

**SCHOOL IMPROVEMENT PLAN (SIP)
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN**

School: Carrollton Upper Elementary School			
School Year: 2024-2025	Revision Date: 06/17/2024		
Principal: Tabitha Walker	Title I Director: Ginger Harper		
District: Carrollton City	Superintendent: Dr. Mark Albertus		
<p>ESSA Accountability Status <i>(check all that apply)</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Schoolwide Title I School <input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Opportunity School </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Targeted Support School <input type="checkbox"/> SWSS Improvement Plan </td> </tr> </table>		<input checked="" type="checkbox"/> Schoolwide Title I School <input type="checkbox"/> Comprehensive Support School <input type="checkbox"/> Opportunity School	<input type="checkbox"/> Targeted Assistance Title I School <input type="checkbox"/> Targeted Support School <input type="checkbox"/> SWSS Improvement Plan
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**All required components of the Title I Schoolwide and Targeted Assistance Program are included in this template.*

Planning Committee Members

[List all members that were a part of the Stakeholders Input Meeting and School Improvement Planning including teachers, staff, parents, school council members, community stakeholders, students, etc. Add more rows, if needed]

Name	Position/Role
Tabitha Walker	Principal
Heather Elliott	Assistant Principal
Amber Gable	Assistant Principal
Jeremy King	Assistant Principal
Emily Jiles	SGT Community Member/Parent
Leeann Allen	SGT Community Member/Parent
Erin Backus	PTVO President/SGT Member/ Parent
Kimberly Perry	ISC
Caroline Ingui	Counselor
Ryan Scroggin	Counselor
Alea Shadrix	Media Specialist
Jessica Hughes	Teacher
Karee Payne	Teacher
Freddy Bennett	Teacher
Craig Ryan	Teacher
David Trumble	Teacher
Jim Jones	Teacher
Emily Harris	Paraprofessional

**We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed.*

Comprehensive Needs Assessment/Data Review Results Sec. 1114(b)(1)(A)

1. Comprehensive Needs Assessment:

- a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

Instruments used to determine needs groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;

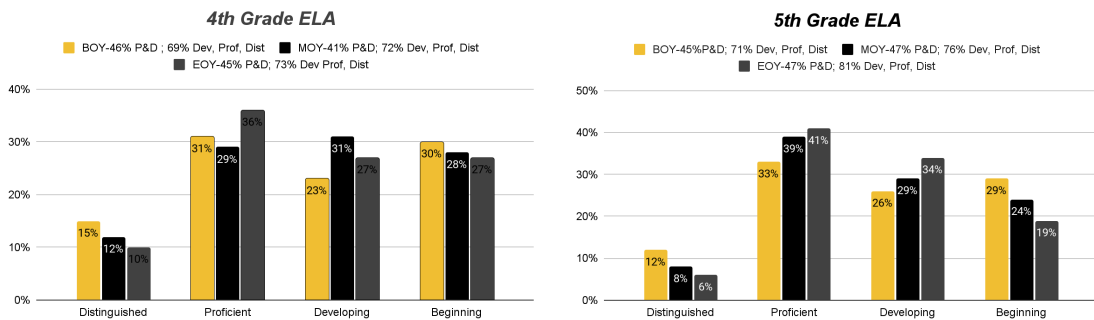
- Milestones Assessment: Grades 4-5 (May 2024)
- iReady: ELA/Math Diagnostic Results August 2024, December 2024
- STAR: Reading/Math: Spring 2022 Diagnostic Results: August 2024, January 2025, March 2025

ELA Results GMAS

May 2024

	Total Students	Beginning	Total Students	Developing	Total Students	Proficient	Total Students	Distinguished	Total Students	D/P/D	P/D
4th	377	36%	135	31%	117	22%	82	12%	44	64.50%	33.46%
5th	360	23%	83	31%	111	34%	123	12%	43	76.84%	46.03%

