

Douglass 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

By May 2026, we will increase ELA on-track and mastery from _ 19.8%_ in 2024 to _ 24.8%/ **29.8%**_.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly Formative Assessments * Weekly Classroom Observations using the schoolwide walkthrough tool.</p> <p>**Effectiveness**</p> <p>* Quarterly Formative Assessments will show 30%</p>	<p>[A 1.1.1] Conduct Weekly Informal Classroom Observations ILT/Admin team will utilize the district walkthrough tool to conduct weekly observations for all ELA classrooms.</p>	<p>Audra Jones</p>	<p>05/08/2026</p>		

<p>of students showing mastery at 70% or above. * Weekly Classroom Observations will show 100% of ELA teachers implementing lessons that are aligned to the 5 phases of teaching.</p>					
	<p>[A 1.1.2] A 1.1.2 Alignment of Classroom Observation and Feedback Utilize formal observations (TEM rubric) and the School-wide's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p>	<p>Marketta Steward (Principal), Audra Jones (Assitant Principal, ELA Lead), and Markeus Patterson (PLC Coach)</p>	<p>05/30/2026</p>		
	<p>[A 1.1.3] A 1.1.3 Formative Student Assessments Douglass High will create the school wide's formative assessment, which will be administered three times per year (Fall, Winter, and Spring).</p>	<p>Markeus Patterson (PLC Coach) and Audra Jones (ELA Lead)</p>	<p>05/30/2026</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monthly Professional Development Meetings * Weekly New Teacher Academy Meetings</p> <p>**Effectiveness**</p> <p>* Monthly Professional Development Meetings will show 100% of ELA teachers implementing</p>	<p>[A 1.2.1] Monthly PD Cycles The admin/ILT team will plan and facilitate monthly tailored PD for teachers at Douglass High School.</p>	<p>Markeus Patterson</p>	<p>04/30/2026</p>		

<p>strategies learned from the trainings. * Weekly New Teacher Academy Meetings will show 100% of ELA teachers implementing strategies learned from the trainings.</p>					
	<p>[A 1.2.2] A 1.2.2 Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to ELA teachers.</p>	<p>Audra Jones, ELA Lead</p>	<p>05/08/2026</p>		
	<p>[A 1.2.3] A 1.2.3 Common Planning for ELA Teachers All ELA teachers have common planning time in efforts to collaborate and plan standard-aligned lessons. Teachers will also have the opportunity to participate in deliberate practice and receive feedback before lessons are being taught to students.</p>	<p>Audra Jones, ELA Lead</p>	<p>05/08/2026</p>		
<p>[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.</p> <p>Benchmark Indicator **Implementation **</p> <p>* Quarterly Schoolwide Formative Assessments * Monthly iReady Progress Reports **Effectiveness**</p> <p>* Quarterly Formative Assessments will show 30% of students showing mastery at 70% or above. * Monthly iReady Progress Reports will show a growth increase of 5% for at least 30% of RTI students.</p>	<p>[A 1.3.1] After-School Tutoring Certified teachers in specific content areas will provide after-school tutoring for all students at Douglass High School.</p>	<p>Audra Jones</p>	<p>03/31/2026</p>		
	<p>[A 1.3.2] A 1.3.2 Targeted Support for Ongoing Learning Provide all students with year-round access to</p>	<p>Audra Jones, ELA Lead</p>	<p>04/24/2026</p>		

	extended learning opportunities to help close the achievement gap.				
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[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, Douglass High will increase math on-track and mastery rates from _25.5%_ to _30.2%/ **34.8%**_.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly Formative Assessments * Weekly Classroom Observations using the schoolwide walkthrough tool.</p> <p>**Effectiveness**</p> <p>* Quarterly Formative Assessments will show 30%</p>	<p>[A 2.1.1] Informal Classroom Observations The admin/ILT team will conduct weekly informal classroom observations using the district's walkthrough tool.</p>	Audra Jones	05/30/2026		

