Germantown High Annual Plan (2025 - 2026)

Last Modified at Aug. 26, 2025, 10:40 a.m. CDT

Preparation Questions

Identify Team

S-001

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.*

Principal- Dr. Jon Stencel

Vice Principal- Dr. Trevor Gore

Assistant Principal- Vickie Fayne

Assistant Principal- Taurin Hardy

Assistant Principal- Damion Longino

Assistant Principal-Jarita Mitchell

Assistant Principal- Yureka Pirtle

PLC Coach- Dr. Joycelyn Wesley

Career & College Counselor- Wendy Willingham

IB Coordinator- Kim Tucker

Professional School Counselor- Rose Clemmensen

Professional School Counselor- Dr. Karyana Cunningham

Professional School Counselor- Sherri Lee

Professional School Counselor- Patricia Winston

Professional School Counselor- Martha Morris

Graduation Coach-Paula Tucker

RTIA Team Lead- Dr. Trevor Gore

RTIB Team Lead-Dr. Jarita Mitchell

Instructional Team Representatives

Math Representatives- Liz Locke, Samantha Bustos-Hubeny

English Representatives- Amanda Campbell, Carol Kilgore
CCTE Representatives- Elizabeth Staples, Comasine Hinds

AP Representative- Branna Crawford

Science Representatives- Max Turner, Bene Johnson

World Languages Representatives- Jennifer Penn, Erin Staunton

Fine Arts Representatives- Allison Long, Hope Collins-Henager

Social Studies Representatives- Kim Thorpe, LaTarasha Tate

Electives Representatives- Jarrod Terry, Darryl Bryant

SPED Representative- Susan Peters, Chelsea Cobbins

Other School Personnel Representatives

General Office Secretary- Gertha Alexander, Octavia Cox-Brownridge, Renee Sutton, Shayna Knox

Community Representatives

Parent of Student- Kenecia Harris

Federal Programs/Title 1 Advisor- Ebony Johnson

SPED Advisor- Ernest Hickman

ESL Advisor- Melissa Basel

Student- Calvin Nicholson

Board Member- Tamarques Porter

Regional Superintendent- Dr. Michael Lowe

Stakeholder Involvement

S-002

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

Germantown High School uses open houses, parent-teacher conferences, email exchange systems, website announcements, robocalls, and social media to encourage parent participation in improving the school. Additionally, Tamarques Porter, a school board member for District 4, is informed of school events and school data to support and suggest improvement to SIP implementation.

Germantown High School parents, teachers, and community members were invited to join the SIP committee and will meet 5 times during July and August, both during and after school to discuss, craft, and edit the plan after the evaluation of data. Additionally, SIP committee members will continue to meet to evaluate the effectiveness of plan implementation monthly through the 2025-2026 school year. This will continue to support community and family interests in our school, building on previous partnerships to best support student outcomes.

Through the planning process, the GHS SIP committee has focused on the priority needs of the district and our individual school, working to improve access for students through data-driven instruction, continued learning, and focus on the increasing use of research-based best practices.

Needs

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Root Cause Analysis for "ELA Data"

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

Standard Aligned Core Instruction

Professional Development

Targeted Intervention and Personalized Learning

Strengths

In the past, GHS utilized the intervention period, which gave teachers the opportunity to work closely with struggling students; however, getting the students to attend the period has become less and less practical in the wake of the mentality shift that COVID lockdowns caused. As a result, GHS replaced the intervention period with a modified block schedule intended to give every class extended instructional and intervention time. Germantown High School utilizes professional learning communities, cross-curricular strategies, and a focus on building literacy through school-wide instructional norms to facilitate maximum growth for all student groups. The GHS English PLC works to present the district curriculum to best fit the needs of students. During the 23-24 school year, the number of OTM students decreased with each District CFA (Mastery Connect).

Challenges

ELA faces challenges, including gaps that exist in literacy levels and in vocabulary knowledge due to absenteeism and student transience. While the intervention time built into class has allowed for additional instruction to students in need, access to afterschool tutoring has been reduced due to transportation issues. Despite the implementation of RTI2A, students are still entering high school reading well below grade level.

