Douglass High Annual Plan (2025 - 2026)

Approved

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Identify Team

S-001

✔ Ready

Identify all planning team members, including team member titles. The school plan must be developed in consultation with (at a minimum):

- *teachers,*
- *principals,*
- *administrators (including administrators of Title programs and special education programs),*
- *paraprofessionals,*
- *other appropriate school personnel,*
- *community partners, and*
- *parents of students.*

Marketta Steward- Sr. Principal

Juliet Carr- ESL Teacher

Raquel Ratchford- SPED Teacher

TeAnna Johnson- ELA Teacher

Brenda Brown- Parent

Markeus Patterson- PLC Coach

Beverly Golliday- Parent

Leslie Hennings- ELA

Jonathan Cole- ELA

Brodrick Stevens- Math Dept. Lead

Erika Bardales- 11th Grade Student

Michael Henry- RTI2B

Ebony Johnson- Federal Programs Advisor

Melissa Delahunty- ESL Advisor

Deborah Dixon- SPED Chair

Robyn Orr- SPED Advisor

💬 Feedback on Identify Team

Include at minimum the following titles. Also include a student, SPED Advisor and ESL Advisor.

- *teachers,*
- *principals,*
- *administrators (including administrators of Title programs and special education programs),*
- *paraprofessionals,*
- *other appropriate school personnel,*
- *community partners, and*
- *parents of students.*

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Stakeholder Involvement

S-002

✔ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

All stakeholders are given multiple opportunities to provide input through meetings, online surveys, and suggestion boxes. Progress updates and changes to the school plan are communicated through meetings, newsletters, the school website, social media, and the weekly *FDHS Express*. Most meetings are scheduled after school hours, either on-site or virtually, with agenda time set aside for school improvement discussions. Parents are invited to join through Blackboard Messenger and the school website.

Stakeholders who cannot attend meetings are informed in advance of the schedule and provided options to submit suggestions or comments. They may also share feedback directly with the Principal, Assistant Principal, PLC Coach, or Instructional Facilitator via email.

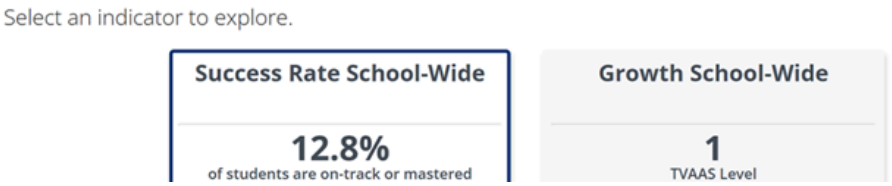
Douglass hosts a variety of stakeholder events—such as Title I Annual Meetings, Data Meetings, College and Career Night, Leadership Memphis Night, FAFSA Frenzy Nights, Latino Memphis Family Night, ACT Prep Workshops, Open House, and the Principal's Advisory. Each event provides opportunities to review, monitor, and adjust practices to meet student needs.

Throughout the year, Douglass prioritizes stakeholder involvement in the development, implementation, and revision of the school plan. This intentional engagement ensures challenges are addressed while highlighting successes in academics, behavior, attendance, social-emotional learning, school culture, and climate.

✔ Needs

Academic Achievement & Growth

24-25 ELA Data



Root Cause Analysis for "24-25 ELA Data"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*

2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

-S 1.1 Standard Aligned Core Instruction

-S 1.2 Professional Development

-S 1.3 Targeted Intervention and Personalized Learning

Reflection on Prior Strategies: This year, we concentrated on three key strategies: Standard Aligned Core Instruction, Professional Development, and Targeted Intervention and Personalized Learning. While these strategies were intended to enhance instructional practices and student outcomes, the implementation faced several challenges. The absence of common planning time hindered the effectiveness of Collaborative Planning sessions, limiting opportunities for teachers to share best practices and align their instruction.

Success: Despite the challenges, there were notable successes. Teachers who received targeted professional development were able to refine their instructional practices, particularly in aligning their lessons with standards. The implementation of personalized learning allowed some students to receive tailored instruction that addressed their individual needs, leading to measurable growth in those areas.

Challenges:

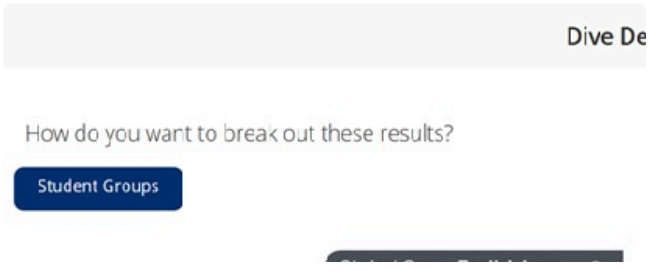
- **Collaborative Planning**: The lack of common planning time was a significant obstacle. Without this time, teachers struggled to collaborate effectively, resulting in inconsistencies in instructional delivery across classrooms.
- **Professional Development**: Although professional development was provided, it did not fully address the specific needs of teachers in differentiating instruction and integrating targeted interventions. This gap limited the overall impact of the strategies on student achievement.

Root Causes:

- **Time Constraints**: The primary root cause of the challenges with Collaborative Planning was the scheduling constraints that prevented common planning time. This made it difficult for teachers to engage in meaningful collaboration.
- **Resource Allocation**: Teachers were not provided with sufficient resources to fully implement targeted interventions and personalized learning. This lack of support hindered their ability to meet the diverse needs of all students effectively.

Academic Achievement & Growth

24-25 Math Data



Root Cause Analysis for "24-25 Math Data"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

S 2.1 Standard Aligned Core Instruction

S 2.2 Professional Development

S 2.3 Targeted Interventions and Personalized Learning,

Reflection on Prior Strategies: This year, our focus in mathematics included Standard Aligned Core Instruction, Professional Development, and Targeted Interventions and Personalized Learning. These strategies aimed to strengthen math instruction and improve student achievement in mathematics. However, we encountered several obstacles that affected the full realization of these strategies.

Success: There were some successes in our approach. The alignment of core instruction with standards led to more focused and coherent math lessons. Professional development sessions provided teachers with additional tools and techniques for delivering math instruction, which resulted in noticeable improvements in classroom practices. Targeted interventions helped some students make progress in areas where they had previously struggled.

Challenges:

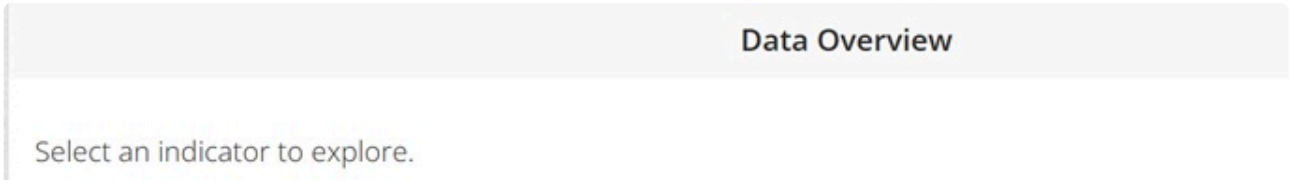
- **Collaborative Planning**: Similar to other subjects, the absence of common planning time significantly impacted the effectiveness of collaborative efforts among math teachers. This lack of collaboration led to disparities in the implementation of math strategies across different classrooms.
- **Professional Development**: The professional development provided did not fully address the complexities of differentiating math instruction for students with varying levels of proficiency. This limitation hindered teachers' ability to effectively reach all students.

