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BUILDING
LEGACIES

ONE STUDENT AT A TIME

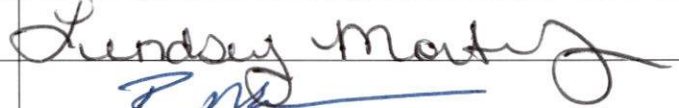2025-2026 School Improvement Plan for

Cartersville Middle School
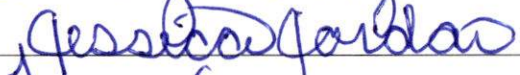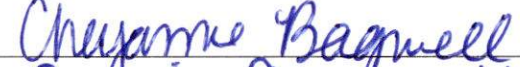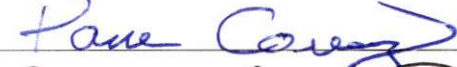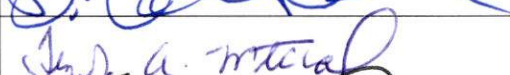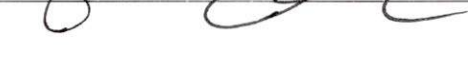
Lindsey Montgomery, Principal

825 Douthit Ferry Road, Cartersville, Georgia 30120

School Improvement Plan
Table of Contents

Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson	Molly Gann	
Principal	Lindsey Montgomery	
Assistant Principal	Dr. Brandon McPherson	
AA	Christy Gollhofer	
6th Grade	Jessica Jordan	
7th Grade	Tara Grimes	
7th Grade	Cheyenne Bagwell	
7th Grade	Bonnie Abernathy	
8th Grade	Pam Couey	
Office Staff	Emily Prewett	
Social Worker	Tiffany Mize	
SPED Lead	Sara Bright	
ESOL Lead	Bryn Barber	
Counselor	Dr. Ashley Jackson	
Math Chair	Dr. Callie Palmer	
ELA Chair	Tequila Mitchell	
Social Studies Chair	Steven Flowers	

Explo/Elective	Michelle Cottongim	*Michelle Cottongim*
Explo/Elective	Erin Karstensen	*Erin C Karsten*
Teacher Support Specialist	Randi Sonenshine	*Randi M Sonenshine*

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 2024-2025 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 Education 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.

Section II- School Improvement Plan Assurances
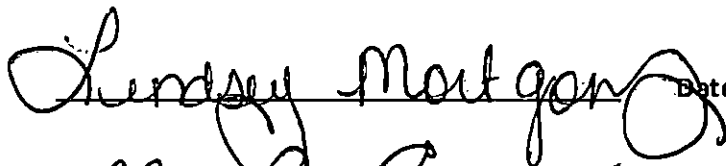
STATEMENT OF ASSURANCES:

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 Education guidelines and applicable state laws. In the development of this plan, be assured that:
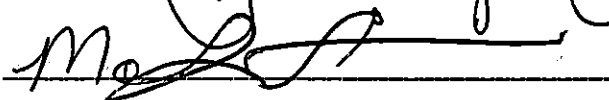
☐ representatives of all grade levels and job classifications have been selected to serve on the school improvement team.

☐ 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 2025-2026 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 _Lindsey Morgan_ Date: _9.15.25_

School Improvement Team Chairperson's Signature _____ Date: _9.17.25_

Section III- District Vision and Mission

District Vision
Building Legacies - One Student at a Time
District Mission
We inspire all students to build the skills and confidence to find their passions and achieve their goals.
District Core Values
COMPASSION: We must exhibit compassion as we build relationships based on trust and mutual respect. **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. **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. **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. **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. **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.

The building Schoolwide Plan is available to the local education 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.

The building Schoolwide Plan 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.

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.

