

GMSD Board Work Session
October 21, 2025 5:30 PM
Board Room, GMSD Office

1. Approval of the 2025 Local Education Agency Compliance Report
2. Approval of the 25-26 TISA Accountability Report
3. GMSD Master Facilities Plan Presentation
4. Further Business

2025 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 28, 2025**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

- I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent **Signature:**

School Board Chair Name:

School Board Chair **Signature:**

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY **NOVEMBER 28, 2025**

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

Appendix B

The following is a list of helpful links to state education laws and SBE rules:

Public chapters regarding education passed during the 2025 legislative session:

<https://www.tn.gov/content/dam/tn/education/legal/2025%20Legislative%20Report.pdf>

Current and pending SBE rules:

<https://www.tn.gov/sbe/rules--policies-and-guidance.html>

Tennessee Code Annotated:

<http://www.lexisnexis.com/hottopics/tncode/>

If you have questions regarding education laws or SBE rules, please contact the department's general counsel, Christy Ballard, at (615) 741-2921 or Christy.Ballard@tn.gov.



GERMANTOWN
MUNICIPAL SCHOOL DISTRICT
Empowering Personal Potential

TISA ACCOUNTABILITY REPORT

DOCUMENT HIGHLIGHTS

2025-2026

DISTRICT GOAL STATEMENTS

- 3rd Grade English Language Arts (ELA) Proficiency: 75% of all students will score proficient on the 3rd grade ELA TCAP by the 2025-2026 school year.
- 7th Grade Math Proficiency: 65% of all students will be proficient in math by the 7th grade, as measured by the 2025-2026 TCAP math assessment.
- College & Career Readiness Rate: 75% of Germantown Municipal graduates will meet the criteria for "College & Career Readiness" by the 2025-2026 school year.

PERFORMANCE ON EACH GOAL

3rd Grade ELA:

- 2024-2025: 75.9% of 3rd grade students scored proficient or above.
- Reflection: Met our target goal and continue to stay the course with our action steps.

Math Proficiency:

- 2024-2025: Grades 3rd-5th grade scored 83% meeting or exceeding on the TCAP Math assessment. Grades 6-7th grade scored 75.5% meeting or exceeding on the TCAP Math Assessment.
- Reflection: Met our target goal and continue to stay the course with our action steps.

College & Career Readiness:

- Class of 2024: 71.8% ACT \geq 21, 96.9% graduation rate, 71.6% Ready Graduate rate.
- Reflection: On track toward 75% goal with expanded pathway monitoring for future graduation cohorts.

PLAN TO ACHIEVE GOALS:

- ELA: Focus on foundational literacy (K-2), small group interventions, and increasing access to tutoring.
- Math: High-quality instructional materials, math coaching, professional development, and tutoring expanded. Focus on targeted interventions through RTI and small-group math instruction.
- College & Career Readiness: Expansion of Early Postsecondary Opportunities (EPSOs), ACT preparation, and enhanced career guidance from middle through high school will help prepare students for postsecondary success.

STAKEHOLDER FEEDBACK:

The district is actively gathering feedback from parents, educators, students, and the community through:

- Posted and shared through district newsletters and websites, inviting public comment
- Focus groups of students, parents, and discussion in leadership meetings
- Public discussion at school board meeting
- Feedback will be incorporated prior to the report's submission by November 1, 2025.

Overview

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- **Goals for student achievement:** One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

[Click here to open the guide.](#)

Draft copy

Cover Page

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Cover Page

* District Name

Germantown Municipal School District

* Director of Schools Name

Jason Manuel

* District Point of Contact for TISA Accountability Report Name

Robert LeGault

* District Point of Contact for TISA Accountability Report Phone Number

901-752-2322

District Point of Contact for TISA Accountability Report Email Address

robert.legault@gmsdk12.org

75.9 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP

Documents

Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 (TISA) Previous Year Report

Resources

[Click here to open the guide.](#)

District Goal Statements

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

75 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	65% of all students will be proficient in math by 7th grade, as measured by the 2025-26 TCAP math assessment.
Goal 3	75% of Germantown Municipal graduates will meet the criteria for College & Career Readiness by the 2025-2026 school year.
Goal 4	
Goal 5	
Goal 6	

Note: This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal #1

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

	75 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Target: 80% of students will score proficient on the 3rd grade ELA TCAP assessment. Actual: 79.6% of students scored proficient on the 3rd grade ELA TCAP assessment. Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%. Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Skyward Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.
Year 2: 2024-2025 school year (Use actual outcome)	Target: 75% of students will score proficient on the 3rd grade ELA TCAP. Actual: 75.9% of students scored proficient on the 3rd grade ELA TCAP assessment.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Skyward Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.
Year 3: 2025-2026 school year	Target: 75% of students will score proficient on the 3rd grade ELA TCAP assessment.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Powerschool Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports.

Year 4: 2026- 2027 school year		
Year 5: 2027- 2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward target
- End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

During the 2024-2025 school year, Germantown Municipal School District made meaningful progress toward increasing the percentage of students reading on grade level by the end of third grade. TISA-funded investments in literacy tutors, reading interventionists, and foundational literacy programs provided targeted small-group support and strengthened Tier I instruction across all elementary schools. Early assessment data from STAR reading and MVPA ELA benchmarks show that more students are closing gaps and subgroup performance has also improved where additional supports were provided.

While the district is encouraged by these gains, continued attention is needed to ensure consistency in implementation across schools and to reduce the percentage of students entering 3rd grade below grade-level expectations. Ongoing coaching, professional development, and expansion of evidence-based literacy supports will help GMSD remain on track to achieve the 2025-2026 goal of 75% proficiency.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. GMSD provides each of our elementary schools a full-time reading interventionist.	\$ 330,000.00	The district saw a benefit to further supporting students in ELA through the use of a Reading Interventionist in each of our elementary schools for the 2024-2025 school year. The Reading Interventionists focus on our K-2 students; however, they do also work with some of our 3rd graders. Their target group are students not receiving small group instruction from a SPED teacher, EL teacher, High Impact Tutor, or an RTI coach (characteristics of dyslexia), but are reading below grade-level. These students met with the Reading Interventionist five days a week during the grade level's intervention period and used UFLI and Heggerty curriculum to support reading outcomes. Based on student data, STAR reading scale scores improved through the use of this reading support partnered with Tier 1 instruction.

2. The use of High Impact Tutors to further support students in ELA.	\$ 260,000.00	The High Impact Tutors met with small groups of three students two days a week for 45 minute sessions. Tutors utilized Orton Gillingham strategies to reinforce core phonics instruction. Based on student data, STAR reading scale scores improved over the course of the 3 benchmark assessments, through the use of this additional reading support partnered with Tier 1 instruction.
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Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

High-Quality Instructional Materials (HQIM): Consistent unit and lesson prep implementation of ELA HQIM K-12.

Foundational Literacy Instruction: Students in grades K-2 will receive explicit, systematic phonics instruction through daily Saxon Phonics lessons. These lessons include phonemic awareness, decoding, encoding, and the use of decodable books.

Literacy Coaching: The district ELA Instructional Coach will be utilized in schools as needed for PLCs, data digs, professional development, lesson modeling, curriculum/standards clarification, and guidance for supporting at-risk readers. The literacy coach will also check in with teachers quarterly to discuss students who scored 1s and 2s on the report card to ensure interventions and supports are in place quickly so that we can begin closing literacy gaps. GMSD's literacy coach will participate in literacy professional development that will help build knowledge and understanding of current best practices, communication skills, coaching styles, and meeting the needs of diverse learners. The literacy coach will share knowledge and strategies learned with teachers during grade-level planning or PD sessions.

Tier 1 Small Group Reading: In addition to whole class phonics, comprehension, and writing instruction, K -2 students who are identified as reading 2 or more months below grade level (Star) will receive targeted, specific instruction in a small group setting with their general education teacher. Instruction will include phonemic awareness activities, reinforcing/reteaching previously learned phonics skills (Saxon), encoding (based on previous skills learned in Saxon), decoding words in isolation and in texts (decodable books), and comprehension.

Professional Learning Communities: Grade level teams will meet weekly to discuss data on common formative assessments to determine next steps (reteaching, enrichment, Tier 1 RTI). Success criteria will be discussed and identified during these PLC meetings. Teachers will bring work samples to discuss. These assessments/work samples will be used to determine a student's quarterly target score. PLC discussions will provide teachers time to share effective strategies/resources that have been used and to ask questions on how to best support students who have not mastered the targeted standards/skills. Each elementary school has a kindergarten, first, and second grade PLC lead that facilitates the weekly PLC meetings.

Professional Development: GMSD will offer PD sessions to teachers throughout the year. Sessions will include: Understanding Star Reports, Using Social Studies Texts to Support ELA Standards, Courageous Conversations with Parents, Writing Across the Content Areas, Vertical Alignment, OG Your Saxon, How to Use Reading Records to Inform Instruction. By building teachers' capacity, they will better understand the essential components of strong literacy instruction, they will recognize the value of the district-provided resources and then apply that knowledge daily. PLC leads and admin will participate in additional PLC training led by district administrators and Solution Tree to help refine and support our PLCs.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.

RTI2: Students who flag in AimsWeb for reading will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Teachers and/or building RTI coaches are provided with instruction to these small groups of students. Students will be progress monitored on AimsWeb weekly or bi-weekly to evaluate whether the selected interventions are being successful. If not, the RTI coach will adjust the interventions students are receiving. GMSD provides each building with an RTI coach that oversees aimsweb testing, RTI meetings, appropriate interventions, and progress monitoring. Having a designated

person in each building helps us to ensure that needs are being addressed and gaps are being closed.

Tutoring: Tutors will provide high dosage/ low-ratio reading instruction to at-risk students in grades 1-5, with the goal of helping students close gaps so that they are reading on grade level. Students identified as at risk according to Star/MVPA will receive additional support with tutors. Tutors will meet with small groups of three students two days a week for 45 minutes.

Reading Interventionists: GMSD provides each of our elementary schools a full-time reading interventionist that works with students in K-3 who are considered low Tier 1. These students meet with the reading interventionist five days a week during the grade level's RTI period. Our reading interventionists use UFLI and Heggerty curriculum.

ILP/ILP-D: Students who meet the state eligibility criteria for ELL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). Students who meet the state eligibility criteria displaying characteristics of dyslexia will receive reading support for the RTI coaches, through an Individualized Learning Plan Dyslexia (ILP-D). All K-5 teachers will participate in a Dyslexia for a Day PD session. The goal of this training is to help teachers better understand the struggles and fears a student with dyslexia has as they navigate throughout the school day. Teachers will also be provided a list of ways they can help support students with dyslexia.

Special Education Intervention: Research based reading interventions will be provided to students with disabilities according to their individual IEP. Such interventions could include Orton Gillingham, Spire, Edmark, and/or Reading Mastery. To provide an additional layer of support within each school, one ESE Lead Teacher will be selected at each elementary school. Lead teachers will be responsible for providing monthly feedback on IEP compliance and best practices, and building level support for teachers and administrators.

Target-Based Grading: K-3 teachers will use target-based grading to assess specific targets quarterly. Parents and students will receive a more precise report that details a child's specific strengths and challenges. Teachers/district offices will create specific, measurable success criteria for each target.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

1. High- Quality Instructional Materials (HQIM): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
2. Foundational Literacy Instruction: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
3. Literacy Coaching: TISA Funded through budget tag: REGULAR INSTRUCTIONAL SUPPORT (72210)
4. Tier 1 Small Group Reading: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
5. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
6. Professional Development: TISA Funded through budget tag: REGULAR INSTRUCTIONAL SUPPORT (72210).
7. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).
8. RTI2: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
9. Tutoring: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
10. Reading Interventionists: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
11. ILP/ILP-D: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
12. Special Education Intervention: TISA Funded through budget tag labeled SPECIAL EDUCATION INSTRUCTION (71200).
13. Target-Based Grading: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).

Goal #2

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 2:

65% of all students will be proficient in math by 7th grade, as measured by the 2025-2026 TCAP math assessment.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
<p>Year 1: 2023-2024 school year (Previous outcome)</p>	<p>2nd grade students: increase math proficiency to 81% based on the Spring TCAP math assessment. Actual: 79% proficient of students scored or exceeded on the 2nd grade Spring TCAP math assessment. 3rd grade students: increase math proficiency to 82.2% based on the Spring TCAP math assessment. Actual: 79% proficient of students scored or exceeded on the 3rd grade Spring TCAP math assessment. 4th grade students: increase math proficiency to 86.8% based on the Spring TCAP math assessment. Actual: 83.9% proficient of students scored or exceeded on the 4th grade Spring TCAP math assessment. 5th grade students: increase math proficiency to 84.7% based on the Spring TCAP math assessment. Actual: 85.3% proficient of students scored or exceeded on the 5th grade Spring TCAP math assessment. 6th grade students: increase math proficiency to 72.5% based on the Spring TCAP math assessment. Actual: 78% proficient of students scored or exceeded on the 6th grade Spring TCAP math assessment. 7th grade students: increase math proficiency to 70.0% based on the Spring TCAP math assessment. Actual: 64% proficient of students scored or exceeded on the 7th grade Spring TCAP math assessment. Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%. Actual: Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.</p>	<p>2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Skyward Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contracts. Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.</p>

<p>Year 2: 2024-2025 school year (Use actual outcome)</p>	<p>2nd grade students: Score or exceed 80% proficient as measured on the 2025 TCAP Math Assessment Actual: 79% proficient of students scored or exceeded on the 2nd grade Spring TCAP math assessment. 3rd grade students- 5th grade students: Score or exceed 82% success rate as measured on the 2025 TCAP Math Assessment Actual: 82.7% of students scored or exceeded on the 3rd-5th grade TCAP Math Assessment 6th grade students- 7th grade students: Score or exceed 65% success rate as measured on 2025 TCAP Math Assessment Actual: 75.5% of students scored or exceeded on the 6th-7th grade TCAP Math Assessment</p>	<p>2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Skyward Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contract. Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.</p>
<p>Year 3: 2025-2026 school year</p>	<p>2nd grade students: Score or exceed 80% proficient as measured on the 2026 TCAP Math Assessment, 3rd grade students- 5th grade students: Score or exceed 82% success rate as measured on 2026 TCAP Math Assessment. 6th grade students- 7th grade students Score or exceed 65% success rate as measured on 2026 TCAP.</p>	<p>2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Powerschool Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports.</p>
<p>Year 4: 2026-2027 school year</p>		
<p>Year 5: 2027-2028 school year</p>		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Germantown Municipal School District continues to make progress toward increasing 7th grade math proficiency. During the 2024-2025 school year, implementation of high-quality instructional materials combined with targeted small-group supports and benchmark monitoring resulted in measurable growth across grade levels.