Root Causes:

- **Time Constraints**: The primary root cause of the challenges with collaborative planning in math was the scheduling issue, which did not allow for consistent common planning time. This prevented teachers from working together to refine their instructional approaches and share best practices.
- **Resource Allocation**: Teachers lacked access to sufficient resources tailored to math instruction, particularly in supporting diverse learners. This shortfall made it challenging to fully implement targeted interventions and personalized learning in mathematics.

College & Career Readiness

College and Career Readiness



Root Cause Analysis for "College and Career Readiness"

✔ Ready

For each prioritized need, please provide the following information:

1. *For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
2. *Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The 5 Whys protocol is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

S 3.1 ACT Preparation

S 3.2 Early Post-Secondary Opportunities

S 3.3 Career Exploration and Work-Based Learning Opportunities

S 3.4 Effective Transitions (Middle to High School to Post-Secondary)

Reflection on Prior Strategies: This year, our College and Career Readiness initiatives focused on ACT Preparation, Early Post-Secondary Opportunities, Career Exploration and Work-Based Learning Opportunities, and Effective Transitions from Middle to High School to Post-Secondary. These strategies were designed to better prepare students for life beyond high school, whether in college, vocational training, or the workforce. While progress was made, several challenges emerged that hindered the full effectiveness of these initiatives.

Success: We saw success in expanding Early Post-Secondary Opportunities, with more students enrolling in dual enrollment courses and earning college credits before graduation. Career Exploration and Work-Based Learning Opportunities also grew, providing students with real-world experiences that informed their career choices. Additionally, ACT Preparation programs contributed to improved scores for some students, helping them meet college readiness benchmarks.

Challenges:

- **ACT Preparation**: While some students benefited from ACT Preparation programs, there was inconsistent participation, and many students did not engage with the resources available. This led to a lack of uniform improvement in ACT scores across the student body.
- **Early Post-Secondary Opportunities**: Although more students enrolled in dual enrollment courses, not all students had equal access to these opportunities due to scheduling conflicts or a lack of awareness about available programs.
- **Career Exploration and Work-Based Learning**: Participation in career exploration and work-based learning opportunities was uneven. Some students lacked transportation or did not receive adequate support to engage in these programs fully.
- **Effective Transitions**: The transition programs from middle to high school and from high school to post-secondary institutions were not fully effective, particularly in supporting students who were undecided about their post-secondary plans or those at risk of not graduating.

Root Causes:

- **Engagement and Accessibility**: A significant root cause of the challenges in ACT Preparation and Early Post-Secondary Opportunities was the inconsistent engagement of students and the unequal access to resources. Students who were not fully aware of the importance of these opportunities or faced barriers such as scheduling conflicts were less likely to participate.
- **Support and Infrastructure**: The root cause of challenges in Career Exploration and Work-Based Learning Opportunities, as well as Effective Transitions, was a lack of support structures and infrastructure. Without adequate transportation, guidance, and resources, students were unable to fully benefit from these programs.

Root Causes Within the School's Control

1. **Inconsistent Student Engagement in ACT Preparation**
    - **Root Cause:** Students were not consistently motivated, monitored, or supported to use available ACT prep resources. Limited accountability systems (e.g., progress tracking, structured practice time during the school day) contributed to low participation.
    - **Challenge Created:** Without uniform participation, ACT score improvement was uneven. This limits the school's ability to raise overall readiness benchmarks and creates equity gaps between students who engaged and those who did not.

1. **Unequal Access to Early Post-Secondary Opportunities**
    - **Root Cause:** Scheduling conflicts, course availability, and lack of clear communication about dual enrollment options restricted access for some students.
    - **Challenge Created:** Students missed the chance to earn early college credit, reinforcing inequities in college readiness. Some students who could benefit most from these opportunities did not have the structural support to enroll.

1. **Limited Infrastructure for Career Exploration & Work-Based Learning**
    - **Root Cause:** The school lacked sufficient systems for transportation, structured partnerships, and ongoing adult guidance to ensure consistent student participation.
    - **Challenge Created:** Students without these supports could not take advantage of internships or job shadowing, reducing exposure to career pathways and limiting informed decision-making about future plans.

1. **Gaps in Transition Supports (Middle → High → Post-Secondary)**
    - **Root Cause:** Transition planning was inconsistent, especially for students who were undecided about their future or at risk of not graduating. There were limited individualized check-ins, mentoring programs, or targeted interventions for these students.
    - **Challenge Created:** Students experienced uncertainty and stress when moving between school levels, leaving some without a clear path after graduation and increasing the risk of dropouts or underprepared graduates.

✔ Reflection Questions

Key Areas to Address in School Plans

Disciplinary Practices

S-004

✔ Ready

Describe the following:

1. *How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.*
2. *The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.*

At Douglass High School, we are committed to fostering a safe, supportive, and inclusive learning environment through **Restorative Justice Practices (RJP)**. Rather than focusing on punishment, RJP emphasizes repairing harm, restoring relationships, and teaching students the skills needed to thrive. This approach helps reduce suspensions, expulsions, and office referrals while strengthening school culture.

RTI²-B ImplementationOur **RTI²-B (Response to Instruction and Intervention for Behavior)** framework is proactive, supportive, and restorative. It is designed to improve student behavior, enhance school safety, and provide meaningful alternatives to exclusionary discipline. Key objectives include:

- Reducing reliance on suspension and expulsion.
- Promoting positive behavior and self-regulation.
- Offering targeted supports to meet the diverse needs of students.
- Key Personnel & Supports**Dr. Alexander, Interventionist**: Provides targeted interventions and restorative support to students, ensuring behavioral challenges are addressed with corrective—not punitive—measures.
- **ReSET Room**: A dedicated space for students to pause, reflect, and regulate emotions before returning to class with a renewed focus.
- Douglass High School Behavior FrameworkCore Components**Progressive Discipline**: Structured, consistent responses to behavior, escalating only as needed.
- **School-Wide Expectations**: Introduced during Student Orientation Week and reinforced throughout the year to ensure clarity and consistency.
- **Growth Mindset Education**: Building resilience and perseverance by encouraging students to see challenges as opportunities to learn.
- **The 5 Love Languages of Teens**: Teaching students empathy and effective communication to strengthen peer and adult relationships.
- **ReSET Program**: A holistic system combining the ReSET Room, reflection practices, and staff guidance to help students self-regulate.
- **Incentives & Recognition**: Celebrating positive behavior, attendance, and academic achievement with rewards and school-wide recognition.
- **Fight-Free Incentives**: Rewarding students who contribute to a peaceful, conflict-free campus culture.
- **After-School Tutoring**: Offering academic support with built-in modifications and accommodations for students who need them.
- **Parent Engagement**: Actively involving families in behavior support through communication, recognition, and shared responsibility.
- **Rethink Ed SEL Curriculum**: Integrating Social and Emotional Learning (SEL) into daily practice to promote empathy, emotional regulation, and positive decision-making.

