

Ridgeway High Annual Plan (2025 - 2026)

Last Modified at Sep 24, 2025 09:39 AM CDT

[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

Ridgeway High School aims to increase ELA proficiency rates for grades 9–12 from 23.8% in the 2023–2024 school year to 28% by the end of the 2025–2026 school year.

TNReady Assessments

Formative Assessment using Performance Matters

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* * *Lesson Plan (weekly)* * *Formative Assessments (Tri-weekly)* * *Informal Teacher Observation/Walkthroughs (Weekly)* *Effectiveness*	[A 1.1.1] Integrating Technology in the Classroom The PLC Coach will procure Promethean Panels, laptop carts, LCD projectors, desktop computers, printers, and various other technological equipment to improve and enrich the student learning experience.	Rhonda Kendall, PLC Coach; Dr. Phillip Nelson, Principal	04/15/2026	Title I	

* *Weekly lesson plan reviews will show that 100% of teachers are on track with curriculum pacing and alignment. Additionally, each teacher's Level of Effectiveness (LOE) rating will reflect a performance level of 3 (Effective) or higher.* * *Based on the Tri-Weekly formative assessment, 75% of students demonstrated progress by scoring in the Approaching' or On-Track performance bands, reflecting growth in academic achievement.* * *Weekly informal observation data will show that at least 80% of teachers consistently demonstrate effective implementation of instructional practices, as outlined in the instructional rubric, by earning an effectiveness score of 4 or higher on the observation scale.*					
	[A 1.1.2] Collaborative Planning Teachers will collaborate in planning sessions to address shared concerns, create innovative lesson plans, and exchange effective strategies to enhance the learning environment for students.	Dr. Phillip Nelson, Principal	05/15/2026	Title I	
	[A 1.1.3] Support a Rich Learning Environment for Students Secure the essential supplies, materials, and equipment to confidently support classroom instruction, student engagement, and academic growth.	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC Coach	04/30/2026	Title I ISM Grant	
	[A 1.1.4] Academic Support for Teachers Administrators, Content Leads, and PLC coaches will provide support to educators in the content area by offering professional learning opportunities, modeling effective strategies, and giving instructional feedback to enhance teaching practices	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Rhonda Kendall, PLC Coach;	04/10/2026	Title I	

		Angelica Love, Content Lead			
[S 1.2] Professional Development Ridgeway High School will provide ongoing, high-quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator *Implementation* * *Classroom Walkthroughs & Informal Observations (Weekly)* * *Professional Development (Agenda) and (Attendance Log) (Monthly)* * *Teacher Lesson Plans (Weekly)* *Effectiveness* * *Over time, more than 90% of classrooms observed during weekly walkthroughs will consistently demonstrate effective implementation of targeted instructional strategies, including differentiated instruction and higher-order questioning techniques.* * *Attendance records will indicate that at least 90% of all designated team members consistently participate in monthly scheduled professional development sessions* * *A review of the weekly lesson plans will show that 90% of lesson plans will reflect effective use of PD strategies through data-driven instruction, standards alignment, and purposeful differentiation.*	[A 1.2.1] Leadership Conferences The administration team will actively participate in leadership conferences at the local, state, regional, and national levels. This engagement will allow us to gain valuable insights into best practices and instructional strategies. Some of the conferences we plan to attend include the Association for Supervision and Curriculum Development (ASCD), the Innovative Schools Summit, the AVID Conference, and the ESSA Conference.	Dr. Phillip Nelson, Principal, Dr. Roderick Payne, Vice Principal, Benjamin Hartsfield, Assistant Principal, Rhonda Kendall, PLC Coach, Jawanna Franklin, IB Coordinator	06/30/2026	Title I Fund I	
	[A 1.2.2] Teacher Training Conferences IB, AP, and AVID teachers will participate in local and regional conferences designed to enhance	Dr. Phillip Nelson, Principal; Rhonda	06/30/2026	Title I Fund I	

	their teaching methods through the adoption of various strategies	Kendall, PLC Coach; Jawanna Franklin, IB Coordinator; Tim Gorski, Teacher; Angelical Love, Teacher; Coshalyn Robinson, Teacher; Amie Williams, Teacher		Advance Academics	
	[A 1.2.3] School Based Professional Development Administrators and Instructional Leadership Team members will provide ongoing, high-quality professional development for educators and staff, focusing on instructional practices that enhance student achievement, with an emphasis on blended learning, social-emotional learning, and inclusive education.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Rhonda Kendall, PLC Coach; Jawanna Franklin, IB Coordinator; Keith Kearney, Teacher; Angelica Love, Teacher; Kevin Woodard, Teacher	04/10/2026	Title I	
[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	[A 1.3.1] Tri-Weekly Progress Monitoring Assessment Teachers will give assessments every three weeks to track student progress. Throughout the year, educators will look at the data to find and help	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Angelica Love,	04/10/2026	Title I	