The district recognizes that continued success will depend on maintaining consistency in Tier I instruction while expanding access to intervention and enrichment opportunities. Strategic use of instructional coaching, professional learning communities, and data-driven supports will help ensure that all students are on track to meet the 2025-2026 TCAP proficiency goal.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
GMSD Math Instructional Coach & Math Instructional Supervisor	\$ 190,000.00	GMSD's Math Instructional Coach and Math Instructional Supervisor are instrumental in interpreting standards, effective implementation of high-quality instructional materials, training teachers in standards and instructional strategies, analyzing data to drive instruction, and developing common assessments. The instructional coach collects and organizes data and survey results that inform district math goals, coaching strategies, and other programming decisions. The instructional coach and supervisor meet regularly to monitor progress of the district program and adjust action steps aimed at meeting or exceeding the performance measures defined in Goal 2: Algebra I Readiness
2. Research-based math software programs (Dreambox, Reflex, Frax, IXL, Zearn)	\$ 130,000.00	Math software such as Zearn, Reflex, IXL, Frax, and Dreambox supported student achievement in grades K-8 by providing personalized, adaptive learning experiences that meet students where they are. These platforms are aligned to state standards and offer engaging, interactive practice that helps students master key skills in number sense, operations, fractions, and problem-solving. Students receive immediate feedback to strengthen their understanding, while teachers gain detailed progress reports to inform instruction and interventions. The software not only helps close skill gaps but also provides enrichment for advanced learners, building confidence and preparing students for long-term success in middle school math and beyond.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

High-Quality Instructional Materials (HQIM) and Implementation: Consistent unit and lesson prep implementation of Math HQIM K-12. GMSD math teachers will be expected to implement the adopted math program with fidelity to pacing, routines, activities, materials, and assessments as intended by the developers of the adopted programs. GMSD supervisors will routinely monitor the fidelity of HQIM implementation in the classroom through observations, planning meetings, school administration and teacher feedback, and professional learning community meetings.

RTI2: Students who flag in AimsWeb for math will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Students will be progress monitored at least bi-weekly using aimswebPlus to determine whether the selected interventions are being successful. If the interventions are not successful, the building RTI coach will make necessary adjustments to the tiered intervention after at least 4 weeks. During independent practice, students engage in adaptive math software programs such as Reflex, Dreambox, Frax, IXL, and Zearn to build fluency, reinforce grade-level standards, and address

individual skill gaps identified through RTI² progress monitoring. Teachers review usage data and student performance reports to inform targeted small-group instruction.

Essential Work: Through a collaborative process involving multiple stakeholders, GMSD has identified essential work of each grade level to focus our district's efforts on preparing GMSD math students to be proficient on the Algebra I EOC. Grades K-3 selected targets and Grades 4-8 selected standards that will have the most impact on the students' progression to Algebra I. Instructional supervisors and teachers organized this essential work into curriculum guides that clearly defines the scope, sequence, and pacing needed to effectively provide quality instruction within the district's instructional calendar. Throughout the year, instructional supervisors have collect feedback through surveys and communication. This feedback will be used to refine the essential work, scope and sequence, and pacing in order to further improve the quality of math instruction.

Gifted and Enrichment math classes: Students in grades 2-5, who are eligible as intellectually gifted for the state of Tennessee, are offered the opportunity to take advanced math during their intervention time. Middle school students reaching above grade level standards are encouraged to take high level math enrichment courses throughout their middle school career.

Math Instructional Coaching: GMSD's Math Instructional Coach maintains a weekly rotation in the district's schools as well as schedules collaborative meetings with teachers, school leaders, and PLCs. During these visits and meetings, the instructional coach trains teachers and school leaders in high-impact, content-specific instructional strategies grounded in the state standards and utilizing the district's high-quality instructional materials.

Professional Learning Communities: Professional Learning Communities, or PLCs, meet monthly and use protocols to analyze data from classroom assessments to determine which standards need reteaching and individual students that need intervention or enrichment. PLCs also use protocols to conduct standards analyses to determine general areas of strength and weakness. Based on the data, PLC members plan next instructional steps and build common assessments to monitor the impact of these prescribed next steps.

Professional Development: GMSD will continue to offer professional development to deepen an understanding of the coherence of the revised standards and mathematically-appropriate representations and strategies. Classroom observations guided by the Instructional Practice Guide (IPG) for Mathematics will provide instructional supervisors, the instructional coach, and classroom teachers the opportunity to observe and reflect upon the standards in action and make connections among instructional strategies and representations across the grade levels.

Math Tutoring: High Impact Math Tutors will provide High-Dosage, Low-Ratio instruction to students who are at risk in math with the goal of helping students close gaps so that they are proficient in math. Students who are determined to be at risk according to the MVPA math benchmark and math TCAP assessments will receive additional instructional support through tutoring. Tutors will meet with small student groups at least twice per week for 45 minutes.

6-8 Math Intervention: Students who are determined to be at risk but not in RTI according to the MVPA math benchmark, math TCAP assessments, and classroom performance will receive additional instructional support through intervention. Interventionists will meet daily with small student groups in grades 6-8 to provide High-Dosage, Low-Ratio instruction with the goal of helping students close gaps so that they meet math proficiency goals in grades 6-8.

Special Education Intervention: All students with disabilities who have an identified math deficit will be provided research based math interventions. Progress will be closely monitored to determine the effectiveness of the intervention being used and changes will be made as needed.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in each situation.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

1. High- Quality Instructional Materials (HQIM): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
2. RTI2 (Response to Instruction & Intervention): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).

3. Essential Work: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
4. Gifted and Enrichment math classes: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
5. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
6. Professional Development; TISA Funded through budget tag: REGULAR INSTRUCTION SUPPORT (72210).
7. Math Tutoring: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
8. Special Education Intervention: TISA Funded through budget tag: SPECIAL EDUCATION INSTRUCTION (71200).
9. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).

Goal #3

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 3:

75% of Germantown Municipal graduates will meet the criteria for College & Career Readiness by the 2025-2026 school year

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
<p>Year 1: 2023-2024 school year (Previous outcome)</p>	<p>Class of 2024: 75% of students will have an ACT composite of 21 or greater. Actual: 71.8% of students have a 21 or higher on the ACT composite. Class of 2024: will have a Graduation Rate of at least 95% for a General Diploma. Actual: 96.9% of students graduated with a General Diploma. Class of 2024: will have a Ready Graduate Rate of 80%. Actual: 71.6% Ready Graduate Rate Class of 2024: will have a AAD Diploma successful student completion rate of 90%. Actual: 7 students attempted and completed the requirements for an AAD Diploma. 100% completion rate. Subgoal: By the end of May 2025, we will decrease our chronic absenteeism percentages by 2%. Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>

<p>Year 2: 2024-2025 school year (Use actual outcome)</p>	<p>Class of 2025: 73% of students will have an ACT Composite of 21 or greater. Actual: Anticipate getting an official rate later this fall. Class of 2025: will have a Graduation Rate of at least 95%. Actual: Anticipate getting an official rate later this fall. Class of 2025: will have a Ready Graduate Rate of 73%. Actual: Ready Graduate data is "lag year" data and currently unavailable for the Class of 25. We are projecting to meet the goal of 73%. Class of 2025: will have a AAD Diploma successful student completion rate of 95%. Actual: Anticipate getting a rate later in the fall.</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>
<p>Year 3: 2025-2026 school year</p>	<p>Class of 2026: 75% of students will have an ACT Composite of 21 or greater. Class of 2026: will have a Graduation Rate of at least 95.5% for a General Diploma. Class of 2026: will have a College & Career Readiness rate of 75%. Class of 2026: will have a AAD Diploma successful student completion rate of 100%.</p>	<p>Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Powerschool Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.</p>
<p>Year 4: 2026-2027 school year</p>		
<p>Year 5: 2027-2028 school year</p>		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

Exceeded target

Met target

- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

During the 2024-2025 school year, Germantown Municipal School District continued to make steady progress toward increasing the percentage of graduates meeting College & Career Readiness benchmarks. Early Postsecondary Opportunities (EPSOs) such as Advanced Placement, Dual Enrollment, and Industry Certifications saw increased student participation, and the district expanded access to Career and Technical Education pathways aligned to high-demand careers. Additionally, improvements in ACT readiness and the implementation of targeted supports through counselors and interventionists helped more students stay on track to graduate prepared for postsecondary options.

While the district is on pace to meet the 75% readiness goal by 2025-2026, ongoing work will focus on ensuring equitable access to EPSOs across all student subgroups, strengthening supports for ACT performance, and continuing to build partnerships that provide authentic career experiences.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Expansion of Career & Technical Education (CTE) Programs	\$ 1,500,000.00	These funds cover CTE teachers, equipment, and program materials that align with high-demand occupations and provide students with Early Postsecondary Opportunities (EPSOs), including industry certifications, dual enrollment, and hands-on career pathways. This investment directly supports Goal #3 by preparing students with the skills and credentials needed for both college and career readiness.
Naviance Student Platform (Middle & High School)	\$ 19,000.00	The district also utilizes Naviance as a comprehensive college, career, and life readiness platform to help every middle and high school student explore interests, set academic and postsecondary goals, and develop individualized plans aligned to future pathways through counselor-led sessions and student progress monitoring. Students have easy access to ACT study materials, the ability to research colleges across the country, and the ability to use career interest information to help them make the best decision for their future.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

K-12 College and Career Awareness and Exploration: We believe that creating comprehensive and shared College and Career awareness and exploration events activities for students across all grade levels for our entire district will have a significant impact on our college and career readiness metrics. This action step will help form a College and Career Exploration Committee for the district to help communicate our College and Career readiness goals and expectations. The committee will be crucial in developing and executing our K-12 initiatives and will include staff, students, parents, and community stakeholders.

Middle School student transition to High School: Middle school and high school counselors meet to review transition data for rising 9th graders, ensuring alignment of academic plans, intervention supports, and student services. Rising 9th grade students will then create their own course selection and 4 year plan that follows them into their first year of high school.

Student Level Data Tracking: A system for students to track progress in reaching their specific College & Career Readiness goals, including courses taken, planned pathways, ACT composite and sub score data will continue to be utilized to further support student programming decisions. The district also utilizes Naviance as a comprehensive college, career, and life readiness platform to help every middle and high school student explore interests, set academic and postsecondary goals, and develop individualized plans aligned to future pathways through regular counselor-led sessions and student progress monitoring.

Industry and Community Partnerships: Increasing industry and community partnerships will allow us to provide more authentic experiences for all students. Guest speakers, career fairs, job shadowing, and even student internships are all essential in creating meaningful experiences for students to expand and refine their vision for post-secondary life.

Partnership with Transition TN: GMSD ESE Staff will partner with Transition TN to provide ESE case managers with training and resources related to post secondary outcomes for student with disabilities including: age and ability appropriate transition assessments, continuing education, family and community resources, job exploration, and best practices in transition planning.

ACT Integration and Innovation: Teachers will utilize best practices in ACT integration across all disciplines to ensure that students are being supported in improving ACT scores. The district will work creatively to ensure we make the best use of ACT test days, bootcamps, or other interventions that occur outside of the regular class time.

Professional Learning Communities: PLC meetings currently vary based on content area. Non-tested teachers generally meet monthly as required by our FLEX PD model. The core tested PLCs meet weekly during an intentionally scheduled common planning period. Each Monday, our PLC Instructional Coach meets with the PLC Lead teachers to develop the agenda for that week's meeting. Meetings are then attended by the Instructional Coach, teachers, co-teachers, and interventionists, along with the assigned administrator and Secondary Instructional Supervisor. PLC teams discuss data, student performance, and teaching strategies as well as plan common tasks, activities, and assessments.

Professional Development: Provide PD opportunities to staff and stakeholders over College & Career Readiness expectations. This action step will assist staff and stakeholders in better understanding student goals and would seek to close that gap in ensuring that all students have an advocate to help plan for future success.