<p>of students showing mastery at 70% or above. * Weekly Classroom Observations will show 100% of Math teachers implementing lessons that are aligned to the 5 phases of teaching.</p>					
	<p>[A 2.1.2] A 2.1.2 Alignment of Classroom Observation and Feedback Utilize formal observations (TEM rubric) and the Schoolwide's Classroom Walkthrough Protocol and Debriefing Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p>	<p>Michael Henry, Math Lead</p>	<p>05/29/2026</p>		
	<p>[A 2.1.3] A 2.1.3 Formative Student Assessments Douglass High will create the school wide's formative assessment, which will be administered three times per year (Fall, Winter, and Spring).</p>	<p>Michael Henry, Math Lead</p>	<p>05/29/2026</p>		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monthly Professional Development Meetings * Weekly New Teacher Academy Meetings</p> <p>**Effectiveness**</p> <p>* Monthly Professional Development Meetings will show 100% of Math teachers implementing strategies learned from the trainings. * Weekly New Teacher Academy Meetings will show 100% of Math teachers implementing</p>	<p>[A 2.2.1] Monthly PD Offerings The admin/ILT team will implement monthly, tailored PD for all teachers at Douglass High School.</p>	<p>Markeus Patterson</p>	<p>04/30/2026</p>		

strategies learned from the trainings.					
	<p>[A 2.2.2] A 2.2.1 Standards Based Curriculum Training Math teachers receive continuous training on effective strategies for standards-based teaching. Teachers receive support with lesson planning, student engagement, and the school wide HQs. The HQs are High Quality Pedagogy, Curricular, Technology, and Assessments.</p>	Michael Henry, Math Lead	05/08/2026		
	<p>[A 2.2.3] A 2.2.2 Instructional Academic Support Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to Math teachers.</p>	Michael Henry, Math Lead	05/08/2026		
<p>[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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation **</p> <p>* Quarterly Schoolwide Formative Assessments * Monthly iReady Progress Reports **Effectiveness**</p> <p>* Quarterly Formative Assessments will show 30% of students showing mastery at 70% or above. * Monthly iReady Progress Reports will show a growth increase of 5% for at least 30% of RTI students.</p>	<p>[A 2.3.1] After-School Tutoring The after-school tutoring will be offered to all students at Douglass High School, where they will have certified teachers tutoring them in specific content areas.</p>	Audra Jones	03/31/2026		
	<p>[A 2.3.2] A 2.3.2 Targeted Support for Ongoing Learning</p>	Michael Henry, Math Lead	04/24/2026		

	Provide all students with year-round access to extended learning opportunities to help close the achievement gap.				
	<p>[A 2.3.3] A 2.3.1 Response to Instruction and Intervention (RTI2)</p> <p>Administer universal screeners each semester to identify Tier II and Tier III students who need more intensive instructional support. Following the universal screener, select students are then given a benchmark assessment to determine specific deficits in literacy. Intervention plans are created and monitored to determine student progress. Implementation monitoring is ongoing, and student progress is reviewed every 23 days. Interventions provided for students are adjusted based on student performance in the deficit area.</p>	Deborah Dixon, SPED Chair	02/27/2026		

[G 3] College and Career Readiness
 By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

Performance Measure
 By May 2026, DHS will improve the ready graduate rate from ****51.5%**** to **56.6%** and the graduation rate from ****81.9%**** to ****82.5%**** .