Root Causes

- There was not an effective procedure to ensure the students most in need were attending required intervention sessions.
- Teachers need additional support with the available curriculum materials

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Root Cause Analysis for "Math Data"

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

Standard Aligned Core Instruction

Professional Development

Targeted Intervention and Personalized Learning

Strengths

To help improve math performance, teachers have utilized standards-aligned practices and the district-provided curriculum and resources. Teachers meet regularly in PLCs to monitor and plan instruction. They also have continual professional development opportunities, including district-level and school-level training. Germantown High School utilizes consistent school-wide practices throughout the year in order to reach maximum achievement on all testing sources.

Challenges

GHS has faced challenges by not implementing with fidelity targeted intervention and personalized, differentiated learning. This creates missed opportunities for student skill growth, including moving students to advanced skills prior to mastery of prerequisite skills in high school math courses.

Root Causes

- There is not an effective procedure to ensure students are attending required intervention sessions.
- Teachers need additional support with the available curriculum materials

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Root Cause Analysis for "College and Career Readiness"

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:

- ACT Preparation
- Early Post Secondary Opportunities
- Career Exploration and Work -based Learning Opportunities

- Effective Transitions

Strengths

GHS implemented strategies meant to help increase student scores on the ACT, such as ACT Prep courses (ELA, Reading, Math) as well as online resources for practice. GHS has also provided ACT workshops to students during and outside of the school day throughout the year.

GHS was successful in attaining a higher composite score than the district, although it was a decrease from the scores of previous years.

Challenges

GHS has faced challenges in the areas of Post-Secondary Opportunities, transitional programming for seniors, CTE certifications, and professional development opportunities for teachers.

Root Causes

- There is a need to purchase age-appropriate reading material to be available in classrooms for struggling readers.
- There is not an effective procedure to ensure students are attending required intervention sessions

Reflection Questions

Key Areas to Address in School Plans

Disciplinary Practices S-004

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.*

During weekly administrative meetings, the principal, assistant principals, vice principal, and PLC Coach will analyze current student discipline data, including trends among priority subgroups such as English Language Learners (ELL) and Students with Disabilities (SWD).

Discipline procedures will also be reviewed regularly to ensure consistency among administrators and to minimize discrepancies in disciplinary actions.

To reduce suspension rates and minimize lost instructional time, the school leadership team is prioritizing progressive discipline, Social-Emotional Learning (SEL), and RTI^2-B strategies. Alternative disciplinary options, including in-school suspension, a Reset Room, and a Supervised Study Program, allow students to remain in the building and continue their academic work with minimal disruption.

A strong focus will also be placed on the development and implementation of individualized behavior plans and the use of an early warning system to identify and support students with recurring behavioral concerns. These plans will be monitored by a team of faculty and staff to ensure accountability and effectiveness.

Additionally, a range of site-based accountability programs will be available throughout the year. These programs are designed for students across all grade levels who may be struggling with behavior, academic performance, maturity, or organizational skills. The emphasis on targeted support and personal responsibility aims to enhance overall student outcomes.

Faculty and staff will continue to receive ongoing professional development focused on effective behavioral interventions and classroom management strategies.

Safe, Supportive, and Healthy Environments

S-005

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.*

GHS is committed to maintaining a safe, supportive, and healthy environment for all stakeholders by implementing a tiered support framework that addresses both academic and behavioral needs. The school offers teacher mentors for students and provides advanced training for both teachers and parents to better support student success. Our overarching goal is to foster a positive school climate where students can thrive and grow.

The RTI^2-B system serves as a tool to promote and reinforce positive student behavior. From the beginning, students are introduced to expected behaviors through consistent modeling by staff. School leaders also equip teachers with training that emphasizes strategies for encouraging and sustaining positive behavior.

Through tiered interventions, students gain valuable skills such as coping mechanisms, trigger recognition, and constructive response strategies for future situations.

GHS also promotes student engagement and relationship-building through affinity groups and clubs, allowing students to explore their interests and form positive connections with peers and staff outside the classroom setting.

Additionally, all staff members will participate in ongoing professional development focused on Restorative Practices and Social-Emotional Learning. To enhance safety, we maintain controlled access to campus facilities.