RTI2: Students who flag in AimsWeb for reading and math will receive daily, targeted small group instruction that addresses specific skills gaps that are identified.

Special Education Career & Post Secondary Focused Classes: At the high school level, students in grade 9-12 who are served under an IEP outlining transition deficits have the option to enroll in Career Exploration, Focus on Adulthood, Post-Secondary Transition, and/or Intro to Self Determination to further explore and plan for life after high school.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in each situation.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

1. K-12 College & Career Awareness and Exploration: TISA Funded through budget tag: OTHER STUDENT SUPPORT/GUIDANCE (72130).
2. Student Level Data Tracking: TISA Funded through budget tags: REGULAR INSTRUCTION (71100) and REGULAR INSTRUCTION SUPPORT (72210).
3. Industry and Community Partnership: TISA Funded through budget tags: CAREER & TECHNICAL EDUCATION PROGRAM (71300) & CAREER & TECHNICAL EDUCATION SUPPORT (72230).
4. Partnership with Transition TN: TISA Funded through budget tag: SPECIAL EDUCATION SUPPORT (72220).
5. ACT Integration and Innovation: TISA Funded through budget tags: REGULAR INSTRUCTION (71100) and REGULAR INSTRUCTION SUPPORT (72210).
6. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTION (71100).
7. Professional Development: TISA Funded through budget tag: REGULAR INSTRUCTION SUPPORT (72210).
8. RTI2: TISA Funded through budget tag: REGULAR INSTRUCTION (71100).
9. Special Education Career & Post Secondary Focused Classes: TISA Funded through budget tags: SPECIAL EDUCATION INSTRUCTION (71200) & SPECIAL EDUCATION SUPPORT (72220).

10. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).

11. Middle School student transition to High School: TISA Funded through budget tag: OTHER STUDENT SUPPORT/GUIDANCE (72130).

12. Naviance Student Platform: TISA Funded through budget tag: REGULAR INSTRUCTION (71100)

Public Comment and Board Approval

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

GERMANTOWN MUNICIPAL SCHOOL DISTRICT

MASTER FACILITIES *Plan*



2025



Prepared for
Germantown Board of Education

Acknowledgements

GERMANTOWN BOARD OF EDUCATION

Angela Griffith, Chairman
Ryan Strain, Vice Chairman
Brian Curry, Member

Scotty Hendricks, Jr., Member
Andy Ellis, Member
Billy Gates, Student Board Representative



GERMANTOWN FACILITIES MASTER PLANNING COMMITTEE

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Chauncey Bland, Assistant Superintendent of Student Services
John Burnett, Technology Supervisor
Josh Cathey, Deputy Superintendent
Angela Griffith, Germantown Board of Education
Sarah Huffman, Assistant Superintendent of Exceptional Student Education
Jason Manuel, Superintendent
Forrest Owens, Parent/Community Member
Zac Percoski, Executive Director of Operations
Elissa Stratton, Assistant Superintendent of Human Resources
Karen Viotti, Parent/Community Member

SCHOOL PRINCIPALS

Joseph Bond, Principal, Riverdale Elementary School
Ashley Brasfield, Principal, Farmington Elementary School
Shamira Davis, Principal, Houston Middle School
Heather Fisher, Principal, Germantown Online Academy of Learning (G.O.A.L.)
Kendra Pickens, Principal, Forest Hill Elementary School
Hallie Ross, Principal, Houston High School
Jessica Woody, Principal, Dogwood Elementary School

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EXECUTIVE SUMMARY

The Germantown community voted to create a municipal school district in July 2013. In May 2014, the Tennessee Department of Education approved the Germantown Board of Education as a local education agency, officially forming Germantown Municipal School District (GMSD). The district began operations with five schools and now includes one high school, one middle school, three elementary schools, one K-8 school, and a fully virtual K-12 program, the Germantown Online Academy of Learning (GOAL), established in 2021-22 in response to the COVID pandemic.

The Facilities Master Plan guides long-term facility improvements, drawing on enrollment trends, academic programs, and building needs. These factors are interdependent and continuously evaluated to ensure school buildings meet current and future student demands.

GMSD opened the 2025-26 school year with 5,810 students, including 576 non-residents and 208 children of district employees.

The Office of Teaching, Learning, and Assessment delivers a rigorous curriculum designed to prepare every student for success. Over the next five years, GMSD will:

- Expand STEM opportunities across all grade levels.
- Upgrade technology infrastructure.
- Strengthen academic programs including preschool, honors, fine arts, and Early Post-Secondary Opportunities (AP, dual enrollment/credit, CTE certifications).

These initiatives often require reimagining existing spaces. For example, a Physical Therapy room was remodeled into a STEM lab in 2020-21, a classroom is currently being transformed into a print shop, and future plans include updating science labs to align with safety standards and modern practices.

Fine arts programs continue to grow, requiring facilities that support both enrollment and evolving program needs. Annual inspections evaluate whether classrooms, rehearsal areas, and performance spaces are adequate in size, layout, and functionality.

FACILITIES ASSESSMENT & FUNDING

Each year, GMSD conducts an inspection to evaluate building usage and suitability. This process ensures that facilities adequately support enrollment levels and program offerings. The 2025-26 assessment rated most schools in fair to good condition but identified significant capital improvements and maintenance needs that require immediate attention.

Since the district's inception in 2014, more than \$110 million has been invested in capital improvements, including new construction and maintenance needs. Funding has come from the following sources:

- City of Germantown: \$45M+
- GMSD General Fund: \$36M+
- Shelby County Commission: just under \$18M
- Federal Government: just under \$9M
- Private Donors: \$2M+

MAINTENANCE NEEDS & CAPITAL PLANNING

Maintenance needs across GMSD's six schools total \$21,397,000, covering mechanical improvements, structural improvements, general maintenance, and ADA projects. Delaying these repairs increases safety risks, liability, and long-term costs.

Capital improvement projects are prioritized in the budget, with the most critical needs and major projects listed first. To support students, programs, and the longevity of facilities, GMSD must continue to develop strategies that secure adequate funding for maintenance needs and other capital costs.

A significant advancement with the Shelby County Commission now provides capital improvement funding on a monthly basis, allowing the district to plan more strategically for upcoming projects.

FACILITIES MASTER PLAN DEVELOPMENT

The Facilities Master Plan process began in 2014–15 with the formation of a planning committee that included district administrators, board representatives, and parents. Over several months, the committee reviewed data, assessed community needs, and set specific goals for facilities planning.

Although membership has changed through the years, the committee continues to meet annually to provide input and guide updates to the plan.

PLAN GOALS

- Optimize school facilities to meet current and future enrollment.
- Eliminate temporary (portable) classrooms.
- Upgrade facilities to meet ADA, life safety, building, and fire codes.
- Modernize infrastructure to support innovative and advanced instructional technology.
- Preserve the model of neighborhood-based schools.
- Maintain joint-use agreements and partnerships with the City of Germantown.
- Upgrade academic, arts, and athletic facilities so students can learn, practice, compete, and perform at their home schools.
- Renovate and upgrade the high school campus to meet program needs, reflect GMSD and City of Germantown standards, and remain competitive with other area high schools.



ENROLLMENT

Enrollment and demographics provide a clear picture of the number of students attending Germantown schools and their instructional needs. Shifts in these numbers directly impact facility use and space requirements. Enrollment trends—whether growth, decline, or stability—serve as strong indicators for future planning.

This section analyzes historical, current, and projected enrollment and demographic data for GMSD schools.

TABLE 1. HISTORICAL RESIDENT ENROLLMENT

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2014-15	336	357	351	366	339	389	360	344	336	331	253	258	198	4,218
2024-25	388	396	415	426	396	435	414	409	420	341	386	360	410	5,196
2025-26	321	405	378	413	432	391	414	406	400	403	338	365	360	5,026

TABLE 2. HISTORICAL NON-RESIDENT ENROLLMENT

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2014-15	51	51	58	38	47	54	70	121	101	134	256	244	225	1450
2024-25 Non-Residents	12	26	18	21	34	21	54	47	29	78	74	69	96	579
2025-26 Non-Resident	11	11	25	23	19	36	32	45	49	74	89	92	70	576
2024-25 GMSD Employee Non-Resident	17	16	14	11	18	12	15	16	12	10	18	14	9	182
2025-2026 GMSD Employee Non-Resident	16	17	17	16	13	18	15	17	16	17	11	20	15	208

CHART 1. PERCENT CHANGE OF RESIDENT ENROLLMENT

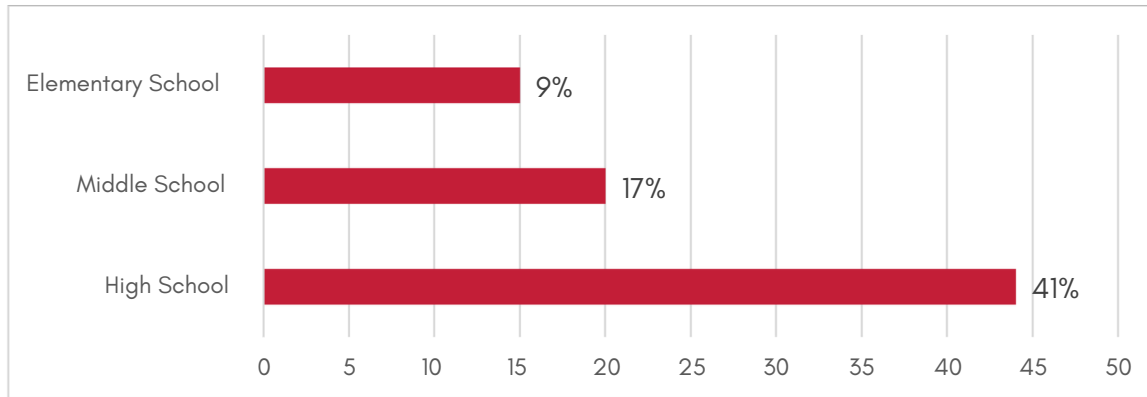


TABLE 3. NUMERIC CHANGE OF RESIDENT GRADE GROUP ENROLLMENT

Year	K -5	6 -8	9 -12	Total
2014-15	2,138	1,040	1,040	4,218
2024-25	2,452	1,243	1,501	5,196
2025-26	2,340	1,220	1,466	5,026
Change	+ 202	+ 180	+426	+ 808

ENROLLMENT GROWTH SINCE INCEPTION

- High School: +426 resident students (41% increase)
- Middle School: +180 resident students (15% increase)
- Elementary: +202 resident students (9% increase)
- District Total: +808 resident students (19% increase)

NON-RESIDENT ENROLLMENT

Table 4 shows enrollment totals by place of residence and school of attendance. Districtwide, about 14% of students are non-residents. Houston High has the largest share (19%), followed by Houston Middle (12%). Proximity to neighboring school systems contributes to these patterns.

TABLE 4. STUDENTS BY PLACE OF RESIDENCE AND SCHOOL OF ATTENDANCE

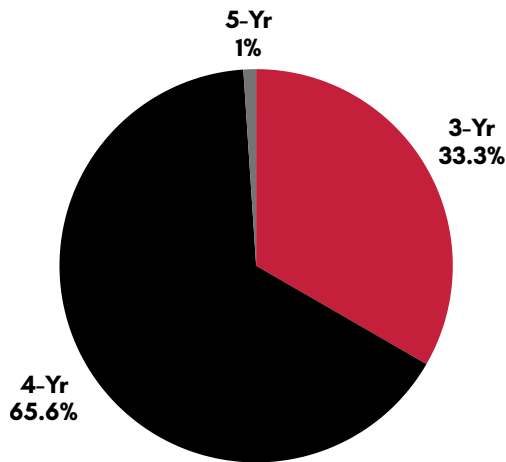


SPECIAL EDUCATION ENROLLMENT

Germantown Municipal School District is committed to ensuring that both general education and special education students have access to academic achievement, college readiness, and career pathways. Students receiving special education services make up 16% of total enrollment, and the district provides a full continuum of support, including services for intellectually gifted students.

Services range from intensive small-group interventions to co-teaching in general education classrooms. Related services include speech/language therapy, occupational and physical therapy, hearing and vision support, and social-emotional services. The most intensive programs focus on preparing students with cognitive challenges for life after school.

CHART 2. PRESCHOOL ENROLLMENT BY AGE



GMSD also secured a Transition from School to Work Grant in partnership with Vocational Rehabilitation, funding two full-time staff members dedicated to improving postsecondary outcomes for students with disabilities. This population represents 0.5%–1% of total enrollment, averaging 90 students from 2014–2025, with current enrollment at 117 students.

For intellectually gifted and talented students, approximately 244 are currently enrolled. These students receive specialized instruction beyond the general education curriculum, with a focus on critical thinking, creativity, and leadership.

The district also provides early childhood special education for ages 3–5. GMSD operates eight preschool classrooms across its four elementary schools (two each at Dogwood, Riverdale, Forest Hill, and Farmington), serving 105 students, including 44 with disabilities.

