

Raleigh-Egypt High Annual Plan (2025 - 2026)

Last Modified at Sep 25, 2025 11:38 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**

Raleigh-Egypt High School will increase the overall percentage of students scoring proficient or advanced on the ELA End-of-Course (EOC) exam from 16.1% in SY24 to 45% in SY26.

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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| <p><b>[S 1.1] Standard Aligned Core Instruction</b><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.</p> <p><b>Benchmark Indicator</b><br/>**Implementation **</p> <p>Monthly School Based Common Assessments</p> <p>Weekly Informal Classroom Observations using Informal Walkthrough Tool</p> <p><b>**Effectiveness **</b></p> <p>Monthly School Based Common Assessments will</p> | <p><b>[A 1.1.1] PLC Meetings</b><br/>###</p> <p>PLC Meetings allow teachers to review data, reflect on instruction and plan collaboratively. ELA PLCs will meet twice a week. Raleigh-Egypt's PLC Coach will provide guidance during the meetings and help ensure tasks and assessments are standards-aligned. The PLC Coach will help maintain the integrity of the PLC Process</p> <p>###</p> | <p>Mrs. Dominique Bougard</p> | <p>05/22/2026</p>         |                |       |

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| show a 4% increase in the total percentage of students with at least 80% mastery.<br><br>Weekly Informal Classroom Observations will show 80% of teachers implementing classroom look fors with fidelity.                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |                                             |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                    | <b>[A 1.1.2] Common Planning Time</b><br><b>###</b><br><br>Inclusion teachers will have common planning time with core-content teachers. This will provide teachers an opportunity to co-plan.<br><br><b>###</b>                                                                                                                         | Dr. Jamie Green                             | 05/22/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                    | <b>[A 1.1.3] Extended Learning Tutoring Program</b><br><b>###</b><br><br>Raleigh-Egypt will offer afterschool tutoring via the District and Saturday School programs. These initiatives aim to enhance student performance across all subjects, including preparation for the ACT and End of Course assessments.<br><br><b>###</b>       | Mrs. Tara Gordon and Mrs. Dominique Bougard | 05/22/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                    | <b>[A 1.1.4] BiWeekly and Quarterly Data Digs</b><br><b>###</b><br><br>To ensure that teachers are meeting the instructional needs of the students, teachers and administration will analyze student work, school-wide data, grade-level data, Teacher data-trends and gaps, as well as School Based testing platform Progress Learning, | Dr. Jamie Green                             | 05/22/2026 |  |  |
| <b>[S 1.2] Professional Development</b><br>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, master of standard look fors, students' skill set, and students' proficient reading level of grade | <b>[A 1.2.1] Quarterly Cycle of Professional Learning</b><br>Use quarterly Cycle of Professional Learning to target data-informed learning cycles for staff and administration. This includes instructor-led professional development as well as professional readings.                                                                  | Dominique Bougard                           | 05/22/2026 |  |  |

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| <p>supported texts.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>Monthly School Based Common Assessments</p> <p>Weekly Informal Classroom Observations using Informal Walkthrough Tool</p> <p><b>**Effectiveness**</b></p> <p>Monthly School Based Common Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p> <p>Weekly Informal Classroom Observations will show 80% of teachers implementing classroom look fors with fidelity.</p> |                                                                                                                                                                                                                                                                                                                           |                                              |                   |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>[A 1.2.2] Deliberate Practice</b><br/>REHS will provide teachers with the opportunity to study practice and receive critical feedback requires prioritizing professional learning. These professional learning opportunities are provided from teacher surveys that reflect the need for Professional Learning.</p> | <p>Dominique Bougard and Dr. Calvin Lacy</p> | <p>05/22/2026</p> |  |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><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.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>Monthly School Based Common Assessments</p> <p>Quarterly District based Common Formal Assessments</p>                                         | <p><b>[A 1.3.1] Targeted Intervention</b><br/>Raleigh-Egypt will utilize the interventionist to help at risk students in reading using AIMS Web Plus and other District Resources. This is critical especially for the implementation of an effective RTI program.</p>                                                    | <p>Austin Rubin</p>                          | <p>05/22/2025</p> |  |  |

