

Southwind 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

Southwind High School will increase the ELA rate of met plus exceeded for all student from 21.7% in 2023-2024 to 29.7% in 2026; ELA I from 13% in 2023-2024 to 18% in 2026; and ELA II from 35% in 2023-2024 to 40% in 2026.

Performance will be measured using the following tools:

District Formative Assessments - demonstrate 70% meeting or exceeding expectation proficiency rate

TNReady Assessment - English I (18%) and English II (40%)

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 **Implementation:** Financial Records (Monthly) Lesson Plans Review Document (Weekly) PLC Sign-in Sheets (Weekly) **Effectiveness:**	[A 1.1.1] Support Rich Learning Environment for Teachers and Students Secure supplies, materials, equipment, and software to support and enhance classroom instructions for teachers and students (Monthly)	Temeka Dickenson	04/17/2026	Title I	

Review of Financial Records (Monthly) - minimum of 25% expended. Ensure that 80% of lessons are on pace with curriculum; assignments and activities have adequate rigor for grade level (Weekly). Ensure that 80% of teachers have the opportunity to collaborate and co-plan (Weekly)					
	[A 1.1.2] Common Formative Assessments Content Common Formative Assessments will be administered Bi-Weekly to track student academic growth and achievement for all subgroups.	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kawane Turner Kristie Wheeler	05/22/2026	Title I Fund 1	
	[A 1.1.3] Common Planning Periods Classroom Teachers and Co-Teachers will collaborate Weekly to create lesson plans, participate in deliberate practice, or analyze student data.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler	05/22/2026	Title I Fund 1	
	[A 1.1.4] Instructional Software Teachers will use Instructional Software daily to create lessons, CFAs, tests and quizzes; and to track student academic growth for all students.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena	05/22/2026	Title I	

		David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler John Bush			
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content. Benchmark Indicator **Benchmark Indicator** **Implementation:** Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) Lesson Plans Feedback (Bi-Weekly) **Effectiveness:** Classroom Walkthrough data reflects use of scaffolding strategies by a minimum of 90% of all teachers during instruction. (Quarterly) Ensure that 80% of the lessons are on pace with curriculum and assignments and activities have adequate rigor for grade level.- (Weekly)	[A 1.2.1] Professional Development Sessions ELA Teachers and Content Leads will support all students by attending school based and district offered Professional Develop sessions geared towards creating effective lesson plans, curriculum pacing, analyzing data, and implementing district initiatives.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler	05/22/2026	Title I	
	[A 1.2.2] PLC Meetings Weekly PLC meetings with grade level ELA teachers, co-teachers, ELA Instructional Lead, PLC Coach and admin to create lesson plans and discuss & analyze common assessment and benchmark data for all students.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena	05/22/2026	Title I Fund 1	

		David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Nikisha Greer Kawane Turner Temeka Dicken			
	[A 1.2.3] Professional Development (In-and-Out of Town) ELA Teachers and Co-teachers, ELA Content Leads, Librarians, PLC Coach and Administrators will attend in town and out of town professional develop sessions that are geared towards increasing academic growth & achievement and closing gaps through effective educational strategies.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler	06/30/2026	Title I	
	[A 1.2.4] Parent Training ELA Training sessions will be offered to parents each semester to assist them with supporting the academic and social needs of their children (students).	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David	05/01/2026	Title I	

		Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler Cynthia Bailey Temeka Dickenson			
[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 **Implementation:** Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) Lesson Plans Feedback (Bi-Weekly) **Effectiveness:** Classroom Walkthrough data reflects use of scaffolding strategies by a minimum of 90% of all teachers during instruction (Quarterly) Ensure that 80% of the lessons are on pace with curriculum and assignments (Weekly).	[A 1.3.1] RTI2 Intervention Classes ELA intervention teachers and classes added to the master schedule. (Semester)	Darterrio West Kristie Wheeler Lashundra Ford Nikisha Greer John Bush	05/22/2026	Title I Fund 1	
	[A 1.3.2] Extended Learning After school tutoring and/or Saturday School to improve academic achievement in all students.	Emmanuella Guy Michelle Lee Amber Todd Thompson,	05/22/2026	Title I	

		Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler Temeka Dickenson			
	[A 1.3.3] Go Guardian Pear Deck Teachers and content leads will create assignments, tests, quizzes, and CFAs using Go Guardian Pear Deck. Students will demonstrate 70% meeting or exceeding expectations proficiency rates on CFAs using Progress Learning. (Quarterly)	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph Blackwell Kristie Wheeler Lashunda Ford Temeka Dickenson	06/30/2026	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

Southwind High School will improve Math rate of met plus exceeded for all student from 14% in 2023-2024 to 11.7% in 2026; Algebra I 8.8% in 2023-2024 to 8.8% in 2026; Algebra II 12.6% in 2023-2024 to 18.1% in 2026 and Geometry from 20.6% in 2023-2024 to 25.6% in 2026.

Performance measures will be monitored by the following:

TNReady Assessment - Algebra I (8.8%), Geometry (25.6%), and Algebra II (18.1%)					
District Formative Assessments - demonstrate 70% meeting or exceeding expectation proficiency rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction 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. Benchmark Indicator **Implementation:** Financial Records (Monthly) Lesson Plans Review Document (Weekly) PLC Sign-in Sheets (Weekly) **Effectiveness:** Review of Financial Records (Monthly) - minimum of 25% expended. Ensure that 80% of the lessons are on pace with curriculum and assignments and activities have adequate rigor for grade level (Weekly). Ensure that 80% of the teachers have the opportunity to collaborate and co-plan on a weekly basis (Weekly).	[A 2.1.1] Support Rich Learning Environment for Teachers and Students Secure supplies, materials, equipment, and software to support and enhance classroom instructions for teachers and students (Monthly)	Temeka Dickenson	04/17/2026	Title I	
	[A 2.1.2] Common Formative Assessments Quarterly - administer grade level, content specific	Perry Cleaver Tiffany Jackson	05/22/2026	Title I Fund 1	

	Common Formative Assessments to track student academic growth and achievement for all students.	Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush			
	[A 2.1.3] Common Planning Weekly - Classroom Teachers and co-teachers will collaborate to create lesson plans or analyze student data.	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka	05/22/2026	Fund 1	

		Dickenson Ling He John Bush			
	[A 2.1.4] Math Instructional Software Teachers will use Math Instructional Software daily to create lessons, CFAs, tests and quizzes; and to track student academic growth for all students.	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush	05/22/2026	Title I	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator **Implementation:** Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) Lesson Plans Feedback (Bi-Weekly)	[A 2.2.1] Professional Development Sessions Quarterly- School base and district offered Professional Development sessions for math teachers and content leads to discuss and analyze math standards, curriculum pacing, and district initiatives to support all students.	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen	05/22/2026	Title I	

Effectiveness: Classroom Walkthrough data reflects use of scaffolding strategies by a minimum of 90% of all teachers during instruction (Quarterly). Ensure that 80% of the lessons are on pace with curriculum and assignments and activities have adequate rigor for grade level (Weekly).		Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush			
	[A 2.2.2] Parent Training Sessions Semester - Training sessions for parents to assist them in supporting the academic and social needs of their children (students).	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush Cynthia Baile	05/22/2026	Title I	
	[A 2.2.3] Professional Development Sessions (In- and Out-of-town) Math Teachers and Co-teachers, Math Content Leads, Librarians, PLC Coach and Administrators will attend in town and out of town professional develop sessions that are geared towards	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards,	06/30/2026	Title I	

