Central High Annual Plan (2025 - 2026)

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[G 1] English Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

Performance Measure
By May 2026, 36.4% of students in grades 9-12 will score proficient on the ELA TCAP.

Performance will be measured using the following tools:

School Wide Formative Assessments

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous English 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. School-level data from the 2023–2024 TN Ready Assessment in English Language Arts indicates the following percentages of students who met or exceeded expectations: * English I: 22.2% * English II: 39.6% **Benchmark Indicator** **Implementation**	**[A 1.1.1] PLC Meetings** PLC meetings allow teachers to review data, reflect on instruction, and plan collaboratively. ELA PLCs will meet twice per week. Central'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.	Jodie Higgs - PLC Coach, Lauraetta Lockridge - Instructional Facilitator	05/22/2026	Title I	

* Quarterly School-wide Formative Assessments * Weekly Lesson plans * Daily Exit Tickets **Effectiveness** * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 1.1.2] Data Digs Quarterly data digs allow PLC members extended, dedicated time to review student data, reflect on instructional practices, and plan effective learning experiences. Grade-level, as well as student-level data will be reviewed to help differentiate instruction based on student achievement.	Jodie Higgs - PLC Coach, Lauraetta Lockridge - Instructional Facilitator	05/22/2026	Title I	
	[A 1.1.3] Interventionists Central will employ one interventionist to help service our at-risk students in reading. This is critical, especially for the implementation of an effective RTI2-A program.	Amy Epps - Principal	05/22/2026	Title I	
	[A 1.1.4] Resources for Students In order to contribute to a rich learning environment, Title I funds will be sought for supplies, equipment, and materials to support student engagement and learning.	Jodie Higgs - PLC Coach, Amy Epps - Principal	04/15/2026	Title I	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy	[A 1.2.1] Cycles of Professional Learning Use quarterly CPLs to target data-informed learning cycles for staff and administration. This includes instructor-led professional development as well as professional readings.	Jodie Higgs - PLC Coach; Laureatta Lockridge -	05/22/2026	Title I	

		Instructional Facilitator			
of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** **Implementation** * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Monthly New Teacher Collaboratives **Effectiveness** * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Monthly New Teacher Collaboratives will result in 80% of new teachers reflect to improved classroom climate and teacher effectiveness.					
	[A 1.2.2] PLC Coach As effective PLCs are critical to student learning, Central will continue to employ a PLC Coach. This person will maintain the integrity of the PLC process, as well as facilitate professional development and quarterly data digs. Additionally, this position will provide support for teachers and personalized coaching plans as needed.	Amy Epps - Principal	05/22/2026	Title I	

[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **Implementation** * Monthly progress monitoring data * Monthly data meeting agenda and minutes **Effectiveness** * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2-A supports and interventions.	**[A 1.3.1] Interventionists** Central will employ an interventionists to help service our at-risk students in reading using tools such as aimswebPlus and iReady. This is critical, especially for the implementation of an effective RTI2-A program.	Amy Epps - Principal	05/22/2026	Title I	
	[A 1.3.2] Online Learning Platforms We will seek online platforms/programs (IXL and Nearpod) to supplement student learning. These programs will offer individualized support for students.	Jodie Higgs - PLC Coach	04/15/2026	Title I	
	[A 1.3.3] Data Digs Quarterly data digs allow PLC members extended, dedicated time to review student data, reflect on instructional practices, and plan effective learning experiences. Grade-level, as well as student-level data will be reviewed to help differentiate instruction based on student achievement. SPED Co-teachers are also involved in the Data Digs and PLCs in order to provide the best instruction for our students.	Jodie Higgs - PLC Coach; Lauraetta Lockridge	05/22/2026	Title I	

| | [A 1.3.4] Grade Results/Course Recovery
Virtual programs will be used to help students make up course credits. | Lance Allred - Professional School Counselor | 05/22/2026 | | |

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

By May 2026, 18.4% of students in grades 9-12 will score proficient on the mathematics TCAP.