These initiatives will be supported through the use of Title I and Fund 1 resources.

Connected Action Steps:

- Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and CCTE Recruitment and Placement
- School-Wide RTI2-B Program

Integration and Effective Use of Technology in the Classroom

S-006

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.*

The MSCS School District provides each student with a laptop or tablet that supports a range of educational software and tools. Classrooms are equipped with newly purchased advanced tech, such as SMART Boards, Promethean panels, laptops, computers, LCD projectors, document cameras, and other instructional technology equipment to enhance teaching. Students and teachers also have access to online course materials and platforms. Teachers will use instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities to increase student academic performance. Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment. Teachers will also use common formative assessment data to track student growth, identify weaknesses, and target intervention and enrichment.

To ensure that technology is effectively utilized, the school provides ongoing professional development for educators on effective technology integration. This training covers technical aspects of new tools and pedagogical strategies for integrating technology into lessons as well. Workshops and courses help teachers stay current with best practices and innovative methods for using technology to enhance instruction.

Some challenges to incorporating technology include the speed of device distribution; devices slowly come to students and when they or any other tech malfunctions, an IT professional is only in the school one day a week. Outside of the IT Tech, all other tech responsibilities fall on the two librarians. Another challenge is students bring their devices daily. To combat these challenges, the school is working to create a user-friendly troubleshooting guide for common issues that staff can access easily. This can help reduce dependency on IT staff for minor problems. Additionally, the school has laptop carts that are housed in some classrooms to assist when students do not have their personal 1:1 devices. The school is also in the process of ordering more laptop carts and plans to ensure EOC teachers have access to a cart. Title I funds will be used to purchase technology for GHS.

Connected Action Steps:

- Supports Ruch Learning Environments
- Common Formative Assessments and Supplies
- Enroll Students in Alternative Learning Platforms
- Integrated Technology in Instruction and Assessment

Parent and Family Engagement

S-007

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).*

Some barriers that exist to family engagement include the times that events are held and parents with multiple commitments to juggle. The school offers multiple times for certain events to be offered (Title 1 Meeting, Family Data Night Meetings, Parent/Teacher conferences offered during the day, etc.

GHS will implement quarterly Parent Informational sessions that are focused on academics, such as test preparation for the ACT and EOCs, study and organizational skills, etc. Parents will be notified of these events through the school website, Blackboard, flyers, and social media.

Germantown High has many opportunities for parents to engage in both small groups and school-wide cohorts throughout the year. The following are activities that are implemented for parents and the community to involve in continuous improvement of student achievement:

- monthly GHS Improvement Plan Committee Meeting: active engagement of all stakeholders to share ideas and design a plan to improve student achievement and to provide a safe environment for learning
- ongoing development of an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs
    - career education speakers, tutors, fine art volunteers, teacher and student recognition, sport volunteers, Red-Devil News, school beautification, seasonal newsletters, weekly GHS Hotflash, Saturday School volunteers, and PTSA
- GHS Parent Volunteer Opportunities- parent volunteer recruitment provides opportunities to inform, engage, and stabilize lasting partnerships through volunteering in the classroom, during testing, after school, tutoring, career shadowing, and more
- Partnerships with community partners to offer various work-based learning opportunities such as job-shadowing, apprenticeships, internships, and externships
- ESL instructor and language teachers provide training for parents who would like to get involved in student learning at home and at school
- Summer Transition Day offered to parents and students
- Welcome & Open House Night
- ACT Prep Sessions
- Freshman Orientation
- several opportunities offered through GHS Catalogue of Clubs and Organizations (Affinity Clubs/Groups)
- Parent/Teacher Conference Nights
- Junior Night
- 9th and 10th Career Expo
- Parent Tour and Q&A Sessions

Professional Learning for Educators

S-008

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 needs are based on data gathered through formal and informal walkthroughs and evaluations, as well as through the use of EOC test scores, and self-identified areas in need of improvement.