Behavioral Supports for Students with DisabilitiesWe are intentional about ensuring equitable supports for students with disabilities through:

- **Collaboration between General and Special Education Teachers** to align strategies and interventions.
- **Parent Partnership**, ensuring families are active participants in student success.
- **Comprehensive IEP Meetings** that include general education staff, administrators, social workers, and behavior specialists.

- **Specialized Intervention from Dr. Alexander** for students requiring more intensive support.
- **After-School Tutoring with Accommodations**, tailored to meet individual learning needs.

CommitmentAt Douglass High School, we believe restorative practices are not a program but a culture. By intentionally addressing challenges and celebrating successes in academics, behavior, attendance, social-emotional learning, and school climate, we ensure every student has the opportunity to succeed.

Safe, Supportive, and Healthy Environments

S-005

✔ Ready

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. *A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.*
2. *Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.*

At Douglass High School, student safety and well-being are top priorities and central to academic success. We know learning only thrives in an environment that is safe, supportive, and disruption-free. To that end, we've implemented a comprehensive set of initiatives designed to build a secure, healthy, and positive school climate.

Cyberbullying & Healthy Habits Orientation

Every student participates in an orientation on the risks of cyberbullying and the importance of healthy lifestyle choices. This proactive approach sets the tone for a respectful, responsible, and supportive learning community.

School Security Measures

- **Dedicated Safety Personnel**: Two full-time safety officers and a hall monitor maintain daily campus security.
- **Metal Detectors & Event Security**: Entry points are monitored with metal detectors, and all after-school events are staffed with security to ensure student safety beyond the classroom.
- **Behavior Specialists**: Specialists collaborate with safety staff to reinforce positive behavior and address issues before they escalate.
- Staff Training & Certification
- **Emergency Readiness**: Faculty and staff receive training in CPR, AED use, and First Aid to ensure preparedness in emergencies.
- **Crisis Prevention & Mental Health**: All staff are trained in Social Emotional Learning (SEL), Crisis Prevention Intervention, and Mental Health First Aid—equipping educators to de-escalate crises and support student well-being effectively.
- Behavioral Support & Conflict Resolution
- **ReSET Program**: A dedicated space where students can de-escalate, self-regulate, and reset their mindset before returning to class.
- **Interventionist**: Dr. Alexander provides individualized interventions, teaching students practical conflict resolution and coping strategies.
- RTI^2-B Team & Classroom Support
- **Resources & Referrals**: The RTI^2-B team equips teachers with lessons, strategies, and referrals to sustain a safe and supportive learning environment.

- **Relationship Building**: Returning teachers refresh their knowledge of *The 5 Love Languages of Teens*, while new teachers are introduced to it—strengthening student connections and fostering a positive culture.

Commitment

Through these layered supports—safety personnel, proactive behavioral strategies, teacher training, and family engagement—Douglass High School ensures that safety and well-being remain at the heart of our academic mission.

Funding Sources for Safe, Supportive, and Healthy EnvironmentsTo sustain these initiatives and ensure every student has access to a safe, supportive, and healthy environment, Douglass High School leverages multiple funding streams:

- **Title I Funds:** Provide resources for academic and behavioral interventions, including staffing for behavior specialists, interventionists, and supplemental SEL programs.
- **ESSER (Elementary and Secondary School Emergency Relief) Funds:** Support mental health training for staff, expansion of the ReSET program, and additional safety measures such as updated metal detectors and sanitation supplies.
- **Title IV, Part A (Student Support and Academic Enrichment Grants):** Fund enrichment activities that promote student well-being, such as cyberbullying prevention, healthy habits orientations, and after-school engagement opportunities that keep students safe and connected.
- **RTI²-B District Funding:** Provides curriculum materials, referral systems, and teacher supports to strengthen schoolwide positive behavior interventions and supports (PBIS).
- **Local Budget Allocations:** Cover school security personnel, hall monitors, and operational costs tied to daily safety and crisis readiness.

These combined local, state, and federal resources ensure Douglass High can maintain comprehensive safety measures, expand mental health supports, and invest in proactive strategies that reinforce a healthy learning environment.

Integration and Effective Use of Technology in the Classroom

S-006

✔ Ready

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. *A detailed description of the level of access students have to technology across all grade bands.*
2. *A detailed description of how the school ensures technology is being utilized effectively by students and educators.*
3. *A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.*
4. *Specific local, state, and federal funding sources (including ESSER) that support the integration and effective use of technology.*

Technology Integration and Needs at Douglass High School Current Technology Usage At Douglass High School, technology is woven into daily instruction to enhance student learning and achievement. Key programs include:

- **Rethink Ed, FastBridge, and Edgenuity**: Intervention tools supporting diverse learning needs.
- **Reading Horizons**: Strengthening literacy skills in ELA.
- **MasteryConnect**: Schoolwide platform for curriculum-based instruction and assessment.

- Classroom Technology**Promethean Boards & Smartboards**: Each classroom has a Promethean Board or LCD projector/Smartboard. Many Smartboards are outdated and non-functional. In 2021–2022, five were replaced with Promethean Boards. Using Title I funds, we plan to replace the remaining Smartboards in core classrooms.
- **Document Cameras**: Widely used by math, English, and science teachers to improve lesson delivery.
- Student & Teacher Technology Access**Laptops**: Students are expected to bring laptops daily to engage in interactive lessons and Station Rotations. However, IT delays and device shortages hinder consistent access.
- **Computer Labs & Mobile Carts**: Current inventory includes one full cart (30 devices), two partial carts (20 and 24 devices), and one library lab with 16 desktops. Testing periods often reveal performance gaps, as older laptops struggle with newer programs. Plans include completing the two partial carts, purchasing an additional full cart, and acquiring 46 new laptops with Title I funding.
- **Library Access**: Students have access to 16 desktops and an LCD projector in the library for research and assignments.
- Challenges & Future Needs**Device Shortages**: Teachers must compete for limited laptop carts, especially when student devices are unavailable due to repair, loss, or forgetfulness.
- **Testing Technology**: Each math and science teacher currently has 30 Casio calculators. For EOCs, the school has 115 TI-84 calculators, but an additional 35 are needed to ensure full coverage across Algebra I, Geometry, Algebra II, and Biology.
- **IT Support**: Limited district-level support slows repairs and replacements, affecting instructional planning.

Conclusion

Douglass High School is committed to expanding and upgrading its technology infrastructure to ensure reliable access for all students. By replacing outdated Smartboards, completing and expanding laptop carts, and securing additional testing technology, the school will provide consistent, high-quality tools that support effective teaching and learning.

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- **Library Access:** Students have access to 16 desktops and an LCD projector in the library for research and assignments.
- Challenges in Technology Integration & Steps Taken**Device Shortages and Inequitable Access:** Teachers often compete for limited laptop carts, and many students face barriers when personal devices are unavailable due to repair, loss, or forgetfulness.
    - **Steps Taken:** Title I funds are being used to expand the number of carts and laptops, while school procedures encourage students to bring and maintain devices consistently.
- **Outdated Technology:** Several Smartboards are non-functional, and older laptops are unable to run newer testing and instructional software efficiently.
    - **Steps Taken:** Replacement of outdated Smartboards with Promethean Boards, phased out using Title I funds. Plans also include acquisition of updated laptops and calculators to meet assessment demands.
- **Testing Technology Gaps:** While each math and science teacher has 30 Casio calculators, the school's 115 TI-84 calculators are not enough to fully support all students during EOCs.