TRUE ACCOUNTABILITY
for **GEORGIA SCHOOLS**
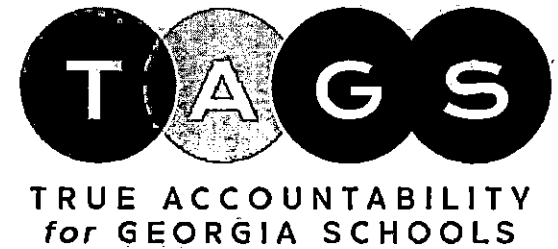
7 Pillars of True Accountability
1- Student Achievement
2- Student Readiness
3- Engaged, Well-Rounded Students
4- Community Engagement and Partnerships
5- Professional Learning/Quality Staff
6- Systems and Operations
7- Safety and Well-Being

Key questions have been designed for the seven pillars and should be used to guide the school improvement team. Planning for the 20-21 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.

map
GROWTH

Measures of Academic Performance (MAP- READING) [2024-2025]					
Reading	Low	Low Avg	Avg	Hi Avg	Hi
Grade 6	15%	18%	18%	28%	21%
Grade 7	13%	21%	20%	31%	15%
Grade 8	18%	21%	28%	20%	13%

Measures of Academic Performance (MAP- Math) [2024-2025]					
Math	Low	Low Avg	Avg	Hi Avg	Hi
Grade 6	14%	18%	28%	23%	16%
Grade 7	13%	20%	21%	29%	17%
Grade 8	18%	19%	24%	18%	20%

Georgia Milestones Spring [2023, 2024, 2025]															
ELA	Beginning			Developing			Proficient			Distinguished			Proficient & Distinguished		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Grade 6	25%	21%	27%	33%	33%	25%	33%	36%	32%	10%	11%	15%	43%	47%	47%
Grade 7	18%	22%	23.%	31%	34%	26%	39%	33%	39%	11%	11%	11%	51%	44%	50%
Grade 8	19%	16%	23%	38%	28%	39%	32%	38%	24%	11%	17%	15%	43%	56%	38%

Georgia Milestones Spring [2023 & 2024] Subgroups Proficient and Distinguished- Not including EOC												
	Black			Hispanic			EL			Sped		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
6 ELA	20%	30%	25%	26%	24%	33%	0	0%	0%	8%	18%	13%
7 ELA	28%	20%	43%	36%	25%	30%	0	0%	0%	8%	3%	9%
8 ELA	28%	38%	19%	27%	41%	22%	0%	0%	0%	3%	8%	7%

Georgia Milestones Spring [2022, 2023, 2024]															
	Beginning			Developing			Proficient			Distinguished			Proficient & Distinguished		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Science	52%	49%	52%	33%	28%	33%	13%	18%	13%	2%	4%	2%	15%	22%	15%
EOC Science	10%	3%	7%	33%	33%	29%	46%	50%	56%	11%	14%	8%	57%	64%	64%
Social Studies	22%	20%	18%	34%	32%	39%	34%	32%	32%	12.1%	15%	11%	44%	48%	43%

Georgia Milestones Spring [2022, 2023, 2024]															
MATH	Beginning			Developing			Proficient			Distinguished			Proficient & Distinguished		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2035	2023	2024	2025
Grade 6	14%	10%	16%	39%	40%	37.74%	32%	37%	32%	16%	14%	15%	48%	51%	47%
Grade 7	13%	15%	11.92%	34%	46%	38.37%	36%	24%	37%	17%	16%	13%	53%	40%	50%
Grade 8	18%	12%	11.02	39%	29%	37.57%	29%	28%	29%	14%	31%	22%	43%	59%	51%

2025 Math Georgia Milestones Growth				
	Low Growth	Typical Growth	High Growth	Typical or High Growth
Grade 6	19%	33%	48%	81%
Grade 7	37%	38%	25%	63%
Grade 8	33%	35%	32%	67%

Georgia Milestones Spring [2024 & 2025] Sub Groups Proficient and Distinguished								
MATH	Black		Hispanic		EL		Sped	
	2024	2025	2024	2025	2024	2025	2024	2025
Total	31.9%	36.2%	38.7%	36.6%	6.1%	4.9%	10.6%	14.3%

Section V- School Performance Data Analysis

Student Achievement Data Collected
o   Georgia Milestones proficiency levels

o   Georgia Milestones subgroup performance
o   CCRPI scores (content mastery, progress, readiness, closing gaps)
o   2024-25 MAP scores (fall, winter, spring)
o   Lexile/RIT performance (students reading on grade level)
o   Failure Rate
o   Intervention data
o   Attendance Data
o   Data provided by various software programs

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?