New Teacher On-Boarding- Principal, Vice Principal, PLC Coach, New Teacher Mentor: New teachers will meet the school-level mentor who will communicate practices that are representative of the school culture and day-to-day operations; introduce school staff and describe their roles; conduct a tour of the facilities; and communicate the school vision and mission and describe the teacher's role.
Weekly PLCs- August through May- Administrators, PLC Coach, Content Area Teachers: Weekly PLCs collaboratively plan and address student learning needs via data analysis of bi-weekly common formative assessments, which identify teacher strengths and weaknesses so that team members can assist each other in addressing student misconceptions and plan intervention and enrichment activities. Administrators and PLC Coach will assist teachers in creating, reviewing, aligning, and implementing data-driven lesson planning, assessment creation, vertical alignment, district/state curriculum interpretation, and technology integration. Administrators 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. Administrators and PLC Coach will model and facilitate effective instructional practices, classroom and behavior management strategies, assessment techniques, technology integration, and directed teaching methods; acting as a coach and support to teachers.

Teachers will individually research online PDs and effective strategies to share and model for peers monthly.

Bi-Weekly ILT Meeting- August through May- Principal, Vice Principal, Asst. Principals, PLC Coach, Content Area Team Leads: ILT meets biweekly to evaluate the effectiveness of teacher and student data and design and implement professional development to address needs. ILT will conduct walkthroughs to observe teaching practices and address strengths and weaknesses in PLCs via modeling, collaborative planning, student work review, or individual coaching.

On-Campus PD Opportunities- August through May- Administrators, PLC Coach, Content Team Leads, Digital Learning Ambassador, and Teacher Leaders will offer a variety of ongoing, high-quality, on-campus PD opportunities in research-based best instructional practices, Social and Emotional Learning principles, 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, Digital Learning Ambassador, and Admin Team.

Conferences- Year-round- Teachers, faculty, and staff attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.

Connected Action Steps:

- On campus professional development
- On-Campus PD Opportunities
- Teachers will regularly meet in PLCs
- Teacher Mentoring and Support
- Schedule a day each semester when teachers will be provided a sub and complete day long enrichment meetings

Educator Placement

S-009

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.*

Germantown High works diligently to ensure that every teacher is highly qualified to teach all students without disparities. After hiring a new teacher, each is assigned an individual mentor. Also, new teacher sessions, common

planning periods (PLC), and individual and group PD sessions are provided weekly. Specific intervention classes have been added to the master schedule to provide additional instructional time to students who are showing deficits in their learning. The teacher-to-student ratio is much lower in this setting, and students have more direct access to one-on-one learning opportunities.

In order to serve all students equitably, it is our priority to ensure that our most at-risk populations have access to specific and intentional interventions and supports to proactively meet their needs. Additionally, departments work together to provide input to the master schedule to ensure that the highest quality instruction is provided to the class periods in most needed. For example, RTI English is delivered by teachers who hold higher level degrees. State tested subject area teachers are also moved around based on TN Ready results.

Lastly, the entire staff receives ongoing training in Restorative Practices, Social Emotional Learning principles, developing a growth mindset, and nurturing a culture of instructional inclusivity.

Title I (School-Wide)

Opportunities for All Students

S-010

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.

Germantown offers a comprehensive high school education for ALL students regardless of socioeconomic status, race, ethnicity, disability, or language acquisition level. The school operates a school-wide Title 1 program to alleviate the disparities that low income can present. Additionally, the school offers both a full inclusion and functional skills program as well as gifted/talented and vision programs for students with special needs; and a full time English Language Learner (ELL) program.

The PLC Coach supplies materials, equipment, and support to enhance classroom instruction for all students. Highly-qualified staff plan collaboratively to develop CFAs and lesson plans. Collaborative learning strategies, differentiated instructional strategies, transformative data analysis, vertical alignment, effective technology integration, and scaffolded instruction will also be modeled by lead teachers, administrators, and the PLC Coach.

Targeted PD is provided to increase student performance and achievement for subgroups. Engaging enrichment and intervention activities are offered to support high achieving and struggling learners. Annual benchmark assessments are used to measure student growth and determine appropriate intervention opportunities.