KEY NUMBERS AT A GLANCE

- 16% of total enrollment receives special education services
- 117 students in intensive support programs
- 244 students identified as gifted
- 105 preschool students (44 with disabilities)

PRESCHOOL ENROLLMENT & FOCUS AREAS

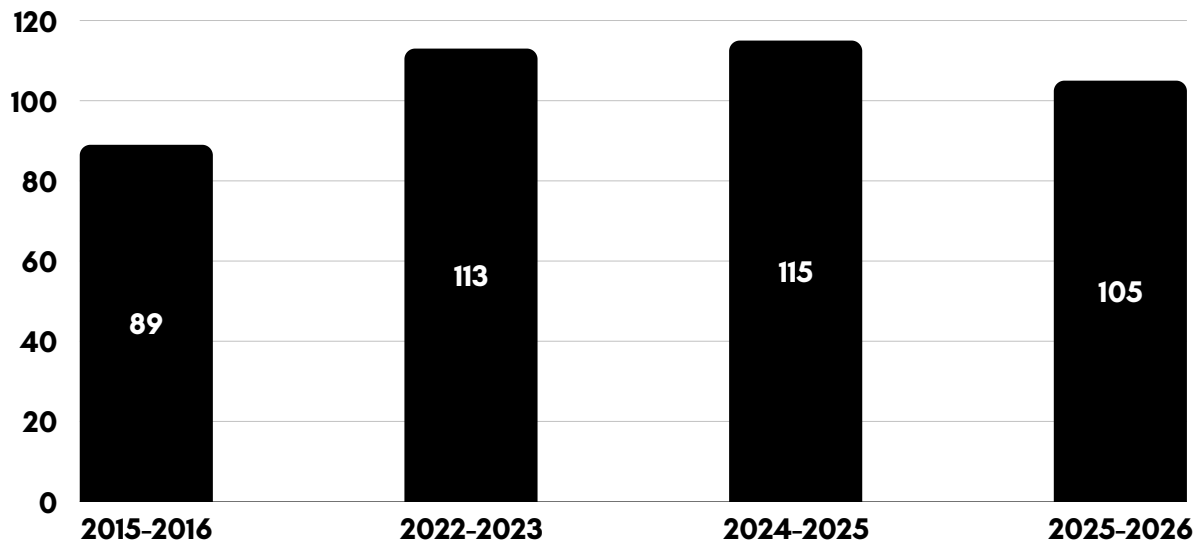
Since its inception in 2014, GMSD has experienced steady growth in preschool enrollment, supported by the creation of the municipal school district and the Child Find awareness campaign. Current enrollment is 105 preschool students, including 44 students with disabilities.

In recent years, the district has emphasized inclusive opportunities for students with disabilities ages 3-5, with initiatives that include:

- Increasing the number of positive peers per classroom
- Adding teaching assistants
- Offering an employee perk program to encourage positive peer participation

The Tennessee Department of Education has identified five statewide focus areas: early foundations and literacy, high school bridge to postsecondary, all means all, educator support, and district empowerment. GMSD will use these priorities to guide and strengthen preschool programs over the next five years.

CHART 3. ESE (SELF-CONTAINED PRESCHOOL ENROLLMENT)



DEMOGRAPHER'S REPORT

In Spring 2017, GMSD hired a professional demographer to forecast enrollment through 2027 using census data, historical enrollment, population demographics, and housing trends. In Fall 2021, the district re-engaged a demographer with updated data from the 2020 Census, actual enrollment trends, and residential development patterns in Germantown.

The analysis found that enrollment will likely remain stable over the next decade, with a projected increase of 136 students (2.3%) from 2025-2026 to 2031-32. Stability is driven by two main factors: turnover of empty nest households (age 70+) balancing with those newly entering that stage (age 50-59), and continued migration of young families with children. Year-to-year changes will primarily reflect the size of grade-level cohorts moving through the system.

For the 2025-2026 school year, the demographer predicted 2,718 K-5 students; actual enrollment was 2,541 (177 fewer). For grades 6-8, the forecast was 1,329 students; actual enrollment reached 1,394 (65 more).

The analysis found that enrollment will likely remain stable over the next decade. Key factors include:

- Turnover of empty nest households (age 70+) balancing out with homes transitioning to empty nest (age 50-59).
- Continued migration of young families with children into Germantown.
- Variations in grade-level cohorts entering and leaving the system year-to-year.

FORECAST VS. ACTUAL (2025-2026)

- K-5: Forecast 2,718 | Actual 2,541 (177 fewer students)
- 6-8: Forecast 1,329 | Actual 1,394 (65 more students)
- 9-12: Forecast 1,803 | Actual 1,812 (9 more students)

Overall, total district enrollment is projected to remain stable, with a modest increase of 136 students (2.3%) from 2025-2026 to 2031-32.

TOTAL ENROLLMENT

The demographer projected 5,850 students for the 2025-2026 school year. Actual enrollment was 5,810—40 less than forecasted. The district will continue to monitor trends and adjust as needed, including recommendations for facility additions or zoning changes.

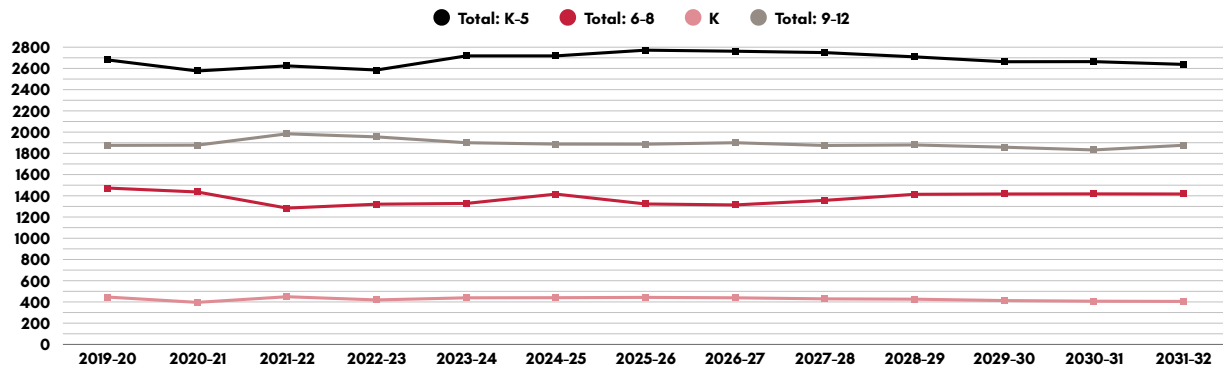
CHART 4. GRADE LEVEL PROJECTED RESIDENT ENROLLMENT

Appendix D: Enrollment Forecasts

Germantown Municipal School District: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	445	396	449	439	439	440	434	429	423	416	409	407	405
1	436	434	414	462	460	459	460	455	448	442	435	428	421
2	436	426	456	417	465	463	462	463	458	451	444	441	434
3	480	431	406	459	419	467	464	464	465	460	454	451	448
4	439	455	434	409	462	422	469	466	466	467	465	461	458
5	444	434	465	439	414	467	429	475	472	473	477	476	472
Total: K-5	2680	2576	2624	2625	2659	2718	2718	2752	2732	2709	2684	2664	2638
6	457	447	407	471	445	420	471	431	478	475	476	482	481
7	509	441	442	405	469	444	418	469	429	475	473	474	480
8	507	492	435	437	401	463	440	413	463	424	469	467	468
Total: 6-8	1473	1380	1284	1313	1315	1327	1329	1313	1370	1374	1418	1423	1429
9	452	531	528	459	461	423	488	466	438	491	449	497	495
10	475	450	534	523	454	456	419	486	464	436	489	447	495
11	494	440	446	523	513	445	447	413	479	457	429	482	440
12	454	494	476	450	528	518	449	454	419	486	464	435	489
Total: 9-12	1875	1915	1984	1955	1956	1842	1803	1819	1800	1870	1831	1861	1919
Total: K-12	6028	5871	5892	5893	5930	5887	5850	5884	5902	5953	5933	5948	5986

CHART 5. GRADE LEVEL PROJECTED RESIDENT ENROLLMENT OVER TIME



CAPACITY

The demand for instructional and core facility space depends on student enrollment and the programs offered each year. To meet this demand, classroom capacity is reviewed and adjusted annually. While a school's square footage does not change, its capacity can fluctuate based on factors such as student-teacher ratios, scheduling, programming, classroom design, space utilization, and curriculum.

At the start of each school year, district administrators monitor enrollment and conduct site visits to assess how classroom space is used. This process helps determine the maximum number of students each school can accommodate.

DEFINITIONS

- Maximum capacity: The number of students that can be placed in a classroom based on state ratios.
- Utilization rate: How efficiently classrooms are used in relation to enrollment.

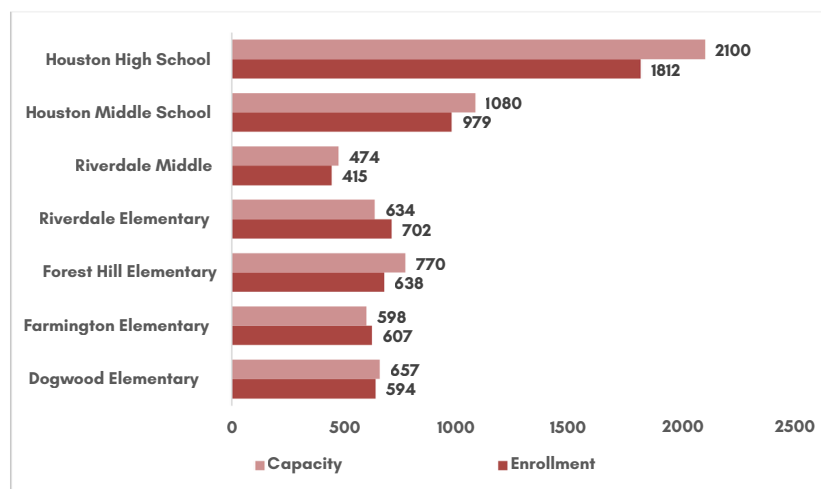
STATE MAXIMUM STUDENT-TEACHER RATIOS:

- Grades K-3 and middle/high CTE: 20:1 average, with no class exceeding 25 students.
- Grades 4-6: 25:1 average, with no class exceeding 30 students.
- Grades 7-12: 30:1 average, with no class exceeding 35 students.

These ratios, combined with the number of classrooms, establish how many students may legally attend each school. The district aims to keep enrollment below state maximum capacity.

Programmatic capacity is defined as two students fewer per teacher than the state maximum. To maintain this standard, the district may adjust enrollment among schools. The opening of Forest Hill Elementary in 2019-20 has already helped balance elementary enrollment.

CHART 5. SCHOOL ENROLLMENT AND CAPACITY UTILIZATION



PROGRAMS

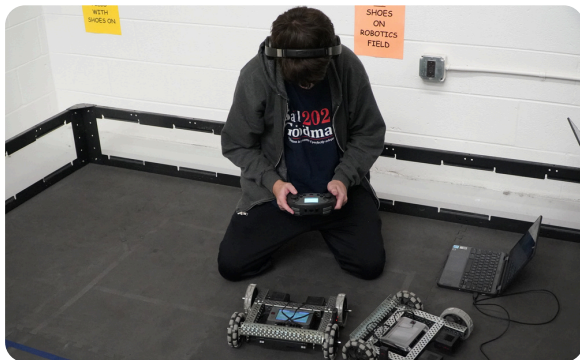
Germantown Municipal School District (GMSD) includes seven schools: three elementary (K-5), one K-8, one middle (6-8), one high school (9-12), and one virtual school (K-12).

The district is known for academic excellence and a focus on continuous improvement, whether through capital projects, expanded course offerings, or support for teachers. Each school provides families with a student-focused, well-rounded environment.

STUDENT OUTCOMES

- Class of 2024: Average ACT composite 24.1, with 100% participation.
- State graduation rate for Class of 2025: 98.8%.
- About 5% of students are considered economically disadvantaged.

Parent support, high expectations, effective teachers, and rigorous curriculum drive this success. Looking ahead, GMSD will continue to strengthen programs that prepare students for college, careers, and diverse pathways, including STEM, occupational diplomas, honors diplomas, special education diplomas, alternative academic diplomas, and traditional diplomas.



STEM

Over the past ten years, Germantown schools have greatly expanded opportunities in STEM—Science, Technology, Engineering, and Mathematics—to give students hands-on experiences with the skills needed for the future. STEM classes now cover everything from robotics and coding to drone flight.

RECENT INVESTMENTS IN STEM INCLUDE:

- **Riverdale:** Added a STEM lab and digital media design space.
- **Houston Middle:** In 2022-23, built state-of-the-art STEM labs and introduced STEM for 6th graders, plus new courses in Coding and Career Exploration.
- **Houston High:** In 2020-21, remodeled the Mechatronics lab and converted a former athletic training space into a STEM classroom and lab. The district also invested in an industry-standard print shop and design lab, with plans for continued expansion.
- **Elementary Schools:** Embed STEAM (Science, Technology, Engineering, Arts, and Math), throughout instruction, giving younger students early exposure to innovation and creativity.



Looking ahead, the district is upgrading facilities to offer fully functional STEM labs and Maker Spaces, beginning with Houston Middle and Riverdale grades 6-8 in 2025-26. These spaces are essential as students prepare for life after graduation—meeting the demand for technical knowledge, especially with projects like Blue Oval City reshaping the workforce in West Tennessee, and developing professional skills such as creativity, collaboration, and project management.



Through federal Perkins Grants and Innovative School Models (ISM) funding, GMSD is also expanding specialized programs. This includes the Business Hub at Houston High School, with Stang Studios print shop and updated Business, Marketing, and Communications classrooms, leading to a fully functioning school-based enterprise. Additionally, the ISM grant will fund a transition of the CTE Nutrition kitchen into a Culinary Lab.

