

Germantown High Annual Plan (2024 - 2025)

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[G 1] Mathematics

Germantown High School earn a score of 3 for the TVAAS mathematics composite while also increasing a TNReady/EOC numeracy assessment proficiency from 17.6% (2024) to 20% (2025) or higher. In addition, Germantown High School will increase student on-track/mastery as measured by Spring formative assessment data.

Germantown High School will improve 9-12 mathematics through the implementation of the curriculum with fidelity, rigorous professional development to support math, and a focus on differentiation of instruction to meet students where they are and move them towards mastery effectively.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Teachers will design and deliver lessons aligned with standards, utilizing data-informed instruction to engage students, build on prior knowledge, and ensure mastery of Tennessee Standards, preparing students for college and careers.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly School-wide Formative Assessments * Quarterly Formal Observation Tool **Effectiveness**</p> <p>* 70 percent or higher of the students will score 60% or better on the Quarterly School-wide Formative Assessments after each assessment * Quarterly formal observation tool will reflect that 95% of teachers will have an overall LOE score of 3 or higher.</p>	<p>[A 1.1.1] Supports Rich Learning Environments Provide supplies, materials, equipment, and support to enhance classroom instruction and strategically build procedural skill and fluency, conceptual understanding, and application</p>	<p>Dr. Wesley-PLC Coach; Shayna Knox-Financial Secretary</p>	<p>10/16/2024</p>		

	<p>[A 1.1.2] Staffing and Human Capital Germantown High School Administration will recruit and continue to hire faculty/staff that supports student/teacher ratio, including professional development of returning staff members to improve numeracy and differentiated instructional practices in the math classroom.</p>	Administration Team-Dr. Stencel; Dr. Gore; Mr. Hardy; Ms. Fayne; Mr. Longino, Ms. Pirtle, Dr. Mitchell	04/25/2025		
	<p>[A 1.1.3] Integrated Technology in Instruction and Assessment Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors, and other instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities, to increase student academic performance.</p> <p>Teachers will use instructional technology and software programs to assess students' academic performance and provide timely interventions and enrichment.</p> <p>Teachers will use Mastery Connect for common formative assessments to both track student progress towards mastery and to reflect on teaching practices to support student learning and growth.</p>	Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey, Landridge, House, Cobbins, Karpovich; Dr. Wesley, PLC Coach, J. Murchison, Librarian/Digital Device Ambassador; V. Alter, Librarian; Dr. Mitchell, Admin Lead	04/25/2025		
	<p>[A 1.1.4] Collaborative Planning Departmentalized meetings with admin, lead teachers and PLC Coach to develop CFAs and lesson plans. Collaborative learning strategies, differentiated instructional strategies, transformative data analysis, vertical alignment, and scaffolded instruction will also be modeled and discussed.</p>	Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger,	05/23/2025		

		<p>Jones, Rucker, Harris, Casey, Landridge, House, Cobbins, Karpovich; Dr. Wesley, PLC Coach, J. Murchison, Librarian/Digital Device Ambassador; V. Alter, Librarian; Dr. Mitchell, Admin Lead</p>			
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Weekly PLC meeting agenda and minutes * Monthly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10% or higher. * Monthly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>[A 1.2.1] On campus professional development Offer a variety of ongoing, high-quality, on-campus PD opportunities in research-based best instructional practices, Social and Emotional Learning principles, co-teaching, IEP implementation, technology integration, data analysis, behavioral interventions, and more. PD will be offered at various times and delivered in different modalities with the goal of improving instructional practices and increased student performance and achievement. PDs will be lead by PLC Coach, Lead Teachers, and Admin Team.</p>	<p>Admin team-Dr. Stencel; Dr. Gore; Mr. Hardy; Ms. Fayne; Mr. Longino; Dr. Mitchell; Ms. Pirtle; PLC Coach-Dr. Wesley; ILT Team-Ms. Campbell; Mrs. Nolen-Lott; Mr. Bernadini; Ms. Locke; Ms. Tucker; Ms. Tate; Ms. Long</p>	<p>09/13/2024</p>		

