

Germantown Elementary Annual Plan (2025 - 2026)

Last Modified at Aug 28, 2025 09:59 AM CDT

**[G 1] Germantown Elementary School will increase ELA on track and mastered proficiency in grades 3-5 from 43.8% in 2023-24 to 48% in 2026.**  
 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. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

**Performance Measure**  
 Germantown Elementary School will increase Reading Language Arts proficiency rate in grades 3-5 from 43.8% in 2023-24 to 48% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

| Strategy  | Action Step  | Person Responsible   | Estimated Completion Date | Funding Source | Notes |
|---|--|--|---------------------------|----------------|-------|
| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/>                     Germantown Elementary School will provide daily access to a rigorous reading/language arts curriculum, quality core instruction and resources aligned with the state's academic standards 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. GES will secure supplies, materials, equipment, and support for academic instruction.</p> <p><b>Benchmark Indicator</b><br/>                     Implementation</p> <p>* Quarterly District Formative Assessments<br/>                     * Bi-Weekly School Wide Formative Assessments<br/>                     * Bi-Weekly Informal Observation Tool and Rubric</p> | <p><b>[A 1.1.1] Conduct Data Analysis</b><br/>                     PLC Coach, Optional Coordinator, Instructional Leadership Team, Interventionist, and classroom ELA teachers will meet twice each month to analyze current data in all student intervention and assessment platforms (lready, curriculum standards assessments informal classroom observation walkthroughs). The data will be used to determine professional development needs for instructional strategies; differentiated lesson plans; grouping of students; and daily instruction and additional intervention needs.</p> | Elizabeth Emmerson, PLC Coach, Amy Dacus, Optional Coordinator, Amanda Cosey, Interventionist, Stacy Spinosa-Johnson, Principal, Katrina Moore, ELA ILT Teacher Lead | 04/10/2026                |                |       |

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| <p>Effectiveness</p> <p>* 48% of students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards.</p> <p>* 50% of students should perform at or above 70% on bi-weekly school-wide formative assessments.</p> <p>* Bi-Weekly informal observation data will indicate that at least 90% of teachers observed demonstrate effective implementation of the instructional look fors identified by the rubric, in each walkthrough cycle.</p>   |  |   |                   |  |  |
|  | <p><b>[A 1.1.2] Develop Effective Lesson Plans</b><br/>         With the help of PLC Coach, optional coordinator and Interventionist, teachers will develop differentiated lesson plans, utilizing student data to differentiate instruction in order to meet the needs of all students. Teachers will meet weekly for a 45 minute collaborative planning session to address the needs of all students, including intervention groups and enrichment for Tier 1 students.</p>  | <p>Elizabeth Emmerson, PLCC, Amy Dacus, Optional Coordinator, Amanda Cosey, Interventionist</p>   | <p>05/08/2026</p> |  |  |
| <p><b>[S 1.2] Provide Professional Development for Teachers</b><br/>         PLC Coach, Optional Coordinator, Instructional Leadership Team will provide professional development for teachers, and instructional support on strategies that will improve teachers' pedagogy of the content, mastery of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Teachers will participate in ongoing, research-based professional development through weekly PLC meetings, weekly faculty meetings and targeted coaching sessions to improve instructional practices, deepen understanding of the state standards and curriculum resources, and learn how to use various instructional tools more effectively. Germantown will also secure supplies, materials,</p> | <p><b>[A 1.2.1] Conduct Professional Development to Support District Curriculum Initiatives</b><br/>         PLC Coach, Optional Schools Coordinator, Interventionist, and ILT content lead will provide access to school level professional developments and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district expectations and curriculum. Topics for PDs include Standards Deep Dive, student engagement strategies, addressing small group and blended learning, intervention methods, good first teaching strategies, differentiated and targeted instruction, looking at student work and data analysis to inform instructional decisions and grouping, instructional strategies and scaffolds for special groups.</p> | <p>Elizabeth Emmerson, PLC Coach, Katrina Moore, ELA ILT teacher lead, Amanda Cosey, Interventionist, Amy Dacus, Optional Coordinator</p> | <p>03/31/2026</p> |  |  |

