

Priority I: Fortify Foundation:

Fortify our Foundation							
	PBIS Family Climate Survey 3.5/4.0 by 2030			Increased opportunities for alternatives to earning credits	Future of GHS Tuition/Regionalization	PBIS Staff Climate Survey 3.5/4.0 by 2030	
	“I feel comfortable talking to teachers at my student's school”	“Staff at my student's school communicate well with parents”	“My student's school building is well maintained”			“Instructional materials are up to date”	“My school building is well maintained”
Penn Brook	3.64	3.05	3.71	Early College: Fall: 5 Students (1 course) Spring: 9 Students (5 courses, with 3 students taking 2) Internships: 2 plus 29 creating the 5th grade play	Tuition Agreement Complete	3.03	2.92
GMS	3.34	2.74	3.14		Regionalization Study Complete	3.33	3.25
GHS	3.43	2.91	3.05			3.11	3.28
District	Avg: 3.47	Avg: 2.9	Avg: 3.3				
Action Steps Highlights Communication: The district implemented consistent, reliable communication systems, including centralized digital platforms and a mass notification system. Schools utilized weekly Smore newsletters, social media posts, and monthly calendars to ensure families and staff stayed informed. The district enhanced its website to include curriculum resources and expanded special education information, while staff received training in Aspen and Google Classroom to maintain these digital structures. Community Engagement: Engagement was fostered through robust School Councils and events like PIN nights, Family Forums, and Kindergarten orientations. To build a stronger K-12 community, Middle School and Penn Brook students met three times to work on joint community projects. The district also held a Middle School Unity Day with themes aligned to the new Social-Emotional Curriculum. Strategically, the high school secured a \$25,000 grant to expand Early College, and the district collaborated with neighboring North Shore districts to support specialized programming and curriculum implementation. Resources: Resources were aligned to support educator growth through dedicated time during PD days and faculty meetings. By protecting common planning time three times a month, the district established a collaborative environment where teachers utilized inquiry cycles to internalize lessons and analyze student data. Furthermore, the district expanded its capacity by strengthening partnerships with neighboring communities to develop and model diverse student programming.							

Priority II: Elevate Academic Expectations:

Elevate Academic Expectations

	District-wide, the number of students that Meet/Exceed in ELA & Math will increase by 30%	District-wide, students will achieve an MCAS ELA & Math SGP of 60%	The number of students receiving Special Ed that Meet/Exceed in ELA & Math will increase by 30%	Students receiving Special Education SGP <i>(Not a measure of success but very important)</i>	Increase the number of students taking advanced coursework by 20% (13.6%)	PBIS Family Climate Survey 3.5/4.0 by 2030 “Teachers at my student’s school promote academic success for all”	GPS will develop a new modernized District Accommodation Plan
Penn Brook	ELA -2 / 42% Math -4 / 42%	ELA +9 / 48% Math +8 / 49%	ELA +1 / 13% Math +4 / 17%	ELA +8/ 46% Math +10/ 47%	-3.1%	3.29	Georgetown DCAP 2025-2...
GMS	ELA +6 /40% Math +12 / 40%	ELA +5 / 47% Math +8 / 43%	ELA +6 / 13% Math +4 / 7%	ELA +12 / 50% Math +7 / 41%		2.99	
GHS	ELA -2 / 48% Math +11 / 53%	ELA +9 / 53% Math -1 / 51%	ELA +16 / 25% Math +2 / 36%	ELA +18/ 55% Math +11/ 50%		3.11	
District	ELA 0 / 42% Math +1 / 42%	ELA +7 / 48% Math +6 / 46%	ELA +4 / 14% Math +4 / 14%	ELA +12/ 49% Math +8/ 44%			