STAR Results



iReady Results

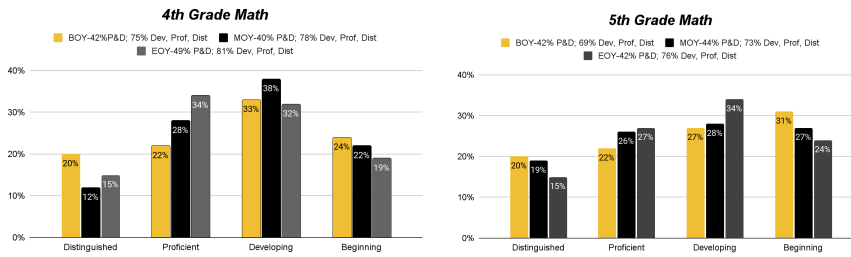
December 2023

	Total Students	Beginning	Total Students	Developing	Total Students	Proficient	Total Students	Distinguished	Total Students	D/P/D	P/D
4th	373	22%	82	39%	145	18%	67	20%	75	78%	38%
5th	349	33%	115	29%	101	20%	70	18%	63	67%	38%

**Math
GMAS**

NA- The state did not release scores until Fall of 2024.

STAR Results



iReady Results

December 2023

	Total Students	Beginning	Total Students	Developing	Total Students	Proficient	Total Students	Distinguished	Total Students	D/P/D	P/D
4th	386	20%	77	44%	170	23%	89	13%	50	80%	36%
5th	361	22%	79	40%	144	23%	83	14%	51	77%	37%

Root Causes and SMART (Specific, Measurable, Attainable Results-based, Time-bound) Goals

Why are students not performing well in ELA?	
Root Cause: The Whys	How to Address the Concerns
<ul style="list-style-type: none"> Teacher focused interventions and monitoring (coaching) 	<ul style="list-style-type: none"> Provide tiered professional learning Implement 95% Phonics program for all students Implement monitoring and feedback Create a culture of Coaching
<ul style="list-style-type: none"> Challenge students through high level learning and discourse (all students) 	<ul style="list-style-type: none"> Daily /weekly intentional interaction with students Student-centered classroom
<ul style="list-style-type: none"> PL for support of minority and disadvantaged 	<ul style="list-style-type: none"> Ask Students/active listening Provide strategies (monitor and follow-up) Communicate (“I care” “I’m here to help.”) to students where they are to where they need to be. Targeting, serving specific students for conferring to develop literacy skills according to power standards and areas of focus according to data.
<p>ELA SMART GOAL: During the 2024-2025 school year, CUES will increase the percentage of students performing at the proficient or distinguished level in ELA by 3%</p> <ul style="list-style-type: none"> 4th grade: 64% (SY24) to 67% (SY25) 5th grade: 77% (SY24) to 80% (SY25) 	

Schoolwide Reform Strategies Sec. 1114(b)(7)(A)(i-iii)(I-V)

2. Schoolwide Reform Strategies the school will be implementing to address school needs, including a description of how such strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2) to meet the challenging State academic standards;

Addressed in the Implementation Plans; see CUES School Improvement Plan below.

- b. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Addressed in Implementation Plans; see CUES School Improvement Plan below.

- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging State academic standards, through activities which may include—

Addressed in Implementation Plans; see CUES School Improvement Plan below.

- i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

CUES has two on-site, full-time counselors and shares a school social worker, mental health therapists, and a system-level student support specialist. The support staff works in conjunction with teachers, school leaders, families, and community support to provide and/or connect students and families with the support and services they need. CUES has mentoring partnerships to meet the social, emotional and academic needs of at-risk students. Furthermore, there are layers of academic support for students in need through after-school tutoring, in classroom small group and individual instruction and counseling and reading tutor support. CUES also has access to mental health counselors through a partnership with Tanner Medical Center/Willowbrooke and procedures are in place to refer students for these more intensive support. These services are available to students during the school day.

- ii. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Carrollton Upper Elementary School consists of grades 4 and 5 and provides a wide variety of opportunities for students to connect with future career opportunities, including career-awareness lessons provided by CUES counselors, classroom instruction that includes real-world applications of content, and advanced content. Exceptional connections offerings such as Art, Music, STEM and Physical Education. In addition, there is a vast variety of club options for students to explore and participate.

