



Georgetown Elementary School School Improvement Plan 2021 – 2024

General Improvement Plan Information	
School	Georgetown Elementary School
Principal	Dr. Michael Forte'
SIP Team Lead	Sadiyah Abdullah
Grades Served	Kindergarten-Fifth Grade
Factors used by the District to Identify Students in Poverty (All Schools) – Check One Box	
<input type="checkbox"/> Community Eligibility Provision (CEP) <input checked="" type="checkbox"/> Free/Reduced Meal Application	
Federal Funding Options to be Employed in this Plan (Title I Schools Only) – Check One Box	
<input type="checkbox"/> Traditional Funding (All Federal Funds are Budgeted Separately) <input checked="" type="checkbox"/> Consolidated Funds (State/Local and Federal Funds are Consolidated)	

TEAM MEMBERS

The comprehensive needs assessment (CNA)/school improvement plan (SIP) team consists of people who are responsible for working collaboratively throughout the CNA/SIP process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Schools must ensure they are incorporating a paraprofessional in the process.

Name	Position
Dr. Michael Forte'	Principal
Dr. Terri Massa	Assistant Principal or Dean
Sadiyah Abdullah/Keao Lindsey-White	Academic Coach
Ashley Greene	Teacher
Dorothy Reviere	Teacher
Bejewel Brown	SWD Teacher (when applicable)
NA	ESOL Teacher (when applicable)
Janet Deese	Paraprofessional
Markeysha Kirksey	Family Engagement Representative
Robyn Purnell	Parent
Keondra Williams	Parent
Holsey Monumental CME	Business/Community Partner
Kappa Alpha Psi Fraternity Inc.	Business/Community Partner
	GaDOE (SI schools only)
	RESA (SI schools only)

ADDITIONAL TEAM MEMBERS

Name	Position
All	All General Education Teachers
All	All SWD/PES Teachers
All	All Specials/Enrichment Teachers

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the CNA/SIP process?

All certified members of the Georgetown participated in the SIP process. Also, all staff member groups and parents had representation in the SIP creation process. Our approved document will be shared with all stakeholders via our website with regular updates included.

OUR SCHOOL MISSION

Georgetown Elementary School Mission: Our mission is to inspire and equip all students to achieve unlimited potential

OUR SCHOOL VISION

Georgetown Elementary School Vision: Georgetown is a school of educational excellence where all are known, valued, and inspired.

OVERARCHING NEEDS

Overarching Needs in Prioritized Order	Root Cause(s)	Category (Check the applicable box)
1. Differentiated instruction used consistently and effectively	Teachers need explicit differentiation modeling/training and monitoring	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
2. Teachers need targeted support to unpack standards and plan for differentiation	Teachers need guidance and support in utilizing common planning time effectively	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
3. Teachers need targeted support developing and using common formative assessments for effective differentiated instruction.	Teachers need training and monitoring on creating and utilizing common formative assessments	<input checked="" type="checkbox"/> Instructional <input type="checkbox"/> Climate
4. We need to create a culture of mutual respect for learning and high expectations for student achievement.	Teachers need guidance and support on creating an environment that engages parents in the academic process	<input type="checkbox"/> Instructional <input checked="" type="checkbox"/> Climate

IMPORTANT

As you develop your school's Improvement Plan (SIP), the actions in the plan need to align with the district's CNA Overarching Needs/DIP Goals as well as the Powerful Practices, Opportunities for Improvement and Improvement Priorities from the last AdvancED review.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT (CNA)/IMPROVEMENT PLAN	
Overarching Needs	Improvement Plan Goals
1. Provide leadership development	1. By July 2022, MCSD will have implemented the first 3 tiers of its leadership development program (Aspiring Principal cohort, Assistant Principals, 1 st & 2 nd year Principals) and developed the next tier (all Principals) for FY 2023 implementation as well as provide pertinent leadership development training in alignment with the district's mission and vision.
2. Address individual student needs	2. By July 2022, 100% of teachers will implement evidence-based Tier 1 instructional strategies through the standards-based classroom framework with 80% of teachers implementing them effectively as measured by student achievement across content areas and student Lexile scores as well as progress on individual school improvement plans. 3. By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area as measured by status reports, walk-throughs and survey feedback.
3. Monitor progress (<i>applies to all 4 goals</i>)	4. By July 2023, all MCSD schools will implement Multi-Tiered System of Supports (MTSS) at a "Developing" level or higher as measured by the School MTSS Fidelity of Implementation Rubric.
4. Create a Culture of Kindness	5. By July 2022, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and a reduction in office discipline referrals.