    - **Steps Taken:** Additional 35 TI-84 calculators are being purchased to guarantee equitable testing conditions across Algebra I, Geometry, Algebra II, and Biology.
- **Limited IT Support:** Delays in repairs and replacements negatively impact instructional planning and assessment readiness.
    - **Steps Taken:** School leaders are collaborating with the district to expedite IT service requests and exploring training select staff in basic troubleshooting to reduce downtime.

Funding Sources Supporting Technology IntegrationDouglass High School is leveraging multiple funding streams to address challenges and sustain effective technology use:

- **Title I Funds:** Cover replacement of outdated Smartboards, purchase of new laptop carts, and acquisition of additional TI-84 calculators.
- **ESSER (Elementary and Secondary School Emergency Relief) Funds:** Support digital learning infrastructure, replacement laptops, and expansion of online instructional tools such as Edgenuity and FastBridge.
- **Title II Funds:** Provide professional development for teachers on integrating technology effectively into instruction.
- **Local School Budget Allocations:** Fund ongoing maintenance of technology, purchase of document cameras, and smaller hardware/software upgrades.
- **State CTE Grants:** Help acquire industry-aligned technology for career and technical education classrooms.

ConclusionDouglass High School is committed to expanding and upgrading its technology infrastructure to ensure reliable access for all students. By addressing device shortages, replacing outdated equipment, expanding testing technology, and providing professional development, the school is building a sustainable model of effective technology integration that enhances instruction and student achievement.

Connected Action Steps:

- Monthly PD Cycles
- A 2.2.1 Standards Based Curriculum Training

Parent and Family Engagement

S-007

✔ Ready

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. *a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers,*
2. *the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school?*
3. *a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).*

Stakeholder Engagement and Communication at Douglass High SchoolOpportunities for FeedbackDouglass High School values the voices of parents, students, and community partners, offering multiple ways to share input:

- **Meetings**: Regular on-site and virtual meetings, primarily after school, provide opportunities to discuss school improvement.
- **Surveys & Suggestion Boxes**: Online surveys and physical suggestion boxes allow stakeholders to submit feedback at their convenience.
- **Direct Communication**: The Principal, Assistant Principals, PLC Coach, and Instructional Facilitator are accessible via email for individual input.

Keeping Stakeholders InformedWe ensure stakeholders remain connected to school progress and priorities through:

- **Monthly Meetings & Quarterly Newsletters**: Each agenda includes updates on student achievement and school improvement initiatives.
- **Digital Communication**: Information is shared via the school website, official social media accounts, and the Douglass High School Facebook page.
- **Blackboard Messenger**: Parents receive timely reminders and invitations to meetings and events.

Special Events & Parent InvolvementDouglass High creates meaningful opportunities for families to connect and engage with the school community, including:

- **Community Fairs** (Fall & Spring): Meet staff, learn about policies, and explore resources.
- **Parent Conferences**: Families may schedule meetings with teachers and counselors to discuss academic and social progress.
- **Cultural Awareness Week**: Celebrating diversity through events that highlight cultural traditions and experiences.
- **Math & Literacy Night**: Showcases student work and equips families with strategies to support learning at home.

Accessibility & SupportWe recognize barriers and strive to provide equitable access to engagement opportunities:

- **Language Support**: Two bilingual staff members provide Spanish translation; all documents are distributed in English and Spanish.
- **Scheduling Flexibility**: Meetings are offered in both morning and evening sessions to accommodate families' work commitments.
- **Virtual Access**: Remote meetings and recorded sessions are available for those unable to attend in person.
- **Transportation & Childcare Considerations**: Whenever possible, flexible and remote options are provided to reduce barriers.

Commitment to Inclusivity At Douglass High School, inclusivity is at the heart of our stakeholder engagement. By combining technology, flexible scheduling, and intentional communication, we ensure every parent, student, and community member has the opportunity to be informed, involved, and empowered to support student success.

Barriers to Greater Engagement & How They Are Addressed (Q1)Douglass High School recognizes that strong family-school partnerships are essential to student success. However, several barriers limit consistent engagement:

- **Work Schedules & Transportation:** Many families work multiple jobs or lack reliable transportation, making it difficult to attend in-person events.
  - *Response:* The school offers virtual meeting options, flexible event times (morning, evening, and weekend sessions), and provides transportation or childcare support for select events.
- **Communication Gaps:** Families of historically underserved students often report not receiving timely or clear communication in their preferred language.
  - *Response:* The school uses multiple communication channels (ParentSquare, text messaging, social media, and robocalls) and provides translated materials and interpreters for Spanish-speaking and English learner families.
- **School Perception & Trust:** Some families, particularly those from historically marginalized communities, may feel disconnected from the school environment due to prior negative experiences.
  - *Response:* Douglass High intentionally creates welcoming spaces, hosts family listening sessions, and highlights student achievements to build trust and demonstrate inclusivity.
- **Limited Awareness of Academic Supports:** Parents are sometimes unaware of the academic resources available to help their children succeed.
  - *Response:* Parent workshops and newsletters highlight tutoring programs, ACT prep, RTI^2 supports, and college/career readiness initiatives.

Activities Designed for Historically Underserved Families (Q3)To ensure equitable family engagement, Douglass High implements activities tailored to meet the needs of historically underserved student groups:

- **Economically Disadvantaged Families:**
  - Family Resource Center offers access to clothing, hygiene items, and food pantry support.
  - Partnerships with community organizations (e.g., Agape, local churches) provide wraparound services.
- **Black and Hispanic Families:**
  - Culturally responsive events such as Black History Month and Hispanic Heritage Month celebrations invite families to showcase traditions, talents, and stories.
  - Parent advisory groups include diverse voices to ensure decisions reflect community perspectives.
- **English Learner Families:**
  - Bilingual liaisons and interpreters support communication during meetings and parent-teacher conferences.
  - EL Family Nights provide workshops on navigating the U.S. school system and supporting language development at home.
- **Families of Students with Disabilities:**
  - Special education parent nights explain IEP processes, accommodations, and progress monitoring tools.
  - Parents are invited to collaborate with interventionists and counselors to strengthen transition plans for post-secondary readiness.

Through these strategies, Douglass High ensures that family engagement is **meaningful, inclusive, and directly tied to student academic achievement.**

Professional Learning for Educators

S-008

✔ Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

1. *A description of educator and school leader needs in regards to professional development and how the school determines those needs.*

2. A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

Professional Development and Learning at Douglass High SchoolCommitment to High-Quality Teaching and LearningDouglass High School is committed to fostering excellence in every classroom. Our Professional Development (PD) program is designed to equip educators with the skills, strategies, and resources needed to overcome student learning challenges, meet district expectations, and continuously grow in their profession. Through ongoing learning, teachers refine their practice, embrace innovative instructional methods, integrate technology, and earn credit hours toward their professional advancement.

