Building Legacies – One Student at a Time

2025-2026 School Improvement Plan for

Cartersville Elementary School

Becky Bryant, Principal

School Address:
340 Old Mill Road
Cartersville, GA 30120

School Improvement Plan
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Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson	Becky Bryant	
Principal	Becky Bryant	
Assistant Principal	Gary Morris	
SIT Member	Abbey Gore – 4th	
SIT Member	Andrew Wilson – 5th	
SIT Member	Beth Gaines - Specialist	
SIT Member	Breanna Johnson – ESOL/Specialist	
SIT Member	Leslie Adair – Counselor - CKH/PBIS	
SIT Member	Mandy Todd – SPED/STEAM/SGC	
SIT Member	Sarah Daniell - SSS	
SIT Member	Bobbie Bruton – TSS/SGC	
SIT Member	Heaven Harris - ITS	
Social Worker	Mari Casole	
SPED Teacher	Rachel Phillips – SPED lead	

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 2025-26 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:** 8/5/2025

School Improvement Team Chairperson's Signature _____ **Date:** 8/6/2025

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.

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 20-21 school year and beyond 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

**Specific to each building*

CPS- *GKIDS, AIMS Web, MAP, Intervention Data, Attendance,* ***CES-*** *MAP, GMAS EOG, Access, Intervention Data, Attendance,* ***CMS-*** *MAP, GMAS EOG/EOC, Access, Intervention Data, Attendance,* ***CHS-*** *MAP, GMAS EOC, Access, EOP, Grad Rate, AP, Failure Rate, Intervention Data, Attendance*

Georgia Milestones Spring [2024 & 2025]										
ELA	**Beginning**		**Developing**		**Proficient**		**Distinguished**		**Proficient & Distinguished**	
	2024	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*
Grade 4	27%	21%	39%	38%	27%	28%	8%	13%	35%	41%
Grade 5	20%	20%	30%	38%	40%	35%	10%	7%	50%	41%
Total	24%	21%	35%	38%	34%	32%	9%	10%	42%	41%

Georgia Milestones Spring [2024 & 2025]										
Math	**Beginning**		**Developing**		**Proficient**		**Distinguished**		**Proficient & Distinguished**	
	2024	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*
Grade 4	11%	10%	35%	39%	35%	29%	20%	23%	55%	62%
Grade 5	18%	15%	39%	37%	33%	29%	10%	15%	43%	45%
Total	15%	13%	37%	38%	34%	29%	15%	19%	49%	54%

Georgia Milestones Spring [2024 & 2025] Sub Groups (Proficient+Distinguished)										
ELA	**Black**		**Hispanic**		**EL**		**Sped**		**ED**	
	2024	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*
Total	24%	32%	23%	21%	2%	2%	11%	11%		%

Georgia Milestones Spring [2024& 2025] Sub Groups (Proficient+Distinguished)										
Math	**Black**		**Hispanic**		**EL**		**Sped**		**ED**	
	2024	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*	*2024*	*2025*
Total	28%	34%	34%	36%	11%	9%	21%	18%	%	%

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 Intervention 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?
In general, we saw overall gains within our general population in most all content areas. Our 4th grade math data showed a 14% gain by cohort and a 7% increase from last year's 4th grade data. Our ELA data continues to move forward, and both cohorts of students saw gains. Science took a small dip, but it was noted this could be from balancing the course content with our STEAM initiative and integrating content areas through interdisciplinary lessons. When looking at the percentage of students who scored 2s, 3s, and 4s combined, all grades in both English and Math saw percentages at 80% and above. 4th grade math showed 90% of our students scored a 2, 3, or 4.

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?
Our overall enrollment is higher at the beginning of the 25-26 school year with the incoming 4th grade class being the largest we've seen in years. Our special education and English language learner subgroups continue to show gaps with the all-student population; however, their growth is higher than higher subgroups, indicating we are closing the gaps.

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?
Student attendance saw a significant increase of almost 5% compared to last year. Staff retention was high with only two new teachers one being a retirement, and one being an additional alottment. Capturing Kids' Heart survey data from staff, students, and parents indicates an overall positive school climate. Cartersville Elementary School was awarded the honor of being a Capturing Kids' Heart Showcase school during spring 2025.

What parts of this data catch your attention?
There is still work to be done with our subgroup data as well as with our overall ELA academic performance. Our ELA scores continue to lag behind our math scores. Our attendance data is strong, although we recognize some operational adjustments that could be made to tighten our processes.

What does the data tell us? What does the data NOT tell us?
We still see areas for growth with ELA and continue to explore individual student reasons for the lack of progress and growth. We have yet to see the impact new literacy standards, professional development, and curriculum resources will have on student achievement for our young readers.

What good news is there to celebrate?
We saw cohort gains in almost every content area. Our attendance data is strong and we have student incentives in place for the following school year. We are designated a National Showcase School for Capturing Kids' Heart and progressed to the Advancing phase for state STEAM certification.