Connected Action Steps:

- Supports Ruch Learning Environments
- Enroll Students in Alternative Learning Platforms
- Various Expos and Open House
- Provide after school tutoring
- Common Formative Assessments and Supplies
- Site-Based Accountability Programs
- Provide Engaging Differentiation/Scaffolding
- Career Fairs
- Enroll Students in Alternative Learning Platforms

Strengthening Academics

S-011

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

Germantown engages in weekly Professional Learning Communities (PLCs) as part of an ongoing professional learning cycle through the Instructional Leadership Team (ILT) process. This includes both informal and formal TEM observations, along with participation in local, state, and national professional development opportunities. These initiatives provide faculty and staff with research-based best practices aimed at enhancing student achievement through the development of effective teachers and leaders.

The PLC Coach supplies resources, equipment, and support to enhance classroom instruction for all students. Highly qualified staff collaborate to create Common Formative Assessments (CFAs) and lesson plans. Lead teachers, administrators, and the PLC Coach model collaborative learning strategies, differentiated instruction, data analysis, vertical alignment, effective technology integration, and scaffolded instruction.

Targeted professional development is provided to boost student performance and achievement, with engaging enrichment and intervention activities designed to support both high-achieving and struggling learners. Annual benchmark assessments are utilized to measure student growth and identify suitable intervention opportunities.

In daily instruction, teachers and students will use SMART Boards, Promethean panels, laptops, desktop computers, LCD projectors, and other instructional technology tools, focusing on school-wide reform strategies and learning activities to enhance academic performance.

Teachers will leverage instructional technology and programs to assess student performance, deliver timely interventions and enrichment, and prepare students for the ACT assessment.

Germantown High offers various site-based accountability programs and affinity groups tailored for students across all grades, addressing common interests or challenges related to behavior, academics, maturity, and organization.

Connected Action Steps:

- Provide after school tutoring
- Enroll Students in Alternative Learning Platforms
- Affinity Clubs
- On-Campus PD Opportunities
- Staffing and Human Capital
- Career Fairs
- Teachers will regularly meet in PLCs
- Offer Blocked Intervention Period Twice a Week
- Provide Engaging Differentiation/Scaffolding

Quality Learning

S-012

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

Germantown capitalizes on all available funding resources to hire teaching faculty beyond the district staffing allotment to reduce teacher-student ratio. Additionally, the school crafts a master schedule that minimizes teacher preps, utilizes common planning, and maximizes student enrollment in single offering coursework.

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 and increase the amount of quality learning time.

School admin staff, PLC Coach, New Teacher Mentors, and district Advisors will provide on-going research-based professional development for teachers through various activities including modeling effective instructional practices, time management, classroom and behavior management strategies, assessment techniques, technology integration, and directed teaching methods; acting as a coach and support to teachers.

Connected Action Steps:

- Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and CCTE Recruitment and Placement
- Various Expos and Open House
- All classrooms will implement literacy strategies
- Provide Engaging Differentiation/Scaffolding

Well-rounded Education

S-013

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.*

At Germantown High School, teachers, administrators, and staff collaborate to provide students with meaningful opportunities to achieve academic growth across core subjects and elective areas, including Fine Arts and Career and Technical Education (CCTE) courses. Together, we strive to foster a culture of respect, high expectations, and academic mastery, ensuring every student is prepared to succeed in a competitive, global economy.

Beyond the core academic requirements for graduation, GHS offers a wide range of advanced learning opportunities. These include Honors courses, Advanced Placement (AP) classes, the International Baccalaureate (IB) program, Dual Enrollment options (both on and off campus), state-wide dual credit courses, and robust CCTE pathways. The school is also home to locally recognized programs in the creative and performing arts.

Each year, students have the opportunity to select their courses for the upcoming school year, with counselors providing individualized guidance to support their academic and career goals.

These initiatives are supported through the use of Title I and Fund 1 resources.

Connected Action Steps:

- Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and CCTE Recruitment and Placement
- Various Expos and Open House
- Site-Based Accountability Programs
- Earn Industry Certifications
- Work-Based Learning

At-Risk Students

S-014

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.

Germantown leverages the variety of local and state intervention data (behavioral and academic) to target and intervene through the coordination of all available stakeholders (student, teacher, school psychologist, school social worker, school administration, guidance counselors, school support staff-including behavior specialists, parents, volunteers, community members) and resources (time, talent, treasure).