- iii. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Carrollton Upper Elementary School provides multiple levels of support for behavior and academics through PBIS and CUES discipline flowchart where behavioral expectations are explicitly modeled and taught in a reward system that encourages positive behavior. For this school year, the goals for this program are to encourage student and faculty buy-in as well as implement services to provide Tier II supports and interventions to students to curb problem behaviors before they become serious. CUES also has a Behavior Interventionist that serves students and coaches teachers with appropriate strategies and interventions for students.

CUES supports academic and behavioral support for students through MTSS support and monthly professional learning for teachers that address the strategic goals and identified needs. Additionally, CUES offers a full continuum of special education services. Two literacy coaches support individual teachers with instructional support through an intentional coaching cycle, complete with

classroom observations, model lessons, and individual and group feedback sessions. MTSS is implemented at CUES. Additionally, reading tutors support teachers in the implementation of evidence-based interventions and strategies aligned to student needs.

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Addressed in Implementation Plans; see CUES School Improvement Implementation Plan below.

CCS has implemented innovative use of funds in assigning teacher supplements for high needs areas and those working with the most at-risk students. The reputation of CCS is that of an attractive small system with strong communities. New teachers participate in an Induction Teacher Institute program prior to the start of the school year; with follow up support sessions throughout the school year at the district level. At the school level new teachers are assigned mentor teachers and are provided time for support and collaboration in addition to school level support meetings with administration. District and school recognition of staff for high levels of performance on TKES and in student achievement is provided in letters, notes, conversations, announcements, and school and system ceremonies. Teacher retention is consistent. Morale is high as documented in survey data. Facilities are exceptional in quality and maintenance. Teacher concerns are addressed and district and school administration in schools and classrooms is apparent and appreciated. Administrators and faculty are expected to build networks and relationships so as to keep contact with potential candidates. The partnership with the University of West Georgia provides an excellent opportunity to evaluate student interns and their potential fit in the CCS setting.

CCS maintains a consistent and pervasive focus on teacher quality through professional learning plans that are aligned to comprehensive needs assessments, administrators observe and provide feedback to teachers on TKES and identified areas of focus, administration attention and monitoring of current staff positions to ascertain best fit and placement. The superintendent's responsiveness to teacher needs with scheduling, system level addresses at beginning and mid-year points, recognition of high performance staff.

Professional learning for teachers is meticulously crafted based on annual analyses of data at both system and school levels, resulting in a thorough needs assessment. These assessments drive the development of nested and aligned professional learning plans that prioritize data at the forefront. Recent efforts have expanded to not only address the "what" of data but also the "why". With a primary emphasis on enhancing literacy within the CCS system, professional learning initiatives at both system and school levels are strategically focused on data that reflects student performance in these critical areas. Recent professional learning has further concentrated on standards, assessments, and rigor levels.

Administrative evaluations via TKES and rigor walk data indicate that current professional learning efforts have promoted greater equity in instructional practices across the board. The expectation is for teachers to become experts in fostering student achievement, surpassing reliance on external factors. The diverse demographics served present unique challenges, necessitating a deep dive into both academic and cultural data to underscore the importance of high-quality teaching.

As literacy remains a foundational priority, CCS remains dedicated to identifying individuals whose characteristics best serve these diverse demographics. Efforts to develop and retain staff, alongside ongoing professional learning, are pivotal in meeting these goals.

Additionally, monthly professional learning opportunities will be provided to teachers to encourage reflection, refinement, and ongoing learning aimed at meeting the diverse needs of students effectively.

v. strategies for assisting preschool children in the transition from early childhood education;

Carrollton Upper Elementary serves students in grades 4 and 5, therefore this is not applicable. However, the CCS district values the following: evidence that students benefit from a system of early learning from birth to age 8 that includes aligned standards, curricula, instruction, and assessments. The district recognizes the ability to link individual student preschool data to K-12 data allows elementary teachers to have more complete information about students' learning trajectories and better tailor instruction to meet students' needs. If well implemented, a strategic approach can help to align expectations between programs and foster a greater sense of a continuum across the early elementary years.

