



2025-2026 School Improvement Plan for

Cartersville Primary School

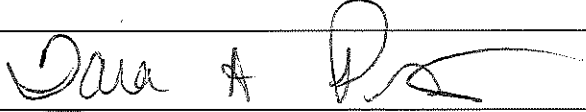

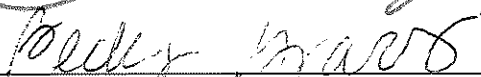

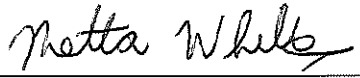







David Jaye, *Principal*

200 Carter Grove Cartersville, Georgia 30120

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Section I- School Improvement Plan Committee

Position/Role	Name	Signature
SIT Chairperson & Asst. Principal:	Tara Peters	
Principal	David Jaye	
SIT Member	Becky Graves	
SIT Member	Lauren Robinson	
SIT Member	Metta Whitton	
SIT Member	Bree Nelson	
SIT Member	Caleb Freeman	
SIT Teacher	Bridgett Heath	
SIT Teacher	Laura Murphy	
Social Worker	Midorie Mujahid	
Counselor	Dr. Rachel Fisher	
Parent	Elise Corvey	

Section II- School Improvement Plan Assurances

STATEMENT OF ASSURANCES:

Our signatures below serve as the assurance that these steps took place during the development, discussion, and approval of our 2025-2026 school improvement plan.

The school improvement plan submitted for approval to the CCS Board of Education has been developed in accordance with the GA. Department of Educations guidelines and applicable state laws. In the development of this plan, be assured that:

- representatives of all grade levels and job classifications have been selected to serve on the school improvement team.
- the plan has been shared and feedback requested from the local school governance teams.
- notice of time, date, and location of school improvement team meetings was posted according to public meeting guidelines;
- all components of the FY 25 Title I Program Plan Checklist have been met.

This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on: an inviting and nurturing school climate; a safe learning environment; rigorous curriculum; relevant instruction; preparing students to be competitive locally and globally; recruitment and retention of quality staff; training for highly qualified professionals; internal and external communications; partnerships with parents; partnerships with the school community; physical and financial resources; and people and time resources.

School Principal's Signature

Date: _____

School Improvement Team Chairperson's Signature

Date: _____

Section III- District Vision and Mission

District Vision
<i>Building Legacies - One Student at a Time</i>
District Mission
<i>We inspire all students to build the skills and confidence to find their passions and achieve their goals.</i>
District Core Values
<p>COMPASSION: We must exhibit compassion as we build relationships based on trust and mutual respect.</p> <p>COMMUNITY: We involve students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level.</p> <p>EQUITY: We support every student and create a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals.</p> <p>ENGAGEMENT: We believe that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic, engaging learning environment for all students.</p> <p>HIGH EXPECTATIONS: All staff and students must hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life.</p> <p>SHARED LEADERSHIP: We are committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.</p>

True Accountability

Cartersville is one of eleven school districts in Georgia that have spearheaded the movement to expand the existing statewide accountability system to one that is an educator-led, evidence-based, student-centric, community-based accountability system that moves far beyond test scores and A-F rankings. This system is called True Accountability. True Accountability provides an accurate, holistic performance measure and a thorough accounting to the students, families, and communities for whom educators and schools exist. True Accountability involves seven pillars made up of 27 different elements that must be evaluated in order to assess the effectiveness of any school. All CCSs are required to plan and continuously monitor all 27 elements of the True Accountability system.



