Middle College 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. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

**Performance Measure**
**By May 2026, Middle College will increase ELA meeting or exceeding proficiency rates in grades 9-12 from ****73.4% in 2024 to 85.0%.**

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| **[S 1.1] Standard Aligned Core Instruction**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Quarterly School-wide Formative Assessments<br><br>· Weekly Informal Observation Tool and rubric<br><br>· Quarterly Formal Observation Tool<br><br>· Quarterly Data Dig Minutes<br><br>· Weekly lesson plans | **[A 1.1.1] Implement Cohesive High-Quality Tier I Instruction in all classrooms**<br>Teachers will be able to engage students in Tier I instruction that is rigorous, motivating and aligned to the culmination year end assessments. The administrative team and the ILT will provide the necessary support, specific to instructional planning, lesson plan implementation, and effective/vetted assessments. | Admin Team, ILT, and ELA Teachers | 05/22/2026 | Title I | |

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| **Effectiveness**<br><br>· Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.<br><br>· Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.<br><br>· Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.<br><br>· Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. | | | | | |
| | **[A 1.1.2] Conduct PLC Meetings and Collaborative Meetings**<br>During weekly English / Literacy PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment date to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment. | ELA Lead | 05/22/2026 | Title I | |
| | **[A 1.1.3] Improve student achievement and growth by supporting rich learning environments**<br>MCHS will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. | Kimberly Rodriguez, Principal and ELA Lead | 05/22/2026 | Title I | |
| | **[A 1.1.4] Conduct Classroom Walkthroughs and Observations**<br>The administrative and ILT will conduct classroom walkthroughs and observations to observe the | Kimberly Eason, Principal and Antoine | 05/22/2026 | Title I | |

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| | teaching learning process in a classroom. Classroom walkthroughs give leaders a strong sense of current instructional practices that becomes a qualitative data on the strengths and needs of the students and plan improvement efforts accordingly. | Gnintedem, Asst. Principal | | | |
| | **[A 1.1.5] Implement Extended Learning**<br>Teachers will provide students with additional ACT practice during before and after school tutoring a well as during Saturday Academy. Professional school counselors, teachers and ACT Prep coordinators will provide students with test-taking strategies and skills necessary for career and college readiness. The following strategies will be implemented. | Kimberly Eason, Principal and ELA Lead | 05/22/2026 | Title I | |
| **[S 1.2] Professional Development**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Weekly collaborative planning agenda and minutes<br><br>· Weekly PLC meeting agenda and minutes<br><br>· Bi-weekly Instructional Leadership Team (ILT) agenda and minutes<br><br>**Effectiveness**<br><br>· Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. | **[A 1.2.1] Attend School-Based PD**<br>Members of faculty and staff will attend 90% or better of all school provided PD at faculty meetings. | Kimberly Eason, ELA department and PLC Lead | 05/22/2026 | Title I | |

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| · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.<br><br>· 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. | | | | | |
| | **[A 1.2.2] Conduct Weekly PLCs**<br>Teachers will attend weekly PLC meetings where PD will be disseminated in addition to those given during faculty meetings and those offered by the district. All meetings are calendared and an agreed upon agenda is implemented for all meetings. Staff feedback is favorable in regard to meeting frequency, effectiveness and support needed to complete the necessary tasks. | ELA Lead | 05/22/2026 | Title I | |
| | **[A 1.2.3] Implement Writing Across the Curriculum**<br>All teachers will implement writing in their lessons. The English Department will provide guidance to assessment and giving feedback to essays written across the curriculum. ELA Staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. ELA staff will develop strategies for struggling students. ELA Staff will provide professional development to support principals, assistant principals and Professional Learning Coaches (PLCs) in monitoring the delivery of language instruction in school buildings. They will also collaborate with instructional leaders to support the initiative. | Kimberly Eason, ELA department and PLC Lead | 05/22/2026 | Title I | |
| | **[A 1.2.4] Attend local, state, and national conferences**<br>MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher | Kimberly Eason, Principal and ELA Lead | 05/22/2026 | Title I | |