	<p>[A 1.2.2] Teacher Mentoring and Support School admin staff, PLC Coach, and New Teacher Mentors will provide on-going research-based professional development for teachers through various activities including modeling effective instructional practices, classroom and behavior management strategies, assessment techniques, technology integration, and directed teaching methods; acting as a coach and support to teachers</p>	School admin team-Dr. Stencel; Dr. Gore; Ms. Fayne; Mr. Hardy; Mr. Longino; Dr. Mitchell, Ms. Pirtle; Dr. Wesley-PLC Coach; New Teacher Mentors-	12/20/2024		
	<p>[A 1.2.3] Schedule a day each semester when teachers will be provided a sub and complete day long enrichment meetings One day per semester, we will pay for a sub to relieve the math teachers. Those teachers will spend the day in the PLC room planning and analyzing data, or completing PD, as our needs assessment at that time deems fit.</p>	Dr. Wesley-PLC Coach	03/21/2025		
	<p>[A 1.2.4] Weekly Content Area PLCs Admin and PLC Coach will assist general ed and sped teachers in creating, reviewing, aligning, and implementing data-driven lesson planning, assessment creation, IEP implementation, vertical alignment, district/state curriculum interpretation, coteaching, and technology integration. Admin and PLC Coach will also assist in the development of common CFAs to assess instructional effectiveness and identify students in need of intervention and/or enrichment.</p> <p>Teachers will individually research online PDs and effective strategies to share and model for peers monthly.</p>	Stencel, Principal; Gore, Vice Principal; Wesley, PLC Coach; Admin Team: Fayne, Hardy, Longino, Mitchell, Pirtle; Math Teachers-Mulb ay, Bustos, Graham, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey, Landridge,	05/16/2025		

		House, Cobbins, Karpovich			
<p>[S 1.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monthly progress monitoring data * Monthly data meeting agenda and minutes</p> <p>**Effectiveness**</p> <p>* 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.</p>	<p>[A 1.3.1] Enroll Students in Alternative Learning Platforms Utilize Memphis Virtual School's digital courseware platforms (Canvas and Grade Results) to provide individualized, personalized, and differentiated assignments to students in need of new coursework, grade repair, or credit recovery.</p> <p>Enroll students in Project Graduation to ensure completion of necessary credits for graduation.</p>	<p>Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, R. Brookins-Kirk, W. Willingham, P. Tucker-Graduation Coach; Trevor Gore, Vice Principal</p>	05/23/2025		
	<p>[A 1.3.2] Offer Blocked Intervention Period Twice a Week We will use a modified block schedule to increase the total minutes spent in class, and to make it easier for teachers to remediate with students who struggle. Small group, targeted instruction through daily intervention periods and after school tutoring to improve achievement and close gaps in mathematics, specifically in procedural skill and fluency, conceptual understanding, and application. Utilize targeted instructional</p>	<p>Dr. Gore-Vice Principal; Dr. Stencel-Principal; Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger,</p>	05/16/2025		

	remediation/enrichment. Utilize all district educational platforms to support student growth. Teachers will maintain attendance records for students who attend intervention periods and/or after-school tutoring.	Jones, Rucker, Harris, Casey, Landridge, House, Cobbins, Karpovich			
	[A 1.3.3] School-Wide RTI2-B Program Give additional reinforcement to students who show extreme deficits through the school-wide RTI2B Program to close the gap and ensure success in the traditional classroom.	RTI2-B Committee Members: R. Payne, AP; R. Clemmensen, Professional School Counselor; Teachers: C. Hinds, E. Staples, M. Mays, S. Bustos	05/23/2025		
	[A 1.3.4] Provide Engaging Differentiation/Scaffolding Provide targeted, engaging enrichment and intervention activities to support high achieving and struggling learners. Provide access to guided notes, Powerpoints, graphic organizers, etc. Use strategic grouping to better assist students with similar needs/pace levels. Develop alternate assignments/assessment tools and allow students to self-select the best option that will best support their learning style and allow them to demonstrate mastery of content; Weekly peer mentoring/tutoring to scaffold and support individual skill mastery. Use IEP and 504 data to guide scaffolding and instructional accommodations for students with disabilities	Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey, Landridge, House, Cobbins, Karpovich; Dr. Wesley, PLC Coach; Dr. Mitchell, Admin Lead	05/23/2025		