7 Pillars of True Accountability

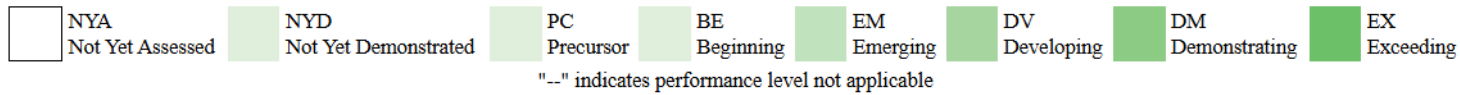
- 1- Student Achievement
- 2- Student Readiness
- 3- Engaged, Well-Rounded Students
- 4- Community Engagement and Partnerships
- 5- Professional Learning/Quality Staff
- 6- Systems and Operations
- 7- Safety and Well-Being

Key questions have been designed for the seven pillars and should be used to guide the school improvement team. Planning for the 24-25 school year will include the alignment of the Seven pillars and 27 elements and integrated into the building school improvement plan.

All schools will track their progress on the 27 elements using the provided TAGS tracking/signaling spreadsheet. Schools will report quarterly progress on all elements. Building leadership teams will host on-site quarterly update meetings for district leadership.

Section IV- Overview of School Performance Data

Cartersville Primary School



English Language Arts

Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	2%	1%	2%	4%	7%	13%	52%	19%
Phonics	2%	1%	--	4%	4%	13%	60%	15%
High-Frequency Words	2%	2%	--	7%	14%	20%	28%	27%
Comprehension	2%	2%	0%	3%	12%	13%	54%	14%
Conventions of Writing	2%	2%	0%	3%	6%	20%	51%	15%
Spelling	2%	2%	--	3%	9%	17%	57%	11%
Communication of Ideas	2%	3%	1%	3%	6%	13%	60%	12%

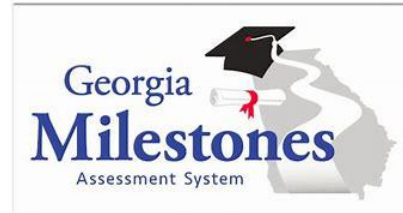
Mathematics

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Counting & Cardinality	2%	1%	2%	4%	10%	65%	17%
Count Sequences	2%	1%	3%	4%	11%	61%	19%
Written Numerals & Comparison of Quantities	2%	1%	2%	4%	12%	69%	11%
Addition & Subtraction	2%	2%	2%	4%	15%	61%	13%
Patterns & Passage of Time	2%	1%	1%	3%	11%	71%	11%
Comparison & Classification of Objects	2%	0%	6%	4%	12%	71%	5%
Shapes & Positional Language	2%	1%	4%	5%	15%	62%	12%



Measures of Academic Performance (MAP- READING) [Spring 2024-25]					
Reading	Low	Low Avg	Avg	Hi Avg	Hi
<i>Grade 1</i>	31%	21%	19%	14%	15%
<i>Grade 2</i>	24%	16%	20%	22%	18%
<i>Grade 3</i>	20%	23%	23%	22%	12%

Measures of Academic Performance (MAP- Math) [Spring 2024-25]					
Math	Low	Low Avg	Avg	Hi Avg	Hi
<i>Grade 1</i>	25%	26%	17%	18%	14%
<i>Grade 2</i>	21%	24%	25%	20%	10%
<i>Grade 3</i>	19%	21%	28%	27%	5%



Measures of Academic Performance GMAS [Spring 2024-2025]					
Reading	Level 4	Level 3	Level 2	Level 1	
Grade 3	11%	26%	33%	30%	
Math	Level 4	Level 3	Level 2	Level 1	
Grade 3	11%	36%	40%	13%	

