

Germantown High Annual Plan (2022 - 2023)

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**[G 1] Reading/Language Arts**

Germantown High School will increase student on-track/mastery as measured by Spring Mastery Connect data from 26.6% mastery (spring 2022) to 40% (spring 2023).

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment- For the 2022-2023 school year, Germantown High School will earn a score of 4 for the TVAAS literacy composite while also achieving a TNReady/EOC literacy assessment proficiency of 40% or higher.

District Formative Assessment using Mastery Connect- Students will score 70% on-track/mastered on district formative assessments in the spring.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Monthly classroom observations using the district mandated materials for walkthroughs and observations.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) to ensure teachers are meeting the expectations for level three educators, working to support equitable teaching practices for all students.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and</p>	<p><b>[A 1.1.1] Support Rich Learning Environments for Students</b> Provide supplies, materials, equipment, and support to enhance classroom instruction</p>	<p>Shayna Knox</p>	<p>11/01/2022</p>		

<p>effectively communicating new information with school-level educators.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p><b>[A 1.1.2] Collaborative Planning</b>  Departmentalized meetings with admin, lead teachers and PLC Coach to develop CFAs and lesson plans. Collaborative learning strategies, differentiated instructional strategies, transformative data analysis, vertical alignment, and scaffolded instruction will also be modeled and discussed.</p>	<p>Amanda Killebrew</p>	<p>06/01/2023</p>		
	<p><b>[A 1.1.3] Staffing and Human Capital</b>  School admin team will hire additional highly qualified faculty/staff to improve the student-to-teacher ratio and provide high-quality literacy instruction. Additional focus will include the recruitment of highly qualified teachers from HBCUs in Tennessee and Mississippi.</p>	<p>Jon Stencil</p>	<p>06/30/2023</p>		
	<p><b>[A 1.1.4] Integrated Technology in Instruction and Assessment</b>  Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors, and other instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities, to increase student academic performance.</p> <p>Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment. CFAs will be analyzed using</p>	<p>Amanda Killebrew, PLC leads</p>	<p>06/01/2023</p>		

	<p>MasteryConnect, and teachers will use trackers to monitor student progress in ELA.</p> <p>Teachers will use Microsoft TEAMS to support student access to instruction and materials, increasing student opportunities during absences.</p>				
<p><b>[S 1.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams will monitor fidelity of implementation. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Teacher applications and transcripts participating in district sponsored university course work per SEMESTER. PLC Meeting Minutes, Common Formative Assessments, Number of PD hours in PLZ, TNReady/EOC Assessments, informal and</p>	<p><b>[A 1.2.1] On-Campus PD Opportunities</b> Offer a variety of ongoing, high-quality, on-campus PD opportunities in research-based best instructional practices, Social and Emotional Learning principles, technology integration, co-teaching, data analysis, behavioral interventions, and more. PD will be offered at various times and delivered in different modalities with the goal of improving instructional practices and increased student performance and achievement. PDs will be lead by PLC Coach, Lead Teachers, and Admin Team.</p>	<p>John Stencil, Shayna Knox, Blake Waddell, Trevor Gore, Vickie Fayne, Nelba Thomas, Damion Longino, Amanda Killebrew, John Whitehead, Debbie Folis, Cindy Geyer, Chelsea Cobbins, L. Tate</p>	<p>06/02/2023</p>		