[G 2] College and Career Readiness

Germantown High School will work to improve ACT scores from a mean composite of in 2023-2024 to a mean composite of for 2024-2025 as measured by fall and spring ACT tests.

Additionally, GHS will improve the Ready Graduate Rate from 41.5% to 45% by increasing the number of EPSOs, industry certifications, and ASVAB rates. GHS will also improve the graduation rate from 95% to 97%.

Performance Measure

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
<p>[S 2.1] 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.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Semesterly ACT Data * Semesterly ACT Bootcamp <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semesterly review of ACT data will reflect a 3% increase composite test scores. * Semesterly ACT bootcamp attendance will increase composite test scores by 3% or higher 	<p>[A 2.1.1] ACT Test Preparation Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally, we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school-based workshops for students. Provide students with opportunities beyond the traditional setting to master course content standards in order to be prepared to score a composite score of 21 or higher on the ACT.</p>	<p>ACT Specialists: G. Rucker, V. Thacker, J. Fields; ACT Prep Teachers: B. Crawford, G. Schnell, B. Hill; Dr. Gore, Vice Principal; Dr. Wesley, PLC Coach</p>	<p>05/23/2025</p>		
	<p>[A 2.1.2] Incorporation of Testing Strategies in Core Content Classes Initiate efficient and effective ACT testing strategies in all core classes and elective class lesson plans.</p>	<p>Admin team-Stencel, Gore, Hardy, Fayne, Longino, Pirtle, Mitchell; PLC Coach-Wesley, ILT</p>	<p>05/23/2025</p>		

		Members-Campbell, Bernadini, Locke, Nolen-Lott, Long, Tucker, Tate, and ACT Specialists-Rucker, Fields, Thacker			
	[A 2.1.3] Professional Development Provide on-going, high quality professional development at and away from the school site for administrators, teachers, other instructional staff, and parents to focus on improving access the ACT.	Admin Team, PLC Coach Admin Content Leads, ILT Members, and ACT Specialists	05/23/2025		
[S 2.2] 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 70% or higher.	[A 2.2.1] Advanced Placement (AP), Dual Enrollment (DE), State Dual Credit (SDC), International Baccalaureate (IB), and CCTE Recruitment and Placement School will develop and execute a comprehensive recruitment and placement plan for advanced coursework and college and career technical education that will include data-driven student potential identification, master schedule course offering maximization, and a streamlined application process where applicable.	Admin Team, PLC Coach, IB Coordinator, AP Coordinator, DE teacher, CCTE Department Chair	05/23/2025		
	[A 2.2.2] Professional Development Provide ongoing, high-quality professional	Admin Team-Stencel,	05/23/2025		

	<p>development at and away from the school site for administrators, teachers, other instructional staff, and parents to focus on improving access to post-secondary coursework- AP, DE, SDC, IB, CCTE.</p>	<p>Gore, Fayne, Hardy, Longino, Mitchell, Pirtle; PLC Coach-Wesley, IB Coordinator-Tucker, AP Coord-Pirtle, DE teachers-Wade, M. Collins, Gales, Gerst, Spears, Casey, Hinds, Staples, Coleman, Turner, Miller; CCTE Department Chair-Coleman</p>			
<p>[S 2.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts * Semesterly review of career interest inventories <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semesterly review of 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 	<p>[A 2.3.1] Affinity Clubs Create and recruit for student affinity clubs to engage students with opportunities to identify interests and career expectations (i.e. STEM Club, Science Olympiad)</p>	<p>Ms. Fayne, STEM Club Sponsor</p>	<p>05/23/2025</p>		

inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.					
	<p>[A 2.3.2] Career Fairs Teachers will coordinate career fairs to introduce students to potential career options and professionals; CCTE hosts an annual event showcasing CCTE Career programs offered to prospective students</p>	Ms. Fayne, Assistant Principal, College and Career Counselor; Select teachers	05/02/2025		
	<p>[A 2.3.3] Earn Industry Certifications CCTE students have the opportunity to earn industry certifications upon the completion of a CCTE course.</p>	Dr. Gore-VP, Mr. Longino-Assistant Principal, and CCTE Teachers-Argo dale, Coleman, M. Collins, Givens, Hill, Hinds, Kimmons, Likley, Miller, Spears, Staples, Wade	05/23/2025		
	<p>[A 2.3.4] Work-Based Learning Students will participate in job-shadowing, apprenticeship, internship, and externship opportunities which will assist students in identifying career interests and on-the-job training.</p>	Dr. Gore-VP, Mr. Longino-Assistant Principal, and CCTE Teachers-Argo dale, Coleman, M. Collins, Givens, Hill, Hinds, Kimmons, Likley, Miller, Spears, Staples, Wade	05/23/2025		

<p>[S 2.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Quarterly report cards * Quarterly mock ACT data <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly review of student report cards will reflect 65% 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 5%. 	<p>[A 2.4.1] Various EXPOs and Open House Host annual events showcasing CCTE Career programs, affinity groups, and course offerings to prospective students.</p>	Admin Team-Stencel, Gore, Fayne, Hardy, Longino, Mitchell, Pirtle, College and Career Counselor-Williamingham; Teachers- L. Tate, C. Collins, E. Staples, C. Hinds	05/23/2025		
	<p>[A 2.4.2] Site-Based Accountability Programs A variety of programs are geared towards students of all grades who struggle with behavior, academics, maturity, and/or organization. Meets throughout the year to focus on skills and accountability to improve student performance in targeted problem areas.</p>	Admin Team-Stencel, Gore, Fayne, Hardy, Longino, Mitchell, Pirtle; PLC Coach-Wesley RTI2-B Committee Members-Randle,; Professional School Counselors-Cl emmensen, Cunningham, Lee, Brookins-Kirk,	05/23/2025		

		Willingham; Teachers-C. Hinds, E. Staples, M. Mays, S. Bustos			
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[G 3] ELA

Germantown High School will maintain a score of 5 for the TVAAS literacy composite while also increasing a TNReady/EOC literacy assessment proficiency from 36.9% (2024) to 40% (2025) or higher. In addition, Germantown High School will increase student on-track/mastery as measured by Spring formative assessment data.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Standard Aligned Core Instruction Teachers will design and deliver lessons aligned with standards, utilizing data-informed instruction to engage students, build on prior knowledge, and ensure mastery of Tennessee Standards, preparing students for college and careers.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Quarterly School-wide Formative Assessments * Quarterly Formal Observation Tool **Effectiveness**</p> <p>* 70 percent or higher of the students will score 60% or better on the Quarterly School-wide Formative Assessments after each assessment * Quarterly formal observation tool will reflect that 95% of teachers will have an overall LOE score of 3 or higher.</p>	<p>[A 3.1.1] Common Formative Assessments and Supplies Create common formative assessments to track student mastery data, provide supplies, materials, equipment, and support to enhance classroom instruction.</p>	<p>Dr. Wesley, PLC Coach; PLCs (Subject area Teachers); Shayna Knox, Financial Secretary</p>	<p>10/16/2024</p>		

