

Executive Summary of Georgetown Elementary School Improvement Plan

Georgetown Elementary School (GES) is a Title 1 school. GES has an average enrollment of approximately 500 students annually in grades K-5. There are 23 homerooms: 3 kindergarten, 4 first grade, 4 second grade, 4 third grade, 3 fourth grade, and 4 fifth grade. There are 4 special education teachers, and 8 paraprofessionals. There is also a full-time PE, Art, and Music teacher. In addition, the student population is served by 2 administrators, 2 Site-Based Academic Coach, 1 counselor, 1 media specialist, 1 speech pathologist, and 1 part-time clinic worker. Georgetown Elementary School serves students in the district's East Zone. Our school participates in a program that allows all of our students to receive free lunch. Currently, our school population consists of the following racial and ethnic groups: African American-87%, Hispanic-4.41%, White-3.20%, Multi-racial- 5.39. 14.2% of the student population is identified as students with disabilities and 1% Gifted.

Georgetown Elementary School (GES) is a uniformed school that promotes teamwork and focuses on helping students excel academically. Georgetown Elementary School's mission mirrors that of the MCSD to inspire and equip all students to achieve unlimited potential. As well, Georgetown Elementary School's vision mirrors the vision of the MCSD to be a beacon of educational excellence where all are known, valued and inspired. GES maximizes and organizes instructional time to efficiently individualize learning experiences for students in an effort to achieve our vision. GES teachers work collaboratively to create aligned curriculum documents, to develop interactive engaging instructional strategies, and to develop common formative and summative assessments. GES is committed to using data to drive instruction and provide successful learning experiences for all students.

GES biggest challenges include an increase in the number of low performing students including the number of students with disabilities (SWD), a high number of office referrals, and low parental involvement. We recognize these needs and are making efforts to put initiatives into place to place emphasize on instructional strategies that will help our low performing and SWD students and working on strategies to decrease office referrals and increase parental involvement.

As a part of the school improvement plan, our goals are developed to focus on the whole child in all content areas. GES will focus on changing unwanted behaviors by modeling desired behaviors and strategically teaching and rewarding desired behaviors. Professional Development efforts will include in-depth learning opportunities in the area of technology use and use of grade level collaboration to train and guide teachers in differentiating and scaffolding instruction. Teams will continue to collaboratively drill down to the true need of the students and review student responses to interventions. All teachers will continue to participate in district trainings when offered. Job embedded training will include strategies for student engagement, the use of Marzano's learning goals, small group work, formal and informal assessment and student feedback.