Performance will be measured using the following tools:

School Wide Formative Assessments

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Implementation** * Quarterly School-wide Formative Assessments * Weekly Lesson plans * Daily Exit Tickets *	**[A 2.1.1] PLC Meetings** PLC meetings allow teachers to review data, reflect on instruction, and plan collaboratively. Math PLCs will meet twice per week. Central's PLC Coach and Admin Content Leads 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.	Jodie Higgs - PLC Coach, Lauraetta Lockridge - Instructional Facilitator	05/22/2026	Title I	

Effectiveness * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 2.1.2] Data Digs Quarterly data digs allow PLC members extended, dedicated time to review student data, reflect on instructional practices, and plan effective learning experiences. Grade-level, as well as student-level data will be reviewed to help differentiate instruction based on student achievement	Jodie Higgs - PLC Coach, Lauraetta Lockridge	05/22/2026	Title I	
	[A 2.1.3] Resources for Students In order to contribute to a rich learning environment, Title I funds will be sought for supplies, equipment, and materials to support student engagement and learning.	Jodie Higgs - PLC Coach, Amy Epps - Principal	04/15/2026	Title I	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** **Implementation** * Monthly professional development agenda and minutes * Weekly PLC meeting agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes	**[A 2.2.1] PLC Meetings** PLC meetings allow teachers to review data, reflect on instruction, and plan collaboratively. Math PLCs will meet twice per week. Central's PLC Coach and Admin Content Leads 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.	Jodie Higgs - PLC Coach, Laureatta Lockridge - Instructional Facilitator	05/22/2026	Title I	

Effectiveness * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.					
	[A 2.2.2] Data Digs Quarterly data digs allow PLC members extended, dedicated time to review student data, reflect on instructional practices, and plan effective learning experiences. Grade-level, as well as student-level data will be reviewed to help differentiate instruction based on student achievement.	Jodie Higgs - PLC Coach; Laureatta Lockridge - Instructional Facilitator	05/22/2026	Title I	
	[A 2.2.3] Interventionists Central will employ one interventionist to help service our at-risk students in mathematics. This is critical, especially for the implementation of an effective RTI2-A program.	Amy Epps - Principal	05/22/2026	Title I	
	[A 2.2.4] Resources for Students In order to contribute to a rich learning environment, Title I funds will be sought for supplies, equipment, and materials to support student engagement and learning.	Jodie Higgs - PLC Coach; Amy Epps - Principal	04/15/2026	Title I	
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** **	**[A 2.3.1] Interventionists** Central will employ an interventionist to help service our at-risk students in math using tools such as aimswebPlus and iReady. This is critical, especially for the implementation of an effective RTI2-A program.	Amy Epps - Principal	05/22/2026	Title I	

** ** **Benchmark Indicator** S**Implementation** * Monthly progress monitoring data * Monthly data meeting agenda and minutes * **Effectiveness** * Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.					
	[A 2.3.2] Online Learning Platforms We will seek online platforms/programs (IXL) to supplement student learning. Teachers and students will also have access to Nearpod to help increase student engagement. These programs will offer individualized support for students.	Jodie Higgs - PLC Coach	05/22/2026	Title I	
	[A 2.3.3] Data Digs Quarterly data digs allow PLC members extended, dedicated time to review student data, reflect on instructional practices, and plan effective learning experiences. Grade-level, as well as student-level data will be reviewed to help differentiate instruction based on student achievement. SPED Co-teachers are also involved in the Data Digs and PLCs in order to provide the best instruction for our students.	Jodie Higgs - PLC Coach; Laureatta Lockridge - Instructional Facilitator	05/22/2026	Title I	
	[A 2.3.4] Grade Results/Course Recovery Virtual programs will be used to help students make up course credits.	Lance Allred - Professional School Counselor	05/22/2026	Title I	

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

Performance Measure

By May 2026 the percentage of ready graduates will increase from 36.6% in 2023-2024 to 46.7% in 2025-2026 and the graduation rate from 89.4% in 2023-2024 to 85.5% in 2025-2026.

Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered
* ACT composite score (21 or higher)
* Earnings of Industry Certifications
* ASVAB Scores
* Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** ** Implementation** * Quarterly report cards and progress reports * Daily exit tickets **· Effectiveness** * Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.	**[A 3.1.1] Advanced Placement, Dual-Enrollment, and Dual-Credit Courses** Central will include AP, Dual-Enrollment, and Dual-Credit courses in the master schedule. This will allow all students more opportunities to participate in these courses.	Amy Epps - Principal; Minnie Parker-Blackmon - Vice-Principal	08/29/2025		
	[A 3.1.2] Pre-Advanced Placement Courses Central will add Pre-AP courses for our underclassmen to better prepare for their success in AP courses.	Minnie Parker-Blackmon - Vice-Principal	08/29/2025		