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| <p>equipment, and support for academic instruction.</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning agenda and attendance</li> <li>* Bi-weekly Instructional Leadership Team (ILT) agenda and attendance</li> <li>* Monthly school-based PD agenda and attendance</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Weekly Collaborative Plannings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 6%.</li> <li>* Bi-weekly ILT meetings Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators, resulting in at least 90% of teachers following the instructional framework and LOE scores of level 3 or higher</li> <li>* Monthly school-level PD provided will create deeper understanding and internalization of state standards requirements, deepen pedagogical knowledge of teachers, and improve engagement strategies planned for students, resulting in ELA proficiency levels for students increasing to 48%.</li> </ul> |  |   |                   |  |  |
|   | <p><b>[A 1.2.2] Utilize PLC Coach, Interventionist, ILT Content Lead, Optional Coordinator</b><br/>PLC Coach, Interventionist, and Optional Coordinator will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards analysis, analyzing data and making instructional decisions</p> | <p>Elizabeth Emmerson,<br/>PLC Coach,<br/>Katrina Moore,<br/>ELA ILT teacher lead,<br/>Amanda</p> | <p>04/17/2026</p> |  |  |

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|  | <p>based on data.</p> <p>PLC Coach, ILT Content Lead, Interventionist, and Optional Coordinator will develop and deliver targeted ELA professional development and coaching to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students.</p> <p>PLC Coach, ILT Content Lead, and Optional Coordinator will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions. Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p>   | <p>Cosey,<br/>Interventionist,<br/>Amy Dacus,<br/>Optional<br/>Coordinator</p> |                   |  |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data</li> <li>* Monthly data meeting agenda and attendance</li> <li>* Quarterly District benchmark assessment data</li> </ul> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* Monthly RTI2 progress monitoring data will reflect students increasing by at least 2 data points.</li> <li>* Monthly data team meetings will reflect at least 5% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly district benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> </ul> | <p><b>[A 1.3.1] Provide additional instructional resources for struggling students</b><br/>Students will be provided with additional academic resources. TCAP Coach books will support the implementation of the alignment of content standards to improve student achievement. The purchase of Ready Reading workbooks will supplement the implementation of standards-based instruction in classrooms. Other such resources include but are not limited to the purchase of consumable workbooks and additional online platforms, which are standards based and aid in intervention strategies and manipulatives for at home use and practice with classroom strategies.</p> | <p>Elizabeth<br/>Emmerson,<br/>PLC Coach</p>                                   | <p>03/27/2026</p> |  |  |

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|  | <p><b>[A 1.3.2] Utilize Educational Assistants</b><br/> Educational assistants will be utilized in K-5 Literacy Classrooms to plan and implement targeted intervention lessons during the intervention block for all tiered students. Educational Assistants will also serve as small group instructors during tier 1 instruction as well as implementation of during the day tutoring for identified students.</p> | Stacy Johnson,<br>Principal | 04/17/2026 |  |  |
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**[G 2] Germantown Elementary School will increase Math on track and mastered proficiency in grades 3-5 from 30.7% in 2023-24 to 40% in 2026.**  
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**  
Germantown Elementary School will increase Math on track and mastered proficiency in grades 3-5 from 30.7% in 2023-24 to 40% in 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

| Strategy   | Action Step   | Person Responsible   | Estimated Completion Date | Funding Source | Notes |
|--|---|--|---------------------------|----------------|-------|
| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b><br/> Implementation</p> <p>* Bi-Weekly School Wide Formative Assessments<br/> * Bi-Weekly Informal Observation Tool and Rubric</p> | <p><b>[A 2.1.1] Develop Differentiated Lesson Plans</b><br/> Instructional Facilitator and Instructional Leadership Team Math Content lead will guide teachers in using data to make informed decisions on how best to differentiate lesson plans to provide instruction that is learner focused. Teachers will include interventions and supplemental instruction through RTI time and small group instruction during Tier 1 instructional time.</p> | Lori Newborn,<br>Math Admin Lead,<br>Stephanie Argo, Math ILT Teacher Lead,<br>Stacy Johnson,<br>Principal | 04/24/2026                |                |       |