<p>formal observations (quarterly), SCS Progress Reports, SCS Report Cards, SCS Benchmark Assessments</p>					
	<p><b>[A 1.2.2] Teacher Mentoring and Support</b>  School admin staff, PLC Coach, New Teacher Mentors, and ELA Advisors will provide on-going research-based professional development for teachers through various activities including modeling effective instructional practices, classroom and behavior management strategies, assessment techniques, technology integration, and directed teaching methods; acting as a coach and support to teachers.</p>	<p>Jon Stencel,  Trevor Gore,  Vickie Fayne,  Nelba Thomas,  Damion Longino, Blake Waddell,  Amanda Killebrew,  Cindy Geyer,  Debbie Folis,  Chelsea Cobbins, L. Tate, E. Staples, P. Fraser, A. Long</p>	<p>06/02/2023</p>		
	<p><b>[A 1.2.3] Conferences</b>  Teachers, faculty, and staff will attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.</p>	<p>Jon Stencel,  Trevor Gore,  Vickie Fayne,  Nelba Thomas,  Damion Longino, Blake Waddell, K. Tucker, Cindy Geyer, Debbie Folis, Susan Peters,  Chelsea Cobbins, L. Tate, Elizabeth Staples, A. Killebrew, S. Knox</p>	<p>06/02/2023</p>		
	<p><b>[A 1.2.4] Parent Professional Development</b>  School admin team will meet with parents multiple times in a school year to discuss literacy</p>	<p>J. Whitehead,  K. Martin, A. Killebrew, Jon Stencel, Trevor</p>	<p>06/02/2023</p>		

	curriculum, student progress, and ways to support student academic achievement	Gore, Vickie Fayne, Nelba Thomas, Damion Longino, Blake Waddell			
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities/grade recovery-repair to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Monthly data meetings will compare common formative assessments for students in English to track student mastery and plan remediation for student failing to meet the on-track/mastered benchmark.</p> <p>TN Ready Assessment and EOC- Annually meeting AMOs for identified subgroups.</p>	<p><b>[A 1.3.1] Offer Mandatory Daily Intervention Period</b> Small group, targeted instruction through daily intervention periods and after school tutoring to improve achievement and close gaps in reading/literacy</p>	J. Whitehead, A. Campbell, D. Garner, A. James, J. Smits, J. Fields, A. Killebrew	06/02/2023		
	<p><b>[A 1.3.2] Provide Engaging Differentiation/Scaffolding</b> 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</p>	C. Cobbins, J. Whitehead, A. Campbell, A. James, T. Gore, N. Thomas	06/02/2023		

	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.				
	<b>[A 1.3.3] School and District Level Common Formative Assessments</b> Use data from common formative assessments to measure, track, and determine intervention strategies/enrichment opportunities to support student growth. This includes reflective practices for teachers.	A. Killebrew, A. James, A. Campbell, D. Garner, J. Whitehead, C. Cobbins	06/02/2023		
	<b>[A 1.3.4] Enroll Students in Alternative Learning Platforms</b> 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	R. Clemmensen, S. Lee, L. Norman, W. Willingham, F. Odom	05/25/2023		

**[G 2] Mathematics**

**\*\*Germantown High School will increase students student math proficiency from 16.8% (spring 2022) to 20% (spring 2023) as measured by District Formative Assessments using Mastery Connect.\*\***

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

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment- Germantown High School will earn a score of 3 on the TVAAS Mathematics composite.

District Formative Assessment using Mastery Connect- All students will demonstrate 70% on-track/mastery on District Formative Assessments for the 2021-2022 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            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>            Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 70% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>	<p><b>[A 2.1.1] Supports Rich Learning Environments</b>            Provide supplies, materials, equipment, and support to enhance classroom instruction and strategically build procedural skill and fluency, conceptual understanding, and application</p>	<p>S. Knox, A. Killebrew</p>	<p>02/28/2023</p>		