	[A 3.1.3] Professional Development Staff members that teach or assist with managing our AP, DE, and DC courses will participate in professional development in order to create rigorous learning experiences for students.	Minnie Parker-Blackmon - Vice-Principal; Jodie Higgs - PLC Coach	05/22/2026	Fund I Title I	
	[A 3.1.4] Resources for Students In order to contribute to a rich learning environment, Title I funds will be sought for supplies, equipment, and materials to support student engagement and learning.	Jodie Higgs - PLC Coach, Amy Epps - Principal	04/15/2026	Title I	
[S 3.2] Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification. **Benchmark Indicator** **Implementation** * Semesterly review of student transcripts * Semesterly review of career interest inventories **Effectiveness** * Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%. * 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.	**[A 3.2.1] CCTE Courses in Master Schedule** Central will offer courses in various areas to help students begin study within their career interests. Such courses include STEM, Technology, Coding, Health Services Administration, Human and Social Science and Audio/Visual Production.	Amy Epps - Principal; Minnie Parker-Blackmon - Vice-Principal	08/29/2025		
	[A 3.2.2] College Fair Central's college fair will allow students an opportunity to meet with several colleges and universities.	Tanya Ayers, Tranese Nelms, and Cynthia Dowdy - Professional School Counselors	10/24/2025		

	[A 3.2.3] Financial Aid Workshops Financial aid workshops allow parents and students opportunities to familiarize themselves with the financial aid process and to ask questions of the guidance counselors.	Tanya Ayers, Tranese Nelms, Cynthia Dowdy - Professional School Counselors	01/30/2026		
[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Benchmark Indicator **Implementation** * Quarterly report cards * Quarterly mock ACT data * Semesterly 4-year student academic and transition plans **Effectiveness** * Quarterly review of student report cards will reflect 80% of all students performing at 75% or higher in all core subject area classes. * Quarterly mock ACT data will reflect improvement in student composite scores by at least 10%. * Semesterly review of 4-year student academic and transition plans will reflect that 100% of students are on track of reaching their post-secondary goals.	[A 3.3.1] Freshmen Academy The Freshmen academy allows for community building among freshmen class members and their teachers. This includes orientation events during the summer to help acclimate our youngest students.	Frederick Thorns - Assistant Principal, Kadie Jones - Professional School Counselor	05/22/2026		
	[A 3.3.2] Organization and Wellness Tools Central will offer tools to help students organize their high school experience. This includes agenda books and information booklets that support student wellness.	Jodie Higgs - PLC Coach	08/29/2025	Title I	

	[A 3.3.3] Grade Level Orientations Central will specify events for each grade level to allow students and their families to receive pertinent information for that stage of high school.	Amy Epps - Principal, Minnie Blackmon - Vice Principal (11th), Greg Howard - Assistant Principal (10th), Demetrius Leach (12th), Frederick Thorns (9th)	02/27/2026		
[S 3.4] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. **Benchmark Indicator** ** Implementation** * Semesterly ACT Data * Semesterly ACT Bootcamp Attendance Rosters **· Effectiveness** * Semesterly review of ACT data will reflect a 3% increase composite test scores. * Semesterly ACT bootcamp attendances rosters will reflect a 10% increase in the number of students in attendance.	[A 3.4.1] ACT Prep Courses added to Master Schedule ACT prep courses will be added to the master schedule in order for more students to take advantage of ACT preparation.	Amy Epps - Principal; Minnie Parker-Blackmon - Vice Principal	08/29/2025		
	[A 3.4.2] Professional Development We will seek resources to train appropriate teachers and staff in delivering ACT prep materials to students.	Jodie Higgs - PLC Coach	05/22/2026	Title I	
	[A 3.4.3] ACT Prep Workshops Workshops will be used to offer students further	Jodie Higgs - PLC Coach	03/27/2026	Title I	

	opportunities to learn how to be successful on the ACT.				
	[A 3.4.4] Resources for Students n order to contribute to ACT growth, Title I funds will be sought for supplies, equipment, and materials to improve college readiness/ACT scores.	Jodie Higgs - PLC Coach	05/22/2026	Title I	

[G 4] Safe and Healthy Students
Students will have equal access to a safe learning environment. Based on gains made by the District in the area of discipline and attendance that continued focus on attendance will continue to move us towards our goal of 18% or less in chronic absenteeism.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point
* SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting	**[A 4.1.1] RTI2- Behavior Team** This team will develop an ambitious plan addressing behavior and chronic absenteeism and oversee its implementation. This includes actions such as programs and resources for students, creating safe spaces, and tracking student behavior and attendance in an effort to improve the overall school climate.	Fred Thorns	05/22/2026		

period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
	[A 4.1.2] Individualized Behavior Plans Counselors and Behavior Intervention Specialists will provide individualized support and resources for students as needed.	Lance Allred, Tanya Ayers, Kadie Jones, Tranese Nelms, Cynthia Dowdy - Professional School Counselors, Jabria Tidwell, Laterryan James - Behavior Intervention Specialists	05/22/2026		