ADVANCED ENGAGEMENT REVIEW FOR ACCREDITATION (FALL 2017)	
Powerful Practices	
1.	The Muscogee County School District is exceptional in engaging stakeholders to support achievement of the system's purpose and direction through the development and maintenance of strong relationships with regular and positive communication among community partners, system staff, students and parents.
2.	The Muscogee County School District fosters a culture of collaboration, excellence and pride that is evident across all levels of the organization.
3.	The Muscogee County School District analyzed its existing utilization of resources and crafted an exceptional plan to prioritize and reorganize resources in order to provide a more structured support system aligned to the organization's needs resulting in greater student performance and system effectiveness.
Opportunities for Improvement	
1.	Design and implement a defined process to review and revise, as indicated, the system and schools' purpose and vision on a regular basis.
2.	Develop, implement and regularly monitor clearly defined system-wide practices to coordinate learning support services that meet the multi-tiered learning needs of all learners.
3.	Align system resources and instructional support with school-based practices to ensure the fidelity of implementation of the collection, analysis and utilization of formative and summative data for increased student learning, achievement and growth.
4.	Develop and implement professional development strategies that focus on utilization of digital resources as an integral component of content delivery.
Improvement Priorities	
1.	Strengthen and monitor professional learning communities to evaluate, interpret and utilize data for personalized learning and differentiated instruction to increase learning, achievement and growth.
2.	Develop and implement a comprehensive professional development plan that addresses the training needs of instructional, instructional support and leadership staff.

2021 – 2024 OVERARCHING NEEDS & GOALS

District Overarching Need	SIP Goal
Address individual student needs	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.
School Overarching Need	SIP Goal (SMART process goal, not an outcome goal)
Differentiated instruction used consistently and effectively	By May 2024, 80% of Georgetown teachers will be trained and coached on the planning, implementation and use of three areas of Targeted Instruction (teacher led differentiation, formative assessments with adjustment in real time, and quantitative and qualitative groups) and will implement with 60% consistency and fidelity as measured by classroom walkthroughs and peer observation + feedback.
Create a culture, amongst stakeholders of mutual respect for learning and high expectations for student achievement.	By May 2024, 90% of Georgetown Grade Level Teams will be trained and coached on the planning, implementation and use of three areas of Parent Academic Engagement (conducting high interest parent workshops, developing academic parent-partners through intentional data sharing, and expanding the culture of academic excellence via social media platforms) and will implement with 60% consistency and fidelity as measured by parent surveys, engagement artifacts and parent meeting reflections/feedback.

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Revise shared lesson plan template to direct standards driven differentiated instruction as the focus	Strong	All/PES/AA/SES		Academic Coaches	August Pre-Planning	Shared lesson plan artifact	Choose an item.
	Intended Outcomes: Teachers will consistently and effectively develop plans to deliver differentiated instruction						
Monitor grade level planning time for effectiveness and efficiency	Strong	All/PES/AA/SES		Administration, Academic Coaches, Teachers	September-December	Grade level submission of agendas (weekly) Feedback artifacts compiled	Choose an item.
	Intended Outcomes: Prioritized use of common planning time (CPT) to collaborative address differentiated needs of students						
Create/implement shared grade level planning agenda	Strong	All/PES/AA/SES		Administration, Academic Coaches, Teachers	August/September	Grade level planning agenda artifact	Choose an item.
	Intended Outcomes: Effective use of common planning time to collaborative and address differentiated needs of students						
Create/implement shared feedback document	Strong	All/PES/AA/SES		Administration, Academic Coaches, Teachers	September	Shared feedback document artifact	Choose an item.
	Intended Outcomes: Reflect and improve						

	upon effective usage of CPT						
Track effectiveness of grade level usage of common planning time	Strong	All/PES/AA/SES		Administration Academic Coaches	October/December	Charted data spreadsheet	Choose an item.
	Intended Outcomes: Maximize student achievement outcome						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> Ed Elements, RESA Chattahoochee-Flint, Enlarged Vision, 							

SHORT TERM ACTION PLAN

Spring 2022

Goal:	By July 2022, all MCSD schools will implement a Core Four area of Personalized Learning with cohorts of teachers who participate in training and implement practices around the identified Core Four area with 85% fidelity as measured by status reports, walk-throughs and survey feedback.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Monitor grade level planning time for effectiveness and efficiency	Strong	All/PES/AA/SES		Administration, Academic Coaches, Teachers	January-May	Grade level planning agenda artifact	Choose an item.
	Intended Outcomes: Prioritized use of common planning time (CPT) to collaborative address differentiated needs of students						
Track effectiveness of grade level usage of common planning time	Strong	All/PES/AA/SES		Administration, Academic Coaches, Teachers	March/May	Charted data spreadsheet	Choose an item.
	Intended Outcomes: Reflect and improve upon effective usage of CPT						
	Intended Outcomes: Maximize student achievement outcome						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> Ed Elements, RESA Chattahoochee-Flint, Enlarged Vision, 							