Connected Action Steps:

- Site-Based Accountability Programs

Assurances

School Plan Assurances

S-021

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 stenceljr@scsk12.org on Aug. 22, 2025.

Supporting Documents

ACT 5 Whys Protocol

25-26_ACT_5_Whys_Protocol_.docx
Uploaded by wesleyjm@scsk12.org, Aug 12
Type: Root Cause Analysis

ELA 5 Whys

25-26_ELA_5_Whys_Protocol.docx
Uploaded by wesleyjm@scsk12.org, Aug 12
Type: Root Cause Analysis

Math 5 Whys

25-26_Math_5_Whys_Protocol.docx
Uploaded by wesleyjm@scsk12.org, Aug 12
Type: Root Cause Analysis

Title I Budget Germantown High

FY26_Title_I_Budget_Germantown_High.pdf
Uploaded by JOHNSONEN@scsk12.org, Aug 06
Type: Budget

Goals

G1 Reading/Language Arts

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

Performance Measure

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 42% (2026) or higher. In addition, Germantown High School will increase student on-track/mastery as measured by Spring formative assessment data.

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

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. 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.

Benchmark Indicator

Implementation

- Quarterly School-wide Formative Assessments
- Quarterly Formal Observation Tool

Effectiveness

- 60 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.

A 1.1.1 Common Formative Assessments and Supplies

Create common formative assessments to track student mastery data, provide supplies, materials, equipment, and support to enhance classroom instruction.

Person Responsible	Estimated Completion	Funding Sources
Dr. Wesley, PLC Coach; PLCs (Subject area Teachers); Shayna Knox, Financial Secretary	Oct. 17, 2025	Source: Title I Funding; Amount:

A 1.1.2 Teachers will regularly meet in PLCs

--PLCs will allow teachers to co-plan

--PLCs will help teachers norm off each other

--PLCs will help teachers analyze data

--PLCs will help teachers share best practices

--PLCs will give teachers a chance for deliberate practice.

Person Responsible	Estimated Completion	Funding Sources
Dr. Wesley-PLC Coach and the admin team-Dr. Stencel, Dr. Gore, Ms. Fayne, Mr. Hardy, Mr. Longino, Dr. Mitchell, and Mrs. Pirtle	May 1, 2026	Source Amount Title I

A 1.1.3 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.

Person Responsible	Estimated Completion	Funding Sources
GHS teachers, Dr. Wesley-PLC Coach, Dr. Gore-Vice Principal	May 21, 2026	Source Amount 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 of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.

Benchmark Indicator

Implementation

- Weekly PLC meeting agenda and minutes
- Monthly Instructional Leadership Team (ILT) agenda and minutes

Effectiveness

- 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.

A 1.2.1 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.

Person Responsible	Estimated Completion	Funding Sources
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, Thomas, Long, Locke, Tucker, Tate	May 21, 2026	

A 1.2.2 Professional Development

Teachers, faculty, and staff will attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.

Person Responsible	Estimated Completion	Funding Sources
Jon Stencel, Principal; Trevor Gore, VP; Joycelyn Wesley, PLCC; Assistant Principals/Admin Leads: Payne, Hardy, Fayne, Longino, Mitchell, Pirtle ILT Members, Professional School Counselors	June 26, 2026	Source Amount 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 supports and interventions.

A 1.3.1 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.

Person Responsible	Estimated Completion	Funding Sources
English Teacher/Tutoring Liason-J. Henderson; ELA Teachers-A. Campbell, J. Smits, E. Vanderford, B. Crawford, J. Caldwell, S. Kirk, J. M. Smith-Parker, J. Lesh, C. Kilgore, J. Smith, J. McGee, J. Henderson, A. James	April 24, 2026	

A 1.3.2 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.

Person Responsible	Estimated Completion	Funding Sources
ELA Teachers-A. Campbell, J. Smits, E. Vanderford, B. Crawford, J. Caldwell, S. Kirk, J. M. Smith-Parker, J. Lesh, C. Kilgore, J. Smith, J. McGee, J. Henderson, A. James	May 21, 2026	

A 1.3.3 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.