Common formative assessments in PLC will be completed at least once MONTHLY. Data will be compared in PLC data meetings to inform instructional practice.					
	<p><b>[A 2.1.2] Develop Professional Capital</b>  Germantown administration will recruit and continue to hire faculty/staff that supports student/teacher ratio, including professional development of returning staff members to improve numeracy and differentiated instructional practices in the math classroom.</p>	<p>J. Stencel, N. Thomas, V. Fayne, T. Gore, D. Longino, B. Waddell, A. Killebrew</p>	<p>05/05/2023</p>		
	<p><b>[A 2.1.3] Integrated Technology in Instruction and Assessment</b>  Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors, and other instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities, to increase student academic performance.</p> <p>Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment.</p> <p>Teachers will use Mastery Connect for common formative assessments to both track student progress towards mastery and to reflect on teaching practices to support student learning and growth.</p>	<p>V. Alter, J. Murchison, A. Killebrew</p>	<p>04/28/2023</p>		
	<p><b>[A 2.1.4] Collaborative Planning</b>  Departmentalized meetings with lead teachers and PLC Coach to develop CFAs and lesson plans. Collaborative learning strategies, differentiated instructional strategies, transformative data analysis, vertical alignment, and scaffolded instruction will also be modeled and discussed</p>	<p>C. Geyer, A. Appel, S. Geyer, L. Locke, T. Gore, V. Fayne, A. Killebrew</p>	<p>06/02/2023</p>		
<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional</p>	<p><b>[A 2.2.1] On Campus Professional Development</b>  Offer a variety of ongoing, high-quality, on-campus</p>	<p>C. Geyer, V. Fayne, T.</p>	<p>05/05/2023</p>		



<p>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.</p> <p><b>Benchmark Indicator</b> Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and 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.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help</p>	<p>PD opportunities in research-based best instructional practices, Social and Emotional Learning principles, co-teaching, IEP implementation, technology integration, data analysis, behavioral interventions, and more. PD will be offered at various times and delivered in different modalities with the goal of improving instructional practices and increased student performance and achievement. PDs will be lead by PLC Coach, Lead Teachers, and Admin Team.</p>	<p>Gore, N. Thomas, B. Waddell, A. Killebrew</p>			
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<p>students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p><b>[A 2.2.2] Teacher Mentoring and Support</b>  School admin staff, PLC Coach, New Teacher Mentors, and Math Advisors will provide on-going research-based professional development for teachers through various activities including modeling effective instructional practices, classroom and behavior management strategies, assessment techniques, technology integration, and directed teaching methods; acting as a coach and support to teachers</p>	<p>C. Geyer, T. Gore, V. Fayne, B. Waddell, A. Killebrew</p>	<p>05/05/2023</p>		
	<p><b>[A 2.2.3] Weekly Content Area PLCs</b>  Admin and PLC Coach will assist general ed and sped teachers in creating, reviewing, aligning, and implementing data-driven lesson planning, assessment creation, IEP implementation, vertical alignment, district/state curriculum interpretation, coteaching, and technology integration. Admin and PLC Coach will also assist in the development of common CFAs to assess instructional effectiveness and identify students in need of intervention and/or enrichment.</p> <p>Teachers will individually research online PDs and effective strategies to share and model for peers weekly.</p>	<p>C. Geyer, C. Cobbins, T. Gore, V. Fayne, B. Waddell, A. Killebrew</p>	<p>05/26/2023</p>		
	<p><b>[A 2.2.4] Parental Professional Development</b>  School administrative team will meet with parents multiple times in a school year to discuss the mathematics curriculum, student progress, and ways to support student academic achievement.</p>	<p>J. Stencel, B. Waddell, C. Geyer, T. Gore, V. Fayne, A. Killebrew</p>	<p>05/26/2023</p>		
	<p><b>[A 2.2.5] PLCs and Conferences (Virtual and/or In-Person)</b>  Teachers, faculty, and staff will also attend</p>	<p>J. Stencel, B. Waddell, S.</p>	<p>06/02/2023</p>		