| <p><b>**Effectiveness **</b></p> <p>Monthly School Based Common Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p> <p>Quarterly District Based Common Formal Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |                           |                |       |
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| <p><b>[G 2] Mathematics</b><br/> 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.</p> <p><b>Performance Measure</b><br/> Raleigh-Egypt High School will increase the overall percentage of students scoring proficient or above in math from 17.6% in school year 2024 to 25.45% in school year 2026.</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p> |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                    |                           |                |       |
| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action Step                                                                                                                                                                                                                                                                                                                                                                                                        | Person Responsible                 | Estimated Completion Date | Funding Source | Notes |
| <p><b>[S 2.1] Standard Aligned Core Instruction</b><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.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>Monthly School Based Common Assessments</p>                                                                                                                                                                                                                                                                                                                                                        | <p><b>[A 2.1.1] PLC Meetings</b><br/> PLC Meetings allow teachers to review data, reflect on instruction and plan collaboratively. Math PLCs will meet twice a week. Raleigh-Egypt's PLC Coach will provide guidance during the meetings and help ensure tasks and assessments are standards-aligned. The PLC Coach will help maintain the integrity of the PLC Process using the protocol and running agenda.</p> | <p>Calvin Lacy,<br/> PLC Coach</p> | <p>05/22/2026</p>         |                |       |

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| <p>Weekly Informal Classroom Observations using Informal Walkthrough Tool</p> <p><b>**Effectiveness**</b></p> <p>Monthly School Based Common Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p> <p>Weekly Informal Classroom Observations will show 80% of teachers implementing classroom look fors with fidelity.</p> |                                                                                                                                                                                                                                                                                                                           |                                             |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                             | <p><b>[A 2.1.2] Common Planning Time</b><br/>Inclusion teachers will have common planning time with core-content teachers. This will provide teachers an opportunity to co-plan.</p>                                                                                                                                      | Dr. Jamie Green                             | 05/22/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                             | <p><b>[A 2.1.3] Extended Learning Program</b><br/>Raleigh-Egypt will offer afterschool tutoring via the District and Saturday School programs. These initiatives aim to enhance student performance across all subjects, including preparation for the ACT and End of Course assessments.</p> <p>###</p>                  | Mrs. Tara Gordon and Mrs. Dominique Bougard | 05/22/2026 |  |  |
|                                                                                                                                                                                                                                                                                                                                                                             | <p><b>[A 2.1.4] Biweekly and Quarterly Digs</b><br/>To ensure that teachers are meeting the instructional needs of the students, teachers and administration will analyze student work, school-wide data, grade-level data, Teacher data-trends and gaps, as well as School Based testing platform Progress Learning,</p> | Dr. Jamie Green                             | 05/22/2026 |  |  |
| <p><b>[S 2.2] Professional Development</b><br/>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.</p> <p><b>Benchmark Indicator</b></p>                                                | <p><b>[A 2.2.1] Quarterly Cycle of Professional Learning</b><br/>Use quarterly Cycle of Professional Learning to target data-informed learning cycles for staff and administration. This includes instructor-led professional development as well as professional readings.</p>                                           | Calvin Lacy, PLC Coach                      | 05/22/2026 |  |  |

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| <p><b>**Implementation**</b></p> <p>Monthly School Based Common Assessments</p> <p>Weekly Informal Classroom Observations using Informal Walkthrough Tool</p> <p><b>**Effectiveness**</b></p> <p>Monthly School Based Common Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p> <p>Weekly Informal Classroom Observations will show 80% of teachers implementing classroom look fors with fidelity.</p>                                                   |                                                                                                                                                                                                                                                                                                                              |                 |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>[A 2.2.2] Deliberate Practice</b></p> <p>REHS will provide teachers with the opportunity to study practice and receive critical feedback requires prioritizing professional learning. These professional learning opportunities are provided from teacher surveys that reflect the need for Professional Learning.</p> | Dr. Calvin Lacy | 05/22/2026 |  |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning</b></p> <p>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><b>** **</b></p> <p><b>** **</b></p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>Monthly School Based Common Assessments</p> <p>Quarterly District based Common Formal</p> | <p><b>[A 2.3.1] Targeted Intervention</b></p> <p>Raleigh-Egypt will utilize the interventionist to help at risk students in reading using AIMS Web Plus and other District Resources. This is critical especially for the implementation of an effective RTI program.</p>                                                    | Austin Rubin    | 05/22/2026 |  |  |