Section V- School Performance Data Analysis

Student Achievement Data Collected
<ul style="list-style-type: none">○ 2024-25 GKIDS 2.0○ MAP Fluency K – 3 (Fall, Winter, Spring)○ MAP Growth 1 – 3 (Fall, Winter, Spring)○ GMAS 3rd○ Comprehensive Growth Assessment in Bridges Math – Grades K-2○ Tier 2 & Tier 3 Intervention data○ Acadience™ K – 1
Summarize the student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
<p>FY25 showed similar achievement and growth performance in ELA & Mathematics across most assessment areas, including MAP, Acadience, and GKIDS readiness. GMAS Reading and Math were slightly lower than FY24, with a -1.75% decrease in both areas. Personnel absenteeism had a significant impact on student achievement, with our three lowest achieving classes impacted by a combined 26 weeks of maternity leave or vacancy. When adjusted for this variable, student performance showed modest gains in math and reading growth and achievement according to MAP and GMAS data points. We continue to push for an 80% low-risk status for all student subgroups.</p> <p>Moving into the FY26 school year, we continue to have a relentlessly strong focus on literacy and improving reading comprehension for all students – making a significant effort to provide professional development that is focused on the science of reading and structured literacy – while also improving our instructional strategies in small group settings to customize content to meet the individual needs of our students. Additionally, we will focus on goal setting and student-directed progress monitoring.</p>

Demographic Data Collected

- Enrollment
- Race/Ethnicity
- Gender
- Economically Disadvantage
- Gifted
- Remedial/EIP
- ESE
- EL
- 504
- Mobility rates
- Free/Reduced lunch
- Homeless

Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

The rate of students eligible for free and reduced lunch remains steady, at just over 50%. Our homeless rates continue to climb, however, and we see many more families doubling up in homes. Our MV eligible rate is currently at 5.7%. Economically disadvantaged and black students were proportionally on par with projections for other subgroup data in growth and achievement, but still lower in both areas. We continue to target customized instruction in our focus areas for FY26, with the goal of developing increasingly accessible, relevant lessons for all students.

School Climate Data Collected

- Climate rating (last published in 2019)
- Climate indicator ratings
- Georgia Health Survey Results – (student, personnel, parent)
- Student attendance data
- Teacher attendance data
- Discipline data (Ed Handbook)
- PBIS data
- Staff retention

Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

The median reading growth for CPS students was in the 46th percentile utilizing a nationally norm referenced assessment tool (MAP), and in the 52nd percentile for math. The greatest celebrations are in mathematics, where at least 9 in 10 students were approach, at, or above expectation. Opportunities continue to be prevalent in reading and literacy, with 3 in 10 students scoring as beginning level readers on the 3rd grade GMAS assessment. We continue to also work hard on customizing instructional models to meet the needs of our students – most importantly, the varied ability levels. Our three instructional priorities for FY26 target this area specifically: 1) Maximizing the effectiveness of our whole group literacy instruction 2) Improving the effectiveness of our small group literacy instruction and continuing to strengthen our teacher’s ability to teach structured literacy and 3) integrate goal setting and effective progress monitoring techniques throughout the school year, with an additional emphasis on a student-led approach.

Our attendance rates are excellent with only a few number of students who have attendance issues – we have improved from 84% of students with <10% absent to 88% of students with <10% absent. Our counselors and social workers continue to work hard on monitoring students with excessive absences, and facilitating attendance plans to assist the few families that struggle with chronic absenteeism. Behavior outcomes for the vast majority of students continue to remain excellent. At CPS, teachers are equipped with strategies to increase positive interactions and keep students learning in the classroom. Staff retention is well above average (96%), with special education retention at record setting levels for CPS (100%). Climate score ratings have not been published for FY25. Our PBIS practices are incorporated daily with our announcements through Core Lesson statements, Canes Expectations, expectations posted throughout the building and students receiving Canes Cash for following our CPS expectations. Capturing Kids’ Hearts is also a daily practice at CPS. The CKH techniques are evident in the building through social contracts, hand signals and the use of the four questions. We are pleased to share that our school was recognized as a National Showcase School for the 3rd year in a row!

What parts of this data catch your attention?