All labs and programs align with CTE “gold standards,” preparing students for high-skill, high-wage, high-demand careers while encouraging nontraditional participation—an important measure in CTE evaluation.

FINE ARTS

The district provides a full range of arts opportunities for students at every level. All elementary schools offer art and music, with fifth graders able to choose orchestra in place of general music. Riverdale and Houston Middle both offer band, chorus, and orchestra. At Houston High School, students can participate in band, choir, orchestra, and a variety of visual arts courses.

RECENT INVESTMENTS IN THE ARTS INCLUDE:

- **Houston High School:** Auditorium renovation and band addition completed in 2019-20. Facility needs remain, including updated rehearsal space for orchestra and choir, as well as improved visual arts classrooms.





- **Houston Middle School:** A 2023 addition includes a new band room, visual arts rooms with natural lighting and sinks, and a kiln room.
- **Dogwood Elementary:** Reopened kiln room with a new kiln in 2022-23; stage upgrades with new lighting and sound in 2024-25.
- **Riverdale:** Needs a dedicated space for string orchestra instruction.

Future arts needs will also be considered in the district's Master Planning for the land formerly known as Houston Levee Park.



ATHLETICS

Houston High School offers 26 TSSAA-sanctioned sports, including the recently added lacrosse and girls' flag football programs. In recent years, the district has made major investments in facilities, including a state-of-the-art field house and weight room, a concession stand/paddock area, and new wood floors in four gyms. While these upgrades have enhanced athletic resources, additional gym space remains a top priority at Houston High.

At the middle school level, Houston Middle and Riverdale offer multiple TMSAA-sanctioned sports and a wide variety of athletic clubs, giving students meaningful extracurricular opportunities at every stage. To broaden participation further, the district has launched an intramural sports program that emphasizes wellness, inclusivity, and school spirit in a less competitive environment.

Through a land-swap agreement with the City of Germantown, GMSD now owns the softball and baseball fields south of the HHS baseball complex, formerly known as Houston Levee Park. This property is part of a Master Planning Process that addresses both athletic and fine arts needs. Phase 1 of the plan has been completed, with major upgrades for the HHS girls' softball program. Looking ahead, the district's goal is to ensure all student-athletes can practice and compete on their own campuses—strengthening both school pride and community connection.



TECHNOLOGY

INFRASTRUCTURE UPGRADES

Houston High School's network cabling on the second floor and Annex has been upgraded to Cat6A, supporting 10Gbps speeds and increasing network capacity by up to 100 times in some areas. Remaining areas of the building will be upgraded in future phases.



Wireless access points have been upgraded at all schools except Forest Hill to the newest models, improving throughput for staff and student devices. These upgrades continue to support the district's 1:1 initiative for grades 6-12. Wireless systems will be refreshed on a regular rotation.

BLENDED LEARNING AND 1:1 TECHNOLOGY

In alignment with the district's strategic plan, GMSD maintains a 1:1 classroom environment for grades 6-12, with all students issued Chromebooks to use at home and school. Devices are refreshed on a three-year cycle to ensure reliability and security. Chromebooks support online assessments and digital tools that increase engagement and academic outcomes.



All adopted textbooks include digital versions and online support materials, accessible through Classlink, the district's single sign-on (SSO) portal. Instructional Technology Coaches provide ongoing training opportunities for teachers and the community to support blended learning.

SPECIAL EDUCATION

Every school in Germantown Municipal Schools serves students with disabilities and provides essential related services such as speech and language therapy, occupational therapy, and physical therapy.

FACILITY UPGRADES

- **Dogwood Elementary:** In summer 2020, received extensive ADA upgrades, including improvements to entrances, ramp gradients, restrooms, door hardware, parking, and other accessibility features.
- **Houston High School:** In summer 2024, renovated a main building classroom and relocated the ESE self-contained classroom from the A building to the main building.
- **Farmington and Riverdale:** Planned ADA enhancements are part of a district-wide initiative to ensure accessibility for all students, staff, stakeholders, and community members.



SPED PRESCHOOL PROGRAMS

GMSD operates eight preschool classrooms serving about 105 children ages 3-5, including 44 students with disabilities who are eligible for services beginning at age 3 until they turn 6. This number will increase through referrals from TN Early Intervention System, Child Find, and parents.

The district's preschool programs are fully inclusive, balancing students with disabilities and their peers. Originally offered only at Farmington, preschool has now expanded to all four elementary schools. To support this growth, GMSD has built preschool playgrounds at Dogwood, Forest Hill, and Riverdale, along with dedicated classrooms that allow students to attend preschool at their zoned schools.

GERMANTOWN MUNICIPAL TELEVISION (GMTV)

Since its launch in June 2014, Germantown Municipal Television has been a partnership between Germantown Municipal School District and the City of Germantown. A former auto shop at Houston High School was transformed into a state-of-the-art television studio, creating new opportunities for students in broadcasting and media.

UPGRADES AND INVESTMENTS

Over the past year, GMTV replaced outdated equipment with a new broadcast switcher, Expression graphics computer, ROSS Expression system, video playback machine, and refurbished studio cameras. These upgrades have elevated production quality and expanded student opportunities. Comcast also recabled the Houston High studio, paving the way for a new streaming app for Apple TV and Roku, expected to launch in 2026.



PROGRAMMING AND STUDENT OPPORTUNITIES

GMTV now streams content on YouTube and cable, with shows like GMSD Rewind, Student Spotlights, the superintendent’s weekly message, and Coaches Corner. The program’s shift to Career and Technical Education has created a stronger pathway in broadcast journalism, with students producing sporting events, HNN newscasts, and live-to-tape productions. Satellite studios at Houston Middle, Riverdale K-8, and Farmington support weekly broadcasts, with Dogwood preparing to join. HUDL cameras further enhance live game coverage, including recent upgrades tied to track and field renovations.

COMMUNITY ENGAGEMENT

Beyond schools, GMTV has expanded into the community with a broadcasting booth at Germantown City Hall, ensuring live coverage of Germantown Board of Education meetings and City of Germantown Board of Mayor and Aldermen sessions. This keeps residents connected to local government and school district initiatives.

CITY OF GERMANTOWN PARTNERSHIPS

Germantown Municipal School District continues to enjoy a strong, positive working relationship with the City of Germantown. Our partnership is built on the shared use of facilities and resources, creating opportunities that benefit students, families, and the wider community. From after-school programs like REACH, to youth athletics and shared maintenance of school grounds, to school resource officers and safety support, these collaborations highlight how the City and the district work together to serve Germantown. Examples of this partnership are outlined below.



REACH PROGRAM

In partnership with GMSD, Germantown Parks and Recreation operates the REACH program, offering after-school activities that promote creativity, skill-building, fitness, and fun. REACH serves students at Farmington, Forest Hill, Dogwood, and Riverdale Elementary, providing engaging classes that benefit students and offer convenience for families.

PARKS AND RECREATION

The City of Germantown uses GMSD facilities for youth sports, with basketball practices on weeknights and games on Saturdays. The city also maintains school grounds and provides playgrounds used by students for recess and activities. Together, the city and district continue to explore ways to enhance facilities and recreational opportunities.

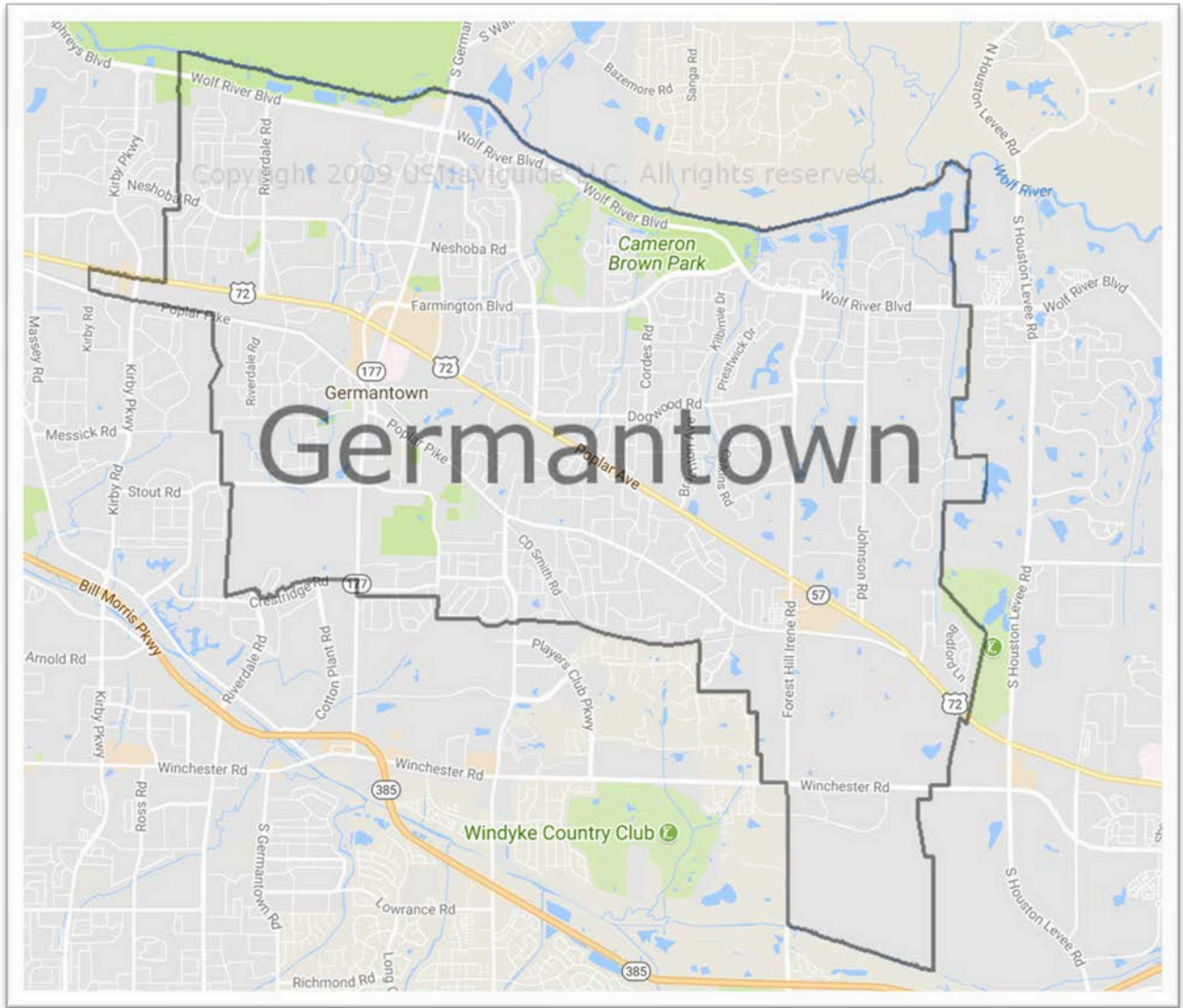


SCHOOL RESOURCE OFFICERS

Through an agreement with the City of Germantown, each school has a full-time School Resource Officer, with two stationed at Houston High. The city also provides crossing guards at every school. This partnership strengthens safety, security, and communication across the district.



MAP 1. HOUSTON HIGH ATTENDANCE ZONES



ATTENDANCE ZONES

All residents of the City of Germantown are guaranteed a seat in one of our schools. Houston High School serves all Germantown students in grades 9-12, while elementary and middle school attendance zones are carefully drawn based on student geolocation, demographer reports, and enrollment trends. The district last reconfigured its attendance zones in spring 2018.



Maintenance Needs: \$11+ million

Campus / Building Design: Two-story structure with academic wings, auditorium, athletic complex, and specialized program spaces.

Programs / Features: 26 TSSAA-sanctioned sports; robust fine arts programs; a broadcast television studio; mechatronics and STEM labs; specialized instruction transition lab; greenhouse; culinary lab; science labs; and an industry-standard print shop.

2025-26 Student Enrollment at Houston High School	
Germantown Residents	1,444
Non-residents	306
Employee Non-Residents	62
Total Enrolled	1,812
Student / Teacher Ratios	
Teachers	82
Student : Teacher Ratio	22.1 : 1
Allowed Average (TN)	30 : 1

Year Opened Size: Built in 1989

Size: 281,689 sq. ft. on a 70-acre campus (expanded in 2020 through a land swap with the City of Germantown)

Grades Served / Enrollment: Grades 9-12, 1,812 students, 22.1 student-teacher ratio.

