Germantown High Annual Plan (2023 - 2024)

Last Modified at Sep 25, 2023 09:28 AM CDT

[G 1] Reading/Language Arts
Germantown High School will maintain a score of 5 for the TVAAS literacy composite while also increasing a TNReady/EOC literacy assessment proficiency from 32.2% (2022) to 40% (2024) or higher. In addition, Germantown High School will increase student on-track/mastery as measured by Spring Mastery Connect data from 30% mastery (spring 2023) to 40% (spring 2024).

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** **Benchmark Indicator** Monthly classroom observations using the district mandated materials for walkthroughs and observations. 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. Instructional Leadership Team (ILT) meetings are	**[A 1.1.1] Support Rich Learning Environments for Students** Provide supplies, materials, equipment, and support to enhance classroom instruction	Shayna Knox, Financial Secretary; Amanda Killebrew, PLC Coach	03/01/2024		

conducted twice each month 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. 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.					
	[A 1.1.2] 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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Admin Content Leads: Roderick Payne, Taurin Hardy, Vickie Fayne; ILT Members: Cindy Geyer, Amanda Campbell, Debbie Folis, LaTarasha Tate	06/01/2024		
	[A 1.1.3] Staffing and Human Capital 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	Jon Stencel, Principal	06/30/2024		

	recruitment of highly qualified teachers from HBCUs in Tennessee and Mississippi.			
	[A 1.1.4] Integrated Technology in Instruction and Assessment Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors, and other instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities, to increase student academic performance. Teachers will use instructional technology and software programs to assess students' academic performance and provide timely interventions and enrichment. CFAs will be analyzed using MasteryConnect, and teachers will use trackers to monitor student progress in ELA. Teachers will use Microsoft TEAMS to support student access to instruction and materials, increasing student opportunities during absences.	Amanda Killebrew, PLC Coach; Jean Murchison, Librarian/Digital Device Ambassador; Mason Shughart, Digital Device Ambassador	05/24/2024	
[S 1.2] 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 practices that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide 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. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to	**[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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Admin Content Leads: Roderick Payne, Taurin Hardy, Vickie Fayne; ILT Members: Cindy Geyer, Amanda Campbell, Debbie Folis, LaTarasha Tate; Mason	05/31/2024	

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. 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. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. 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.		Shughart, Digital Device Am			
	[A 1.2.2] Teacher Mentoring and Support 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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Assistant Principals/Adm in Leads: Roderick Payne, Taruin Hardy, Vickie Fayne, Damion Longino, Trevor Gore; Amanda Campbell,	05/31/2024		

		English ILT; Monique Cooper, ELA Advisor-Zone 7			
	[A 1.2.3] Professional Conferences Teachers, faculty, and staff will attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.	Jon Stencel, Principal; Blake Waddell, VP; Amanda Killebrew, PLCC; Assistant Principals/Adm in Leads: Payne, Hardy, Fayne, Longino, Gore; ILT Members: Geyer, Campbell, Folis, Tate, Tucker, Odom, Long	07/31/2024		
	[A 1.2.4] Parent Professional Development School admin team will meet with parents multiple times in a school year to discuss literacy curriculum, student progress, and ways to support student academic achievement.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Assistant Principals/Adm in Content Leads: Payne, Hardy, Fayne, Gore, Longino; ELA Teachers: Campbell, Kilgore	05/24/2024		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized	**[A 1.3.1] Offer Daily Intervention Period** GHS will offer small group, targeted instruction through daily intervention periods and after school	ELA Teachers: Foster, James, Montesi,	05/24/2024		

learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** 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. Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities/grade recovery/grade repair to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. Bi-monthly data meetings will compare common formative assessments for students in English to track student mastery and plan remediation for students failing to meet the on-track/mastered benchmark.	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.	Poindexter, Campbell, Smits, Vanderford, Crawford, Garner, Schnell, Fields, Hill, Lesh, Kilgore			
	[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.	ELA Teachers: Foster, James, Montesi, Poindexter, Campbell, Smits, Vanderford, Crawford, Garner, Schnell, Fields, Hill, Lesh, Kilgore; Taurin Hardy, AP/Content Lead; Amanda	05/24/2024		