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| <p>Assessments</p> <p><b>**Effectiveness**</b></p> <p>Monthly School Based Common Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p> <p>Quarterly District Based Common Formal Assessments will show a 4% increase in the total percentage of students with at least 80% mastery.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                 |                                  |                       |              |
| <p><b>[G 3] College and Career Readiness</b></p> <p>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.</p> <p><b>Performance Measure</b></p> <p>SMART Goal: Raleigh-Egypt High School will increase the Ready Graduate rate from 36.6% in SY24 to 48.5% in SY26 and increase the graduation rate from 85.9% in SY24 to 90% in SY26.</p> <p>These performance measures will be monitored by the following:</p> <ul style="list-style-type: none"> <li>* Early Post Secondary Opportunities being offered</li> <li>* ACT composite score (21 or higher)</li> <li>* Earnings of Industry Certifications</li> <li>* ASVAB Scores</li> <li>* Graduation Rate</li> </ul> |                                                                                                                                 |                                                                                                                                 |                                  |                       |              |
| <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Action Step</b>                                                                                                              | <b>Person Responsible</b>                                                                                                       | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
| <p><b>[S 3.1] Early Post-Secondary Opportunities</b></p> <p>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.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>Quarterly Report Cards</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>[A 3.1.1] Action Steps</b></p> <p>Host semesterly College &amp; Career Fairs and monthly college tours (Grades 9–12).</p> | <p>Cedric Dorsey, Graduation Coach,<br/>Melinda Stubbs, Tara Gordon,<br/>Demetrius Terry, School Counselor,<br/>Admin Teams</p> | <p>05/22/2026</p>                |                       |              |

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| <p>Daily Exit Tickets</p> <p>Student Interest Surveys</p> <p><b>**Effectiveness**</b></p> <p>Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.</p> <p>Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                               |                                                               |                   |  |  |
| <p><b>[S 3.2] Work-Based Learning Opportunities</b><br/> 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><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>Semesterly review of student transcripts</p> <p>Semesterly review of career interest inventories</p> <p><b>**Effectiveness**</b></p> <p>Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.</p> <p>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.</p> | <p><b>[A 3.2.1] Action Steps</b><br/> Increase work-based learning opportunities through industry certification programs and internships.</p> | <p>Cedric Dorsey, Graduation Coach and Community Partners</p> | <p>05/22/2026</p> |  |  |

| <p><b>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</b><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.</p> <p><b>Benchmark Indicator</b><br/> **Implementation**</p> <p>Quarterly report cards</p> <p>Quarterly mock ACT data</p> <p><b>**Effectiveness**</b></p> <p>Quarterly review of student report cards will reflect 80% of all students performing at 75% or higher in all core subject area classes.</p> <p>Quarterly mock ACT data will reflect improvement in student composite scores by at least 10%.</p>                                                                                                              | <p><b>[A 3.3.1] Action Steps</b><br/> Maintain Freshman Academy &amp; grade-level orientation sessions to support student transitions</p>                                                                                                                                           | <p>Quandrea Jones,<br/>Devorah Sutton</p> | <p>05/22/2026</p>         |                |       |
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| <p><b>[G 4] Safe and Healthy Students</b><br/> By Spring 2026, Raleigh-Egypt 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.</p> <p><b>Performance Measure</b><br/> Raleigh Egypt High School aims to reduce its chronic absenteeism rate from 41.5% in the 2024-2025 academic year to 33.65% or lower in the 2025-26 academic year.</p> <p>Raleigh-Egypt High School aims to reduce its suspension rate from 19.9% in the 2024-2025 academic year to 17% or lower in the 2025-2026 academic year.</p> |                                                                                                                                                                                                                                                                                     |                                           |                           |                |       |
| Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Action Step                                                                                                                                                                                                                                                                         | Person Responsible                        | Estimated Completion Date | Funding Source | Notes |
| <p><b>[S 4.1] Attendance Interventions and Supports</b><br/> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>[A 4.1.1] RTI 2 B</b><br/> The team will develop a plan to address behavior, expulsions, suspensions, and chronic absenteeism. The RTI2-B team will meet weekly to closely monitor attendance by grade band and provide incentives for every 20-day period to those grade</p> | <p>Dr. Kirkland Hamilton</p>              | <p>05/22/2026</p>         |                |       |