Building Condition: Rated fair to good



CAPITAL PROJECTS IN THE LAST FIVE YEARS

2020: Auditorium renovations; athletic field house, concession stand/paddock, and band addition completed

2021: Bathroom renovations

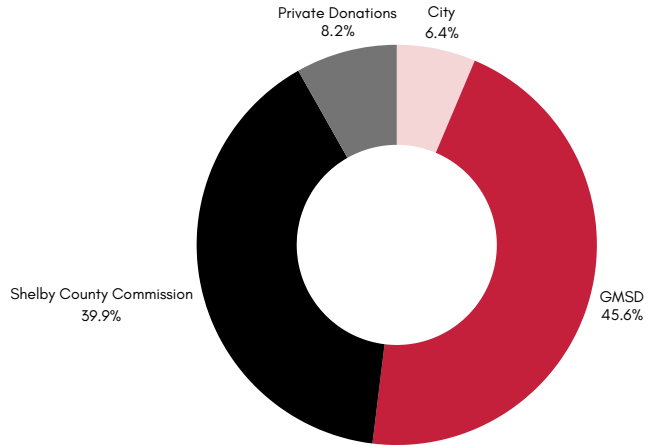
2022: Softball field and fieldhouse completed

2023: Door hardware upgrades, stadium lighting upgrades, Phase 1 ceiling grid/tile/LED replacement, Phase 1 intercom replacement

2025: Track expansion, bleacher/press box replacement, elevator replacement

CAPITAL IMPROVEMENT FUNDING, HHS 2014-2024

HHS	Amount
City	\$ 1,595,037.00
GMSD	\$11,401,000.00
Shelby County Commission	\$ 9,975,000.00
Private Donations	\$ 2,050,000.00
Total	\$ 25,021,037.00

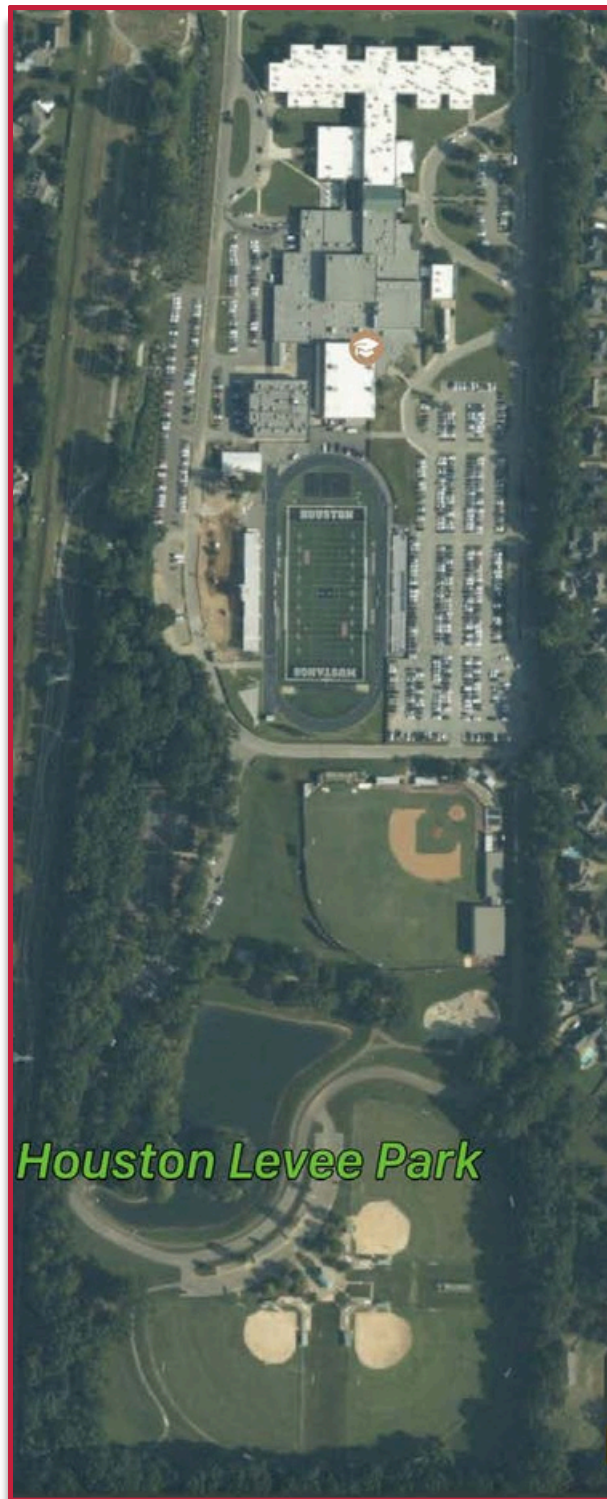


CAPITAL IMPROVEMENTS TOTALING OVER \$25,000,000 INCLUDE: Gym Floor Replacement, Repaving, Carpeting, Television Studio, New HVAC, Roof Replacement, Painting, Turf Field and Jumbotron, Security Entrance & Fencing, Auditorium Renovations, Athletic Field House, Band Addition, Concession Stand/Paddock, Bathroom Renovations, a Softball Field/Fieldhouse, Door Hardware Upgrades, and Stadium Lighting, Bleacher and Press Box Upgrades.

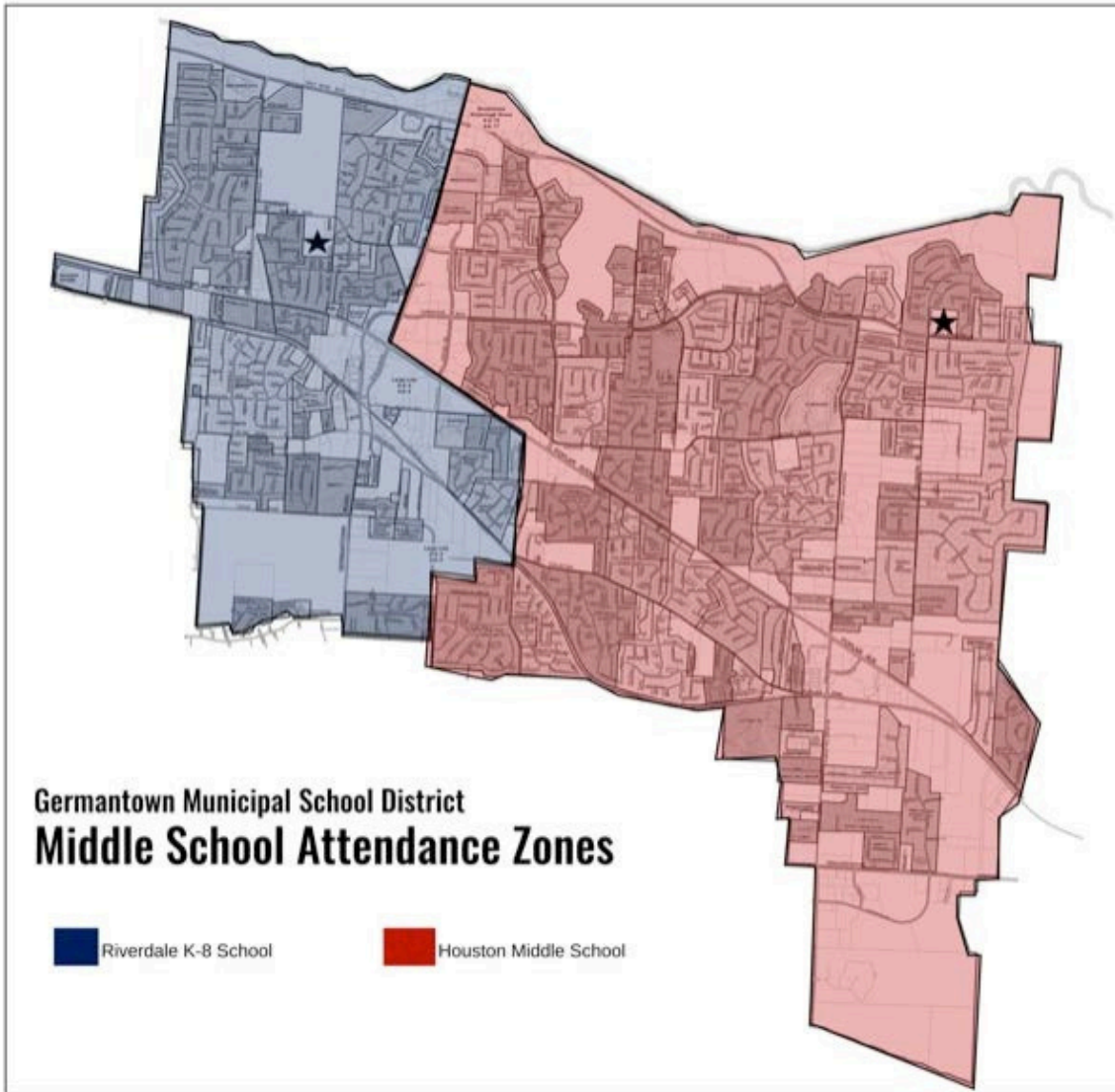


INVESTMENTS IN HOUSTON HIGH SCHOOL'S CAMPUS

SITE PLAN 1: HOUSTON HIGH SCHOOL



MAP 2. MIDDLE SCHOOL ATTENDANCE ZONES





Campus / Building Design: Single-story structure with classroom wings connected to a central commons housing the main office, library, cafeteria, and two gymnasiums. The school includes 50 classrooms with specialized spaces for special education, art, music, computer, and science labs.

Programs / Features: Robust elective schedule; band, orchestra, and chorus programs; expanding athletics; theater and visual arts; television studio; and a variety of student clubs and extracurricular activities.



Year Opened Size: Built in 1992

Size: 135,724 sq. ft. on a 20-acre campus

Grades Served / Enrollment: Grades 6-8, 976 students, 25.7 student-teacher ratio

Building Condition: Rated fair to good

Maintenance Needs: Just under \$2 million

2025-26 Student Enrollment at Houston Middle School	
Germantown Residents	866
Non-residents	82
Employee Non-Residents	31
Total Enrolled	979
Student / Teacher Ratios	
Teachers	37
Student : Teacher Ratio 6th	25.9 : 1
Allowed Average 6th (TN)	30 : 1
Student : Teacher Ratio 7th-8th	26.7 : 1
Allowed Average 7th-8th (TN)	30 : 1

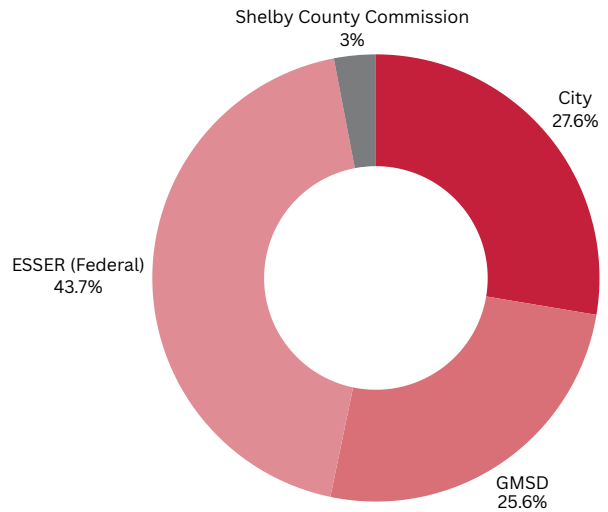
CAPITAL PROJECTS IN THE LAST FIVE YEARS

2023: Door hardware upgrades; interior painting; 42,794 sq. ft. addition completed

2024: Repainting of original building; retrofitting of the original main office to faculty space.

CAPITAL IMPROVEMENT FUNDING, HMS 2014-2024

HMS	Amount
City	\$ 5,500,000.00
GMSD	\$ 5,100,000.00
ESSER (Federal)	\$ 8,700,000.00
Shelby County Commission	\$ 600,000.00
Total	\$ 19,900,000.00



CAPITAL IMPROVEMENTS TOTALING JUST UNDER \$20,000,000 INCLUDE: Painting, Ceiling tile grid, LED lighting, bathroom renovations, existing Gym floor replacement, drives repaved, carpeting, water bottle filling stations, and the Houston Middle Addition/renovation which includes updated STEM, Gym, art, music spaces.



INVESTMENTS IN HOUSTON MIDDLE SCHOOL'S CAMPUS

SITE PLAN 2. HOUSTON MIDDLE SITE PLAN





Year Opened Size: Built in 1968

Size: 152,199 sq. ft. on a 25-acre campus (15 acres school, 10 acres city park). Multiple additions and renovations, including a state-of-the-art 64,000 sq. ft. middle school wing completed in 2017

Grades Served / Enrollment: Grades K-8, 1,152 students (709 in K-5; 443 in 6-8).

Campus / Building Design: Combination of single- and two-story structures with classroom pods organized by grade level. Facilities include administrative offices, library, cafeteria, auditorium, two gymnasiums, 111 classrooms, science and computer labs, fine arts spaces, a television studio, and dedicated areas for general and special education.

Programs / Features: Robust academic offerings, band, orchestra, chorus, theater, STEM and career/technical courses, fine arts, athletics, and weekly student-produced television programming.

CAPITAL PROJECTS IN THE LAST FIVE YEARS

- **2020:** Painting of main building, kindergarten wing, and B gym
- **2023:** Roof replacement and door hardware upgrades
- **2024:** Addition painted
- **2025:** Renovations added 6 small group teaching spaces, 4 offices, and improved guidance office privacy



Building Condition: Rated fair to good

Maintenance Needs: Under \$2 million

Enrollment	
Germantown Residents	992
Non-residents	79
Employee Non-Residents	46
Total Enrolled	1,117
Student / Teacher Ratios	
Teachers	56
Student : Teacher Ratio K-3rd	17.7:1
Allowed Average K-3rd (TN)	20:1
Student : Teacher Ratio 4th-6th	21.1:1
Allowed Average 4th-6th (TN)	25:1
Student : Teacher Ratio 7th-8th	23.4:1
Allowed Average 7th-8th (TN)	30 : 1

CAPITAL IMPROVEMENT FUNDING, RES 2014-2024

RES	Amount
City	\$ 10,500,000.00
GMSD	\$ 8,950,000.00
Total	\$ 19,445,000.00



CAPITAL IMPROVEMENTS TOTALING OVER \$19 MILLION WHICH INCLUDES:

Riverdale 64,000 sq ft addition to replace portables, Sidewalk Additions, HVAC & Ceiling Replacement, LED Lighting Upgrades, Painting, bathroom renovations, Roof Replacement, Door Hardware Upgrades, and Office/Teaching Space Reconfiguration.