There is above average variance in performance outcomes among our homeroom teachers (which are generally balanced), indicating the possibility of uneven student performance outcomes. Our goal for the 25-26 school year is to hone in on these variances in an effort to address the root causes. Teacher absenteeism had a measurable impact on student performance, though the clear majority of these absences are reconciled and fall into the category of uncontrollable variables – for example, with new maternity / paternity legislation, more teachers are taking 8 to 12 weeks of consecutive leave, as opposed to 6 to 8 weeks. This can constitute as much as 1/3 of a school year.

What does the data tell us? What does the data NOT tell us?

The data objectively identifies a significant need for improved literacy outcomes for students at all grade levels, and across all subgroups. The data also suggests how critical the first semester of instruction is for students (stable attendance patterns for students and teachers during the first 5 months of instruction had a measurably positive impact on student outcomes, when compared to issues that arose during the second semester). The data does not indicate what teaching strategies and methods have the highest leverage of impact, nor does it indicate an above average discrepancy between reading and math outcomes (remain 10% apart, which is typical for most public schools).

What good news is there to celebrate?

Reading and math performance was nearly identical in most 3rd grade homerooms, suggesting an even approach to the educational priorities in our classrooms – this is a huge celebration for self-contained teachers that are responsible for the entirety of the third grade curriculum. Additionally, GMAS performance outcomes were higher than projected proficiency on the April MAP test, suggesting strong review and remediation practices, as well strong assessment preparedness.

What are the issues are suggested by the data?

*** focuses on the instructional core, is directly observable, is actionable, and connects to a broader strategy of improvement*

We firmly believe that that the issue of moving all students to higher achievement levels and at a good pace, is best done through a strong tier 1 curriculum and strong teacher-student tier 2 support (small group differentiated lessons).

What are our key conclusions? What recommendations does the team have for addressing the issues?

We conclude that we should continue to focus on literacy as our priority here at CPS. More specifically, our team recommends that each of our SIP priorities focus on classroom instruction and increase student agency during the school year.

- 1) Tier 1 instruction remains the most important component of academic growth for the clear majority of students, and our focus priority will specifically and intentionally prioritize teacher effectiveness in this area – more specifically, effectiveness as a reading and literacy teacher.
- 2) As we strive to reduce the number of students that leave each grade level with skill gaps, there is a continued need to address the existing skill gaps through customized learning, tiered interventions, attainable goal setting, and effective methods to progress monitor.
- 3) Student led goal setting and progress monitoring will be detailed in our school improvement plan for the first time, in an effort to provide teachers with additional opportunities to modify their instruction to reduce skill deficits throughout the school year.

Section VI- School Improvement Plan Goals, Strategies, and Action Steps

Cartersville Primary School embraces a process of Continuous Improvement Planning. Stakeholder groups meet regularly to review, and revise system and school improvement plans to address the unique academic needs of all students. Vast amounts of data, both quantitative and qualitative, are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals through School Leadership team and, parents and community through Local School Governance Teams) examine Climate Surveys, Georgia Milestones, CCRPI, SLDS, NWEA MAP universal screening data, ACCESS data, progress monitoring data, formative and summative data, and other sources. All the above data is disaggregated by subgroup (e.g., Race, ethnicity gender, sped ELL). Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed based on feedback. A monthly and quarterly review of this plan and progress is conducted to evaluate its effectiveness. The School Improvement Plan is available to all stakeholders on the school website and at the annual Title I meeting.

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the identified needs and create a focus for improvement. Setting goals should be a strategic process that aligns the SMART Goals within one of the seven pillars of **True Accountability: Student Achievement, Student Readiness, Engaged, Well-Rounded Students, Community Engagement and Partnerships, Professional Learning and Quality Staff, Systems and Operations, and Safety and Well Being.**

All schools can set building goals based on the specific needs of their learning community. Schools will track all elements of the seven Pillars of the True Accountability System and report progress monthly to the Director of Strategic Initiatives and School Improvement. District leadership will conduct building visits quarterly and building leadership teams will present SIP goals and progress.

Step 1 Identify Needs:

Consult many sources to determine what in the district needs improvement.