Focus on Standards-Aligned InstructionAll PD at Douglass prioritizes **standards-based teaching and learning**. Through targeted coaching and collaboration, teachers receive support in:

- Planning rigorous, standards-aligned instruction.
- Designing and using assessments to measure mastery.
- Analyzing student work to identify strengths and growth areas.
- Adjusting lessons to ensure alignment with district and state expectations.

This focus ensures that instruction consistently drives student mastery and achievement.

Professional Development OpportunitiesEducators at Douglass High School benefit from a wide range of professional learning experiences, including:

- **In-Service Course Work**: Structured sessions during in-service days for deep instructional learning.
- **Workshops & Conferences**: Specialized sessions to explore innovative methods and emerging practices.
- **District Resource Team & Consultants**: Collaboration with experts to strengthen instructional delivery.
- **University & Community Partnerships**: Access to additional resources and professional learning opportunities.
- **Weekly Professional Learning Communities (PLCs)**: Teacher teams meet regularly to share best practices and analyze student data.
- **Data-Driven Instruction**: Use of assessment and student work analysis to inform lesson planning.
- **Observations & Evaluations**: Formal and informal feedback cycles to support growth.
- **Norming Sessions**: Collaborative calibration with administrators and district staff to ensure consistent feedback.
- **Peer Collaboration & Instructional Rounds**: Classroom visits and shared reflection to promote teacher-to-teacher learning.
- **Professional Reading & Text-Based Discussions**: Opportunities to deepen instructional knowledge through research and dialogue.
- **Portfolios**: Structured reflection and documentation of professional growth.
- **Professional Networks**: Engagement with broader educator communities for continued support.
- **Mentorship Programs**: Guidance for both new teachers and student teachers, fostering growth and retention.

ConclusionAt Douglass High School, Professional Development is more than a requirement—it is a cornerstone of our mission to ensure excellence in teaching and learning. By offering a variety of high-impact, collaborative, and data-informed PD opportunities, we empower educators to continuously improve their craft, meet the diverse needs of our students, and drive lasting success across our school community.

Professional Learning for EducatorsProfessional Development Opportunities Implemented (Q2)Douglass High School has designed professional development (PD) that equips teachers, principals, and school leaders with the skills and strategies needed to deliver **high-quality instruction to all learners, including students with disabilities.** Opportunities include:

- **High-Quality Instructional Materials (HQIM) Training:** Teachers participate in district-supported sessions on implementing Pearson myPerspectives (ELA), Carnegie Learning (Math), and state-aligned science and social studies curricula. These sessions focus on lesson planning, scaffolding, and differentiation.

- **Inclusive Practices & Special Education Supports:** Ongoing PD is provided on Universal Design for Learning (UDL), co-teaching models, and accommodations/modifications for students with disabilities. Special educators and general educators collaborate during PD to plan for inclusive instruction.
- **RTI² and Data-Driven Instruction Workshops:** Teachers learn to analyze FastBridge, MasteryConnect, and ACT practice data to identify student learning gaps, design targeted interventions, and monitor progress—ensuring struggling learners receive timely support.
- **Social Emotional Learning (SEL) & Trauma-Informed Practices:** All staff receive PD on SEL integration, crisis de-escalation strategies, and building positive relationships with students. This training ensures educators are prepared to support the whole child, especially students impacted by trauma or adverse experiences.
- **Instructional Coaching & PLCs:** Teachers engage in weekly Professional Learning Communities (PLCs) facilitated by instructional coaches and school leaders. PLCs include lesson study, aggressive monitoring strategies, and peer observation cycles. This job-embedded PD provides real-time support and collaborative problem-solving.
- **Technology Integration Training:** Teachers receive training on Promethean Boards, MasteryConnect, and blended learning strategies to ensure technology is used effectively to differentiate and engage diverse learners.

Connected Action Steps:

- Monthly PD Offerings
- Monthly PD Cycles
- A 3.1.2 School Based ACT Specialists
- A 1.2.2 Instructional Academic Support
- A 1.2.3 Common Planning for ELA Teachers
- A 2.2.2 Instructional Academic Support
- A 3.1.3 ACT Professional Learning

Educator Placement

S-009

✔ Ready

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. *The process in place to review and analyze educator placement.*
2. *Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

Hiring and Supporting Highly Effective Teachers at Douglass High SchoolCommitment to Teacher ExcellenceAt Douglass High School, we recognize that student success is rooted in the effectiveness of our teachers. Our mission is not only to hire highly qualified educators but also to provide the support and resources necessary for them to excel. By cultivating a growth-oriented environment, we empower teachers to thrive professionally while meeting the diverse needs of our students.

Strategic MentorshipMentorship is central to our teacher support system. New teachers are paired with two mentors—one within their content area and another outside their department. This dual approach provides:

- **Content-specific guidance** to strengthen instructional practices.
- **Cross-departmental support** to help teachers adapt to the broader culture and expectations of Douglass.

This layered mentorship model ensures that teachers feel supported both academically and socially, increasing retention and long-term effectiveness.

Recruitment StrategiesDouglass High School actively recruits high-quality educators through partnerships and innovative practices:

- **University & Residency Partnerships**: Collaborations with teacher preparation programs help us attract promising new educators.
- **Experienced Teacher Recruitment**: Competitive advantages are offered to attract and retain experienced teachers, including:
  - **Rigorous Curriculum**: Access to high-quality, standards-aligned instructional materials.
  - **Technology Integration**: Up-to-date tools that enhance teaching and student engagement.
  - **Smaller Class Sizes**: Environments where teachers can personalize instruction and build stronger student relationships.

Trauma-Informed and SEL PracticesAs a designated Trauma-Informed School, Douglass is committed to fostering the social and emotional well-being of students and staff. All teachers receive **Social Emotional Learning (SEL)** training designed to build essential skills, including:

- **Emotional Awareness & Regulation** – helping students and staff manage emotions productively.
- **Goal-Setting** – encouraging both academic and personal growth.
- **Empathy & Inclusion** – cultivating a culture of understanding and support for all, especially our low-income and minority populations.
- **Positive Relationship-Building** – strengthening the bonds between students, staff, and the school community.
- **Responsible Decision-Making** – guiding students and staff to make thoughtful, future-focused choices.

Conclusion At Douglass High School, we go beyond hiring—our focus is on developing, supporting, and sustaining highly effective teachers. By combining strong recruitment strategies, layered mentorship, rigorous instructional resources, and a commitment to trauma-informed and SEL practices, we create the conditions for teachers to thrive and for students to achieve at the highest levels.

Title I (School-Wide)

Opportunities for All Students

S-010

✔ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

Meeting the Needs of Diverse Student Subgroups at Douglass High SchoolCommitment to Equity and SuccessAt Douglass High School, equity is at the heart of our mission. We are committed to ensuring that all students—regardless of background, circumstances, or subgroup—have the resources, support, and opportunities they need to thrive. By addressing barriers and tailoring supports, we create pathways for every student's success.

Differentiated Instruction PlanTo meet the needs of our diverse learners, Douglass has developed a comprehensive **Differentiated Instruction Plan** built on three core principles:

- **Meeting Students at Their Levels**: Using ongoing assessment to identify where students are academically and providing instruction that matches their needs.
- **Promoting Growth**: Implementing scaffolds and supports that push students toward higher levels of achievement while ensuring they experience success along the way.
- **Balancing Rigor and Accessibility**: Delivering grade-level content in a way that is both challenging and attainable, building student confidence and competence.