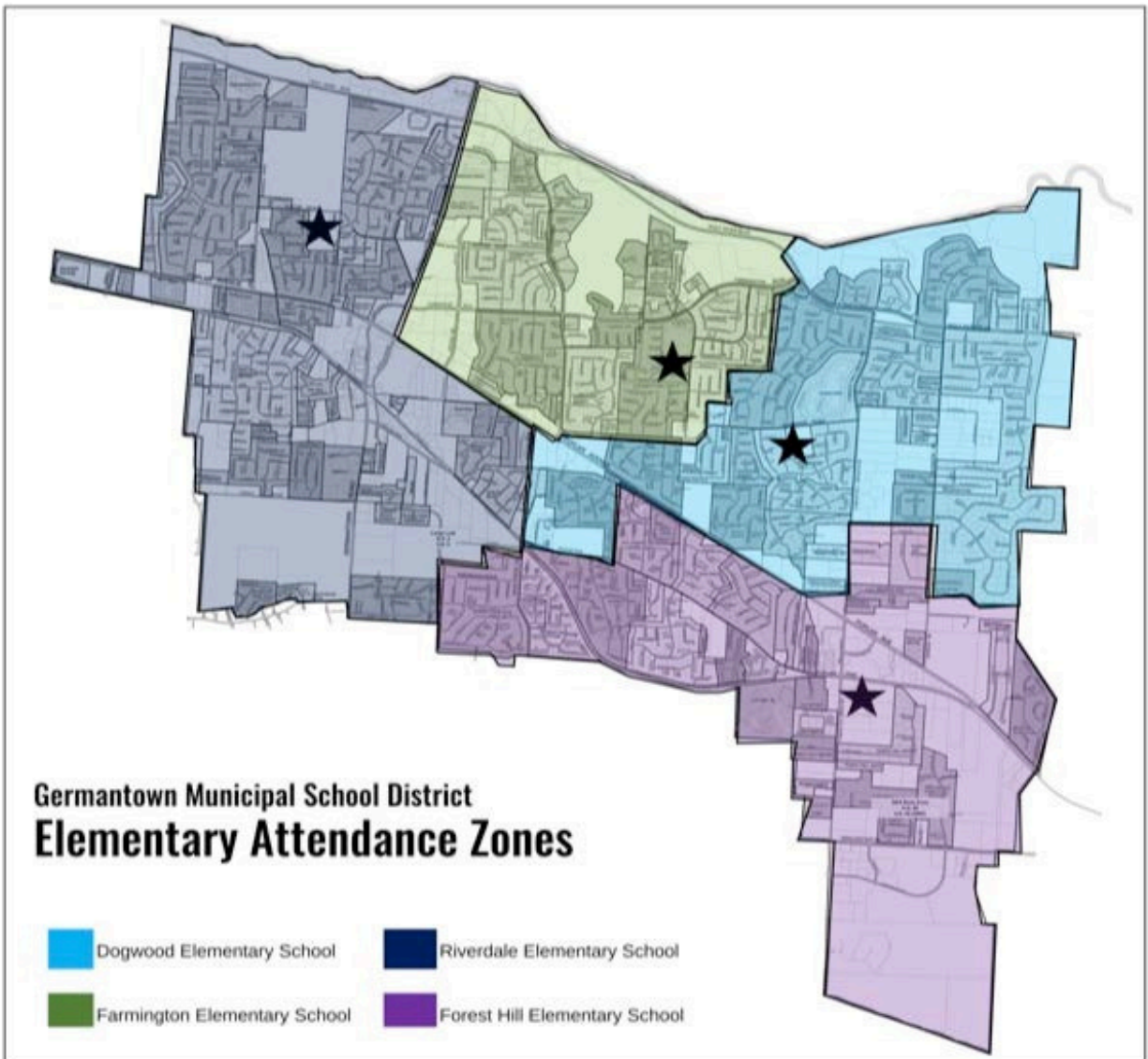


INVESTMENTS IN RIVERDALE SCHOOL'S CAMPUS

SITE PLAN 3. RIVERDALE ELEMENTARY SITE PLAN



MAP3.ELEMENTARYATTENDANCEZONES





Campus / Building Design: Pod-style layout with classroom clusters around a central commons that houses the main office, library, cafeteria, and gymnasium. Includes 46 standard classrooms plus specialized spaces for art, music, science, computer, and special education. Eight modular classrooms were added in 2016 and 2017 to meet enrollment growth.

Programs / Features: Comprehensive elementary curriculum; strong fine arts program (art, music, chorus); STEM and science spaces; inclusive special education classrooms; and extracurricular activities that extend learning.



Year Opened Size: Built in 1976

Size: 88,000 sq. ft. on an 18.5-acre site (14 acres school, 4.5 acres city park)

Grades Served / Enrollment: Grades K-5, 637 students, 19.9 student-teacher ratio

Building Condition: Rated fair to good

Maintenance Needs: Just under \$1 million

2025-26 Student Enrollment at Dogwood Elementary School	
Germantown Residents	560
Non-residents	18
Employee Non-Residents	16
Total Enrolled	594
Student / Teacher Ratios	
Teachers	32
Student : Teacher Ratio K-3rd	17.1:1
Allowed Average K-3rd (TN)	20:1
Student : Teacher Ratio 4th-5th	20.4:1
Allowed Average 4th-5th (TN)	25:1

CAPITAL PROJECTS IN THE LAST FIVE YEARS

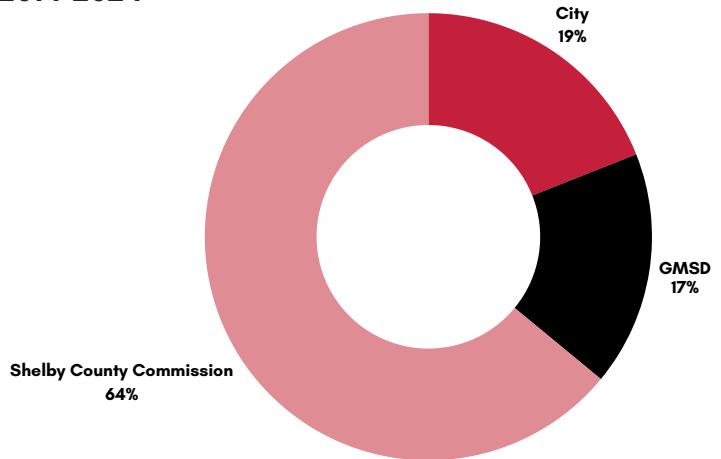
2020: ADA improvements, ceiling tile/grid with LED lighting, secure entrance completed

2021: Outdoor classroom completed

2023: Renovations to gym, cafeteria, and kitchen

CAPITAL IMPROVEMENT FUNDING, DES 2014-2024

Dogwood	Amount
City	\$ 1,520,000.00
GMSD	\$ 1,360,000.00
Shelby County Commission	\$ 5,125,000.00
Total	\$ 8,005,000.00



CAPITAL IMPROVEMENTS TOTAL OVER \$8 MILLION WHICH INCLUDE:

Modular Classrooms, SPED/ADA Playground, Carpeting, Painting, Outdoor Play Spaces, Bathroom Renovations, Paving, Main Entrance Renovations, Roof Replacements, New HVAC And Energy Management System, ADA Renovations, Ceiling Tile/Grid, LED Lights, a New Secure Entrance, an outdoor classroom, Gym Renovations, Cafeteria Renovations, and Kitchen Remodel.



INVESTMENTS IN DOGWOOD ELEMENTARY SCHOOL'S CAMPUS

SITE PLAN 4. DOGWOOD ELEMENTARY SITE PLAN





Campus / Building Design: Single-story structure with two parallel classroom wings intersected by a central commons housing administrative offices, library, cafeteria, and gymnasium. Includes 46 classrooms with dedicated spaces for art, science, computer labs, and special education. Six modular classrooms were added in 2016; four portable classrooms were removed in 2019.

Programs / Features: Comprehensive elementary curriculum; strong fine arts program (art, music, chorus); STEM and science labs; inclusive special education programming; and extracurricular activities for younger students.



Year Opened Size: Built in 1973

Size: 73,908 sq. ft. on an 18-acre site (9 acres school, 9 acres park)

Grades Served / Enrollment: Grades K-5, 621 students, 18.8 student-teacher ratio

Building Condition: Rated fair to good

Maintenance Needs: \$2.45 million

2025-26 Student Enrollment at Farmington Elementary School	
Germantown Residents	572
Non-residents	22
Employee Non-Residents	13
Total Enrolled	607
Student / Teacher Ratios	
Teachers	32
Student : Teacher Ratio K-3rd	17.5:1
Allowed Average K-3rd (TN)	20:1
Student : Teacher Ratio 4th-5th	21.1:1
Allowed Average 4th-5th (TN)	25:1

CAPITAL PROJECTS IN THE LAST FIVE YEARS

2021: Additional bathroom renovations

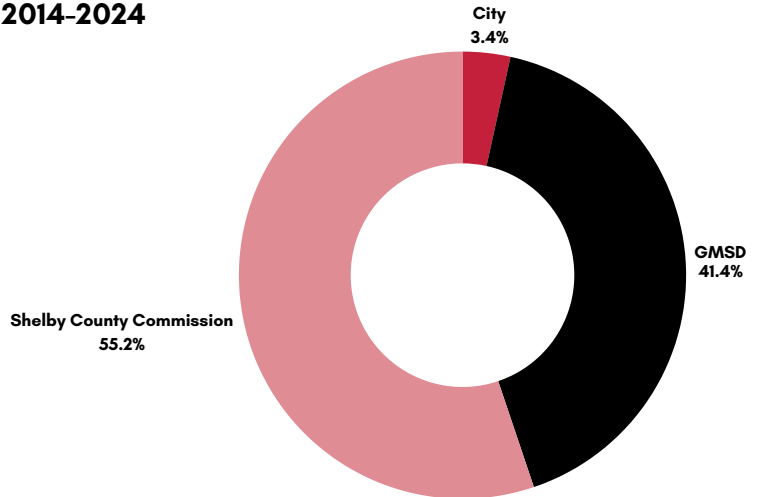
2023: Gym renovations and door hardware upgrades

2024: Interior painting

2025: Installation of new playground

CAPITAL IMPROVEMENT FUNDING, FES 2014-2024

Farmington	Amount
City	\$ 125,000.00
GMSD	\$ 1,500,000.00
Shelby County Commission	\$ 2,000,000.00
Total	\$ 3,625,000.00



CAPITAL IMPROVEMENTS TOTALING JUST UNDER \$4 MILLION WHICH INCLUDES:

Modular Classrooms, Bathroom Renovations, Window Replacement, HVAC & Ceiling Replacement, LED Lighting Upgrades, Repainting, Carpeting, Energy Management System, bathroom renovations, Gym Renovations, and Door Hardware Upgrades.



INVESTMENTS IN FARMINGTON ELEMENTARY SCHOOL'S CAMPUS

FARMINGTON ELEMENTARY SITE PLAN





Campus / Building Design: Two-story structure with two classroom wings extending north-south and east-west. The building includes administrative offices, a library, cafeteria, gymnasium, arts wing, and STEM spaces. There are 53 standard classrooms and two half-classrooms, with dedicated areas for general education, special education, art, music, and activity space.

Programs / Features: Comprehensive elementary curriculum; fine arts (art, music, chorus); STEM and activity spaces; inclusive special education programming; and extracurricular opportunities that encourage creativity and innovation.



Year Opened: Built in 2019

Size: 105,780 sq. ft. on a 26-acre site (after a 2020 land swap with the City of Germantown and Taylor Land Investors)

Grades Served / Enrollment: Grades K-5, 676 students, 19.3 student-teacher ratio

Building Condition: Rated good

Maintenance Needs: Approximately \$517,000.

2025-26 Student Enrollment at Farmington Elementary School	
Germantown Residents	564
Non-residents	35
Employee Non-Residents	39
Total Enrolled	638
Student / Teacher Ratios	
Teachers	35
Student : Teacher Ratio K-3rd	17:1
Allowed Average K-3rd (TN)	20:1
Student : Teacher Ratio 4th-5th	20.9:1
Allowed Average 4th-5th (TN)	25:1

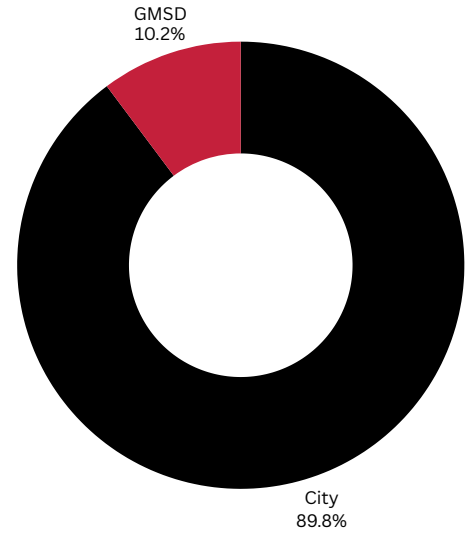
CAPITAL PROJECTS IN THE LAST FIVE YEARS

2023: Playground improvements

2024: Additional playground improvements

CAPITAL IMPROVEMENT FUNDING, FHES 2014-2024

Forest Hill	Amount
City	\$ 27,000,000.00
GMSD	\$ 3,075,000.00
Total	\$ 30,075,000.00



CAPITAL IMPROVEMENTS TOTALING OVER \$30,075,000

These improvements built the school in 2019.