	increasing academic growth & achievement and closing gaps through effective educational strategies.	Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush			
[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. ** ** ** ** Benchmark Indicator **Implementation:** Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) Lesson Plans Feedback (Bi-Weekly) **Effectiveness:** Classroom Walkthrough data reflects use of scaffolding strategies by a minimum of 90% of all	[A 2.3.1] RTI2 Intervention Classes Semester - Math interventionist and intervention periods added to the Master Schedule.	Darterrio West Kristie Wheeler Lashundra Ford Christel Chigawa Nikisha Greer John Bush	05/22/2026	Fund 1	

teachers during instruction (Quarterly) Ensure that 80% of the lessons are on pace with curriculum and assignments and activities have adequate rigor for grade level (Weekly).					
	[A 2.3.2] Go Guardian - Pear Deck Teachers and content leads will create assignments, tests, quizzes, and CFAs using Progress Learning. Students will demonstrate 70% meeting or exceeding expectations proficiency rates on CFAs using Progress Learning. (Quarterly)	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush	06/30/2026	Title I	
	[A 2.3.3] Extended Learning Bi-Weekly - Grade level activities after school and/or on Saturday to improve student academic achievement for all students.	Perry Cleaver Tiffany Jackson Mantatisi Walker Edwards, Orthel Mamadou Diong Jamilia Fulton Denna Harris Benjamin	06/30/2026	Title I	

		Boakye Simi Moureen Jennifer Yeboah Shelly Herring Jamiliah Lee-Hill Lashundra Ford Temeka Dickenson Ling He John Bush			
[G 3] College and Career Readiness By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities, we 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, Southwind High will improve the percentage of ready graduates will increase from 56.7% in 2023-2024 to 67% in 2025-2026. *accountability lag year and assuming goal was met prior year. These performance measures will be monitored by the following: **Implementation:** Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) Lesson Plans Feedback (Bi-Weekly) **Effectiveness:** Classroom Walkthrough data reflects use of scaffolding strategies by a minimum of 90% of all teachers during instruction (Quarterly). Ensure that 80% of the lessons are on pace with curriculum and assignments and activities have adequate rigor for grade level (Weekly).					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. Benchmark Indicator **Implementation:** Review of student's report card data (quarterly) Classroom Walkthrough Protocol and Debriefing (Bi-Weekly) **Effectiveness:** Monitor to ensure 80% success rates in ACT supported courses (Quarterly). Ensure that 80% of the lessons are on pace with curriculum and assignments (Weekly).	[A 3.1.1] Support Rich Learning Environment for Teachers and Students Monthly - secure supplies, materials equipment and software to support and enhance classroom instruction for teachers and students.	Temeka Dickenson	04/17/2026	Title I	
	[A 3.1.2] Extended Learning Bi-weekly appropriate activities after school and/or on Saturdays to improve student academic achievement for all students	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kawane Turner	05/22/2026	Title I	
	[A 3.1.3] ACT Prep Classes Semester - teachers will teach ACT Test taking strategies and use ACT Practice materials to prepare students for the ACT.	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell	05/22/2026	Fund 1 Title I	

		Nikisha Greer Kawane Turner			
[S 3.2] 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 **Implementation:** Review of the number of Advanced Academics courses (Semester) Increase enrollment in pre-EPSO courses (Semester) **Effectiveness:** Monitoring of course offered per year to demonstrate a 10% increase in advance course offerings (Semester). Build student capacity to ensure 80% success in EPSO courses (Semester).	[A 3.2.1] Promote Parent Involvement Semester - Southwind High will utilize letters, flyers, phone messenger, emails, phone calls, website, and social media to communicate with parents of all students regarding school, class, academics and attendance.	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kawane Turner Cynthia Bailey	05/22/2026	Title I	
	[A 3.2.2] Parent Training - Course Selection Semester - Southwind High will host course selection night, where students in all subgroups and their parents can receive information about graduation requirements, course selections, honors courses, AP courses, DE courses, and STEM courses.	Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie Donald Ling He Rita Wyatt-Wright	05/22/2026	Title I	
	[A 3.2.3] College & Career Night Semester - Southwind High will host College & Career Fair Nights to inform students and parents about post high school options and opportunities.	Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie	04/17/2026	Title I	