Carrollton Upper Elementary School School Improvement Plan 2024-2025

Evaluation of the Schoolwide Plan/School Improvement Plan 34 CFR 200.26

3. Evaluation of the Schoolwide Plan/School Improvement Plan: [See CUES School Improvement Implementation Plan](#)

a). Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement.

b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been farther from achieving the standards.

c). Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

School and teacher leaders, along with stakeholders, will collaborate to formulate the schoolwide plan and convene regularly through PTVO, SGT, and parent input meetings to monitor progress towards established goals and assess the effectiveness of instructional practices and interventions. While the overarching school performance goals remain unchanged, adjustments may be considered if it becomes evident that interventions or practices need refinement to address unforeseen challenges and emerging needs that were not initially anticipated in the plan's development. These adaptations aim to ensure that all students are provided with equitable opportunities for success. Additionally, the school leadership team plays a pivotal role in evaluating progress and convenes monthly to discuss these matters.

ESSA Requirements to Include in the Schoolwide Plan - Section 116 (b)(1)

4. ESSA Requirements to Include in the Schoolwide Plan: Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections © through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Schoolwide Plan Development Sec. 1114(2)(B)(i-iv)

5. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Carrollton Upper Elementary School’s Schoolwide and Title I plan, once reviewed by various school stakeholders, will be developed and established for a one-year period, from August 2024 to May 2025.

b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Carrollton Upper Elementary School’s Schoolwide and Title I plan will be developed with input from multiple stakeholders, including parents, school faculty and staff members, school and system leaders, and community members. Opportunities to provide input and feedback concerning the program will be provided to stakeholders and the final plan will be distributed to parents in multiple ways, including the school’s website. The principal will ask for feedback on the plan not only in its initial development, but all throughout the year to ensure that it meets the specific needs of our school and ensure that the best ideas are brought forth to be discussed. Additionally, parents' feedback is gathered throughout the year through Parent Family Engagement event surveys.

c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

School and teacher leaders, along with stakeholders, will collaborate to formulate the schoolwide plan and convene regularly through PTVO, SGT, and parent input meetings to monitor progress towards established goals and assess the effectiveness of instructional practices and interventions. While the overarching school performance goals remain unchanged, adjustments may be considered if it becomes evident that interventions or practices need refinement to address unforeseen challenges and emerging needs that were not initially anticipated in the plan's development. These adaptations aim to ensure that all students are provided with equitable opportunities for success. Additionally, the school leadership team plays a pivotal role in evaluating progress and convenes monthly to discuss these matters.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Once finalized, Carrollton Upper Elementary School’s Schoolwide Improvement and Title I plan will be available in multiple formats, including hard copies available at the school and a digital copy available online. The plan will also be advertised through social media and in many ways to inform stakeholders where they can locate the plan and provide input and feedback as needed.

e. Is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

Carrollton Upper Elementary School consolidates Title I funds with state and local funds and braids these funds with other Federal programs, services and resources to maximize the outcomes for all CUES students.

ESSA Requirements to Include in your Schoolwide Plan - Section 116(b)(1)

4. ESSA Requirements to Include in your Schoolwide Plan

a. Define how your interventions are evidenced-based; or other effective strategies to improve student achievement. Section 111(b)(B)

CUES administrators collaborate with the CCS Curriculum and Data team to conduct research on the effectiveness of various programs, strategies, activities, software, staff (including tutors and CSR teachers), professional development, behavior initiatives, and attendance strategies intended to enhance student achievement. Throughout the school year, these strategies and interventions are systematically monitored, with data points collected at mid-year and year-end. These data inform CUES administrators' decisions regarding the effectiveness of each program, strategy, or intervention, enabling them to make adjustments and revisions as necessary to best support student achievement. Specifically, the aim is to observe significant improvements in diagnostic data (such as STAR and iReady) as indicators of progress toward achieving higher scores on the Georgia Milestones Assessment.

End of Year Evaluation of the Schoolwide Plan

The annual evaluation of the programs and evidence-based interventions will be completed at the end of the school year by June 1, 2025

The evaluation consists of the goals and actions steps included in the School Improvement Plan; See the link above

PART 1

Include a narrative to discuss the following:

- Summarize the annual evaluation of the CUES SWP
- Summarize the results of parents and family input annual parent and family engagement survey

[Program Evaluation](#)