Action Steps Highlights

1. Curriculum: The district provided teachers with dedicated common planning time to map and internalize units and refine best teaching practices collaboratively. The district continues to advance the use of High-Quality Instructional Materials (HQIM), deploying them for high school ELA and science. A Curriculum Council chose a new high-quality elementary math curriculum, debuting with 4th and 5th grade content teams in the 2026-2027 school year, followed by K-3. Additionally, specialized software platforms were launched to better support special education students, and Early College options were expanded..
2. Sense of Belonging: The district implemented an SEL roadmap, including Second Step Bullying Prevention units and MyCAP lessons for grades 8 and 9. Monthly assemblies were held at the middle school to celebrate character traits and "Positive Influencers." At Penn Brook, specific efforts to make character traits visible included a lobby big-screen PowerPoint and the use of specific colored leaves to recognize monthly traits.
3. Instruction: Focus was placed on fortifying the Multi-Tiered System of Supports (MTSS) by establishing leadership teams and universal screening processes. Schools used ACE-ABA and Easy-CBM software to drive data-driven decisions and provided targeted instruction during "What I Need" (WIN) blocks. Part-time tutors and literacy specialists implemented strategic interventions.
4. Continuous Improvement: Monthly data meetings were held to review Tier 1 data and adjust core instruction. The high school used Open Architects and Aspen to analyze student data for mental health and attendance support.
5. Data Cycles: Schools monitored progress through short-cycle data reviews and iReady diagnostic assessments conducted in the fall, mid-year, and spring. Learning walkthrough data was reviewed and shared with staff throughout the year.
6. Special Education: The district developed specialized programming (Thrive and Compass) and rolled out a new Student Services Procedure Manual. By May 2026,

60% of annual review meetings were chaired by special education teachers.

7. Student Voice: Initiatives included student focus groups to gather feedback on the school experience and monthly "student choice awards" where peers nominate classmates. At GMHS, the Community Impact class transformed the student peer mentor program, worked with our Food Service Department to enhance meal offerings, and transformed the lesson rooms in the band hallway.

Priority III: Empower our Educators:

Empower Our Educators

Yearly Professional Development schedule will be cohesive and aligned with district priorities	100% of educators will meet the licensing requirements as outlined by DESE	85% of School Committee Meetings will have a student "Spotlight on Excellence"	Maintain or exceed an 85% retention rate for all teachers rated proficient/exemplary	PBIS Staff Climate Survey 3.5/4.0 by 2030	
				Teachers report, "I feel like I am an important part of my school"	
 PD Summary 25-26	100% of GPS teachers are licensed	29%	93% 3 resignations 2 retirements 3 non-renewals	Penn Brook	3.29
				GMS	3.29
				GHS	2.77

Action Steps Highlights

1. Cohesive PD: The professional development calendar focused on belonging, SEL, and adapting curriculum for diverse learners. Specialized training was provided in Aspen and IEP writing to support the creation of data-driven student plans.
2. Continuous Improvement: Educators participated in "Plan, Do, Review" inquiry processes during common planning time, and district leadership conducted instructional walkthroughs to provide feedback on alignment and engagement.
3. Teacher Mentorship: Teachers at Penn Brook engaged in coaching cycles for Wit and Wisdom, and veteran teachers observed new staff to provide specific feedback on best practices.
4. Innovative Practices: Collaborative planning sessions focused on effective ways to intervene and enrich student experiences during WIN blocks. Teachers also received training in language-based instruction and executive functioning skills.
5. Collaboration: Schools maintained weekly grade-level meetings and vertical collaboration opportunities for specialists. High school departments used shared agendas for weekly common planning meetings.
6. Excellence: Staff achievements were celebrated through the Superintendent's blog, Facebook/Instagram, school newsletters, and the SEPAC Shining Star Awards to boost morale.

Priority IV: Nurture our Sense of Belonging:

Nurture our Sense of Belonging						
	PBIS Student Climate Survey 3.5/4.0 by 2030				Overall Student Rating	Decrease district-wide Chronic Absenteeism by 5 percentage points
	Grades 3-5		Grades 6-12			
	“My school wants me to do well”	“I get along with others at my school”	“I feel my school has high standards for achievement”	“I feel like I fit in at my school”		
Penn Brook	3.67	3.14			3.08	3.5% decrease
GMS			2.7	3.03	2.98	
GHS			2.74	2.92	3.05	
Action Steps Highlights						
1. Inclusion: Schedules were created to support co-teaching models in ELA and Math, and professional development was provided on meeting the varied needs of all learners. 2. Learning Environment: The district strengthened the PBIS framework by increasing the visibility of positive recognition systems, such as school stores or access to the community room. A behavior coach was added to the middle school to support students.. 3. SEL: Second Step Bullying Prevention lessons were co-taught by counselors and teachers, and the district expanded its partnership with Embrace Counseling to provide Tier II and III support. 4. Alternatives to Punitive Discipline: Staff meetings focused on the relationship between discipline and school culture, and reflection sheets were used by behavior coaches to help students learn from missteps. 5. Culture of Understanding: The district joined the Special Olympics to become a unified sports school and partnered with the District Attorney’s office to provide community education on social media safety.						