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.	[A 3.1.1] Dual Credit/Dual Enrollment Offerings Students in 9-12 grade will be given the opportunity to enroll in dual credit and dual enrollment courses to enhance and strengthen their learning and give them the opportunity to earn college credits while still in high school.	Amanda Billups-Smith	05/31/2026		

<p>Benchmark Indicator **Implementation**</p> <p>* **Semester Enrollment Reviews** * **Monthly Student Workshops** **Effectiveness**</p> <p>* **Semester Enrollment Reviews***: Increase the percentage of students participating in EPSO programs by 20% annually, with at least 75% of enrolled students successfully earning college credits or industry certifications by the end of the academic year.</p> <p>* **Monthly Student Workshops***: Ensure 100% of students enrolled in EPSO programs attend at least one workshop, with 80% of attendees reporting increased confidence and preparedness for their EPSO courses, as measured by post-workshop surveys.</p>					
	<p>[A 3.1.2] A 3.1.2 School Based ACT Specialists Each school will select one or two ACT Specialists to enact the work of the MSCS Field Guide, including leading workshops, analyzing ACT data, holding quarterly meetings, crafting the school level ACT plan and advocating on behalf of all students in the school for robust, transformative ACT instruction as appropriate in all grades 9-12.</p>	<p>Brodrick Stevens (ACT Math), Leslie Hennings (ACT ELA)</p>	<p>03/13/2026</p>		
	<p>[A 3.1.3] A 3.1.3 ACT Professional Learning ACT Specialists at each MSCS managed high school will participate in annual professional learning to enhance ACT test prep, deepen understanding of ACT data and increase awareness around the components and construction of the assessment itself and its link to high quality core instruction.</p>	<p>Brodrick Stevens (ACT Math) & Leslie Hennings (ACT ELA)</p>	<p>02/27/2026</p>		
<p>[S 3.2] Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p>	<p>[A 3.2.1] Career and Tech Classes & Industry Certifications Students will be given the opportunity to enroll into work-based learning programs and earn industry certifications.</p>	<p>Amanda Billups-Smith</p>	<p>05/31/2026</p>		

<p>Benchmark Indicator **Implementation**</p> <p>* **Biannual Career Fairs and Industry Panels** * **Ongoing Work-Based Learning Placements** **Effectiveness**</p> <p>* **Biannual Career Fairs and Industry Panels**: Increase student participation in career exploration events by 25% annually, with 80% of attendees reporting a clearer understanding of potential career paths and post-secondary options. * **Ongoing Work-Based Learning Placements**: Ensure that 90% of students participating in work-based learning opportunities receive positive evaluations from their employers, with 70% of these students securing post-program employment or further education related to their work experience.</p>					
	<p>[A 3.2.2] A 3.2.2 Enrichment and Support for Students Students enrolled in AP courses will benefit from targeted tutoring sessions and immersive summer camp experiences designed to enhance their mastery of advanced content and prepare them for the rigors of AP exams.</p>	<p>Gyra Mangle (Graduation Coach) and Smith (12th Grade Counselor)</p>	<p>04/17/2026</p>		
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <p>* **Quarterly Transition Workshops** * **Quarterly Personalized Transition Plans** **Effectiveness**</p>	<p>[A 3.3.1] 9th Grade Academy Douglass High will provide students with structured transitional support for all ninth graders.</p>	<p>Michael Henry</p>	<p>05/31/2026</p>		

<p>***Quarterly Transition Workshops***: Increase workshop parental attendance by 10% each quarter, with 85% of participants reporting a better understanding of the requirements and opportunities at each transition point.</p> <p>***Personalized Transition Plans***: Ensure that 90% of students successfully follow their transition plans, resulting in a 15% increase in students enrolling in advanced courses in high school and a 10% increase in college or career placements post-graduation.</p>					
	<p>[A 3.3.2] A 3.3.2 Pathway Programs' Alignment to Career Opportunities</p> <p>Douglass High School will provide ongoing support to our Career and Technology Centers to ensure instructional rigor across all Career and Technical Education (CTE) programs. We will conduct quarterly analyses of program sustainability to evaluate how effectively these pathways connect students to workplace opportunities and post-secondary education, ensuring that our programs remain aligned with the evolving demands of the job market and higher education institutions.</p>	<p>Michael Henry, Math Lead</p>	<p>04/24/2026</p>		