	conferences (virtual, local, regional, national, international) to gain knowledge about best instructional and behavioral practices.	Knox, A. Killebrew			
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p><b>[A 2.3.1] Enroll Students in Alternative Learning Platforms</b> Utilize Memphis Virtual School's digital courseware platforms (Canvas and Grade Results) to provide individualized, personalized, and differentiated assignments to students in need of new coursework, grade repair, or credit recovery</p> <p>Enroll students in Project Graduation to ensure completion of necessary credits for graduation</p>	R. Clemmensen, S. Lee, W. Willingham, F. Odom, B. Waddell, A. Killebrew	05/26/2023		
	<p><b>[A 2.3.2] School Wide RTI2-B Program</b> 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.</p>	D. Longino, R. Clemmensen, S. Lee, W. Willingham, F. Odom, A. Killebrew	06/02/2023		
	<p><b>[A 2.3.3] Bi-Annual Benchmark Assessments</b> Use benchmark assessment to measure student</p>	T. Gore, C. Geyer, J.	05/05/2023		

	growth and determine intervention strategies and/or enrichment opportunities.	Whitehead, A. Killebrew			
	<p><b>[A 2.3.4] Provide Engaging Differentiation/Scaffolding</b>  Provide targeted, engaging enrichment and intervention activities to support high achieving and struggling learners</p> <p>Provide access to guided notes, Powerpoints, graphic organizers, etc</p> <p>Use strategic grouping to better assist students with similar needs/pace levels</p> <p>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;</p> <p>Weekly peer mentoring/tutoring to scaffold and support individual skill mastery</p> <p>Use IEP and 504 data to guide scaffolding and instructional accommodations for students with disabilities</p>	J. Whitehead, C. Geyer, D. Folis, L. Tate, A. Killebrew, B. Waddell	06/02/2023		
	<p><b>[A 2.3.5] Offer Mandatory Daily Intervention Period</b>  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.</p>	C. Geyer, A. Appel, S. Geyer, A. Killebrew, T. Gore, V. Fayne	05/26/2023		
	<p><b>[A 2.3.6] Offer Mandatory Daily Intervention Period</b>  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</p>	C. Geyer, A. Appel, S. Geyer, A. Killebrew, T. Gore, V. Fayne	05/26/2023		

	fluency, conceptual understanding, and application. Utilize targeted instructional remediation/enrichment. Utilize all district educational platforms to support student growth.				
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**[G 3] College and Career Readiness**

\*\*Germantown High School will work to improve ACT scores from a mean composite of 17.7 in 2021-2022 to a mean composite of 18.7 for 2022-2023 as measured by fall and spring ACT tests.\*\*

\*\*Additionally, GHS will improve EPSOs, increase industry certifications, improve ASVAB rates, and maintain the graduation rate.\*\*

**Performance Measure**

Performance effectiveness will be measure by the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p><b>Benchmark Indicator</b> Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p>	<p><b>[A 3.1.1] ACT Test Preparation</b> Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally, we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school-based workshops for students. Provide students with opportunities beyond the traditional setting to master course content standards in order to be prepared to score a composite score of 21 or higher on the ACT.</p>	G. Rucker, V. Fayne, A. Killebrew, B. Waddell, K. Martin	05/05/2023		

	<p><b>[A 3.1.2] Incorporation of Testing Strategies in Core Content Classes</b> Initiate efficient and effective ACT testing strategies in all core classes and elective class lesson plans.</p>	<p>J. Whitehead, C. Geyer, D. Folis, L. Tate, V. Fayne, T. Gore, B. Waddell, A. Killebrew</p>	<p>05/26/2023</p>		
	<p><b>[A 3.1.3] Professional Development</b> Provide on-going, high quality professional development at and away from the school site for administrators, teachers, other instructional staff, and parents to focus on improving access the ACT.</p>	<p>J. Whitehead, C. Geyer, D. Folis, B. Waddell, K. Tucker, A. Killebrew</p>	<p>06/02/2023</p>		
	<p><b>[A 3.1.4] District ACT Test Prep</b> The district offers free, research-based ACT Test Prep at 8 campuses throughout the academic school year. Opportunities will be publicized at GHS.</p>	<p>G. Rucker, A. Killebrew</p>	<p>05/05/2023</p>		
	<p><b>[A 3.1.5] ACT Preparation Elective Course</b> Germantown High School will implement an online program for students to practice and prepare for ACT while utilizing additional resources provided by the district.</p>	<p>G. Rucker, K. Martin, J. Whitehead, V. Fayne, C. Geyer, A. Killebrew</p>	<p>04/28/2023</p>		
<p><b>[S 3.2] Early Post-Secondary Opportunities</b> 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.</p> <p><b>Benchmark Indicator</b> Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam</p>	<p><b>[A 3.2.1] Advanced Placement (AP), Dual Enrollment (DE), International Baccalaureate (IB), and CTE Recruitment and Placement</b> 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.</p>	<p>K. Tucker, J. Whitehead, C. Geyer, M. Morris, S. Staples, B. Waddell, D. Longino, A. Killebrew</p>	<p>04/07/2023</p>		