student achievement. Benchmark Indicator *Implementation* * *Intervention Log (Weekly)* * *Formative Assessment (Tri-Weekly)* * *Progress Monitoring Review (Tri-Weekly)* *Effectiveness* * *Intervention log will show that at least 75% of students receiving academic interventions will demonstrate measurable growth on formative assessments over each tri-weekly review cycle.* * *Tri-weekly formative assessment will show that at least 75% of students will demonstrate measurable growth on formative assessments administered every three weeks, indicating improved mastery of targeted standards.* * *Student progress data will be reviewed every three weeks, with 75% of students expected to show growth by meeting or exceeding benchmark targets on tri-weekly assessments.*	students who need extra support to improve their academic performance and growth.	Content Lead; Brooke Smith, Teacher; Fredricka Vaughn, Teacher; Lamonica Vaughn, Teacher; Coshalyn Robinson, Teacher			
	[A 1.3.2] After-School Tutoring (Teachers) Teachers will dedicate one hour each week after school to provide tutoring sessions that support students in their learning journey, helping them strengthen their skills and achieve their academic goals.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal, Angelica Love, Content Lead; Lamonica Vaughn, Teacher; Brooke Smith, Teacher; Fredricka Vaughn, Teacher; Coshalyn	05/15/2026	Title I	

		Robinson, Teacher			
[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 Ridgeway High School aims to increase math proficiency for students in grades 9–12 from 9.6% in the 2023–2024 school year to 14% by the end of the 2025–2026 school year. TNReady Assessment Formative Assessment using Performance Matters					
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* * *Lesson Plan (Weekly)* * *Student Achievement on Formative Assessments (Tri-Weekly)* * *Informal Teacher Observation (Weekly)* *Effectiveness* * *Weekly lesson plan reviews will show that 100%	[A 2.1.1] Integrating Technology in the Classroom The PLC Coach will procure Promethean Panels, laptop carts, LCD projectors, desktop computers, printers, and various other technological equipment to improve and enrich the student learning experience.	Rhonda Kendall, PLC Coach; Dr. Phillip Nelson, Principal	04/15/2026	Title I	

of teachers are on track with curriculum pacing and alignment. Additionally, each teacher's Level of Effectiveness (LOE) rating will reflect a performance level. of 3 (Effective) or higher.* * *Based on the Tri-Weekly formative assessment, 75% of students demonstrated progress by scoring in the Approaching' or On-Track performance bands, reflecting growth in academic achievement* * *Weekly informal observation data will show that at least 80% of teachers consistently demonstrate effective implementation of instructional practices, as outlined in the instructional rubric, by earning an effectiveness score of 4 or higher on the observation scale.*					
	[A 2.1.2] Collaborative Planning Teachers will collaborate in planning sessions to address shared concerns, create innovative lesson plans, and exchange effective strategies to enhance the learning environment for students.	Dr. Phillip Nelson, Principal	05/15/2026	Title I	
	[A 2.1.3] Secure a Rich Learning Environment Secure the essential supplies, materials, and equipment to confidently support classroom instruction, student engagement, and academic growth.	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC Coach	04/30/2026	Title I ISM Grant	
	[A 2.1.4] Academic Support for Teacher Administrators, Content Leads, and PLC coaches will provide support to educators in the content area by offering professional learning opportunities, modeling effective strategies, and giving instructional feedback to enhance teaching practices	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Rhonda Kendall, PLC Coach; LaShunna Batiste, Content Lead	04/10/2026	Title I	