		Killebrew, PLCC; Co-Teachers/Interventionists: Cobbins, Karpovich, Pope-Bauldwin			
	[A 1.3.3] School and District Level Common Formative Assessments 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.	ELA Teachers: Foster, James, Montesi, Poindexter, Campbell, Smits, Vanderford, Crawford, Garner, Schnell, Fields, Hill, Lesh, Kilgore; Taurin Hardy, AP/Content Lead; Amanda Killebrew, PLCC; Co-Teachers/Interventionists: Cobbins, Karpovich, Pope-Bauldwin	05/24/2024		
	[A 1.3.4] 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.	Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, F. Odom, W. Willingham, M. Morris; Blake Waddell, Vice Principal	05/24/2024		

[G 2] Mathematics
Germantown High School earn a score of 3 for the TVAAS mathematics composite while also increasing a TNReady/EOC numeracy assessment proficiency from 9.2% (2022) to 15% (2024) or higher. In addition, Germantown High School will increase student on-track/mastery as measured by Spring Mastery Connect data from 19.8% mastery (spring 2023) to 30% (spring 2024)

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

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** 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. 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	**[A 2.1.1] Supports Rich Learning Environments** Provide supplies, materials, equipment, and support to enhance classroom instruction and strategically build procedural skill and fluency, conceptual understanding, and application	Shayna Knox, Financial Secretary; Amanda Killebrew, PLC Coach	03/29/2024		

implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. 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 Microsoft Teams. Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards. Common formative assessments in PLCs will be completed bi-weekly. The data will be used to inform instructional practices.					
	[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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Assistant Principals/Cont ent Leads: Payne, Hardy, Fayne, Gore, Longino	05/31/2024		
	[A 2.1.3] Integrated Technology in Instruction and Assessment Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors, and other instructional technology equipment in daily instruction, with a focus on school-wide reform strategies and learning activities, to increase student academic performance.	Math Teachers: C. Geyer, S. Geyer, Bustos, Graham, Appel, Flowers, House, Thacker, Locke,	05/31/2024		

	Teachers will use instructional technology and software programs to assess students' academic performance and provide timely interventions and enrichment. 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.	Hershberger, Jones, Rucker, Harris, Casey; A. Killebrew, PLC Coach, J. Murchison, Librarian/Digital Device Ambassador; V. Alter, Librarian; R. Payne, Admin Lead			
	[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.	Math Teachers: C. Geyer, S. Geyer, Bustos, Graham, Appel, Flowers, House, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey; B. Waddell, VP; A. Killebrew, PLC Coach; AP/Admin Leads: Payne, Hardy, Fayne, Gore, Longino; Co-Teachers: Rucker, Cobbins,	05/24/2024		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional	**[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	Jon Stencel, Principal; Blake Waddell, Vice Principal;	05/31/2024		

staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide 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. District Walkthrough data will be monitored bi-weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams in order to provide individualized professional learning support. 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. 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 walkthroughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal. New teacher professional learning supports are	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.	Amanda Killebrew, PLC Coach; Assistant Principals/Admin Leads: Roderick Payne, Taruin Hardy, Vickie Fayne, Damion Longino, Trevor Gore; Cindy Geyer, Math ILT; Fern Dantzler, Math Advisor-Zone 7			

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.					
	[A 2.2.2] Teacher Mentoring and Support 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	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Assistant Principals/Adm in Leads: Roderick Payne, Taruin Hardy, Vickie Fayne, Damion Longino, Trevor Gore; Cindy Geyer, Math ILT; Fern Dantzler, Math Advisor-Zone 7	05/24/2024		
	[A 2.2.3] 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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; A. Killebrew, PLC Coach; Assistant Principals/Adm in Leads: Payne, Hardy, Fayne, Longino, Gore; C. Geyer, Math ILT; Fern Dantzler, Math Advisor-Zone 7; Math	05/24/2024		

		Teachers and Co-Teachers			
	[A 2.2.4] Parent Professional Development 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.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Admin Content Leads: Roderick Payne, Taurin Hardy, Vickie Fayne; Cindy Geyer, Math ILT	05/24/2024		
	[A 2.2.5] Professional Conferences Teachers, faculty, and staff will attend conferences (virtual, local, regional, state, national, international) to gain knowledge about best instructional and behavioral practices.	Jon Stencel, Principal; Blake Waddell, VP; Amanda Killebrew, PLCC; Assistant Principals/Admin Leads: Payne, Hardy, Fayne, Longino, Gore; ILT Members: Geyer, Campbell, Folis, Tate, Tucker, Odom, Long	07/01/2024		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.	**[A 2.3.1] 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.	Professional School Counselors: K. Cunningham, R. Clemmensen, S. Lee, F.	05/24/2024		