	<p>[A 3.1.2] Teachers will regularly meet in PLCs --PLCs will allow teachers to co-plan</p> <p>--PLCs will help teachers norm off each other</p> <p>--PLCs will help teachers analyze data</p> <p>--PLCs will help teachers share best practices</p> <p>--PLCs will give teachers a chance for deliberate practice.</p>	Dr. Wesley-PLC Coach and the admin team-Dr. Stencel, Dr. Gore, Ms. Fayne, Mr. Hardy, Mr. Longino, Dr. Mitchell, and Mrs. Pirtle	04/30/2025		
	<p>[A 3.1.3] All classrooms will implement literacy strategies Every subject will use literacy strategies and must report these strategies via lesson plans. This will re-enforce our ELA standards beyond just the one class</p>	GHS teachers, Dr. Wesley-PLC Coach, Dr. Gore-Vice Principal	05/23/2025		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Weekly PLC meeting agenda and minutes * Monthly Instructional Leadership Team (ILT) agenda and minutes</p> <p>**Effectiveness**</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10% or higher. * Monthly ILT meetings will result in at least 95% of</p>	<p>[A 3.2.1] On-Campus PD Opportunities Offer a variety of ongoing, high-quality, on-campus PD opportunities in research-based best instructional practices, Social and Emotional Learning principles, technology integration, co-teaching, data analysis, behavioral interventions, and more. PD will be offered at various times and delivered in different modalities with the goal of improving instructional practices and increased student performance and achievement. PDs will be lead by PLC Coach, Lead Teachers, and Admin Team.</p>	Dr. Stencel, Principal; Dr. Gore, Vice Principal; Dr. Wesley, PLC Coach; Admin Content Leads: Taurin Hardy, Vickie Fayne, Dr. Jarita Mitchell; ILT Members: Campbell, Nolen-Lott, Bernadini, Long, Locke, Tucker, Tate; Dr. Denton Instructional Coach	03/21/2025		

<p>teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
<p>[S 3.3] Targeted Interventions and Personalized Learning ****Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monthly progress monitoring data * Monthly data meeting agenda and minutes</p> <p>**Effectiveness**</p> <p>* 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.</p>	<p>[A 3.3.1] Provide after school tutoring GHS will offer small group, targeted instruction through y intervention periods and after school tutoring to improve achievement and close gaps in reading/literacy. Teachers will maintain attendance records for students who attend intervention periods and/or after-school tutoring.</p>	<p>English Teacher/Tutoring Liason-Ms. Henderson; A. Campbell, J. Smits, Vanderford, B. Crawford, D.Garner, G. Schnell, J. Fields, B. Hill, J. Lesh, C. Kilgore, E. Guydon, J. McGee, Henderson, R. Johnson, A. James</p>	<p>04/25/2025</p>		
	<p>[A 3.3.2] Provide Engaging Differentiation/Scaffolding Use CFA data to develop targeted enrichment and intervention support for high achieving and struggling learners. Provide access to guided notes, graphic organizers, etc. to ensure students have equitable access to content. Create a system to support student choice in assessment and assignments that meet individual needs to support mastery. Provide peer mentoring and tutoring to scaffold and support individual skill mastery. Use IEP and 504 data to accommodate and differentiate instruction to meet the individualized needs of all students.</p>	<p>ELA Teachers-A. Campbell, J. Smits, Vanderford, B. Crawford, D.Garner, G. Schnell, J. Fields, B. Hill, J. Lesh, C. Kilgore, E. Guydon, J. McGee, Henderson, R. Johnson, A. James</p>	<p>05/23/2025</p>		

	<p>[A 3.3.3] Enroll Students in Alternative Learning Platforms</p> <p>Utilize Memphis Virtual School's digital courseware platforms (Canvas and Grade Results) to provide individualized, personalized, and differentiated assignments to students in need of new coursework, grade repair, or credit recovery.</p> <p>Enroll students in Project Graduation to ensure completion of necessary credits for graduation.</p>	<p>Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, R. Brookins-Kirk, W. Willingham, P. Tucker (Graduation Coach); Trevor Gore, Vice Principal</p>	<p>05/23/2025</p>		
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