Providing Equitable OpportunitiesWe believe student success extends beyond academics. Douglass High School ensures equitable access to enriching opportunities by:

- **Expanding Classroom Experiences**: Integrating diverse perspectives and real-world applications into daily instruction.
- **Supporting Extracurricular Access**: Removing barriers to field trips, clubs, athletics, and leadership activities so that every student can participate fully in school life.

Conclusion At Douglass High School, we are dedicated to creating an inclusive learning environment where all students can achieve at high levels. Through differentiated instruction and equitable opportunities, we empower every student to reach their potential—preparing them for academic achievement, personal growth, and lifelong success.

Connected Action Steps:

- After-School Tutoring
- 9th Grade Academy
- A 1.3.2 Targeted Support for Ongoing Learning
- A 2.3.2 Targeted Support for Ongoing Learning
- A 2.3.1 Response to Instruction and Intervention (RTI2)

Strengthening Academics

S-011

✔ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

Academic Focus at Douglass High SchoolCommitment to Academic ExcellenceDouglass High School has a concentrated focus on **improving academic performance** through intentional daily practices and a commitment to high standards. Our schoolwide reset emphasizes four pillars of instructional excellence:

- **High-Quality Curricula**
- **High-Quality Pedagogy**
- **High-Quality Assessments**
- **High-Quality Technology Integration**

These core practices are designed to ensure that both students and staff are equipped to achieve at the highest levels.

Advisory Period and Student SupportThis year, DHS has added a **daily advisory period** to support the whole child. During advisory, students engage in:

- **Character Building and SEL Development**
- **Growth Mindset Lessons**
- **One-on-One Progress Monitoring** to ensure students remain on track each quarter

This structure allows for academic, social, and personal growth to be intentionally embedded into the school day.

Feeder School AlignmentTo strengthen academic continuity, DHS has collaborated with our feeder schools to **align standards and skills across grade bands**. This vertical alignment ensures that teachers are clear on the skills students should master before and after their courses, creating a seamless learning progression.

Common Assessments and Data-Driven InstructionEach quarter, DHS administers **common assessments** across content areas to monitor student mastery. The results are used to:

- Measure whether students are meeting grade-level standards
- Identify gaps in learning
- Inform instructional adjustments and targeted interventions

This cycle of assessment and reflection builds rigor and accountability in all classrooms.

Professional Development for TeachersTo sustain instructional excellence, teachers participate in **professional development** offered by the Zone and District. Key areas of focus include:

- Effective lesson planning
- Rigor and engagement strategies
- Assessment design and analysis
- Checks for understanding and responsive instruction

Through these sessions, teachers strengthen their practice and expand their instructional toolkit.

Peer Power Tutoring SupportDouglass High School is also supported by **Peer Power**, which provides trained tutors in all tested core subject areas. These tutors work with students in small groups to address both **intervention and enrichment needs**, ensuring that every learner has access to the support necessary for success.

Conclusion Through high-quality instruction, aligned assessments, targeted professional learning, and robust student support systems, Douglass High School is resetting its academic practices to drive excellence. Our commitment is clear: to prepare every student for success today and beyond.

Connected Action Steps:

- Conduct Weekly Informal Classroom Observations
- Informal Classroom Observations
- Dual Credit/Dual Enrollment Offerings
- Career and Tech Classes & Industry Certifications
- A 2.1.2 Alignment of Classroom Observation and Feedback
- A 2.2.1 Standards Based Curriculum Training
- A 3.2.2 Enrichment and Support for Students
- A 1.1.2 Alignment of Classroom Observation and Feedback
- A 1.2.2 Instructional Academic Support
- A 1.3.2 Targeted Support for Ongoing Learning
- A 2.3.2 Targeted Support for Ongoing Learning
- A 3.1.2 School Based ACT Specialists
- A 2.3.1 Response to Instruction and Intervention (RTI2)
- A 2.1.3 Formative Student Assessments
- A 1.1.3 Formative Student Assessments

- A 3.1.3 ACT Professional Learning
- A 2.2.2 Instructional Academic Support
- A 1.2.3 Common Planning for ELA Teachers

Quality Learning

S-012

✔ Ready

Describe how the school will increase the amount and quality of learning time.

Attendance and Academic Readiness at Douglass High SchoolPriority on Student AttendanceAt Douglass High School, **student attendance is a top priority**, as consistent presence in class ensures students maximize instructional time. To support this, we have:

- **Attendance Teams** dedicated to tracking absences and promptly notifying parents.
- **Proactive Communication** with families to encourage daily, on-time attendance.
- **Ongoing Monitoring** to address barriers and provide support for students with chronic absences.

Maximizing Instructional TimeWe recognize that effective use of class time is equally critical to student achievement. Teachers are supported in:

- **Intentional Lesson Planning** to make the most of every instructional minute.
- **PLC Collaboration** focused on pacing strategies and student engagement.
- **Instructional Resources** that help maintain rigor, clarity, and on-task learning.

This year, **Educational Epiphany Interpretation Guides** are being introduced to strengthen alignment to the TN State Standards and ensure students meet grade-level expectations.

ACT Readiness and College PreparationRaising ACT scores and preparing students for postsecondary success is a key focus. Our efforts include:

- **ACT Prep Classes** embedded into the master schedule.
- **Tutoring Hours** dedicated to targeted ACT preparation.
- **ACT Prep Books and Resources** ordered for student use.
- **Practice Testing Across Grade Levels** to measure readiness, monitor growth, and set cohort-specific goals.

Conclusion By prioritizing **attendance, effective instruction, and ACT readiness**, Douglass High School is committed to ensuring that every student has the time, tools, and support necessary to achieve academic success and prepare for life beyond high school.

Connected Action Steps:

- Monthly PD Cycles
- Informal Classroom Observations
- A 3.3.2 Pathway Programs' Alignment to Career Opportunities
- A 1.2.2 Instructional Academic Support
- A 2.1.2 Alignment of Classroom Observation and Feedback
- A 2.2.1 Standards Based Curriculum Training
- A 1.1.2 Alignment of Classroom Observation and Feedback
- A 2.1.3 Formative Student Assessments
- A 1.2.3 Common Planning for ELA Teachers
- A 1.1.3 Formative Student Assessments
- A 2.2.2 Instructional Academic Support

Well-rounded Education

S-013

✔ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. *a detailed description of the school's vision for a well-rounded education.*
2. *a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision,*
3. *actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision*
4. *specific local, state, and federal funding sources (including ESSER), that support the school's efforts.*

Transitioning Seniors to College and Career Success at Douglass High SchoolCollege Transition SupportAt Douglass High School, preparing seniors for life after graduation is a top priority. We provide intentional opportunities that help students confidently navigate the transition to higher education:

- **College Trips**: Seniors participate in multiple visits to college campuses, gaining firsthand exposure to academic programs, campus culture, and student life.
- **Early Postsecondary Opportunities**: Students are encouraged to enroll in **dual enrollment** and **dual credit** classes, earning college credit while still in high school. These experiences provide a strong academic foundation and give students a competitive edge.