<p>success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>					
	<p><b>[A 3.2.2] Professional Development</b> 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, IB, CCTE.</p>	<p>K. Tucker, M. Morris, E. Staples, D. Longino, B. Waddell, A. Killebrew</p>	<p>06/02/2023</p>		
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b> Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Students will also be encouraged to explore work-based learning opportunities through CCTE in preparation for individual careers post high school.</p> <p><b>Benchmark Indicator</b> Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain</p>	<p><b>[A 3.3.1] Affinity Clubs</b> Create and recruit for student affinity clubs to engage students with opportunities to identify interests and career expectations (i.e. STEM Club, Science Olympiad)</p>	<p>M. Wallace, M. Shughart</p>	<p>05/26/2023</p>		

<p>alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>					
	<p><b>[A 3.3.2] Career Fairs</b> Teachers will coordinate career fairs to introduce students to potential career options and professionals; CCTE hosts an annual event showcasing CCTE Career programs offered to prospective students</p>	<p>L. Tate, V. Fayne, E. Staples, C. Hinds</p>	<p>05/05/2023</p>		
	<p><b>[A 3.3.3] Earn Industry Certifications</b> CCTE students have the opportunity to earn industry certifications upon the completion of a CCTE course.</p>	<p>M. Miller, A. Givens, C. Hinds, E. Staples</p>	<p>05/26/2023</p>		
	<p><b>[A 3.3.4] Work-Based Learning</b> Students will participate in job-shadowing, apprenticeship, internship, and externship opportunities which will assist students in identifying career interests and on-the-job training.</p>	<p>C. Hinds, A. Givens, C. Likely</p>	<p>05/26/2023</p>		
<p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b> ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>Benchmark Indicator</b> Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school</p>	<p><b>[A 3.4.1] Various EXPOs and Open House</b> Host annual events showcasing CCTE Career programs, affinity groups, and course offerings to prospective students.</p>	<p>J. Stencel, B. Waddell, E. Staples, C. Hinds</p>	<p>05/05/2023</p>		



transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.					
	<p><b>[A 3.4.2] Site-Based Accountability Programs</b>  A variety of programs are geared towards students of all grades who struggle with behavior, academics, maturity, and/or organization. Meets throughout the year to focus on skills and accountability to improve student performance in targeted problem areas.</p>	R. Clemmensen, D. Longino	05/26/2023		

**[G 4] Safe and Healthy Students**

\*\*Germantown High School will reduce the percentage of chronically absent students and will decrease student suspensions and missed instructional opportunities due to suspension from 11.6% 2021-2022 to less than 10% in 2022-2023.\*\*

**Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* SART documentation for at-risk students
- \* Absenteeism rate
- \* Continue to monitor for decreased (by 10%) student referrals to the office.
- \* Number and response to social work referrals
- \* Number and response of referrals to guidance counselors and gradelevel administrators.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period</p>	<p><b>[A 4.1.1] RTI2-B Full Implementation</b>  RTI2-B- Germantown High will fully implement RTI-B to help manage students with behavior issues navigate school more effectively, reducing the number of days students are out of the classroom</p>	D. Longino, V. Fayne, B. Waddell, T. Gore, N. Thomas, A. Killebrew	06/02/2023		