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By July 2022, 80% of teachers at Georgetown will be trained and coached around the planning and implementation of differentiated teacher led instruction that encompasses lesson relevance, lesson clarity, teacher models based on student data and culture at 60% consistency (3/5 days/observations) as measured by classroom walkthroughs and peer observations/feedback.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Build and anonymous survey to inform building of a master schedule	Strong	All/SWD/AA/FR		Academic Coaches	August Pre-Planning	Survey results and finalized Master Schedule	Choose an item.
	Intended Outcomes: Teachers proactively schedule time to unpack standards and align instruction						
Revise shared lesson plan template to direct standard driven differentiated instruction as the focus	Strong	All/SWD/AA/FR		Administration, Academic Coaches, Teachers	August Pre Planning	Weekly submission of lesson plans provided explicit/actionable feedback	Choose an item.
	Intended Outcomes: Teachers will consistently and effectively develop plans to deliver differentiated instruction						
Monitor grade level planning time for effectiveness and efficiency	Strong	All/SWD/AA/FR		Administration Academic Coaches Teachers	September-December	Grade level submission of agendas (weekly) Sit-in (weekly rotation) Feedback/reflection artifacts compiled	Choose an item.
	Intended Outcomes: Teachers will prioritize use of common planning time to collaborative address differentiated needs of students						
Long-range mapping plan	Strong	All/SWD/AA/FR		Teachers/Academic Coaches	August	Long-range plan with verbs and possible activities	Choose an item.
	Intended Outcomes: Effective use of common planning						

	time for developing consistent and effective differentiation plans			
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If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.

- Ed Elements, CSU Math Collaborative, RESA Chattahoochee-Flint, Enlarged Vision,

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By July 2022, 80% of teachers at Georgetown will be trained and coached around the planning and implementation of differentiated teacher led instruction that encompasses lesson relevance, lesson clarity, teacher models based on student data and culture at 60% consistency (3/5 days/observations) as measured by classroom walkthroughs and peer observations/feedback						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Monitor grade level planning time for effectiveness and efficiency	Strong	All/SWD/AA/FR		Administration/Academic Coaches/Teachers	January-May	Grade level submission of agendas (weekly) Sit-in (weekly rotation) Feedback/reflection artifacts compiled	Choose an item.
	Intended Outcomes: Intended Outcomes: Teachers will prioritize use of common planning time to collaborative address differentiated needs of students						
Long-range mapping plan	Strong	All/SWD/AA/FR		Teachers/Academic Coaches	January	Long-range plan with verbs and possible activities	Choose an item.
	Intended Outcomes: Effective use of common planning time for developing consistent and effective differentiation plans						
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> Ed Elements, CSU Math Collaborative, RESA Chattahoochee-Flint, Enlarged Vision, 							

SHORT TERM ACTION PLAN

FALL 2021

Goal:	By May 2024, 90% of Georgetown Grade Level Teams will be trained and coached on the planning, and implementation of high interest parent engagement designed to create a culture of academic excellence and will implement with 60% consistency and fidelity as measured by parents attending at least one event and completing a survey, and a review of meeting artifacts.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Build anonymous parent interest survey	Strong	All/SWD/AA/FR		Academic Coaches/Teachers	August	Survey artifact and results	Choose an item.
	Intended Outcomes: Develop and implement high interest parent workshop						
Delivery monthly standards based parent workshop (one per grade level each semester)	Strong	All/SWD/AA/FR		Teachers/Academic Coaches/Administration	September/October/November/December	Workshop agendas and sign-in sheets and parent feedback/staff reflections	Choose an item.
	Intended Outcomes: Engage parents as authentic stakeholders in the academic process						
Increase positive parental contact centered on student growth/progress	Strong	All/SWD/AA/FR		Teachers/Academic Coaches/Administration	August-December	Bi-weekly parent logs, Monthly Town Hall Agendas	Choose an item.
	Intended Outcomes: Engage parents as authentically invested academic stakeholders						
	Intended Outcomes:						

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.