ELA Trends:

6th Grade

The percentage of students scoring at the Proficient and Distinguished levels on the GMAS increased slightly — by nearly 1%. We also saw a positive shift in the Developing category, with a decrease of just over 7%. However, the percentage of Beginning learners rose by 6%.

Looking at cohort data, the number of students scoring at levels 3 or 4 (Proficient or Distinguished) increased by a little over 1% from the previous grade level. These students also outperformed both the RESA and state averages in this category, scoring 6% higher than each.

7th Grade ELA-

The percentage of students scoring at the Proficient and Distinguished levels on the GMAS increased by 7%. At the same time, the number of students scoring in the Developing category decreased by 8%, while the percentage of Beginning learners rose slightly by 1%.

Looking at cohort data from 6th to 7th grade, we saw nearly a 7% increase in students earning a level 3 or 4 (Proficient or Distinguished). These 7th grade students outperformed both benchmarks—scoring 10% higher than our RESA and 9% higher than the state average in this category.

8th Grade ELA

The percentage of students scoring at the Proficient and Distinguished levels on the GMAS dropped by 17%. At the same time, we saw a notable increase in the number of students scoring in the Beginning and Developing categories.

When examining cohort data from 7th to 8th grade, the number of students scoring at levels 3 or 4 (Proficient or Distinguished) also declined by 17%.

Despite this decline, our students matched the RESA average at 38% in the Proficient and Distinguished category, though they scored below the state average.

Subgroups in ELA:

Among our 7th grade Black students, the percentage of learners achieving at the Distinguished and Proficient levels increased significantly by 23%. However, performance declined in other grades, with a 5% decrease in 6th grade and a 13% decrease in 8th grade.

For our Hispanic students, we observed growth in the lower grades: a 9% increase in 6th grade and a 5% increase in 7th grade. In contrast, 8th grade saw a sharp decline, dropping from 40.9% to 22%.

Our 7th grade special education students showed a 7% gain in the Proficient and Distinguished categories. However, both 6th and 8th grade special education performance declined slightly."

8th Grade Science:

This year, the percentage of students scoring at the Proficient and Distinguished levels on the GMAS dropped significantly—from 23% to 15%. This decline is a major concern and will be a key area of focus for us moving forward. Currently, our performance falls below both the state and regional averages.

8th Grade Social Studies:

This year, 43% of our 8th grade students scored at the Proficient and Distinguished levels—a 5% decrease from last year. Despite the decline, our scores remain above both the state and RESA averages, which are currently at 39%.

MATH-

6th Grade Math-

The percentage of students scoring at the Proficient and Distinguished levels declined slightly this year, dropping from 51% to 47.11%. Despite this decrease, our students still outperformed both the state and RESA averages—exceeding the state by 10% and RESA by 7% in this category.

7th Grade Math-We achieved a 10% increase in the number of students scoring at the Proficient and Distinguished levels. Additionally, our students outperformed both the state and RESA averages in this category—scoring 10% higher than the state and 7% higher than RESA.

8th Grade Math

Although the percentage of 8th grade students scoring at the Proficient and Distinguished levels in math declined by 9%, our performance still exceeded both benchmarks—scoring 1% higher than our RESA and 3% higher than the state average.

Subgroups in Math:

We saw a 4% increase in the number of Black students performing at the Proficient and Distinguished levels. Our special education students also showed growth, with a 3% increase in those achieving these levels. Meanwhile, our Hispanic student performance declined slightly by 2%, and our English Learner (EL) population saw a modest 1% decrease in this area.

Teacher Needs/Professional Learning Focus:
- Vocabulary and Comprehension strategies to be implemented across content areas
- Access to ramping up DOK levels for CFA and CSA test items
- MAP data use
- Effective Tier 2 and Tier 3 instructional strategies
- Co-teaching strategies
- Differentiated instructional strategies based on common assessment data
- Utilizing MAP and Lexile data to offer instructional reading resources that are appropriately leveled for students in science and social studies.