Enroll students in Project Graduation to ensure completion of necessary credits for graduation.

Person Responsible	Estimated Completion	Funding Sources
Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, P. Winston, W. Willingham, P. Tucker (Graduation Coach); Trevor Gore, Vice Principal	May 21, 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

Germantown High School earned a score of 3 for the TVAAS mathematics composite while also increasing a TNReady/EOC numeracy assessment proficiency from 18% (2024) to 25% (2026) 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 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

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
- Quarterly Formal Observation Tool

Effectiveness

- 60 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.

A 2.1.1 Supports Ruch Learning Environments

Provide supplies, materials, equipment, and support to enhance classroom instruction and strategically build procedural skill and fluency, conceptual understanding, and application.

Person Responsible	Estimated Completion	Funding Sources
Dr. Joycelyn Wesley-PLC Coach; Mrs. Shaynna Knox-Financial Secretary	Oct. 17, 2025	

A 2.1.2 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.

Person Responsible	Estimated Completion	Funding Sources

Administration Team-Dr. Stencel; Dr. Gore; Mr. Hardy; Ms. Fayne; Mr. Longino, Ms. Pirtle, Dr. Mitchell	April 24, 2026	Source Amount Title I, Fund I

A 2.1.3 Integrated Technology in Instruction and Assessment

Teachers and students will use 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.

Teachers will use instructional technology and software programs to assess students' academic performance and provide timely interventions and enrichment.

Teachers will use Performance Matters for common formative assessments to both track student progress towards mastery and to reflect on teaching practices to support student learning and growth.

Person Responsible	Estimated Completion	Funding Sources
Math Teachers-Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Ofori, Rucker, Harris, Casey, Langridge, Leonard, Newman, Tan, Cobbins; Wesley, PLC Coach, J. Murchison, Librarian/Digital Device Ambassador; V. Alter, Librarian; Mitchell, Admin Lead	April 24, 2026	Source Amount Title I, Fund 1, ISM Grant

A 2.1.4 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.

Person Responsible	Estimated Completion	Funding Sources
Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Ofori, Rucker, Harris, Casey, Langridge, Leonard, Tan, Cobbins; Wesley, PLC Coach, J. Murchison, Librarian/Digital Device Ambassador; V. Alter, Librarian; Mitchell, Admin Lead	May 21, 2026	Source Amount 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

- Weekly PLC meeting agenda and minutes

- Monthly Instructional Leadership Team (ILT) agenda and minutes

Effectiveness

- 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.

A 2.2.1 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.

Person Responsible	Estimated Completion	Funding Sources
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. Thomas; Ms. Locke; Ms. Tucker; Ms. Tate; Ms. Long	Sept. 12, 2025	

A 2.2.2 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.

Person Responsible	Estimated Completion	Funding Sources
School admin team-Dr. Stencel; Dr. Gore; Ms. Fayne; Mr. Hardy; Mr. Longino; Dr. Mitchell, Ms. Pirtle; Dr. Wesley-PLC Coach; New Teacher Mentors	Dec. 19, 2025	

A 2.2.3 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.

Person Responsible	Estimated Completion	Funding Sources
Dr. Wesley-PLC Coach	March 20, 2026	

A 2.2.4 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.

Teachers will individually research online PDs and effective strategies to share and model for peers monthly.

Person Responsible	Estimated Completion	Funding Sources
Stencel, Principal; Gore, Vice Principal; Wesley, PLC Coach; Admin Team: Fayne, Hardy, Longino, Mitchell, Pirtle; Math Teachers-Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Ofori, Rucker, Harris, Casey, Langridge, Leonard, Newman, Tan, Cobbins	May 14, 2026	

A 2.2.5 Professional Development

Teachers, faculty, and staff will attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.

Person Responsible	Estimated Completion	Funding Sources
Jon Stencel, Principal; Trevor Gore, VP; Joycelyn Wesley, PLCC; Assistant Principals/Admin Leads: Payne, Hardy, Fayne, Longino, Mitchell, Pirtle ILT Members, Professional School Counselors	June 26, 2026	Source Amount 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.

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 supports and interventions.