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| | effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly. | | | | |
| **[S 1.3] Targeted Intervention and Personalized Learning**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Monthly progress monitoring data<br><br>· Monthly data meeting agenda and minutes<br><br>· Quarterly benchmark assessment data<br><br>· Weekly fidelity checks<br><br>**Effectiveness**<br><br>· Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.<br><br>· Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.<br><br>· Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.<br><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. | **[A 1.3.1] Implement Extended Learning Program**<br>MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT. | Kimberly Eason, Principal | 05/22/2026 | Title I | |

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| | **[A 1.3.2] Provide Targeted Intervention**<br>Instructional supplies and academic programs will be used to increase student achievement and ACT preparation. MCHS ELA teachers will plan and deliver engaging learning experiences that strategically build fluency for all levels of learners. Blended learning will also be used as a core focus to maintain engagement, homework classwork and informal assessments.<br><br>1. The English team will create a streamlined effort regarding independent reading and imitation work to build stamina and conceptual understanding that will be beneficial on the test.<br>2. The English team will use data as well as projected scores for all tested students, so we can have intentional student conferences around data and focused small-group plans. | Kimberly Eason, Principal and ELA Lead | 05/22/2026 | Title I | |
| | **[A 1.3.3] Implement RTI2**<br>RTI2 will be implemented to SWDs and those students scoring below 10% on the Universal Screener. | RTI Lead | 05/22/2026 | Title I | |
| | **[A 1.3.4] Utilize Blended Learning**<br>Teachers will utilize the Blended Learning model to be more intentional in small groups and provide student choice based on individual data trends. Students will have access to targeted support through individual and small group tutoring sessions designed specifically for each student's area of need. These sessions will provide students with the extra time needed to fill in instructional gaps ensuring students will meet academic goals. Students will maintain English data tracking folders. This will house historical data from last year's testing cycles and current data from internal assessments. Teachers will work to vertically-align curriculum and domain-specific vocabulary to ensure students have strong foundations to build on as they continue at the school. | Kimberly Eason and ELA Lead | 05/22/2026 | 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 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 2026, Middle College will improve Math meeting or exceeding proficiency rates in grades 9-12 from 45.6% in 2024 to 55%. **** **

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| **[S 2.1] Standard Aligned Core Instruction**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Quarterly School-wide Formative Assessments<br><br>· Weekly Informal Observation Tool and rubric<br><br>· Quarterly Formal Observation Tool<br><br>· Quarterly Data Dig Minutes<br><br>· Weekly lesson plans<br><br>**Effectiveness** | **[A 2.1.1] Implement Cohesive High-Quality Tier I Instruction in all classrooms**<br>Teachers will be able to engage students in Tier I instruction that is rigorous, motivating and aligned to the culmination year end assessments. The administrative team and the ILT will provide the necessary support, specific to instructional planning, lesson plan implementation, and effective/vetted assessments. | Admin Team, ILT, and Math Teachers | 05/22/2026 | Title I | |

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| · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.<br><br>· Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.<br><br>· Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.<br><br>· Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.<br><br>· Weekly lessons 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. | | | | | |
| | **[A 2.1.2] Conduct PLC Meetings and Collaborative Meetings**<br>During weekly Math PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment date to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment. | Math Lead | 05/22/2026 | Title I | |
| | **[A 2.1.3] Improve student achievement and growth by supporting rich learning environments**<br>MCHS will secure supplies, materials, equipment and resources to support academic growth and achievement in Math. | Kimberly Rodriguez, Principal and Math Lead | 05/22/2026 | Title I | |