Workforce PreparationFor students pursuing careers immediately after high school, Douglass provides a structured pathway to success:

- **Vocational School Exploration**: Students are introduced to vocational school options beginning in 9th grade. By 10th grade, those interested can begin a full course of study, enabling them to graduate with **industry-recognized certifications**.
- **Career Pathways**: Programs of study are aligned with workforce demands, ensuring students gain relevant skills and credentials that lead directly to employment opportunities.

Enrichment Periods and Advanced Academic OpportunitiesDouglass students benefit from **enrichment periods** built into the daily schedule, offering access to advanced instruction and academic acceleration:

- **Honors Courses**: Enriched pathways in English I–IV, Biology, Chemistry, Environmental Science, Economics, Government, World History, World Languages, Facing History, Orchestra, and Theater.
- **Statewide Dual Credit**: Courses in American History and Statistics that provide both high school and college credit.
- **Dual Credit & Dual Enrollment**: Advanced coursework in STEM, Coding, College Algebra, English Composition, and Online Oral Communication prepares students for the rigor of higher education.

Specialized ProgramsDouglass High School also offers **specialized programs** that help students explore passions and career interests:

- **Communication Arts** – For students interested in media, journalism, and communication fields.
- **Public Service** – For students pursuing careers in government, law, or community leadership.

Conclusion: At Douglass High School, our mission is to ensure that every senior is prepared for success beyond graduation—whether that means continuing their education, beginning a career, or pursuing both. Through strong college transition supports, career-aligned pathways, advanced coursework, and specialized programs, we equip our students with the knowledge, skills, and confidence to thrive in their next chapter.

Connected Action Steps:

- After-School Tutoring

- Dual Credit/Dual Enrollment Offerings
- Career and Tech Classes & Industry Certifications
- 9th Grade Academy
- A 3.2.2 Enrichment and Support for Students
- A 3.3.2 Pathway Programs' Alignment to Career Opportunities

At-Risk Students

S-014

✔ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Supporting Academic Success Through Differentiated Instruction at Douglass High SchoolDifferentiated Instruction for All StudentsDouglass High School is committed to ensuring that every student has access to meaningful, rigorous, and personalized learning experiences. **Differentiated instruction** allows teachers to tailor assignments to meet the diverse needs of learners while targeting the same essential skills. This approach ensures that all students—whether advanced, on grade level, or in need of additional support—are both challenged and supported in ways that maximize their growth.

Targeted Interventions for Low-Achieving StudentsBeyond core instruction, Douglass provides targeted supports for students who may be low-achieving but are not identified as special education students. Through our **Response to Intervention (RTI) classes**, we focus on raising achievement in English and Math by offering:

- **Small Group Instruction** – personalized attention to address individual learning gaps.
- **Computer-Based Interventions** – adaptive programs that respond to each student's pace.
- **Independent Practice** – opportunities for skill reinforcement and mastery.

This layered approach provides students with the instructional time and tools necessary to accelerate progress.

Data-Driven Instructional DecisionsAt Douglass, **data is central to instructional decision-making**. Teachers and administrators analyze student performance to identify trends, develop individualized learning plans, and adjust strategies. Through this continuous monitoring, we ensure that instruction is responsive to student needs and directly addresses achievement gaps.

Support for ESL, ELL, and SWD StudentsMeeting the needs of specialized populations is a key priority at Douglass High School.

- **ESL/ELL Students**: Receive prescribed interventions in addition to their regular coursework. Our bilingual ESL teacher provides both instruction and interpretation support to ensure accessibility.
- **Students with Disabilities (SWD)**: Receive **daily intervention classes** focused on targeted skill development and individualized supports.

These intentional strategies ensure equity and access for every learner.

Monitoring and AssessmentStudent progress is monitored consistently through multiple measures, including:

- **Quarterly Assessments & Student Work Samples** – used to measure growth and mastery.
- **Digital Platforms** – Ellevation, RH Elevate, and Edgenuity provide detailed progress data.
- **Common Formative Assessments (CFAs)** – administered regularly to check understanding and guide instructional adjustments.

College Readiness SupportTo prepare students for postsecondary success, Douglass offers:

- **ACT Prep Courses** – for students scoring below benchmark, ensuring they build critical college readiness skills.

- **PSAT Exams for 9th and 10th Grades** – introducing students early to college entrance assessments and tracking their readiness.

Conclusion Through differentiated instruction, targeted interventions, data-driven decision-making, and specialized supports, Douglass High School ensures that all students have the tools and opportunities to succeed. Our commitment extends beyond high school, equipping students with the skills, knowledge, and confidence needed for college, career, and lifelong achievement.

Connected Action Steps:

- After-School Tutoring
- After-School Tutoring
- A 1.3.2 Targeted Support for Ongoing Learning
- A 2.3.2 Targeted Support for Ongoing Learning
- A 2.3.1 Response to Instruction and Intervention (RTI2)

Assurances

School Plan Assurances

S-021

✔ Ready

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
6. *Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
7. *Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
8. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

If applicable: *The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:*

1. *Help provide an accelerated, high-quality curriculum*
2. *Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and*
3. *On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.*

Accepted by pattersonm5@scsk12.org on Aug. 27, 2025.

✔ Supporting Documents

Ready Graduate 5Ys

Ready_Graduate_5Ys.docx
Uploaded by pattersonm5@scsk12.org, Sep 25
Type: Root Cause Analysis

DHS Ready Graduate

DHS_Ready_Graduate_25-26.docx
Uploaded by pattersonm5@scsk12.org, Sep 19
Type: Root Cause Analysis

DHS Math 5Ys

Math_5ys_2025-2026.docx
Uploaded by pattersonm5@scsk12.org, Sep 19
Type: Root Cause Analysis

DHS 5Ys ELA

DHS_ELA_5Ys_2025-2026.docx
Uploaded by pattersonm5@scsk12.org, Sep 19
Type: Root Cause Analysis

Title I Budget_Douglass HS

Douglass_HS.pdf
Uploaded by lipseysd@scsk12.org, Jul 30
Type: Budget

✔ Goals

G1 Reading/Language Arts

✔ Ready

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.

Feedback on Reading/Language Arts

S.M.A.R.T. goal is incomplete

by BURTONCP@scsk12.org 8 months, 2 weeks ago

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

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 1.1 Standard Aligned Core Instruction

✔ Ready

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.

Feedback on Standard Aligned Core Instruction

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Quarterly Formative Assessments
- Weekly Classroom Observations using the schoolwide walkthrough tool.

Effectiveness

- Quarterly Formative Assessments will show 30% 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.

A 1.1.1 Conduct Weekly Informal Classroom Observations

✔ Ready

ILT/Admin team will utilize the district walkthrough tool to conduct weekly observations for all ELA classrooms.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones	May 8, 2026	

A 1.1.2 A 1.1.2 Alignment of Classroom Observation and Feedback

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Marketta Steward (Principal), Audra Jones (Assitant Principal, ELA Lead), and Markeus Patterson (PLC Coach)	May 30, 2026	

A 1.1.3 A 1.1.3 Formative Student Assessments

✔ Ready

Douglass High will create the school wide's formative assessment, which will be administered three times per year (Fall, Winter, and Spring).