INVESTMENTS IN FOREST HILL ELEMENTARY SCHOOL'S CAMPUS

FOREST HILL ELEMENTARY SITE PLAN



FACILITIES ADDITIONS:

HOUSTON HIGH SCHOOL MASTER PLAN

In summer 2020, GMSD completed a land exchange with the City of Germantown, gaining ownership of Houston Levee Park and expanding the Houston High campus. This allowed the district to begin a comprehensive Master Planning process to reimagine the school.

Subcommittee work on Arts, Athletics, Academics, and Operations was completed in spring 2021. Using this input, Fleming Architects developed multiple conceptual designs, which were presented to the Board of Education in September 2022.

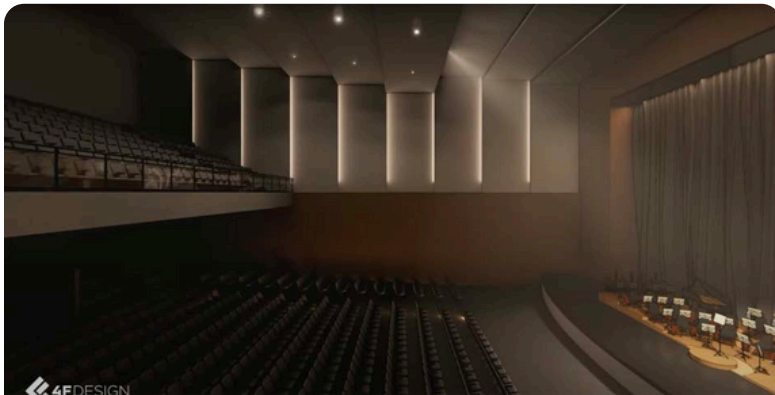
The district is now preparing for next steps, while also honoring a land use agreement that provides the City's girls recreational softball program seasonal field access through 2030. GMSD leadership continues to work with the City of Germantown to secure funding for this important project.



EXPLORE THE HOUSTON HIGH SCHOOL MASTER PLAN

Learn more about the Master Planning process, explore the community's wish list, and see what's ahead for Houston High at our website: [Houston High School Master Plan](#)





The Houston High School Master Plan is a collaborative vision for Germantown's only high school. Nearly 100 teachers, parents, students, coaches, and community members contributed ideas through subcommittees on academics, fine arts, athletics, and operations. Working with Fleming Architects, the district developed conceptual designs to create state-of-the-art facilities that meet the needs of students and the community.

The planning process began in 2020 with brainstorming and design work, followed by community and board input and budget discussions. In 2024-25, the focus shifted to funding and phasing projects to match financial capacity while advancing priorities in arts, academics, and athletics.

Funding remains the biggest challenge. GMSD has requested \$100 million in phases, while the City of Germantown currently has \$10 million earmarked for 2026-27. City leaders are reviewing borrowing policies, bond options, and partnerships to close the gap.

The plan outlines major upgrades: new science labs, a modern auditorium, expanded music and theater spaces, renovated gyms and fields, and operational improvements such as traffic flow and office upgrades. Together, these efforts aim to ensure Houston High remains a top-tier school with facilities that empower personal potential for years to come.

FACILITY ASSESSMENT

Germantown Municipal Schools is committed to maintaining the structural soundness of all school facilities. The district commissioned Fleming Architects to complete a full facility analysis, which was completed in the Fall of 2015. The District re-engaged Fleming for an update and new facility analysis in the Fall of 2020. Also, each year, a facilities audit is conducted to assess the physical condition of each building. The audit is a comprehensive report on the current condition of the school site and the structural and mechanical infrastructure of each building. The purpose of the audit is to identify facility deficiencies and hazards that require regular maintenance and corrective action. District staff also fills out capital requests through the budget process. All of these resources are compiled in a summary of needs based on the following categories:

STRUCTURAL	MECHANICAL	ADA	GENERAL MAINTENANCE
Roofs	Security System	Accessibility	Parking Lots
Windows	Fire Alarm	Entrances	Stadiums
Ceiling Tile/Grid	Intercoms	Hallways	Food Service
Foundation	Lighting HVAC	Restrooms	Bleachers
Cracks Flooring	Plumbing	Playgrounds	Elevators
	Chiller/Boiler		Painting
	Technology		

FACILITY ASSESSMENT

TABLE 11. MAINTENANCE NEEDS

SCHOOL	HHS	HMS	RES	DES	FES	FHES	DO	TOTAL
Year Built	1989	1992	1968	1976	1973	2019	2019	--
Additions/ Renovations	2004	2022	1973, 1976, 1986, 1993, 1996, 2017	1979, 1985	1978, 1985	None	None	--
Sq. Ft.	281,689	135,724	152,199	88,000	73,908	105,780	20,016	839,316
Structural	\$5,500,000.00	\$400,000.00	\$1,000,000.00	\$110,000.00	\$1,200,000.00	\$0.00	\$0.00	\$8,110,000.00
ADA	\$2,050,000.00	\$0.00	\$500,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,550,000.00
Mechanical	\$650,000.00	\$100,000.00	\$0.00	\$0.00	\$700,000.00	\$0.00	\$0.00	\$1,450,000.00
General Maintenance	\$1,600,000.00	\$1,200,000.00	\$1,350,000.00	\$1,600,000.00	\$400,000.00	\$1,050,000.00	\$0.00	\$7,200,000.00
Design/ Contingency	\$1,137,500.00	\$165,000.00	\$180,000.00	\$85,000.00	\$355,000.00	\$47,000.00	\$0.00	\$1,969,500.00
TOTAL	\$10,937,500.00	\$1,865,000.00	\$3,050,000.00	\$1,795,000.00	\$2,455,000.00	\$1,097,000.00	\$0.00	\$21,379,500.00

Table 11 summarizes the maintenance needs among Germantown’s six schools. It is noteworthy that the items included are considered upcoming replacement items and/or maintenance items and do not include projects that are considered capital improvements or new construction. Only items that would fall under Priority 1 or Priority 2 are included here. Facility improvement costs total over \$21 million dollars. Structural improvements comprise the majority of maintenance need costs, followed by general maintenance expenses.

FACILITY ASSESSMENT

Estimates on repair and replacement costs are also provided to establish a rating or facilities condition index (FCI) on the overall state of the building. The FCI is a ratio of the needed maintenance costs to the replacement value. A low FCI is indicative of a building in good condition. For example, an FCI of .1 indicates a 10 percent deficiency, which is generally considered low and an FCI of 0.7 would indicate the building needs extensive repairs or replacement¹. The district has determined that an FCI of 0.5 or higher would indicate the need to consider the replacement of a building structure.

TABLE 12. FACILITIES CONDITION INDEX

SCHOOL	IMPROVEMENT COST	REPLACEMENT COST	FCI
Houston High	\$10,937,500.00	\$55,000,000.00	0.19
Houston Middle	\$1,865,000.00	\$29,000,000.00	0.06
Riverdale Elementary	\$3,030,000.00	\$25,500,000.00	0.11
Dogwood Elementary	\$1,795,000.00	\$12,800,000.00	0.14
Farmington Elementary	\$2,455,000.00	\$10,500,000.00	0.23
Forest Hill Elementary	\$1,097,000.00	\$23,500,000.00	0.04
District Office	\$0.00	\$3,754,000.00	0

*1. VFA Inc. 2012. Facility Condition Index, Retrieved from www.vfa.com. Huber & Lamb Appraisal Group, Inc. Member of the Tennessee Municipal League of Risk
2. Management Pool. Valuation Report for Germantown Board of Education, April, 2018.*

FACILITY IMPROVEMENTS

In formulating a budget of capital improvement needs, the district developed a set of criteria to prioritize projects. The following categories were used to prioritize facility improvements:

PRIORITY 1

Major Capital Improvements and Critical Maintenance: projects include but are not limited to new construction, major building additions and renovations, land acquisitions, roof and HVAC replacements or projects that maintain health and safety, security improvements, and prevent potential risk or are mandated by law.

PRIORITY 2

Minor Capital Improvements and Non-Critical Maintenance: projects include but are not limited to mechanical and system upgrades (electrical, fire, technology), change in facility use or repurposing, or energy conservation.

PRIORITY 3

Deferrable and Desirable: Projects capable of being deferred up to five years or improve the quality, convenience or bring a facility up to district standards.

FACILITY IMPROVEMENTS

The capital improvement budget is based on each municipal school district receiving a percentage of Shelby County's education fund, calculated by average daily attendance.

The City of Germantown has been a key partner in funding GMSD's capital needs, contributing more than \$45 million since the district's founding. Notable investments include:

- **FY 2015:** \$1 million for Dogwood Elementary's roof and paving at Houston High.
- **FY 2016:** \$7 million toward a \$12 million addition at Riverdale.
- **FY 2017-2018:** \$27 million toward a \$30 million project for Forest Hill Elementary.
- **FY 2018-2019:** \$2.5 million for Riverdale boiler/chiller renovations and \$500,000 for districtwide security upgrades.
- **FY 2020-2021:** \$500,000 for a secure entrance at Dogwood.
- **FY 2021-2022:** \$5.5 million for Houston Middle's addition/renovation and secure entrance.
- **Additional projects:** \$1 million for a Riverdale roof replacement and \$250,000 for gym upgrades at Dogwood and Farmington.

In addition, from 2014 to 2020 the City paid \$355,453 annually to Shelby County Schools on GMSD's behalf as part of the facilities/OPEB settlement. Since 2020, GMSD has assumed this responsibility through 2026, requiring adjustments to its general fund capital budget.

The Shelby County Commission has also provided nearly \$18 million for deferred maintenance since GMSD's inception. These funds have supported window replacements, HVAC upgrades, bathroom renovations, lighting and ceiling grid replacements, ADA improvements, and athletic facility enhancements, including the Houston High softball field and fieldhouse (FY 2021-2022) and the track and bleacher renovation project (FY 2025-2026).

Alongside city and county support, GMSD has invested more than \$36 million from its general fund to address capital improvements and deferred maintenance. Funding priorities are informed by the district's inherited Shelby County Schools list, Fleming Architects' facility analysis, GMSD needs assessments, community engagement, staff feedback, and the school board's vision. GMSD will continue to seek annual support from both the City of Germantown and Shelby County Commission to ensure safe, modern, and effective learning environments for all students.

GERMANTOWN MUNICIPAL SCHOOL DISTRICT FIVE-YEAR CAPITAL IMPROVEMENT PLAN

2026	Houston High Intercom Replacement Phase 2	\$150,000
	Farmington Portable Removal	\$125,000
	Farmington Addition	\$6,000,000
	Houston High Bathroom Upgrades/Renovations	\$1,250,000
	Houston High Ceiling Tile/ Light/ Grid Phase 2	\$1,000,000
	Farmington Roof Replacement	\$1,200,000
	Forest Hill Wireless Access Point Replacement	\$150,000
TOTAL	\$9,875,000	
2027	Houston High Bathroom Upgrades/Renovations	\$600,000
	Riverdale Bathroom Upgrades/Renovations	\$500,000
	Farmington Sprinkler System Install/Duct Work Replacement	\$500,000
	Farmington Fire Alarm System Replacement	\$200,000
	Houston High Southern Field Addition	\$2,500,000
	Dogwood Painting	\$300,000
	Riverdale Orchestra Addition	\$1,000,000
Houston High Flooring Phase 1	\$750,000	
TOTAL	\$6,350,000	
2028	Houston High School Painting	\$1,000,000
	Dogwood Window Replacement	\$110,000
	Dogwood Parking Lot Resurfacing	\$300,000
	Houston High Boiler Replacement	\$300,000
	Houston Middle Window Replacement	\$400,000
	Houston Middle Boiler/Water Heater Replacement	\$100,000
	Houston High Baseball Facility Renovation	\$350,000
	Dogwood Portable Removal	\$125,000
	Houston High Gym Bleacher Replacement	\$250,000
Houston High Flooring Phase 2	\$750,000	
TOTAL	\$3,685,000	
2029	Dogwood Addition	\$5,000,000
	Forest Hill Painting	\$900,000
	Riverdale Painting (All Buildings Except Addition)	\$900,000
	Farmington Parking Lot Resurfacing	\$400,000
	Houston High Roof Replacement	\$2,000,000
	Houston High ADA Upgrades	\$200,000
	Houston Middle Resurface Parking Lot	\$600,000
TOTAL	\$11,000,000	
2030	Houston High Window Replacement	\$1,000,000
	Dogwood Parking Lot Resurfacing	\$300,000
	Houston Middle School Painting	\$600,000
	Dogwood Flooring	\$1,000,000
	Riverdale Flooring Original Building	\$1,000,000
	Houston High HVAC Replacement	\$200,000
	Riverdale Parking Lot Resurfacing	\$450,000
TOTAL	\$4,550,000	