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| | **[A 2.1.4] Conduct Classroom Walkthroughs and Observations**<br>The administrative and ILT will conduct classroom walkthroughs and observations to observe the teaching learning process in a classroom. Classroom walkthroughs give leaders a strong sense of current instructional practices that becomes a qualitative data on the strengths and needs of the students and plan improvement efforts accordingly. | Kimberly Eason, Principal and Antoine Gnintedem, Asst. Principal | 05/22/2026 | Title I | |
| **[S 2.2] Professional Development**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Weekly collaborative planning agenda and minutes<br><br>· Weekly PLC meeting agenda and minutes<br><br>· Bi-weekly Instructional Leadership Team (ILT) agenda and minutes<br><br>**Effectiveness**<br><br>· Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices.<br><br>· Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.<br><br>· Bi-weekly ILT meetings will result in at least 95% | **[A 2.2.1] Attend School-Based PD**<br>Members of faculty and staff will attend 90% or better of all school provided PD at faculty meetings. | Kimberly Eason, Math department and PLC Lead | 05/22/2026 | Title I | |

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| of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | | | | | |
| | **[A 2.2.2] Conduct Weekly PLCs**<br>Teachers will attend weekly PLC meetings where PD will be disseminated in addition to those given during faculty meetings and those offered by the district. All meetings are calendared and an agreed upon agenda is implemented for all meetings. Staff feedback is favorable in regard to meeting frequency, effectiveness and support needed to complete the necessary tasks. | Math Lead | 05/22/2026 | Title I | |
| | **[A 2.2.3] Attend local, state, and national conferences**<br>MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our Math goal. Attending staff will train faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly. | Kimberly Eason, Principal and Math Lead | 05/22/2026 | Title I | |
| **[S 2.3] Targeted Interventions and Personalized Learning**<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.<br><br>** **<br><br>** **<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>· Monthly progress monitoring data<br><br>· Monthly data meeting agenda and minutes | **[A 2.3.1] Implement Extended Learning Program**<br>MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT. | Kimberly Eason, Principal | 05/22/2026 | Title I | |

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| · Quarterly benchmark assessment data<br><br>· Weekly fidelity checks<br><br>**Effectiveness**<br><br>· Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.<br><br>· Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.<br><br>· Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.<br><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. | | | | | |
| | **[A 2.3.2] Provide Targeted Intervention**<br>Instructional supplies and academic programs will be used to increase student achievement and ACT preparation. MCHS Math teachers will plan and deliver engaging learning experiences that strategically build fluency for all levels of learners. Blended learning will also be used as a core focus to maintain engagement, homework classwork and informal assessments.<br><br>1. The Math team will create a streamlined effort regarding independent reading and imitation work to build stamina and conceptual understanding that will be beneficial on the test.<br>2. The Math team will use data as well as projected scores for all tested students, so we can have intentional student conferences around data and focused small-group plans. | Kimberly Eason, Principal and Math Lead | 05/22/2026 | Title I | |
| | **[A 2.3.3] Implement RTI2**<br>RTI2 will be implemented to SWDs and those | RTI Lead | 05/22/2026 | Title I | |

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| | students scoring below 10% on the Universal Screener. | | | | |
| | **[A 2.3.4] Utilize Blended Learning**<br>Teachers will utilize the Blended Learning model to be more intentional in small groups and provide student choice based on individual data trends. Students will have access to targeted support through individual and small group tutoring sessions designed specifically for each student's area of need. These sessions will provide students with the extra time needed to fill in instructional gaps ensuring students will meet academic goals. Students will maintain Math data tracking folders. This will house historical data from last year's testing cycles and current data from internal assessments. Teachers will work to vertically-align curriculum and domain-specific vocabulary to ensure students have strong foundations to build on as they continue at the school. | Kimberly Eason and Math Lead | 05/22/2026 | Title I | |

**[G 3] College and Career Readiness**
By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Middle College 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.