Plan and prepare for the process

Collect and analyze data

Identify needs and prioritize



Step 2 Select Interventions:

Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

Consider all the evidence for needed improvements

Research possible interventions

Determine if staff has the capacity to implement possible interventions



Step 3 Plan Implementation:

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

Identify roles and responsibilities of those implementing the intervention

Develop a team that will deeply understand the intervention and of best ways to implement it

Develop the implementation timeline

Identify resources and supports needed for the implementation of the intervention

Develop a set of information to be reviewed to track the implementation



Step 4 Implement Plan:

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

Collect information to monitor the quality of supports being provided for the intervention

Consider what additional information is needed to determine if intervention is working

Assess the degree to which the implementation plan is being followed

Identify ways to break down any barriers

Build capacity of others to facilitate the improvement process now and in the future



Step 5 Examine Progress:

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

Determine if the staff can formally study the effects of the intervention to share with others in the field

Monitor implementation and progress against defined goals

Define reasonable expectations for success

Identify and track progress and performance

Develop a plan for how knowledge about the intervention will be shared with others

Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

SMART Goal #1

As measured through norm referenced assessments, improve literacy growth for students across all subgroups by providing robust, effective Tier-1 literacy instruction, utilizing K-3 resources that are vertically aligned and designed to flexibly allow teachers to target individual learning needs.

- The median growth percentile for students in grades 1-3 will be at or above 50% as measured in April.
- More than 80% of Kindergarteners will be at 'demonstrating' level for 7 out of 8 GKIDS 2.0 indicators.

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Professional Learning/Quality Staff

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
Standard 3: (Instruction) Standard 6: (Professional Learning) Standard 2: (Assessment)	<i>All Students, All CPS Staff</i>	<ul style="list-style-type: none"> • Adopt comprehensive instructional resources (literacy) that are aligned K-3 (Benchmark ADVANCE) • Provide ongoing professional development for all teachers in structured literacy and the science of reading • Provide ongoing, in house support for maximizing the effectiveness and efficiency within the Benchmark platform • Use a combination of formative and summative assessment strategies to tailor instruction to the individualized needs of the widest range of students possible 	<ul style="list-style-type: none"> • Benchmark materials – disposable • Benchmark materials – hard copies & readers • Benchmark weekly and unit assessments • Amira Fluency Platform • MAP Growth Platform • GKIDS Readiness Platform 	<ul style="list-style-type: none"> • Student work samples in decodable readers • Student work samples in Benchmark journals • Formative assessment results • Sight Word Accuracy (K-3) • Fluency (WPM) scores (1-3) • Amira Screener Data (K-3) • MAP Growth percentiles (1-3) 	<ul style="list-style-type: none"> • Admin. Staff • Student Support Team

Monitoring Actions of Implementation- Monthly Impact Points:

- Weekly collaborative team meetings will set 5 minutes on the agenda to share out formative assessment data and 5 minutes to discuss summative (weekly and unit) data.
- Quarterly individual teacher meetings with our Student Support Team to discuss data, support needs, and any necessary adjustments to pacing or skill targeting.
- Weekly student support team meetings to monitor learning objectives and plan any necessary changes to pacing or remedial targets.
- Collaborate with district leaders and instructional support staff to debrief after norm referenced windows (Amira, MAP) to discuss any necessary changes to pacing or remedial targets.

Estimated Cost, Funding Source and/or Resources:

- District funds will support initial purchase of aligned materials through Benchmark ADVANCE
- District funds will support ongoing use of norm referenced assessment materials (MAP, Amira, etc.)
- A combination of district and school funding will support ongoing sustainable of aligned literacy materials, including decodable readers, journals for required writing standards, and other renewable materials.
- School funding will support supplemental resources not available through Benchmark, such as Heggerty for students learning Phonemic Awareness.