Demographic Data Collected
- Enrollment   - Race/Ethnicity   - Gender   - 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?
Students from lower socioeconomic backgrounds, minority groups, and special populations tend to perform at lower levels compared to their peers from higher socioeconomic backgrounds and the majority population. Teacher Needs: Ongoing professional development on how to effectively address the diverse needs of their students Identifying and working to remove barriers that impact student learning Effective instructional strategies tailored to students with services plans or accommodations

School Climate Data Collected
- Climate rating   - 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 number of office referrals increased by 56 events this year, however we are still much lower than than 2022 (1,022 office referrals). The increase happened only in 6th grade. On a positive our percent of students with less than 2 referrals has increased over time (87%).

What parts of this data catch your attention?

Academic:

While we are performing above both the state and regional averages in most areas, 8th grade science remains a concern. Additionally, our student subgroups continue to show gaps in performance, highlighting the need for targeted support and focused instructional strategies. There is significant room for growth in helping these students reach higher achievement levels.

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

What the Data Tells Us:

The data indicates that teaching and learning are taking place; however, there is a need for more targeted strategies and interventions to better support our at-risk students and promote deeper learning outcomes. Additionally, we need to strengthen Tier 1 instruction to ensure it consistently challenges all learners and aligns effectively with state standards. This foundational level of teaching is critical for driving student growth and academic success across all groups.

What the Data Does NOT Tell Us:

The current data does not identify which students are lacking foundational skills in math and reading, making it difficult to provide targeted support. It also fails to connect student performance with external factors such as stability, access to resources, mental health, or home life circumstances—barriers that can significantly impact learning. Moreover, the data does not shed light on students with chronic discipline issues or those facing external challenges. Finally, it does not offer insight into whether students are achieving deep, meaningful learning or simply demonstrating surface-level understanding.

What good news is there to celebrate?
Among our 7th grade Black students, the percentage achieving at the Proficient and Distinguished levels increased significantly by 23%. In 6th grade math, 48% of students demonstrated high growth. Additionally, 7th grade math saw a 10% increase in students scoring at the Proficient and Distinguished levels compared to 2024. In 7th grade ELA, we observed a 5% increase in Hispanic students reaching these levels, along with a 7% overall increase for all 7th grade students in the Proficient and Distinguished category.

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
Across all tested areas, a significant portion of our students—nearly 50%—are still performing below the expected level. One area of particular concern is 8th grade physical science, where our performance is well below both the state and regional averages. This may be directly linked to existing reading gaps that impact students' ability to access and comprehend science content. While we are seeing some progress within certain subgroups, overall performance remains below expectations. Our English Learner (EL) population, for example, continues to perform primarily in the Beginning Learner category in ELA, with only slight improvement in math.

What are our key conclusions? What recommendations does the team have for addressing the issues?
- Support teachers with effective use of data to identify individual student needs and adjust instruction   - SSS will support teachers by providing appropriate instructional/behavioral strategies for Tier 2 and Tier 3 students   - PD to assist teachers with meeting the diverse needs of all students with a focus on students with accommodations   - PD to assist teachers with understanding and using individual Lexile levels to provide appropriate materials and resources for students   - Utilizing WRAP team to support students and families and trying to remove barriers that impact learning

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

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: Student Achievement and Growth

To increase the percentage of students achieving Proficient and Distinguished levels on the Georgia Milestones Math and Reading assessment by 3.5% by the end of the 2025-2026 school year.

TAGS Area (Pillar & Element(s)):
1.1 , 1.3, 1.4 1.5
5.3 and 5.4

Georgia School Performance Standard	Student Group(s) *(Include subgroups)*	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning *(Sub Groups)*		Project Lead
			Artifacts	Evidence	
Professional Knowledge Instructional Planning Instructional Strategies Differentiated Instruction Assessment Uses	All Students Accommodated Students African American Students Hispanic Students	Identification of Essential Standards Use of common formative assessment data in a timely manner to adjust instruction. Regrouping of students to reteach essential standards. Differentiated instruction to meet the diverse learning needs of all students. Integration of math and ELA remediation classes to meet the needs of at-risk students. (Remediation with a focus on grade level standards) Sch4ol- wide focus on literacy skills specifically vocabulary and comprehension strategies. Literacy impact team focused on strategic professional development to support all teachers in this work. PD for analyzing MAP data and using data to inform instruction PD for teachers to enhance their instructional strategies to meet the needs of ALL learners.	Lesson Plans Professional Learning Peer Observation Notes	Formative vs. Summative assessment data MAP growth data Lexile Scores GMAS results	Instructional Leadership Team/Impact Team Leaders