<p>will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>					
	<p><b>[A 4.1.2] Restorative Practices</b> Restorative practices- As part of RTI-B, the administration will work with teachers to include restorative actions for students that have minor behavior infractions, focusing on building relationships and accountability of students and teachers.</p>	<p>T. Gore, V. Fayne, D. Longino, N. Thomas, B. Waddell, J. Stencel</p>	<p>06/02/2023</p>		
	<p><b>[A 4.1.3] Tier I, II, and III Action Plans (Behavior)</b> Tier I, II, III Action Plan- Germantown High School will develop RTI support for students at tier II and tier III who need additional support to reduce behavior that interferes with educational opportunities.</p>	<p>V. Fayne, D. Longino, N. Thomas, T. Gore, R. Clemmensen, A. Killebrew</p>	<p>06/02/2023</p>		
	<p><b>[A 4.1.4] Student Success Plans</b> Student Success Plan- Germantown High School will develop student success plans with the collaboration of students, parents, teachers, guidance counselors, and administration to support student growth academically and personally. The success plans will outline how to meet the individual needs of diverse student groups, including students with disabilities, EL, and minority groups. Student success will continue to be monitored to support learning opportunities through guidance counselor intervention.</p>	<p>W. Willingham, C. Cobbins, R. Clemmensen, L. Norman, S. Lee, F. Odom</p>	<p>06/02/2023</p>		

<p><b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and 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> Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p> <p>Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p><b>[A 4.2.1] ELL Professional Development</b> ELL Professional Development- Teachers will be provided with professional development that focuses on instruction and documentation strategies designed to help teachers reach all ELL students. Teachers will be shown how to use the features of ELLevation to access ILPs and document interventions used with the student.</p>	Sporer, Jubran	06/02/2023		
	<p><b>[A 4.2.2] SEL Implementation</b> Teachers will deliver weekly SEL instruction using the ReThink platform.</p>	B. Waddell	06/02/2023		
	<p><b>[A 4.2.3] RTI2-B PD</b> RTI2-B- Germantown High will continue to implement RTI2-B to help manage students with behavior issues navigate school more effectively, reducing the number of days students are out of the classroom. Faculty and staff will be provided professional development that focuses on strategies to help teachers and students manage behavior issues within the classroom. Teachers will be given additional guidance on progressive</p>	D. Longino, V. Fayne	05/26/2023		

	discipline and strategies to mitigate the need for intervention from the administration.				
<p><b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p><b>[A 4.3.1] Parent Communication Workshop</b> The school will host workshops for parents and students to increase positive interactions, improve communication, and work to support social/emotional development.</p>	R. Clemmensen, S. Lee, W. Willingham, F. Odom, B. Waddell, A. Killebrew	05/26/2023		
	<p><b>[A 4.3.2] Parent Resource Center</b> Provide information to parents to support students with high school course work, parent-teacher communication, scholarship/college prep, and completion of the FAFSA. Parents will also get to explore post-high school opportunities for students including access to career services.</p>	R. Clemmensen, S. Lee, W. Willingham, F. Odom, A. Killebrew	05/26/2023		
	<p><b>[A 4.3.3] SEL Training and Professional Development</b> Teachers and parents will have the opportunity to help with social and emotional learning, supporting student success.</p>	B. Waddell	05/26/2023		

	<p><b>[A 4.3.4] Community Outreach</b> Student Government Association will work to include community members on initiatives that support causes impacting the community. Additional outreach will include an increased social media presence, broadcasting, and press releases to highlight the positive impacts of the school on the community.</p> <p>The school will also utilize the Alumni Association to include former students and graduates on initiatives impacting the school.</p>	C. Collins, K. Thorpe, L. Stalls, J. Stencel, B. Waddell	05/26/2023		
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