A 2.3.1 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.

Enroll students in Project Graduation to ensure completion of necessary credits for graduation.

Person Responsible	Estimated Completion	Funding Sources
Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, P. Winston, W. Willingham, P. Tucker-Graduation Coach; Trevor Gore, Vice Principal	May 21, 2026	

A 2.3.2 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 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.

Person Responsible	Estimated Completion	Funding Sources
Dr. Gore-Vice Principal; Dr. Stencel-Principal; Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Tan, Rucker, Harris, Casey, Langridge, Newman, Leonard, Cobbins	May 15, 2026	

A 2.3.3 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.

Person Responsible	Estimated Completion	Funding Sources
RTI2-B Committee Members: J. Mitchell, AP; R. Clemmensen, Professional School Counselor; Teachers: C. Hinds, E. Staples, S. Bustos	May 21, 2026	Source Amount Title I

A 2.3.4 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.

Person Responsible	Estimated Completion	Funding Sources
Math Teachers: Mulbay, Bustos, Graham, Thacker, Locke, Hershberger, Tan, Rucker, Harris, Casey, Langridge, Leonard, Cobbins, Newman ; Dr. Wesley, PLC Coach; Dr. Mitchell, Admin Lead	May 21, 2026	

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

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% (2023-2024) to 45% (2025-2026) by increasing the number of EPSOs, industry certifications, and ASVAB rates. GHS will also improve the graduation rate from 95% (2023-2024) to 97% (2025-2026).

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

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 3.1.1 Advanced Placement (AP), Dual Enrollment (DE), 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.

Person Responsible	Estimated Completion	Funding Sources
Admin Team, PLC Coach, IB Coordinator, AP Coordinator, DE teachers, CCTE Department Chair	May 22, 2026	Source Amount Title I

A 3.1.2 Professional Development

Provide ongoing, high-quality professional 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.

Person Responsible	Estimated Completion	Funding Sources
Admin Team-Stencel, 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	May 22, 2026	Source Amount 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 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 inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.

A 3.2.1 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)

Person Responsible	Estimated Completion	Funding Sources

Ms. Fayne, STEM Club Sponsor	May 22, 2026	Source Amount Title I

A 3.2.2 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.

Person Responsible	Estimated Completion	Funding Sources
Ms. Fayne, Assistant Principal, College and Career Counselor; Select teachers	May 1, 2026	Source Amount Title I

A 3.2.3 Earn Industry Certifications

CCTE students have the opportunity to earn industry certifications upon the completion of a CCTE course.

Person Responsible	Estimated Completion	Funding Sources
Dr. Gore-VP, Mr. Longino-Assistant Principal, and CCTE Teachers-Jones, Coleman, M. Collins, Givens, Hill, Hinds, Kimmons, Likley, Miller, Spears, Staples, Wade	May 22, 2026	Source Amount Title I

A 3.2.4 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.

Person Responsible	Estimated Completion	Funding Sources
Dr. Gore-VP, Mr. Longino-Assistant Principal, and CCTE Teachers-Jones, Coleman, M. Collins, Givens, Hill, Hinds, Kimmons, Likley, Miller, Spears, Staples, Wade	May 22, 2026	Source Amount Title I

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

Effectiveness

- 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%.

A 3.3.1 Various Expos and Open House

Host annual events showcasing CCTE Career programs, affinity groups, and course offerings to prospective students.

Person Responsible	Estimated Completion	Funding Sources
Admin Team-Stencel, Gore, Fayne, Hardy, Longino, Mitchell, Pirtle, College and Career Counselor-Willingham; Teachers- L. Tate, C. Collins, E. Staples, C. Hinds	Aug. 21, 2025	Source Amount Title I

A 3.3.2 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.

Person Responsible	Estimated Completion	Funding Sources
Admin Team-Stencel, Gore, Fayne, Hardy, Longino, Mitchell, Pirtle; PLC Coach-Wesley RTI2B Committee-Randle, Mitchell,: Professional School Counselors-Clemmensen, Cunningham, Lee, Winston, Willingham; Teachers-C. Hinds, E. Staples, S. Bustos	May 22, 2026	Source Amount Title I