**Performance Measure**
**By May 2026 the percentage of ready graduates will increase from 57.8% in 2023-2024 to 65.0%, and the graduation rate will remain at 100.0% from 2023-2024.**

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 |
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| **[S 3.1] Early Post-Secondary Opportunities**<br>Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while | **[A 3.1.1] Offer College Credits and EPSOs**<br>MCHS will develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school. | Kimberly Eason, Principal; Antonie | 09/26/2025 | Title I | |

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| enrolled in high school in order to increase students' college and career readiness.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>* Quarterly report cards and progress reports<br>* Daily exit tickets<br>* Semesterly student interest surveys<br><br>**Effectiveness**<br><br>* Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.<br>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.<br>* As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course. | Students meeting dual-enrollment requirements at MCHS will continue to enroll in college courses for college credits prior to high school graduation. Students receive both high school and college credits at Christian Brothers University concurrently. | Gninteden; Asst. Principal; Guidance Counselor and Dual Enrollment Specialist | | | |
| | **[A 3.1.2] Offer Advanced Placement Courses**<br>Advanced Placement courses in which a student scores a 3 out of 5 or better are able to apply these credits to courses in college depending on the the schools' policies. Regardless of credit, these courses prepare students by performing work at a college level. Middle College High School now offers AP Seminar, which is a capstone course only offered by 10% of schools in the United States. We continue to offer AP Human Geography, AP World Geography, AP Research, AP Biology, and AP Physics to have a 30% passing rate and 5 students will perform a 3+ or higher on two or more exams. | AP Instructional Staff | 09/26/2025 | Title I | |
| | **[A 3.1.3] Attend local, state, and national conferences**<br>MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to expand opportunities for students to access multiple early | Kimberly Eason, Principal and Guidance Counselors | 05/22/2026 | Title I | |

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| | post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. | | | | |
| **[S 3.2] Work-Based Learning Opportunities**<br>Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>* Semesterly review of student transcripts<br>* Semesterly review of career interest inventories<br><br>**Effectiveness**<br><br>* 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. | **[A 3.2.1] Assign Students to an Advisory for College and Career Preparation**<br>All students will be assigned to an Advisory that will meet twice a week. Activities during advisory focus on college and career exploration, research and planning in addition to SEL initiatives as provided by guidance and administration. | Kimberly Eason, Tamara Jones, and Advisory Instructors | 10/24/2025 | Title I | |
| | **[A 3.2.2] Offer CCTE Opportunities**<br>MCHS will offer Audio-Visual production classes, Future Business Leaders of America, Future Healthcare Workers of America, Health Science Classes, and the Technology Student Association.<br><br>The Middle College Professional School Counselor and Staff will provide high quality professional development to parents on college and career-readiness and choices, scholarship opportunities, ACT preparation, financial aid assistance and college requirements. | Kimberly Eason, Principal; Antoine Gnintedem, Assistant Principal; Tamara Jones, Guidance Counselor | 03/20/2026 | Title I | |

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| **[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)**<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.<br><br>**Benchmark Indicator**<br>**Implementation**<br><br>* Semesterly review of 4-year student academic and student transcripts<br>* Semesterly review of career interest inventories<br>* Annual review of student Individualized Plans based on student needs<br><br>**Effectiveness**<br><br>* 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.<br>* Annual review of student individualized plans will reflect that 100% are on track for the next grade and implementation of accommodations, modifications, and intervention. | **[A 3.3.1] Implement the Pup Pack Mentoring Program**<br>The Pup Pack Mentoring Program will be used for male students. Community members will serve as positive role models to guide and support students in their bid to become successful in secondary and post-secondary education, as well as become productive citizens later in life. | Dr Antoine Gnintedem, Asst. Principal | 05/22/2026 | Title I | |
| | **[A 3.3.2] Assign students to an Advisor**<br>All students will be assigned to an Advisory Group that will meet twice a week. Activities during advisory focus on college and career exploration, research and planning in addition to SEL initiatives as provided by guidance and administration. | Kimberly Eason, Antoine Gnintedem, and Tamara Jones | 10/24/2025 | Title I | |