** ** ** ** **Benchmark Indicator** 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. Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities/grade recovery/grade repair to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. Bi-monthly data meetings will compare common formative assessments for students in math to track student mastery and plan remediation for students failing to meet the on-track/mastered benchmark.	Enroll students in Project Graduation to ensure completion of necessary credits for graduation.	Odom, W. Willingham, M. Morris; Blake Waddell, Vice Principal			
	[A 2.3.2] Offer Daily Intervention Period 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.	Math Teachers: C. Geyer, S. Geyer, Bustos, Graham, Appel, Flowers, House, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey; B. Waddell, VP; A.	05/24/2024		

			Killebrew, PLC Coach, R. Payne, Admin Lead; J. Murchison, Librarian/Digital Device Ambassador			
		[A 2.3.3] Provide Engaging Differentiation/Scaffolding Provide targeted, engaging enrichment and intervention activities to support high achieving and struggling learners Provide access to guided notes, Powerpoints, graphic organizers, etc Use strategic grouping to better assist students with similar needs/pace levels Develop alternate assignments/assessment tools and allow students to self-select the best option that will best support their learning style and allow them to demonstrate mastery of content; Weekly peer mentoring/tutoring to scaffold and support individual skill mastery Use IEP and 504 data to guide scaffolding and instructional accommodations for students with disabilities	Math Teachers: C. Geyer, S. Geyer, Bustos, Graham, Appel, Flowers, House, Thacker, Locke, Hershberger, Jones, Rucker, Harris, Casey; A. Killebrew, PLC Coach, R. Payne, Admin Lead; Co-Teachers/Interventionists: Rucker, Cobbins, Karpovich	05/24/2024		
		[A 2.3.4] School and District Level Common Formative Assessments 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.	Math Teachers: C. Geyer, S. Geyer, Bustos, Graham, Appel, Flowers, House, Thacker, Locke,	05/24/2024		

		Hershberger, Jones, Rucker, Harris, Casey; A. Killebrew, PLC Coach, R. Payne, Admin Lead; Co-Teachers/Interventionists: Rucker, Cobbins, Karpovich			
	[A 2.3.5] School-Wide RTI2-B Program Give additional reinforcement to students who show extreme deficits through the school-wide RTI2B Program to close the gap and ensure success in the traditional classroom.	RTI2-B Committee Members: R. Payne, AP; R. Clemmensen, Professional School Counselor; Teachers: C. Hinds, E. Staples, M. Mays, S. Bustos	05/24/2024		

[G 3] College and Career Readiness
Germantown High School will work to improve ACT scores from a mean composite of 17.3 in 2022-2023 to a mean composite of 18.0 for 2023-2024 as measured by fall and spring ACT tests.

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

Performance Measure
Performance effectiveness will be measure by the following:

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

* ASVAB Scores					
* Graduation Rate					
Strategy	**Action Step**	**Person Responsible**	**Estimated Completion Date**	**Funding Source**	**Notes**
[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. **Benchmark Indicator** Quarterly review of student's report card data to monitor success rates in ACT supported courses. Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.	**[A 3.1.1] ACT Test Preparation** Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally, we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school-based workshops for students. Provide students with opportunities beyond the traditional setting to master course content standards in order to be prepared to score a composite score of 21 or higher on the ACT.	ACT Specialists: G. Rucker, V. Thacker, J. Fields; ACT Prep Teachers: B. Crawford, G. Schnell, B. Hill; B. Waddell, Vice Principal; A. Killebrew, PLC Coach	05/24/2024		
	[A 3.1.2] Incorporation of Testing Strategies in Core Content Classes Initiate efficient and effective ACT testing strategies in all core classes and elective class lesson plans.	Jon Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Admin Content Leads: Roderick Payne, Taurin Hardy, Vickie Fayne; ILT Members: Geyer, Campbell, Folis, Tate; ACT Specialists:	05/24/2024		

