



School Improvement Plan 2026 - 2027



Treutlen County
Treutlen Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Treutlen County
School Name	Treutlen Elementary School
Team Lead	Dondrea Geter
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	We have identified a need to increase the percentage of students scoring at or above the 55th percentile in ELA and Math as measured by NWEA MAP and GMAS.
Root Cause # 1	Continued need for intentional use of structured phonics/phonemic awareness.
Root Cause # 2	Foundational skills deficits in phonemic awareness and phonics.
Root Cause # 3	Need for continuing professional development in applying the strategies used from the science of reading in the everyday practices of the classroom.
Root Cause # 4	Writing deficits
Goal	Goal #1 By the end of the 2026-27 school year, student achievement in ELA will increase by 3% in students scoring at or above the 55th percentile on the NWEA MAP and by 3% in students scoring 3 and 4 on the GMAS.

Action Step # 1

Action Step	Continue implementation of Wilson Foundations (K-2) and Heggerty (Pre-K - 2) and the Intentional use of high-impact strategies, also using diagnostic assessments to identify areas of weakness, and increasing teacher/student feedback.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Classroom and peer observations along with lesson plans.

Action Step # 1

Method for Monitoring Effectiveness	Amira and MAP data will show growth for students in foundational grade levels
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	TES will partner with HGRESA to monitor and provide ongoing professional development.
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Action Step # 2

Action Step	Continue to incorporate Standards-based writing lessons using strategies from Step Up to Writing resources, increase daily writing, and teacher/student feedback through writing conferences
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Administration will consistently monitor lesson plans and perform targeted classroom observations, providing coaching and feedback.
Method for Monitoring Effectiveness	The percentage of students scoring proficient/distinguished on NWEA MAP and GMAS in ELA will increase by 3%.
Position/Role Responsible	ADMIN/IC
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	TES will partner with RESA to provide additional resources as needed.
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Action Step # 3

Action Step	All teachers will participate in weekly PLCs to revisit evidence-based strategies and provide application of those strategies within the classroom.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, and certificates.

Action Step # 3

Method for Monitoring Effectiveness	Amira and MAP data will show growth for all students.
Position/Role Responsible	Administration/IC
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	We will partner with HGRESA and outside consultants to provide ongoing PD for implementation.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	We have a need to improve culture and climate including attendance and behavior.
Root Cause # 1	Inconsistent teacher and front-office protocols for reporting absences (tardies) and inadequate follow-up by the school social worker.
Root Cause # 2	Lack of adequate health care facilities in the area.
Root Cause # 3	Parental awareness of attendance, discipline, academics, and classroom and school policies, along with teacher-parent communication
Root Cause # 4	Student behavior: Inadequate foundation in social-emotional skills; insufficient teacher training to address this gap
Root Cause # 5	Students performing below grade level academically can experience frustration, leading to negative behaviors
Goal	By the end of the 2026-2027 school year, the culture and climate of TES will improve as evidenced by increased student and teacher attendance, and decreased office referrals measured by: a. A 10% decrease in students missing 10% of the school year or more. b. A decrease of 3% in office discipline referrals from the previous year. c. A decrease of 10% in the number of staff missing 10+ days in a school year.

Action Step # 1

Action Step	Continue the utilization of the Guidance Counselor to push into classrooms and provide S.E.L.(Social Emotional Lessons) for students.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Administration and school counselor will monitor through observation and 7 Mindsets dashboard for course completion.
Method for Monitoring Effectiveness	Discipline data will reflect a downward trend in serious offenses and survey data will reflect a healthy SE climate.
Position/Role Responsible	Administration and counselor
Timeline for Implementation	Weekly

What partnerships, if any, 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)?	Community Service Board, Community Mental Health, Guidance Counselor.
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Action Step # 2

Action Step	Target specific students that have excessive office discipline referrals (ODR) with extra support. This may be in the form of check in/ check out, mentoring programs, and Adventure Based Counseling.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Check in check out paperwork, sign in sheets, etc.
Method for Monitoring Effectiveness	Discipline data will reflect a downward trend in serious offenses and survey data will reflect a healthy SE climate.
Position/Role Responsible	ADMIN/ESS Lead
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	We will partner with Community Service Board, Community Mental Health, and East Georgia.
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Action Step # 3

Action Step	Utilize School Social Worker and truancy regulations with at-risk students/parents Review teacher protocol for reporting student absences to the social worker Consider motivational/ remediation opportunities for chronic absenteeism/tardiness. (Saturday School) Continue our VAMP (Viking Attendance Mentor Program) and tie attendance and tardiness to extracurricular activities and celebrations such as Viking Pride Parties, field trips, and field days.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B

Action Step # 3

Funding Sources	IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Saturday school attendance committee, parent communication logs, attendance monitoring document.
Method for Monitoring Effectiveness	Decreased Chronic Absenteeism
Position/Role Responsible	Social Worker, administrator, teachers, parents.
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	Heart of Georgia RESA
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	We have identified a need to Increase the percentage of students scoring proficient and distinguished as measured by GMAS in the area of science, particularly among subgroups.
Root Cause # 1	Knowledge of standards
Root Cause # 2	Lack of background knowledge and vocabulary.
Root Cause # 3	Need to implement concept development, evidence-based instructional strategies, and assessments
Root Cause # 4	The need to increase literacy connections through the Science of Reading and apply it to their classrooms.
Goal	By the end of the 2026-27 school year, student achievement in Science will increase by 3% in students scoring 3 and 4 on the GMAS.

Action Step # 1

Action Step	Develop background knowledge through vertical alignment prioritizing power standards across all grade levels including STEM
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting sign-in forms. Aligned vocabulary lists. Grade level power standards. Curriculum maps.
Method for Monitoring Effectiveness	By the end of the 2026-27 school year, student achievement in 5th grade Science will increase by 3% in students scoring 3 and 4 on the GMAS.
Position/Role Responsible	Teachers/IC. Administration.
Timeline for Implementation	Yearly

What partnerships, if any, 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)?	HGRESA
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Action Step # 2

Action Step	Increase literacy connections and application of strategies learned from Science of Reading.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, certificates
Method for Monitoring Effectiveness	By the end of the 2026-27 school year, student achievement in 5th grade Science will increase by 3% in students scoring 3 and 4 on the GMAS.
Position/Role Responsible	Teachers/Admin/IC
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	Lexia, HGRESA
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Action Step # 3

Action Step	Incorporate frequent standards based assessments through Progress Learning and other resources.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A

Action Step # 3

Funding Sources	Title V, Part B IDEA McKinney-Vento Perkins N/A Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Diagnostic reports, data dashboard
Method for Monitoring Effectiveness	By the end of the 2026-27 school year, student achievement in 5th grade Science will increase by 3% in students scoring 3 and 4 on the GMAS. Monthly data dashboard checks.
Position/Role Responsible	Teacher/Admin/ IC
Timeline for Implementation	Monthly

What partnerships, if any, 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)?	Group/Peer Vocabulary talks, manipulatives, games, experiments, hands-on activities, read- alouds, possible science field trips
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