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*
There is an evident need for additional Tier 1 instructional support in both reading and math in all grade levels, but especially 5th grade math. This requires looking at our schedule and instructional practices in order to see results. For the 25-26 school year we are implementing a STORM time (WIN block) to better target individual student needs. We also purchased a new software program to provide teachers with resources to support the varying academic levels and needs of our students.

What are our key conclusions? What recommendations does the team have for addressing the issues?
Our first priority is to continue to strengthen the work of our PLCs, as that focus is showing significant gains. We've restructured our schedule to allow common collaborative time within the school day for an entire grade level content area – something we've struggled to provide due to the size of our school. Within the PLC structure we hope to support and monitor the implementation of the new ELA standards and our new ELA curriculum resource, as well as explore the rigor and virtual alignment of our assessments in both math and science. Our 2nd priority is to maintain our status as a CKH National Showcase school while working towards a combind behavior system that supports both the CKH structure as well as our PBIS approach to student accoubility. Our third initiative is to submit the necessary evidence to solidify our standing as an Advancing school for state STEAM certication, as well continue to move forward with building PBLs and seek community and business support.

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

Cartersville Elementary 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 of 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: *Grade level PLTs (Professional Learning Teams) will commit to the learning of ALL students using CFA (common formative assessment) data to inform and adjust day-to-day instruction and increase student achievement. Common Formative Assessments are designed around priority standards in each grade level and content area.*

TAGS Area (Pillar & Element(s)): *Student Achievement; Student Readiness; Professional Learning/Quality Staff; Engaged, Well-Rounded Students*

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 Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	***Teachers, TSS, SSS***	**Teachers will meet consistently within PLCs to gain professional learning designed to enhance Tier 1 reading instruction. (Tier 2 and 3 supports will be mostly completed through individual meeting with SSS as well as within our new daily STORM time.)**	**PL sign-in sheets and agendas**	**MAP data (Fall, Winter, Spring - All subgroups)**	**TSS and SSS**
Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed	***Teachers, TSS, SSS***	**Teachers will meet with TSS and SSS within PLCs to review researched-based practices and strategies to promote effective reading instruction for students.**	**PLT team notes and agendas**	**Evidence of implementation through TKES observations Increased independent reading time for students**	**TSS and SSS**
Instruction Standard 5: Differentiates instruction to meet specific learning needs of students	***ELL Teachers, ELL students***	**Continue to provide a language acquisition program for non-English speaking students (not limited to, but including immigrant students) and their families. Include the addition of an**	**Program usage reports**	**Student ACCESS scores**	**ELL teachers**

		additional ELL segment for students within our daily STORM time.			
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	***Administration***	**Administration will consistently monitor MAP data (Fall, Winter, Spring), along with STORM time implementation and results, with specific attention to student subgroups.**	**MAP data reports; STORM time student goal sheets**	**Adjust processes based on data as needed with professional learning**	**Administration**
Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff	***Teachers***	**All teachers will be provided an opportunity to participate in ELL training through online modules available on the SLDS portal. If needed (as it was during the 24-25 school year) additional in-person training will be offered to staff as well.**	**Certificates of Completion; sign-in sheets from professional learning**	**TKES observations**	**Teachers**
Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement	***Teachers, students***	**Teachers will create, train, and share with parents a tool to be used at home to support reading and math instruction in the classroom. These will be shared with parents at our family nights and availalbe for any students unable to attend family night.**	**Reading & Math tools (once designed) [different by grade level]**	**MAP data, parent feedback**	**Teachers**
School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community	***Teachers, students***	**Continue ongoing implementation of Capturing Kids Hearts in all classrooms with the addition of Leadworthy Lessons during STORM time and within the classroom.**	**Social Contracts in classrooms**	**CKH signals and cues being used during classroom observations**	**Administration**
Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families	***Teachers***	**Host a minimum of two parent nights – one per semester – to share student progress and opportuntities for parent support at home with both Math and ELA. Fall: Spooky Science Night Spring: Student Showcase**	**MAP reports Parent sign-in sheets**	**Parent communication**	**Administration**

Monitoring Actions of Implementation- Monthly Impact Points:

MAP data will be monitored following each administration (Fall, Winter, Spring). Professional learning monitoring will be ongoing through weekly PLC meetings with the TSS and individual MTSS meetings with SSS.

Estimated Cost, Funding Source and/or Resources:
Cost of Language Acquisition Program – embedded in new ELA curriculum resource adoption. No initial costs, unless data suggests a need for additional resources or outside professional development.