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| <p>Effectiveness</p> <p>* 40% of students should perform at or above the 70% on Bi-weekly School-wide Formative</p> <p>* Bi-Weekly informal observation data will indicate that at least 90% of teachers observed demonstrate effective implementation of the instructional look fors identified by the rubric, in each walkthrough cycle.</p>   |  |   |                   |  |  |
|  | <p><b>[A 2.1.2] Conduct Data Analysis</b><br/>Instructional Facilitator, Instructional Leadership Team, Interventionist, and classroom Math teachers will meet twice each month to analyze current data in all student intervention and assessment platforms (Iready, curriculum standards assessments informal classroom observation walkthroughs). The data will be used to determine professional development needs for instructional strategies; differentiated lesson plans; grouping of students; and daily instruction and additional intervention needs.</p>   | <p>Lori Newborn, Math Admin Lead, Stephanie Argo, Math ILT Teacher Lead, Stacy Johnson, Principal</p> | <p>04/24/2026</p> |  |  |
| <p><b>[S 2.2] Professional Development</b><br/>Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> <p>* Weekly collaborative planning agenda and attendance</p> <p>* Bi-weekly Instructional Leadership Team (ILT) agenda and attendance</p> <p>Effectiveness</p> | <p><b>[A 2.2.1] Utilize Instructional Facilitator</b><br/>Instructional Facilitator will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards examination, analyze data and making instructional decisions based on data.</p> <p>Instructional Facilitator and Math Content lead will develop and deliver targeted math professional development to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students.</p> <p>Instructional Facilitator and Math Content lead will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions.</p> | <p>Lori Newborn, Math Admin Lead, Stephanie Argo, Math ILT Teacher Lead, Stacy Johnson, Principal</p> | <p>05/08/2026</p> |  |  |

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| <p>* Weekly Collaborative Plannings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher</p>  | <p>Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p>   |  |                   |  |  |
|   | <p><b>[A 2.2.2] Conduct Professional Development</b><br/>Instructional Facilitator and Instructional Leadership Team Math Lead will ensure teachers are provided school level professional development and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district adopted Envision curriculum. Topics for PDs include Standards Decomposition, Diving into the curriculum platforms, and small group and blended learning.</p>   | <p>Lori Newborn, Math Admin Lead, Stephnie Argo, Math ILT Teacher Lead</p> | <p>03/27/2026</p> |  |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning</b><br/>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> <p>* Monthly progress monitoring data<br/>* Monthly data meeting agenda and attendance<br/>* Quarterly District benchmark assessment data</p> <p>Effectiveness</p> <p>* Monthly progress monitoring data will reflect</p> | <p><b>[A 2.3.1] Provide additional resources for struggling students</b><br/>Students will be provided with additional resources determined by data analysis of student benchmark assessments. Materials and technology will give students the support needed to improve academic achievement. Such resources include but are not limited to the purchase of consumable workbooks which are standards based and aid in intervention strategies, manipulatives for at home use and practice with classroom strategies and digital platforms for use outside of school and in the classrooms.</p> | <p>Elizabeth Emmerson, PLC Coach</p>                                       | <p>03/27/2026</p> |  |  |

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| <p>students increasing by at least 2 data points.</p> <p>* Monthly data team meetings and 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>* Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady.</p> |  |  |  |  |  |
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**[G 3] Germantown Elementary School will reduce chronically out of school students from 14.3% in SY24. to 9.3% in SY26**

By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

**Performance Measure**  
 Germantown Elementary School will reduce chronically out of school students from 14.3% in SY24 to 9.3% in SY26.

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data

| <b>Strategy</b>   | <b>Action Step</b>   | <b>Person Responsible</b>  | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
|---|--|--|----------------------------------|-----------------------|--------------|
| <p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b></p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports, including MSCS Come to Win Initiative for all students.</p> <p><b>Benchmark Indicator</b><br/>           Benchmark Indicator</p> <p>Implementation</p> | <p><b>[A 3.1.1] Implement Perfect Attendance Awards and Recognition</b></p> <p>GES will continue to recognize students and classes with perfect attendance. Announce students and classes achieving perfect attendance on morning announcements and present rewards/incentives to classes and individuals. Spotlight students and classes achieving perfect attendance on the GES website and social media. There are monthly attendance celebrations to recognize perfect attendance.</p> | <p>Stacy Johnson, Principal, Amy Dacus, Optional Coordinator, Kaadia Thomas, GOS, Christal Tharp, School Counselor</p> | <p>05/22/2026</p>                |                       |              |