SMART Goal #2

Reduce performance skill deficits by providing robust small group literacy instruction, based on performance data and weekly progress monitoring of learning outcomes and utilizing remedial instructional resources aligned with each unit's learning objectives (Benchmark Advance).

- Increase the number of students projected for proficiency by 20% as measured in April (grades 1-3)
- Decrease the number of students projected for beginning learners by 10% as measured in April (grades 1-3)
- Decrease the number of students scoring as beginning learners by 10% as measured on GMAS (grade 3)

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Professional Learning/Quality Staff

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
<p>Standard 3: (Instruction)</p> <p>Standard 6: (Professional Learning)</p> <p>Standard 2: (Assessment)</p>	<p>All Students, All CPS Staff</p>	<ul style="list-style-type: none"> • Adopt small group resources that are fully aligned with Georgia Literacy Standards and supported by the science of reading (Benchmark, Decodable Readers, Heggerty) • Provide ongoing professional development for utilizing various data to schedule, plan, implement, and adjust small groups • Provide ongoing professional development on small group teaching strategies and high leverage practices • Schedule intentional debrief opportunities to discuss effectiveness of small group instruction and make changes if and when needed (weekly for grade level, quarterly for individual teachers) 	<ul style="list-style-type: none"> • Benchmark materials – disposable • Benchmark materials – hard copies & readers • Benchmark weekly and unit assessments • MAP Growth Platform • Skills checklist for teachers to utilize in small group 	<ul style="list-style-type: none"> • Student work samples in decodable readers • Student work samples in Benchmark journals • Formative assessment results • Sight Word Accuracy (K-3) • Fluency (WPM) scores (1-3) • Fluency (Comp) accuracy 	<ul style="list-style-type: none"> • Student Support Team • Teachers

Monitoring Actions of Implementation- Monthly Impact Points:

- Quarterly individual teacher conferences for data usage support and instruction support needs.
- Use of comparative weekly and unit Benchmark assessment data.
- Use of comparative sight word accuracy, fluency accuracy, fluency speed, fluency comprehension, and small group skills inventories.
- Collaborative planning built into master content schedule to provide protected time to review data.
- Weekly grade level planning (using the CPS planning document) and discussion of GA Standards of Excellence and of lessons being designed.
- Vertical planning to ensure consistent use of common vocabulary.
- School professional learning on how to differentiate for gifted and high achieving students, as well as ELs and immigrant and students.
- Professional development and collaborative conversations to strengthen small tier 2 reading groups.
- Peer observations of other teachers serving as an instructional leader in that area/content.

Estimated Cost, Funding Source and/or Resources:

- District funds will support initial purchase of aligned materials through Benchmark ADVANCE
- District funds will support ongoing use of norm referenced assessment materials (MAP, Amira, etc.)
- A combination of district and school funding will support ongoing sustainable of aligned literacy materials, including decodable readers, journals for required writing standards, and other renewable materials.
- School funding will support supplemental resources not available through Benchmark, such as Heggerty for students learning Phonemic Awareness.
- Funding for in-house professional learning.
- to review data, revise and plan instruction, and receive professional learning.
- Funding for trainings on the programs and materials such as Bridges, Number Corner, etc. to ensure fidelity of teacher delivery to students.
- Funds for substitutes.
- Funding for Student Support Specialist, Teacher Support Specialist, and ESOL/Title III Specialist.

SMART GOAL #3

Implement a sustainable process of SMART goal setting in grades K-3, as a collaborative effort between teachers, students and parents, with a commitment to utilizing regular progress monitoring to make informed instructional decisions throughout the school year.