- CSU Math Collaborative, RESA Chattahoochee-Flint, Enlarged Vision,

SHORT TERM ACTION PLAN

SPRING 2022

Goal:	By May 2024, 90% of Georgetown Grade Level Teams will be trained and coached on the planning, and implementation of high interest parent engagement designed to create a culture of academic excellence and will implement with 60% consistency and fidelity as measured by parents attending at least one event and completing a survey, and a review of meeting artifacts.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Delivery monthly standards based parent workshop (one per grade level each semester)	Strong	All/SWD/AA/FR		Teachers/Academic Coaches/Administration	January/February/March-April/May	Workshop agendas and sign-in sheets and parent feedback/staff reflections	Choose an item.
	Intended Outcomes: Develop and implement high interest parent workshop						
Increase positive parental contact centered on student growth/progress	Strong	All/SWD/AA/FR			January-May	Bi-weekly parent logs, Monthly Town Hall Agendas	Choose an item.
	Intended Outcomes: Engage parents as authentically invested academic stakeholders						
	Intended Outcomes:						
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
<ul style="list-style-type: none"> Ed Elements, CSU Math Collaborative, RESA Chattahoochee-Flint, Enlarged Vision, 							

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2021 – 2022				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Parent Re-Engagement/Mastery Connect for formative assessments	Climate		Agenda/Sign-In Sheets/Artifacts
PD Day #2	Small Group Reading/Writing: Assessments/Lesson planning	Instructional		Agenda/Sign-In/Walk-thrus/Look-fors
PD Day #3	Differentiation Lesson Planning: Qualitative Data Groupings	Instructional		Agenda/Sign-In/Walk-thrus/Look-fors
Additional PD	Long-range lesson planning: Verbs/Activities & PBIS	Instructional/Climate		Agenda/Sign-In/Teacher Artifacts/Walk-thrus/Look-fors

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2022 – 2023				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Reading/Writing Small Group Intervention	Instructional		Agenda/Sign-in/Artifacts/Walk-thrus
PD Day #2	Mastery Connect Formative Assessment 2	Instructional		
PD Day #3	Differentiation: Quantitative Data Groupings			
Additional PD	Data Wise 1 & PBIS	Instructional/Climate		

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2023 – 2024				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	Backwards Lesson Plan Design			
PD Day #2	Mastery Connect Grade Book/Data Analysis			
PD Day #3	Reading/Writing Across in Content Areas			
Additional PD	PBIS/Data Wise 2			

REQUIRED QUESTIONS FOR ALL SCHOOLS

In developing this plan, briefly describe how the school sought advice from various stakeholders (ex. teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other stakeholders).

Georgetown intentionally sought to include all certified staff in the SIP process. CNA completion and data review was undertaken by small groups of teachers over the course of two months. Parents were also invited to participate in the process and were given time to share their thoughts on what Georgetown needs to change to be a high achieving school and to create a partnership between home and school. Finally, classified staffed was not required to participate but did have a representative member participate in the CNA and data review process. Next the team met with Ed Elements to complete the Root Cause Analysis and develop an Instructional Goal. This process was repeated to identify the Climate Goal. With all staff having participated or been represented, the showed a high degree of buy-in and motivation towards improving their teaching and student learning. It is anticipated that teachers will bring this motivation into the new year as we begin implementation.

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.

Georgetown will utilize the MTSS process to identify students needing additional supports in the areas of behavior and academics. Also, Georgetown's counselor will continue to provide trainings, lessons and support on social emotional learning skills to reduce inappropriate student behaviors.

Describe any continuing and/or new Title IV-A funded activities and programming, including objectives and intended outcomes, planned for supporting:

- Well-rounded educational opportunities for all students
- Safe and healthy students
- Effective use of technology by students

Elementary Schools Only

Describe how the school will support, coordinate and integrate services with early childhood programs at the school level, including strategies for assisting pre-school children in the transition from early childhood education programs to the elementary school.

Also, describe what supports and/or services will be put into place to support 5th grade students in their transition to middle school.

Georgetown will continue to offer a tour of kindergarten to our incoming students transitioning from Pre-K. This will be done either virtually/in-person. Depending on the availability of funds and staff interest, summer enrichment may be offered incoming kindergarten students. 5th grade teachers will offer a Parent/Student Middle School Transition workshop to discuss what to expect in middle school. Staff from our feeder schools will be invited to attend or to send materials to share with parents. Teachers will also assist with the selection of class placement for matriculating 5th grade students.

Middle Schools Only

Describe how the school will support, coordinate and integrate services with elementary schools, including strategies for 5th grade students in the transition from elementary school to middle school.

Also, describe what supports and/or services will be put into place to support 8th grade students in their transition to high school.

REQUIRED QUESTIONS FOR TITLE I SCHOOLS

Describe how the school will ensure that enrolled low-income and minority students are not served at disproportionate rates by ineffective, out-of-field or inexperienced teachers.

All of Georgetown's teachers are highly qualified in grade K-5. We have 1 TAPP teacher serving PES students and 1 Enrichment teacher (Art) who are pursuing proper certification.

Provide a general description of the Title I instructional program being implemented. Specifically define the content areas to be addressed and the strategies to be utilized to address the identified needs of the most at-risk students in the school. Include any services being provided for homeless students or any students living in group homes.

Georgetown currently has two Title I Intervention teachers serving in the area of Reading. Students who are significantly below grade level may receive additional support via small group push-in or pull-out.