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| <p>* 20 day attendance reports<br/>* 20 day behavior reports</p> <p>Effectiveness</p> <p>* 20 day attendance reports will reflect a 5% decrease in the number of students absent from school<br/>* 20 day behavior reports will reflect a 5% decrease in the number of chronically absent students</p>   |   |  |                   |  |  |
|  | <p><b>[A 3.1.2] Utilize Chronic Absenteeism Team to Monitor and Track Attendance</b><br/>Chronic Absenteeism Team will monitor attendance on a weekly basis to promote student attendance rate. Collect and review documentation regarding student absences and communicate with parents and guardians to proactively reduce and combat absenteeism. Team members will meet monthly to discuss procedures and protocols around student absences, Chronic Absenteeism, building relationships with students and families and establishing and ongoing reduction of the GES Chronic Absence rate. Team members will call parents/guardians of students that they are assigned to ensure children come to school and have no more than five absences this school year.</p> | <p>Stacy Johnson, Principal, Amy Dacus, Optional Coordinator, Kaadia Thomas, GOS, Christal Tharp, School Counselor</p> | <p>05/15/2026</p> |  |  |
| <p><b>[S 3.2] Professional Development</b><br/>Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b><br/>Implementation</p> <p>* Semesterly RTI2-B data training agenda and</p> | <p><b>[A 3.2.1] Implement RTI2B with Fidelity</b><br/>School Counselors and RTI2B team will meet regularly with faculty and staff to ensure understanding of and implementation of RTI2B at the school level. Discuss and address topics in reference to RTI2B best practices and expectations. Provide resources and supports to faculty and staff to promote consistency and efficiency in RTI2B implementation. Clarify and reinforce expectations in faculty and staff meetings and PLCs.</p>   | <p>Stacy Spinosa-Johnson, Principal, Christal Tharp, School Counselor</p>  | <p>05/15/2026</p> |  |  |

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| <p>attendance</p> <p>Effectiveness</p> <p>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance</p>   |   |  |                   |  |  |
|   | <p><b>[A 3.2.2] Provide ongoing SEL Training for all Faculty and Staff</b></p> <p>School Counselor and RTI2B team will provide appropriate and ongoing socio-emotional training to all faculty and staff at the school level. Support faculty in staff in ongoing training to support students by increasing awareness of socio-emotional needs.</p>  | <p>Stacy Spinosa-Johnson, Principal, Christal Tharp, School Counselor</p>  | <p>04/24/2026</p> |  |  |
| <p><b>[S 3.3] Parent, Family and Community Engagement</b></p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Germantown will also secure supplies, materials, equipment, and support for parental and community engagement.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation</p> <p>* semesterly parent surveys</p> <p>* quarterly parent meeting agenda and attendance</p> <p>* semesterly parent-teacher conference sign in sheets and attendance</p> <p>Effectiveness</p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>* Quarterly parent meetings will result in an</p> | <p><b>[A 3.3.1] Offer a Variety of Family Engagement Opportunities</b></p> <p>Invite parents, guardians and students to school to participate in a variety of activities encouraging school involvement and promoting attendance and developing parent knowledge about student data. Host Data Rallies, Data Nights, Family Literacy night, Family Math night, family engagement events, GES Fun Run, Holidays Around the World, International Festival, and encourage families, district personnel, and community leaders to attend.</p> | <p>Stacy Johnson, Principal, Elizabeth Emmerson, PLC Coach, Amy Dacus, Optional Coordinator, Lori Newborn, Instructional Facilitator</p> | <p>05/22/2026</p> |  |  |

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| <p>increase in participation by at least 5%.<br/> * Semesterly parent-teacher conferences will result in a 2% decrease in student infractions and a 5% decrease in student absences.</p> |  |   |                   |  |  |
|  | <p><b>[A 3.3.2] Involve Community Stakeholders in School Activities</b><br/> GES will offer community stakeholders opportunities to be a part of school activities and instructional programs. Such opportunities include; proctoring during state assessments, Kiwanis Terrific Kids and K-Kids, classroom presentations/speakers, volunteer tutoring and the development of the School Improvement Plan.</p> | <p>Stacy Johnson,<br/> Principal,<br/> Elizabeth Emmerson,<br/> PLC Coach,<br/> Amy Dacus,<br/> Optional Coordinator,<br/> Lori Newborn,<br/> Instructional Facilitator</p> | <p>04/17/2026</p> |  |  |