist and attendance liaison.	Newman, and Stanley Collins			
[S 4.2] 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. Benchmark Indicator **Implementation** 1. Weekly Informal walk-throughs using district walk-thought tool . 2. Weekly departmental PLC meetings and agenda. **Effectiveness ** 1. Weekly use of the walk-through data and departmental PLC meeting and agendas will show how 80% of the teachers effectively implement an instructional strategy presented in professional development 80% of the time in the classroom	[A 4.2.1] Teacher Improvement Novice teachers are infused with skills and researched base strategies on creating and maintaining a safe and conducive learning environment for all students. Monthly new hire learning series on grade book protocols, TEM observations, smart find, Microsoft teams, semester wrap-up, praxis, EPP, culture, and climate of the building. Departments will have weekly PLC meetings to ensure everyone is moving in the right direction and the goals have been communicated to everyone at the same time.	Dr. Quadriyyah Debnem	04/30/2026		
[S 4.3] 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 Implementation: Review 20-day student attendance reports Monthly Parent surveys	[A 4.3.1] Parent University Meetings will be held monthly beginning in October to allow parents an opportunity to be exposed to the standards and content the students are learning daily in their classes and how the can better support their child.	Aishia Dotson	05/15/2026		

Effectiveness: Review 20-day student attendance reports will show an increase in student attendance by 5% each quarter Monthly Parent surveys will result in an increase parent participation in Parent University by 30% at the end of the school year.	[A 4.3.2] Title I Meeting (2) Meetings will be held, one in the fall and one in the spring to allow parent an opportunity to be exposed to the status of the school, meet with the administrative team, learn about school safety nets, and collaborate with teachers and staff to ensure their students are obtaining the best education available to them.
	Aishia Dotson and Wynette Flowers
	09/05/2025