



School Improvement Plan 2018 - 2019



**Muscogee County
Georgetown Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
School Name	Georgetown Elementary School
Team Lead	Kevin Scott

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific Measurable Attainable Relevant Time-Bound

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Math and Writing Proficiency
Root Cause # 1	Lack of professional knowledge of appropriate teaching strategies to address student learning needs.
Goal	By May 2019, 100% of all teachers will implement learning targets and incorporate Formative Assessment in all subject areas with 90% effectiveness to guide instruction while using writing strategies thereby increasing students learning as measured by focus walks and student assessment data.

Action Step # 1

Action Step	Differentiate instruction to meet the specific learning needs of all students through remediation, enrichment, and acceleration in all content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Formal and Informal Classroom Observations
Position/Role Responsible	Teachers, Academic Coach Principal
Timeline for Implementation	Others : August 2018 -May 2019

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will teach, model, and guide students on how to effectively answer constructive responses.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Formal and Informal Classroom Observations
Position/Role Responsible	Teachers, Academic Coach, Principals
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Teacher will ensure writing is done consistently by utilizing interactive notebooks and/or journals in all content areas.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, Formal and Informal Classroom Observations
Position/Role Responsible	Teacher, Academic Coach, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Teachers will teach students to actively monitor their progress through progress monitoring with various data sheets and logs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Formal and Informal Classroom Observations
Position/Role Responsible	Teachers, Academic Coach, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Teachers will utilize computer based and print resources to improve instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Formal and Informal classroom observation, Data notebooks, lesson plans
Position/Role Responsible	Teachers, Academic Coaches, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Behavior
Root Cause # 1	Problems with classroom instruction and student engagement.
Goal	By May 2019, 100% of classroom teachers will implement module 1(rituals and routines) and module 2(acknowledgement systems) of PBIS in the Classroom with 80% effective implementation as measured by SWIS data and classroom walk throughs.

Action Step # 1

Action Step	1.Develop up to 3 positively stated behaviors for each expectation within key classroom routines
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teacher, PBIS Team, Principal
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Post and teach the classroom expectations to all students using evidence-based instructional strategies .
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teacher, PBIS Team, Principal
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Post and teach the behaviors within key routines
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teachers, PBIS Team, Principal
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish and maintain a positive classroom environment including acknowledgement of expected behaviors and classroom management plan.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teacher, PBIS Team, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in	
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Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Establish "proactive" instead of reactive approaches when responding to problem behaviors in the classroom with an emphasis on a corrective, instructional approach.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teachers, PBIS Team, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	In order to reverse the increase of negative behaviors during the 2018-19 school term, we plan to make use of an opportunity room which will allow students the opportunity to reflect on their negative behavior and develop an corrective approach. This will include professional development on these approaches.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations
Position/Role Responsible	Teachers, PBIS Team, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	In order to support the process teachers will use computer based and print resources to ensure implementation of PBIS modules.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership

Action Step # 7

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	SWIS, PBIS Walkthroughs, Informal and Formal Observations, Data Logs
Position/Role Responsible	Teachers, Academic Coaches, Principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>Georgetown developed the school improvement plan (SIP) with the participation of individuals who will carry out the program. All required stakeholders were involved in the needs assessment and the development of the SIP. ● Students: Student Health Survey ● Parents: Title I survey, School Council, Climate Survey, conferences, parent involvement activities, individual meetings with principals, Participation in Strategic Planning Meeting ● Teachers: Department meetings; PLC meetings; Classified Climate Survey; TKES self-assessment; data analysis; participation in the completion of the CNA; Leadership Team ● Community: community survey; partnerships with schools; ● Paraprofessional: Leadership Team, Classified Climate Survey; meetings; ● RESA consultants: feedback on coaching cycles and units ● Principals, Assistant Principals: LKES self-assessments, observations; Classified Climate Survey, review of CNA data profiles, perception data, policies and procedures, laws, and guidance; participating in analyzing, prioritizing, planning and reviewing of the SIP.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>In order to ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, we strive to make certain that all of our teachers are meeting professional qualifications. New and novice teachers are supported through the mentor program and new teacher induction programs. Professional learning communities are provided in order for teachers to work collaboratively to improve teaching skills and the academic performance of students.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Georgetown will use Reading Wonders an intensive, researched based reading support system that focus on whole group, small group, and individualized instruction. The programs entails administering assessments, consistently monitoring students' progress, and utilizing assessment data to inform instruction. Achieve3000 is a program designed to improve students' reading and writing skills by differentiated online instruction. Smarty Ants is also used to build phonics skills. Envisions mathematics and Georgia Framework Activities are utilized for mathematics instruction. Systematic, timely intervention are provided through differentiated instructions as well as various computer based programs such as MobyMax and IXL. Paraprofessionals will assist with struggling learners on a scheduled basis for all subject areas. The following supports will be used as well: Small Group Support: Georgetown Elementary staff will provide additional</p>