		Peer Classroom Observations			

Monitoring Actions of Implementation- Monthly Impact Points: Classroom Focus Walks in Math and ELA classes, Bi-Monthly PD sessions, Data Protocols Analysis for Collaborative Teams.

Estimated Cost, Funding Source and/or Resources: $12,000 – applicable RESA professional development sessions for teachers, Gifted Certification for teachers, ELA Standards PD, on-going professional development for Instructional Leaders through RESA and Solution Tree.

SMART Goal #2: Student Achievement and Growth

To increase the percentage of students achieving developing and above on the Georgia Milestones EOG in science and social studies and EOC Physical Science by 5% by the end of the 2025-2026 school year.

TAGS Area (Pillar & Element(s)):
1.1, 1.3, 1.4 1.5
5.3 and 5.4

Georgia School Performance Standard	Student Group(s) *(Include subgroups)*	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning *(Sub Groups)*		Project Lead
			Artifacts	Evidence	
Professional Knowledge Instructional Planning Instructional Strategies Differentiated Instruction Assessment Uses	All Students Accommodated Students African American Hispanic	Identification of Essential Standards Use of common formative assessment data in a timely manner to adjust instruction. Regrouping of students to reteach essential standards. Differentiated instruction to meet the diverse learning needs of all students. PD for utilizing Lexile scores to provide appropriately leveled texts for students. PD for reading in the Science content area. PD for teachers to enhance their instructional strategies to meet the needs of ALL learners. Peer Classroom Observations	Lesson Plans Professional Learning Peer Observation Notes Identification of individual Lexile scores Leveled text	Formative vs. Summative assessment data Science MAP Growth Data	Instructional Leadership Team Collaborative Team Members

Monitoring Actions of Implementation- Monthly Impact Points: Classroom Focus Walks in Science and Social Studies classes, Bi-Monthly PD sessions, Data Protocols Analysis for Collaborative Teams.

Estimated Cost, Funding Source and/or Resources: $15,000 (not in addition) – applicable RESA professional development sessions for teachers, Gifted Certification for teachers, Literacy training through PD sessions and peer observations, on-going professional development for Instructional Leaders through RESA and Solution Tree, Specific PD for science and social studies teachers, Impact Team.

SMART GOAL #3: Social and Academic Behaviors

Teachers and staff will utilize CKH strategies to identify and consistently teach three key behaviors embedded within the Canes Code and social contracts to decrease the time students spend in In-School Suspension (ISS) or Out-of-School Suspension (OSS) by 4% during the 2025-2026 school year.

TAGS Area (Pillar & Element(s)):
2.3,
5.3
7.1, 7.2, 7.3

Georgia School Performance Standard	Student Group(s) *(Include subgroups)*	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning *(Sub Groups)*		Project Lead
			Artifacts	Evidence	
Positive Learning Environment *Professionalism*	All Students Accommodated Students African American Hispanic	In-house CKH Training for new teachers PBIS monitored through PBIS Impact Team Admin modeling the use of CKH strategies in all sessions with teachers Re-teaching of behaviors Mentor Groups Monitoring behavior data Student Celebrations	Lesson Plans Classroom Social Contracts Effective CKH Strategies in the classroom	Survey Data Behavior Data Feedback from CKH Walkthroughs	Instructional Leadership Team Discipline/PBIS Committee

Monitoring Actions of Implementation- Monthly Impact Points:
Monthly review of behavior data, quarterly meetings with committee members

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 <u>EACH</u> 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 <u>EACH</u> 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 Middle School	Date Submitted	June 30, 2025	Principal's Signature***	Lindsey Montgomery
Programs	☒ IA ☒ IIIA (English Learners)				

	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, academic 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.	

***Electronic Signature Accepted