Person Responsible	Estimated Completion	Funding Sources
Markeus Patterson (PLC Coach) and Audra Jones (ELA Lead)	May 30, 2026	

S 1.2 Professional Development

✔ Ready

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.

💬 Feedback on Professional Development

Review and revise description to ensure it addresses what is being done at the school level.

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Monthly Professional Development Meetings
- Weekly New Teacher Academy Meetings

Effectiveness

- Monthly Professional Development Meetings will show 100% of ELA teachers implementing strategies learned from the trainings.
- Weekly New Teacher Academy Meetings will show 100% of ELA teachers implementing strategies learned from the trainings.

A 1.2.1 Monthly PD Cycles

✔ Ready

The admin/ILT team will plan and facilitate monthly tailored PD for teachers at Douglass High School.

Person Responsible	Estimated Completion	Funding Sources
Markeus Patterson	April 30, 2026	

A 1.2.2 A 1.2.2 Instructional Academic Support

✔ Ready

Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to ELA teachers.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones, ELA Lead	May 8, 2026	

A 1.2.3 A 1.2.3 Common Planning for ELA Teachers

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones, ELA Lead	May 8, 2026	

S 1.3 Targeted Intervention and Personalized Learning

✔ Ready

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.

💬 Feedback on Targeted Intervention and Personalized Learning

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Quarterly Schoolwide Formative Assessments
- Monthly iReady Progress Reports

Effectiveness

- 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.

A 1.3.1 After-School Tutoring

✔ Ready

Certified teachers in specific content areas will provide after-school tutoring for all students at Douglass High School.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones	March 31, 2026	

A 1.3.2 A 1.3.2 Targeted Support for Ongoing Learning

✔ Ready

Provide all students with year-round access to extended learning opportunities to help close the achievement gap.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones, ELA Lead	April 24, 2026	

G 2 Mathematics

✔ Ready

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.

💬 Feedback on Mathematics

S.M.A.R.T. goal is incomplete.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

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

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 2.1 Standard Aligned Core Instruction

✔ Ready

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.

💬 Feedback on Standard Aligned Core Instruction

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Quarterly Formative Assessments
- Weekly Classroom Observations using the schoolwide walkthrough tool.

Effectiveness

- Quarterly Formative Assessments will show 30% 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.

A 2.1.1 Informal Classroom Observations

✔ Ready

The admin/ILT team will conduct weekly informal classroom observations using the district's walkthrough tool.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones	May 30, 2026	

A 2.1.2 A 2.1.2 Alignment of Classroom Observation and Feedback

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	May 29, 2026	

A 2.1.3 A 2.1.3 Formative Student Assessments

✔ Ready

Douglass High will create the school wide's formative assessment, which will be administered three times per year (Fall, Winter, and Spring).

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	May 29, 2026	

S 2.2 Professional Development

✔ Ready

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.

💬 Feedback on Professional Development

Review and revise description to ensure it addresses what is being done at the school level.

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Monthly Professional Development Meetings
- Weekly New Teacher Academy Meetings

Effectiveness

- 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 strategies learned from the trainings.

A 2.2.1 Monthly PD Offerings

✔ Ready

The admin/ILT team will implement monthly, tailored PD for all teachers at Douglass High School.

Person Responsible	Estimated Completion	Funding Sources
Markeus Patterson	April 30, 2026	

A 2.2.2 A 2.2.1 Standards Based Curriculum Training

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	May 8, 2026	

A 2.2.3 A 2.2.2 Instructional Academic Support

✔ Ready

Provide high-quality professional learning and instructional resources for direct support to improve literacy practices across applicable content areas to Math teachers.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	May 8, 2026	

S 2.3 Targeted Interventions and Personalized Learning

✔ Ready

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.

💬 Feedback on Targeted Interventions and Personalized Learning

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- Quarterly Schoolwide Formative Assessments

- Monthly iReady Progress Reports

Effectiveness

- 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.

A 2.3.1 After-School Tutoring

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Audra Jones	March 31, 2026	

A 2.3.2 A 2.3.2 Targeted Support for Ongoing Learning

✔ Ready

Provide all students with year-round access to extended learning opportunities to help close the achievement gap.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	April 24, 2026	

A 2.3.3 A 2.3.1 Response to Instruction and Intervention (RTI2)

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Deborah Dixon, SPED Chair	Feb. 27, 2026	

G 3 College and Career Readiness

✔ Ready

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.

💬 Feedback on College and Career Readiness

S.M.A.R.T. goal is incomplete.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

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

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 3.1 Early Post-Secondary Opportunities

✔ Ready

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.

💬 Feedback on Early Post-Secondary Opportunities

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- **Semester Enrollment Reviews**
- **Monthly Student Workshops**

Effectiveness

- **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.
- **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.

A 3.1.1 Dual Credit/Dual Enrollment Offerings

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Amanda Billups-Smith	May 31, 2026	

A 3.1.2 A 3.1.2 School Based ACT Specialists

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Brodrick Stevens (ACT Math), Leslie Hennings (ACT ELA)	March 13, 2026	

A 3.1.3 A 3.1.3 ACT Professional Learning

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Brodrick Stevens (ACT Math) & Leslie Hennings (ACT ELA)	Feb. 27, 2026	

S 3.2 Work-Based Learning Opportunities

✔ Ready

Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.

💬 Feedback on Work-Based Learning Opportunities

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- **Biannual Career Fairs and Industry Panels**
- **Ongoing Work-Based Learning Placements**

Effectiveness

- **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.

A 3.2.1 Career and Tech Classes & Industry Certifications

✔ Ready

Students will be given the opportunity to enroll into work-based learning programs and earn industry certifications.

Person Responsible	Estimated Completion	Funding Sources
Amanda Billups-Smith	May 31, 2026	

A 3.2.2 A 3.2.2 Enrichment and Support for Students

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Gyra Mangle (Graduation Coach) and Smith (12th Grade Counselor)	April 17, 2026	

S 3.3 Effective Transitions (Middle to High School to Post-Secondary)

✔ Ready

Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.

💬 Feedback on Effective Transitions (Middle to High School to Post-Secondary)

Provide implementation and effectiveness statements.

Implementation - A list of **documentation or tools** that will be used to monitor the implementation of the strategy, including frequency.

Effectiveness - A quantifiable benchmark that will be used to monitor the effectiveness of the strategy, including frequency.

by BURTONCP@scsk12.org 8 months, 2 weeks ago

Benchmark Indicator

Implementation

- **Quarterly Transition Workshops**

- **Quarterly Personalized Transition Plans**

Effectiveness

- **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.
- **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.

A 3.3.1 9th Grade Academy

✔ Ready

Douglass High will provide students with structured transitional support for all ninth graders.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry	May 31, 2026	

A 3.3.2 A 3.3.2 Pathway Programs' Alignment to Career Opportunities

✔ Ready

Douglass High School will provide ongoing support to our Career and Technology Centers to ensure instructional rigor across all Career and Technical Education (CCTE) 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.

Person Responsible	Estimated Completion	Funding Sources
Michael Henry, Math Lead	April 24, 2026	

Completed Reviews

Approved Oct 01

See Older Reviews