[S 2.2] Professional Development Ridgeway High School will provide ongoing, high-quality professional development at the school level for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator *Implementation * * *Classroom Walkthroughs & Informal Observations (Weekly)* * *Professional Development (Agenda) and (Attendance Log)* * *Teacher Lesson Plans (Weekly)* *Effectiveness* * *Over time, more than 90% of classrooms observed during weekly walkthroughs will consistently demonstrate effective implementation of targeted instructional strategies, including differentiated instruction and higher-order questioning techniques.* * *Attendance records will indicate that at least 90% of all designated team members consistently participate in monthly scheduled professional development sessions* * *A review of the weekly lesson plans will show that 90% of lesson plans will reflect effective use of PD strategies through data-driven instruction, standards alignment, and purposeful differentiation.*	[A 2.2.1] Leadership Conference The administration team will actively participate in leadership conferences at the local, state, regional, and national levels. This engagement will allow us to gain valuable insights into best practices and instructional strategies. Some of the conferences we plan to attend include the Association for Supervision and Curriculum Development (ASCD), the Innovative Schools Summit, the AVID Conference, and the ESSA Conference.	Dr. Phillip Nelson, Principal, Dr. Roderick Payne, Vice Principal, Benjamin Hartsfield, Assistant Principal, Rhonda Kendall, PLC Coach, Jawanna Franklin, IB Coordinator	06/30/2026	Title I Fund I	
	[A 2.2.2] Teacher Training Conferences IB, AP, and AVID teachers will participate in local and regional conferences designed to enhance their teaching methods through the adoption of various strategies	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC Coach	06/30/2026	Title I Fund I Advance Academics	

		;Jawanna Franklin, IB Coordinator; Tim Gorksi, Teacher; Coshalyn Robinson, Teacher; Angelica Love, Teacher; Rohit Goel, Teacher; Amie Williams, Teacher			
	[A 2.2.3] School Based Professional Development Administrators and Instructional Leadership Team members will provide ongoing, high-quality professional development for educators and staff, focusing on instructional practices that enhance student achievement, with an emphasis on blended learning, social-emotional learning, and inclusive education.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Rhonda Kendall, PLC Coach; Jawanna Franklin, IB Coordinator; Keith Kearney, Teacher; Angelica Love, Teacher; Kevin Woodard, Teacher	04/10/2026	Title I	
[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] Tri-Weekly Progress Monitoring Assessment Teachers will give assessments every three weeks to track student progress. Throughout the year, educators will look at the data to find and help students who need extra support to improve their academic performance and growth.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; LaShunna Batiste,	04/10/2026	Title I	

** ** ** ** Benchmark Indicator *Implementation* * *Intervention Log (Weekly)* * *Formative Assessment (Tri-Weekly)* * *Progress Monitoring Review (Tri-Weekly)* *Effectiveness* * *Intervention log will show that at least 75% of students receiving academic interventions will demonstrate measurable growth on formative assessments over each tri-weekly review cycle.* * *Tri-weekly formative assessment will show that at least 75% of students will demonstrate measurable growth on formative assessments administered every three weeks, indicating improved mastery of targeted standards.* * *Student progress data will be reviewed every three weeks, with 75% of students expected to show growth by meeting or exceeding benchmark targets on tri-weekly assessments.*		Content Lead; Taurus DeBerry, Teacher; Rohit Goel, Teacher			
	[A 2.3.2] After-School Tutoring (Teachers) Teachers will dedicate one hour each week after school to provide tutoring sessions that support students in their learning journey, helping them strengthen their skills and achieve their academic goals.	Dr. Philip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; LaShunna Batiste, Content Lead; Taurus DeBerry, Teacher; Rohit Goel, Teacher	05/15/2026	Title I	

[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

Ridgeway High School will increase the percentage of Ready Graduates from 38.4% (2023) to 50% by the 2025–2026 school year. Additionally, the school will raise the overall graduation rate from 88.8% (2023) to 94% by SY 2025–2026

- * 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 Ridgeway High School will develop and expand opportunities for students to access multiple Early Post-Secondary Opportunities (EPSOs) and advanced academic courses—such as Dual Enrollment, Advanced Placement (AP), Industry Certifications, and Statewide Dual Credit. Benchmark Indicator *Implementation* * *The review of Expansion of Advanced Academic and Dual Enrollment Opportunities (Semester)* * *Review of Advanced Academic Courses (Semester)* *Effectiveness* * *Advanced Academic course offering will be measured by each (semester) increase of at least 10% in student enrollment in advanced academic offerings—including dual enrollment, AP, IB, and	[A 3.1.1] Dual Credit Courses Offerings Students are given the opportunity to enroll in one or more Dual Credit courses, thereby enhancing their options for Expanded Postsecondary Opportunities (EPSO) and enabling them to access college-level courses to earn college credits.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Latonya Vann, Counselor;	08/08/2025	Title I	

