

Georgetown Middle School

School Improvement Plan

2025-2026

Mission: Georgetown Middle School is dedicated to meeting the intellectual, social, emotional, and physical needs of individual students to prepare them for advanced studies at subsequent levels by emphasizing self-responsibility, self-motivation, and communication among home, school, and students to facilitate the educational process.

Vision: To equip our students with the life skills necessary for them to lead productive and meaningful lives.

School Improvement Planning Team

<u>Name</u>	<u>Title/Role</u>
Camron Stanley	Principal
Natalie Wendelin	6th Grade Math Teacher
Jen Oertle	7 th /8 th Grade Math Teacher
Kaitlyn Maize	7 th /8 th Grade ELA Teacher
Patrick Cohen	Special Education Teacher
Sara Sadler	4 th Grade Teacher
Brooke Jackson	5 th Grade Teacher
Jennifer Mooney	5 th Grade Teacher
Jerry Vanderheydt	Student Support Specialist

Needs Assessment

What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for any identified school-based improvement needs?

- STAR Assessments (Math and ELA)
- Attendance Reports
- Behavior Referral Data
- Illinois Quality Framework Support Rubric (IQFSR)
- IEP/504 Monitoring and Progress Reports

- 5Essentials Survey
- AimsWeb Data

Based on the data source review, which areas should be a priority in this school improvement plan?

Priority 1: Increase academic growth and proficiency in Math and ELA, especially for students with IEPs and 504 Plans.

Priority 2: Reduce the percentage of students who are chronically absent.

Priority 3: Improve student behavior outcomes through consistent Tier 1 and Tier 2 support.

GOAL #1: Academic Achievement

By Spring 2026, the percentage of students meeting or exceeding growth benchmarks in Math and ELA on STAR assessments will each increase by 10% from Spring 2025 baseline data.

Action Plan

Key Activities – Focused on adult practices	By whom	By when
Departmentalize special education support staff and align interventionists to ELA/Math groups based on student need	Principal SPED Team Interventionist	August 2025
Implement the use of Tier I, Tier II, and Tier III math and ELA intervention programs school wide (Freckle, NoRedInk, OG+ readers)	Classroom teachers Interventionist	August 2025 Ongoing
Implement data student support team meetings every 8 weeks to analyze student progress in interventions and core instruction	Principal Classroom teachers Interventionist School Psychologist	September 2025 Ongoing
Provide training on classroom intervention and progress monitoring tools	ROE Principal	October 2025 Ongoing
Provide dedicated time for special education and general education collaboration	Principal	Ongoing monthly

Resources Available:

- Renaissance data platform
- District math curriculum
- School Support Team
- AIMSWeb for Progress Monitoring
- Interventionist support
- SIP days for PD/collaboration

Additional Expenses:

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
Freckle licenses for all students (250 students)	Ongoing Investment	Title I
NoRedInk licenses for all students (250 students)	Ongoing Investment	Title I
OG+Decodable Readers	One-time Purchase	Title I
Morpheme Magic Books	One-time Purchase	Title I
Spellography Curriculum for 4th/5th grade	One-time Purchase	Title I
Professional Development	Short-Term	Title I, Title II, or IDEA
Substitute Costs for Data Meetings	Short-Term	Title I or IDEA

Support Needed:

- Coordination with District Office for PD and Title funding
- Additional STAR/IEP data support from Special Ed Coordinator
- Support from classroom teachers to implement Tier 1 and Tier 2 instructional interventions in Math and ELA
- Support from interventionist and classroom teachers to assist in analyzing data

Progress Monitoring

- Data Source(s): STAR data, IEP progress reports, AIMSWeb progress monitoring data, data team minutes, teacher surveys
- Frequency: Quarterly STAR benchmarks, bi-weekly progress monitoring for IEP students
- Responsible: Principal, SPED Team, Student Support Team

GOAL #2: Chronic Absenteeism

By Spring 2026, Georgetowne Middle School will reduce the percentage of students identified as chronically absent (18+ days) from 20% to 15%.

Action Plan:

Key Activities – Focused on adult practices	By whom	By when
Develop and implement a school-wide attendance incentive program	Principal Student Support Team	September 2025
Assign staff mentors to students that have 80% or less attendance by mid-year	Principal Student Support Specialist	November 2025
Partner with student support specialist for early home visits and outreach	Principal Student Support Specialist	Ongoing
Track absences bi-weekly and initiate Tier 2 and Tier 3 interventions as needed	Secretaries Principal	Ongoing

Resources Available:

- Student Support Specialist
- Daily attendance reporting tools
- Existing PBIS infrastructure
- Family communication platforms (ClassDojo, email)

Additional Expenses:

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
Classroom Attendance Tracker Boards	One-time Purchase	Title I
Attendance Communications	Ongoing investment	Title I or Building Funds
Attendance Incentive Prizes	Ongoing investment	PBIS and community donations

Support Needed:

- ROE Truancy Officer
- Community partnerships for wraparound services and incentives
- Classroom Teachers and support staff for attendance data reporting and adult mentorship
- Student Support Specialist support for home visits and tracking
- Student Support Team support during bi-monthly data meetings
- School secretary support for daily attendance tracking and bi-weekly reporting

Progress Monitoring

- Data Source(s): Attendance reports, intervention logs, mentor tracking sheets
- Frequency: Bi-weekly
- Responsible: Principal, Secretary, Student Support Team

GOAL #3: Student Behavior

By Spring 2026, Georgetowne Middle School will reduce the number of Tier 2 and Tier 3 behavior referrals by 10% compared to 2024-2025 levels.

Action Plan

<u>Key Activities – Focused on adult practices</u>	<u>By whom</u>	<u>By when</u>
Implement a school-wide behavior tracking system to monitor student conduct and incentives	Principal Student Support Team	August 2025
Provide professional development in restorative practices and classroom management	ROE Principal Behavioral Consultants	Ongoing
Establish a bi-weekly problem-solving team for repeat behavior concerns	Principal Support Staff	September 2025
Implement weekly Tier 1 SEL program (Everyday Speech) during enrichment classes	Classroom Teachers	September 2025
Develop and implement structured Tier 2 SEL and behavior interventions including check-in/check-out and social skills groups	Social Worker Student Support Specialist	October 2025

Resources Available:

- Visual tracking system
- Behavior tracking templates
- Student Support Specialist and Social Worker

Additional Expenses:

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
Materials for behavior incentives	Ongoing investment	PBIS and community donations
PBIS Matrix Posters and materials	One-time Purchase	Title I
SEL Intervention Program (Everyday Speech)	Ongoing investment	Title I
PD stipends and speaker fees	Short-term expense	Title I or Title II

Support Needed:

- Ongoing PD from ROE or other consultants
- Weekly support from social-emotional staff
- Student Support Team support during bi-monthly data meetings
- Community partnerships for wraparound services and incentives

Progress Monitoring

- Data Source(s): Behavior referral and demerit reports, CICO logs, staff feedback
- Frequency: Monthly
- Responsible: Principal, Student Support Team, Support Staff