- Create a dedicated goals section in each student’s communication folder.
- Aligned and uniformed visual representation of student goals – age and developmentally appropriate for each grade level
- Fall: 3rd Grade Lexile: >= 43%; Spring 3rd Grade Lexile: >=67%; GMAS 3rd Grade Lexile: >=70%

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Engaged & Well Rounded Students, and Community Engagement & Partnerships

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
<p>Standard 5: (Student, Family, Community involvement and support)</p> <p>Standard 8: (School Culture)</p>	<p>All students, All CPS staff, and Parents</p>	<ul style="list-style-type: none"> • The SLT will design goal setting templates / targets for each grade level. • Each team will design a visual, developmentally appropriate goal chart. • Teachers will work with students during Benchmark Unit 0 to establish goal setting norms. • Conduct teacher / student conferences for K-1. • Conduct student-led conferences for grades 2 -3 – with parents in attendance. 	<ul style="list-style-type: none"> • Visual goal charts for each grade level • Data folders for each student (sight words, WPM, comprehension percentages, letter and sound recognition) • Conference logs 	<ul style="list-style-type: none"> • Positive (>30) growth percentiles • Survey data collected from teachers, parents, and 3rd grade students 	<p>Grade Level Team Leaders</p>

Monitoring Actions of Implementation- Monthly Impact Points:

- Quarterly student-teacher conferences to discuss goals and progress monitoring – transitioning into increasing agency of student-led conferences throughout the grades.
- Initial PD for SMART / CCCC Goals during preplanning.
- Weekly check-ins with students to ensure goal charting is up to date.
- Weekly communication of goal progress with parents, using the weekly communication folder.

Estimated Cost, Funding Source and/or Resources:

- No auxiliary funding needs are expected.

CONSOLIDATION OF FUNDS – INTENT AND PURPOSE

Schoolwide School Improvement Plan-Consolidating Funds

How the school will meet the Intent and Purpose of each funding source?

- Complete an Intent and Purposes chart for EACH schoolwide school participating in schoolwide consolidation.
- Provide an accurate description of how the intent and purpose will be met for each program to be included in the consolidation. The intent and purpose statements may or may not reflect how the money from each funding source is being spent but must explain how the school is meeting the intent of the specific program’s legislation.
- Attach template for EACH school consolidating funds in the ‘Consolidated Funding’ dropdown in the MyGaDOE Portal Consolidated Application Attachments Tab.

District Name	Cartersville City Schools	Fiscal Year	2026	Superintendent’s Signature***	Dr. Marc Feuerbach
School Name	Cartersville Primary School	Date Submitted	6.13.25	Principal’s Signature***	David Jaye
Programs	<input checked="" type="checkbox"/> IA <input checked="" type="checkbox"/> IIIA (English Learners) <input checked="" type="checkbox"/> IIIA (Immigrant)				
	School Intent and Purpose Statements (Required for State Review)		School Level Evidence (Optional – For Local Use Only)		Sign-Off
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school		Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.		Director Initials
Title I, Part A	Technology, software, consumable materials, and other additional resources that assist in the support of reinforcing, remediating, and enhancing the academic standards, early literacy instruction, before and after school tutorials, reading and math programs, and any other resource, which supports content learning and mastery of standards.		Schoolwide plans, descriptions of expenditures for tutorials, and summary data for reading and math.		
Parent/Family Engagement	Various technology platforms to provide access for parent/family communication, involvement, support, and feedback, and additional resources that allow parent/family opportunities for involvement.		Schoolwide plans, description of expenditures for family engagement opportunities, and summary data for parent/family involvement.		
Title III, Part A English Learners	Provide additional English language support to select EL student based on need, Language-focused training for school leaders, teachers, and paraprofessionals, and materials /supplies for outreach programs provided to EL families.		Schoolwide plans, documentation of training and communication to EL families about outreach programs.		
Title III, Part A Immigrant Students	Provide immigrant students with a Newcomer Kit including educational supplies and a word-to-word dictionary, provide educational information regarding school in the United States to immigrant parents, and assist immigrant families with community resources. School professional learning on how to differentiate for all students including immigrant students.		Schoolwide plans, expenditure reports, documentation of trainings and communication to EL families about outreach programs.		

***Electronic Signature Accepted