<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>reading and math support for the all academically at risk students by contracting with someone to provide push-in and pull-out support during reading and math instruction. Classroom teachers will use benchmark and classroom data to determine who needs additional support and flexible groups will be formed as needed. Research: http://files.eric.ed.gov/fulltext/EJ925246.pdf; http://www.fstor.org/stable/749187?aeq=1#page_scan_taab_cantentsarticle=1336&context=education_ETD_masters (Moderate Evidence)</p> <p>Write Score: Write Score will be implement the 2018-2019 school year. This is an analytical approach to writing allows teachers the ability to determine the areas where their students need additional help and which also provides differentiated instruction to optimize student growth. Students will be administered a fall benchmark which will provide the teacher with data-driven individualized instructional strategies which can be used in the classroom. Research: http://digitalscholarship.tnstate.edu/dissertations/AAI3587647/; https://www.glassdoor.com/Reviews/Write-Score-Reviews-E673810.htm</p> <p>Academic Coaches: Two Academic coaches will be employed to provide job-embedded professional learning for teachers through modeling, co-teaching, and observation/feedback. The coaches will meet with grade level teachers in collaborative sessions to provide guidance on instructional planning and best practices. An emphasis will be placed on examining student work and analyzing assessment data in an effort to plan instruction and meet the needs of the most at risk students. Research: http://eastwakehighinstructionalcoaching.pbworks.com/f/instructional+coaches.pdf; http://files.eric.ed.gov/fulltext/ED499253.pdf (Strong Evidence)</p> <p>Parent Involvement: An emphasis will be placed on building parent capacity so that parents have the strategies and tools necessary to work with their children at home and support academic achievement. Curriculum nights will be offered where families will learn about the curriculum and can engage in hands-on learning activities that can also be done at home. https://eric.ed.gov/?id=ED315199 (Strong Evidence)</p> <p>An After school Tutoring program will be offered to at-risk students in the areas of ELA and Math. Students will be offered after-school tutoring on the basis of their class performance and individual needs as determined by classroom data and teacher observation. Research: http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html (Moderate Evidence)</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop</p>	<p>N/A</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Georgetown's plan for students entering elementary school from the primary school, private schools, and students entering our school throughout the school year: Students entering from other schools will have their school records reviewed and will then be placed in the appropriate grade. Students entering our school throughout the school year will be placed in a similar fashion. If school records are incomplete, benchmark and universal screeners will be given and the student will be placed accordingly. Representatives from the receiving school will attend current school's IEP meetings to discuss strengths, needs, and services of upcoming students. Response to intervention data will be placed in Infinite Campus (the school system's student information system) to allow the next school to have access to documents so that support can continue from school to school. The group will develop a plan to address the student's needs in the next grade.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>N/A</p>
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7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

This year we will be entering our fourth year of Positive Behavioral Interventions and Supports (PBIS) implementation in order to reduce disciplinary incidents, increase the school's sense of safety, and support improved academic outcomes. We will focus this year on continuing to create, recognize, and support behavioral norms and expectations for students and finding ways to promote and celebrate positive behavior. We will introduce an opportunity room that will allow faculty or staff members to send students to time-out for a period with approval from a school administrator in order to utilize instructional time effectively. This practice will significantly reduce the number of students from all subgroups who spend instructional time out of the classroom is minimized. The school's leadership team will also continue employ practices that prevent discipline issues before they result in discipline referrals and time spent out of the classroom (ex. finding alternative consequences for behavior situations, counseling with students, etc.). Our PBIS and leadership team as well as our faculty and staff will also closely monitor discipline data and trends through the use of SWIS discipline system to identify and target discipline trends. This data will assist our school in putting in preventative measures to limit referrals and time students spend away from instruction. We are also continuing our schoolwide "reward" system which recognizes and rewards positive student behavior and creates an environment where students feel like they belong to a "family," work together across grade levels to earn points for their "rewards," and participate in activities together as a group to form long-lasting, vertical relationships with other students in multiple grade levels. This system promotes a sense of belonging and accountability, which will result in fewer discipline incidences and encourage students to monitor their behavior.

ADDITIONAL RESPONSES

8 Use the space below to provide additional narrative regarding the school's improvement plan

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