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| <b>Benchmark Indicator</b><br><b>**Implementation**</b><br><br>20-day attendance reports<br><br>20-day suspension report<br><br><b>**Effectiveness**</b><br><br>20-day attendance reports will reflect a 5% decrease in the number of students absent from school.<br><br>20-day suspension reports will reflect a 5% decrease in the student suspension rate.                                                                                                                                                   | bands with the highest attendance rate. The RTI-B2 lead will present the PBIS report every 20 days to inform the staff of the school's status as it relates to attendance and discipline and devise a school-wide plan to improve in those areas. The team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professionals, and support staff. The PBIS plan is intended to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors.                                                                                            |                |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>[A 4.1.2] Quarterly Intervention Meeting</b><br>The Attendance Team will reach out to parents once a student has been absent for three consecutive days and will issue SART letters. Additionally, they will analyze statistical cycles to examine attendance data, chronic absenteeism, and behavioral patterns to pinpoint students who are at risk.                                                                                                                                                                                                                                                                        | Loretta Dubose | 05/22/2026 |  |  |
| <b>[S 4.2] Professional Development</b><br>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.<br><br><b>Benchmark Indicator</b><br><b>**Implementation**</b><br><br>Semesterly RTI2-B data training agenda and minutes<br><br>Monthly SART Meeting Meetings | <b>[A 4.2.1] Parent and Community Center</b><br>Raleigh-Egypt has an area designated for parents and the community that is available throughout the school year. The parent center is equipped with technology to assist parents with students' information such as registration, job search, and other important information. The community center allows for networking events to assist parents, families, and students with community resources and provide special events to support the growth and development of parents, families, and the community. Title I funds will be used to enhance this center for all parents. | Devorah Sutton | 05/22/2026 |  |  |

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| <p><b>**· Effectiveness**</b></p> <p>Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>Monthly SART a meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |                          |            |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>[A 4.2.2] Professional Development for Parents</b><br/>Provide workshops, supplies, materials, and other training opportunities using a variety of delivery systems to support parents in understanding the importance of daily school attendance, as well as the opportunities available for high school graduates.</p> | Devorah Sutton           | 05/22/2026 |  |  |
| <p><b>[S 4.3] Parent, Family, and Community Engagement</b><br/>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b><br/><b>**· Implementation**</b></p> <p>Quarterly parent surveys</p> <p>Semesterly parent-teacher conference sign-in sheets/minutes</p> <p><b>**· Effectiveness**</b></p> <p>Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> | <p><b>[A 4.3.1] Open House</b><br/>Raleigh-Egypt High School held an open house in which parents had the opportunity to meet their child's teachers as well as understand expectations (academically and behaviorally) for the school year.</p>                                                                                | REHS Administration Team | 08/13/2025 |  |  |

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|  | <p><b>[A 4.3.2] Community Outreach</b></p> <p>Raleigh-Egypt High School will utilize the Alumni Association to include former students and graduates on initiatives impacting the school. REHS also participates in activities with Breath of Life Christian Center, Eagles Nest, Y Achievers, and other organizations that support causes that impact the community. Outreach also includes social media presence, broadcasting, and press releases to highlight the positive impacts of the school on the community. The school issues a monthly newsletter that is posted on the school website.</p> | Devorah Sutton | 05/22/2026 |  |  |
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