		Rucker, Fields, Thacker			
	[A 3.1.3] Professional Development Provide on-going, high quality professional development at and away from the school site for administrators, teachers, other instructional staff, and parents to focus on improving access the ACT.	on Stencel, Principal; Blake Waddell, Vice Principal; Amanda Killebrew, PLC Coach; Admin Content Leads: Roderick Payne, Taurin Hardy, Vickie Fayne; ILT Members: Geyer, Campbell, Folis, Tate; ACT Specialists: Rucker, Fields, Thacker	05/24/2024		
[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **Benchmark Indicator** 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. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. Semester review of students in AP tutoring	**[A 3.2.1] Advanced Placement (AP), Dual Enrollment (DE), State Dual Credit (SDC), International Baccalaureate (IB), and CCTE Recruitment and Placement** School will develop and execute a comprehensive recruitment and placement plan for advanced coursework and college and career technical education that will include data-driven student potential identification, master schedule course offering maximization, and a streamlined application process where applicable.	Jon Stencel, Principal; Blake Waddell, Vice Principal, Amanda Killebrew, PLC Coach; Kim Tucker, IB Coordinator; R. Payne, AP Coordinator; C. Geyer, DE teacher; E. Staples, CCTE Department Chair	05/24/2024		

compared to the previous semester and year to measure students participation and success in AP courses.					
	[A 3.2.2] 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.	on Stencel, Principal; Blake Waddell, Vice Principal, Amanda Killebrew, PLC Coach; Kim Tucker, IB Coordinator; R. Payne, AP Coordinator; C. Geyer, DE teacher; E. Staples, CCTE Department Chair	05/24/2024		
[S 3.3] Career Exploration and Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. Students will also be encouraged to explore work-based learning opportunities through CCTE in preparation for individual careers post high school. **Benchmark Indicator** Semester review of student career interest inventories to gauge and support high school course planning. Quarterly monitor enrollment and course selection for 9th and 10th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.	**[A 3.3.1] Affinity Clubs** Create and recruit for student affinity clubs to engage students with opportunities to identify interests and career expectations (i.e. STEM Club, Science Olympiad)	V. Fayne, Assistant Principal; M. Shughart, Science teacher	05/24/2024		

Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades. Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.					
	[A 3.3.2] Career Fairs Teachers will coordinate career fairs to introduce students to potential career options and professionals; CCTE hosts an annual event showcasing CCTE Career programs offered to prospective students	V. Fayne, Assistant Principal; W. Willingham, College and Career Counselor; Teachers: L. Tate, C. Collins, E. Staples, C. Hinds	05/03/2024		
	[A 3.3.3] Earn Industry Certifications CCTE students have the opportunity to earn industry certifications upon the completion of a CCTE course.	Blake Waddell, Vice Principal, A. Killebrew, PLC Coach; D. Longino, Assistant Principal; CCTE Teachers: Wade, Argodale, Jackson, Gossett, Staples, Likely, Hill, Givens, Spears, Miller, Hinds,	05/24/2024		

		Wallace, Collins			
	[A 3.3.4] Work-Based Learning Students will participate in job-shadowing, apprenticeship, internship, and externship opportunities which will assist students in identifying career interests and on-the-job training.	Blake Waddell, Vice Principal; D. Longino, Assistant Principal; E. Staples, Department Chair; CCTE Teachers: Hinds, Givens, Likely	05/24/2024		
[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** 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; Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students; Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.	**[A 3.4.1] Various EXPOs and Open House** Host annual events showcasing CCTE Career programs, affinity groups, and course offerings to prospective students.	Jon Stencel, Principal; Blake Waddell, Vice Principal; V. Fayne, Assistant Principal; W. Willingham, College and Career Counselor; Teachers: L. Tate, C. Collins, E. Staples, C. Hinds	05/24/2024		
	[A 3.4.2] Site-Based Accountability Programs A variety of programs are geared towards students of all grades who struggle with behavior, academics, maturity, and/or organization. Meets	Jon Stencel, Principal; Blake Waddell, Vice Principal;	05/24/2024		

	throughout the year to focus on skills and accountability to improve student performance in targeted problem areas.	A. Killebrew, PLC Coach; D. Longino, AP; RTI2-B Committee Members: R. Payne, AP; R. Clemmensen, Professional School Counselor; Teachers: C. Hinds, E. Staples, M. Mays, S. Bustos			