		Donald Ling He Rita Wyatt-Wright			
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Benchmark Indicator **Implementation:** Review of parent and student evaluation survey (Annual) Review 4-year student academic and transition plans (Semester) **Effectiveness: ** Ensure 80% effectiveness of the transition programs and high school course offerings (Semester). Ensure that 80% of course offerings and opportunities for educational placement are available for transitioning students (Semester).	[A 3.3.1] Transcript Evaluation Semester Freshman Academy teachers and counselors will provide transcript evaluation to all freshman students.	Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie Donald Ling He Rita Wyatt-Wright	03/31/2026	Fund 1	
	[A 3.3.2] Professional Development Semester - PD for Freshman teachers geared towards effectively transitioning students to high school and increasing academic growth and achievement for all students.	Emmanuella Guy Michelle Lee Amber Todd Thompson, Sabrena David Sparkman Maya Upton Curry, Sharmaine Adele Adeboye Joseph	05/22/2026	Title I	

		Blackwell Kristie Wheeler John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Nikisha Greer Kawane Turner			
	[A 3.3.3] Freshman Academy Semester - Freshman academy will be used to transition 9th grade students to high school.	Emmanuella Guy Amber Todd Thompson, Sabrena Adele Adeboye Joseph Blackwell Kristie Wheeler Zakeya Good	05/22/2026	Title I Fund 1	
[G 4] Safe and Healthy Students By Spring 2026, Southwind High School 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 Southwind High will maintain a chronically absent rate of 7.1% or less for all students in 2026. 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	[A 4.1.1] Intervention Team Every 20 days - Cross function team to complete	John Bush Tara Brownlee	05/22/2026	Fund 1	

Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Student discipline reports (20 day) Attendance and suspension data (20 day) **Effectiveness:** Attendance and Behavior Interventions and Supports will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 10%. Attendance and Behavior Interventions and Supports will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by 10%.	stat cycles to review attendance & chronic absenteeism.	Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kuwane Turner Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie Donald Ling He Rita Wyatt-Wright			
	[A 4.1.2] Behavior Intervention & Supports Semester - Supports for teachers on the Positive Behavior Intervention through the RTI2-B Plan.	Beverly Bacchus Kristie Wheeler Tomi Curry Marcus Lewis Adrian Walker Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie Donald	05/22/2026	Title I	
	[A 4.1.3] Professional Development Semester - Targeted training for principal, assistant principals, school counselors, and RTI2-B Team in the area of student discipline, attendance and chronic absenteeism.	Beverly Bacchus Kristie Wheeler Tomi Curry Marcus Lewis	05/22/2026	Title I	

		Adrian Walker Steven Freeman Zakeya Good Kierra Savage Andrian Walker Eiyessie Donald			
[S 4.2] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which is geared towards improving student attendance and behavior. Benchmark Indicator Semester - Review 20-day student attendance reports at the end of each semester Semester - Review attendance and discipline 20 day report Effectiveness Attendance and Behavior Interventions and Supports will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 10%. Attendance and Behavior Interventions and Supports will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by 10%.	[A 4.2.1] Community Partnerships Semester - Southwind High will partner with neighborhood businesses for continuous school support	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kuwane Turner Temeka Dickenson Cynthia Bailey	05/22/2026	Title I	
	[A 4.2.2] Parent Meetings Semester - Parent Meetings geared to inform	John Bush Tara Brownlee Alana	05/22/2026	Title I	

	parents of all students about school happenings and concerns.	Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kuwane Turner Temeka Dickenson Cynthia Bailey			
	[A 4.2.3] Expanded Community Resources Semester - Expand the adopt a school program to connect school with community.	John Bush Tara Brownlee Alana Fields-Green Beverly Bacchus Joseph Blackwell Nikisha Greer Kuwane Turner Temeka Dickenson Cynthia Bailey	05/22/2026	Title I	