honors courses—compared to the previous school year * *The semester review will show that at least 85% of students enrolled in advanced academic courses report increased confidence and readiness for postsecondary education, as measured by student surveys and feedback tools.*					
	[A 3.1.2] Advanced Placement Course Offering (AP) Students have the opportunity to enroll in advanced placement courses, which allows them to engage with post-secondary coursework across a wide range of subject areas.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Rhonda Kendall, AP Coordinator; LaTonya Vann, Counselor; James Smith, AP Advisor	07/31/2025	Title I	
	[A 3.1.3] Expanding the Offering of International Baccalaureate Courses Students can enroll in International Baccalaureate (IB) courses, which offer a challenging curriculum in languages, sciences, mathematics, and the arts. These courses enhance critical thinking skills and may provide college credit or advanced standing at universities worldwide, facilitating a smoother transition to higher education.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Jawanna Franklin, IB Coordinator; LaTonya Vann, Counselor	06/30/2025	Title I	
[S 3.2] Work-Based Learning Opportunities Ridgeway High School aims to assist students in the early high school grades with identifying their academic interests and career goals, while also connecting them to opportunities such as internships, apprenticeships, and industry certification programs to support long-term college and career readiness. Benchmark Indicator *Implementation*	[A 3.2.1] Industrial Tours for College and Career Readiness Students in grades 9-12 will engage in industrial tours and career-oriented field trips designed to broaden their understanding of various industries and foster connections with professionals in these sectors.	Dr. Phillip Nelson, Principal; Jessica Andre, Teacher; Tracey Flowers, Teacher; Mary Goolsby, Teacher; Reginal Allen,	05/22/2026	Title I ISM Grant	

* *CTE Enrollment and Course Monitoring (Quarterly)* * *Career Interest Review (Semester)* *Effectiveness* * *Quarterly CTE reviews will assess the need to increase CTE enrollment by 10%**** **and enhance course offerings by**** **5%****, **** ensuring broader access to high-demand career pathways.* * *Semester review will show that the school aims to achieve an 80% increase in student engagement with and exploration of diverse career pathways, as evidenced by participation in career-focused activities, completion of interest inventories, and selection of academic or career pathways.*		Teacher; Lillian Grant, Teacher			
	[A 3.2.2] Integrating Technology in the Classroom The PLC Coach will procure Promethean Panels, laptop carts, LCD projectors, desktop computers, printers, and various other technological equipment to improve and enrich the student learning experience.	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC Coach	04/15/2026	ISM Grant Title I	
	[A 3.2.3] Work-Based Learning: A Pathway to College and Career Readiness Students will enhance their classroom learning through hands-on projects and group work to develop key employability skills like communication, teamwork, and problem-solving. This approach will prepare them for success in postsecondary education and competitive careers.	Dr. Phillip Nelson, Principal; Jessica Andre, Teacher; Tracey Flowers, Teacher; Mary Goolsby, Teacher; Reginald Allen, Teacher; Lillian Grant, Teacher	04/30/2026	ISM Grant Title I	

	[A 3.2.4] Exploration of College and Career Readiness Students will engage in internships and work-based experiences to enhance their skills and secure employment through Work-Based Learning.	Dr. Phillip Nelson, Principal; Jessica Andre, Teacher; Tracey Flowers, Teacher; Mary Goolsby, Teacher; Reginald Allen, Teacher; Lillian Grant, Teacher	04/30/2026	ISM Grant Title I	
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) Ridgeway High School will provide programs and initiatives designed to support smooth and positive transitions between grade levels and educational placements. Benchmark Indicator *Implementation* * *Evaluation Survey Review (Semester)* * *Individualized Student Plan Monitoring (Semester)* * *Student Review of Progress and Academic Growth (Semester)* *Effectiveness* * *Parent and student evaluation survey data will be reviewed each semester and will show at least 75% overall satisfaction.* * *Academic plan will be reviewed each semester to monitor progress, ensure that at least 75% of plans remain aligned with academic and postsecondary goals, and adjust supports—such as accommodations, modifications, and	[A 3.3.1] Middle School Recruitment for Students: IB Coordinator The IB Coordinator will be visiting several middle schools in order to showcase our IB Program, and to provide information to students about our IB courses and the post-secondary opportunities available within the program.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Jawanna Franklin, IB Coordinator	05/15/2026	Title I	

interventions—as needed.* * *75% or more of students meet or exceed expected growth benchmarks each semester.*					
	[A 3.3.2] Middle School Recruitment (Guidance Counselor) The ninth-grade guidance counselor will conduct informational sessions at various middle schools for incoming students. These sessions will provide an overview of the courses and programs offered at RHS, including the IB Program, Advanced Placement (AP) courses, Dual Credit, Dual Enrollment, Fine Arts, Career and Technical Education (CTE), Athletics, and Clubs.	Dr. Phillip Nelson, Principal; Dr. Rodrick Payne, Vice Principal; Latonya Vann, Counselor; Erica Spencer, Counselor	05/15/2026	Fund I	