SMART Goal #2: *CES will cultivate a STEAM (Science, Technology, Engineering, Arts, Math) focus in all classrooms through interdisciplinary lessons in all Math/Science/Social Studies classrooms, the implementation of STEAM journals for all students, and progression to the state STEAM certification status of Advancing.*

TAGS Area (Pillar & Element(s)): *Student Achievement; Professional Learning/Quality Staff; Engaged, Well-Rounded Students; Community Engagement and Partnerships*

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 Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	***Teachers***	**Teachers will meet explore STEAM components through the direction of the school's STEAM team** **STEAM Walk – April 3, 2026**	**STEAM team meeting notes; STEAM journals**	**Completed PBLs each semester**	**STEAM Team**
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	***Administration***	**Administration will collaborate with CCS leadership to establish vertical alignment with STEAM process and meet certification goals**	**STEAM journals; Completed Interdisciplinary lessons each semester**	**Apply for STEAM Tier 1 Certification**	**Administration**
Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at	***Teachers, STEAM Team; community partnerships***	**Teachers will create and share STEAM based activities to be used at fall and spring family nights**	**Pictures, student activity samples from fall and spring family nights**	**Students/Parents can articulate an understanding of STEAM**	**Teachers/Students/ Parents/Community**

home that will enhance academic achievement					

Monitoring Actions of Implementation- Monthly Impact Points:
STEAM team meetings will be held consistently, as needed to explore the process and roll-out at Cartersville Elementary School. The STEAM Advancing task list will be used to gauge progress towards certification and implementation.

Estimated Cost, Funding Source and/or Resources:
No initial costs, unless data suggests a need for additional resources or outside professional development.

SMART Goal #3: *CES aims to enhance students' social and relational outcomes by implementing CKH Leadworthy character lessons, incorporating student input to foster a positive and inclusive school culture, creating a single, comprehensive student behavior structure, and providing targeted support through our Wrap Team.*

TAGS Area (Pillar & Element(s)): *Student Achievement; Professional Learning/Quality Staff; Engaged, Well-Rounded Students; Safety and Well-Being*

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 Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Instruction Standard 4: Uses research-based instructional practices that positively impact student learning	***Teachers***	**Implement a weekly leadworthy character lesson for all students based on our Capturing Kids' Heart words of the month.** **Provide professional learning from our behavior specialist on targeted students behaviors.**	**Leadworthy Lesson Plans**	**Posters and student work from implementation of Leadworthy lessons**	**Administration, SSS, CKH Process Champions**
Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	***Administration***	**Adjust the school master schedule to include a weekly leadworthy character lesson for all students based on our Capturing Kids' Heart words of the month**	**New School Schedule with included WIN block (STORM Time)**	**Completed Leadworthy lessons; observations**	**Administration**

		in either the classroom or within our daily STORM time.			
School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interactions and a sense of community		**Provide intentional support to students in need through our Wrap Team.** **Embed and create a single behavior support system for student that contains best practices and supports from both PBIS and Capturing Kids' Hearts.**	**WRAP team list** **PBIS committee notes; pictures from quarterly PBIS rewards**	**Students coming and going from the Wrap Team list due to support** **PBIS committee notes; discipline data**	

Monitoring Actions of Implementation- Monthly Impact Points:

Monthly Wrap Team Meetings. Monthly PBIS Committee Team Meetings. Capturing Kids' Hearts Process Champions Meetings

Estimated Cost, Funding Source and/or Resources:

No initial costs, unless data suggests a need for additional resources or outside professional development.

CES 25-26 Proposed Professional Learning Plan

- Continued implementation of required literacy training for staff both in-progress and/or new to teaching or Georgia.
- Continued involvement in both RESA and state level STEAM conferences, as well as STEAM school visits.
- Continued involvement of school leadership with Schlechty – Standard Bearer Network trainings – ongoing during 2025-2026 school year
- New Teacher Induction support group will meeting monthly with TSS to provide support for induction level teachers
- Continued involvement of school leadership with the RESA Leadership Center
- Ongoing, needs-based PD will be provided on system designated At-Home-Learning Days. Needs determined from leadership, school surveys, student data, and local and/or state requirements.

PLC/PLT Design & Purpose

Weekly by grade/content Tier 1 ELA PLC	Weekly Literacy Collaborative meetings with grade level teams during their planning.	Purpose: To use common formative and summative assessment data to information and adjust day-to-day instruction and increase student achievement. *Addition of Growing Readers grant and new ELA curriculum resource for 25-26.

Weekly by grade/content Tier 1 Mathematics PLC	Monthly Mathematics collaborative meetings with grade level teams during their planning.	Purpose: To use common formative and summative assessment data to information and adjust day-to-day instruction and increase student achievement.
Wrap Team/ Honeycomb Meetings	Monthly collaborative meetings with counselors, school psychologist, ELL teachers, EIP teachers, Gifted teachers, Special Area teachers, Family Engagement Liaison, social worker and administration.	To discuss student-specific data as well as plan and review supports for students with ACE or two or more indictors for student support.
District-Wide Teaching & Learning Meetings	*Monthly meetings with district staff, APs, TSS, SSS, ITS, etc.*	*To inform school-level leadership of district initiatives; to provide open communication between district & schools; vertical alignment...*

Grade level/Content Area PLCs – meet weekly
Grade level teams – meet monthly or as needed
School Work Groups (PLC, STEAM, CKH/PBIS, MTSS/STORM, Design) meet as needed, but at least twice per semester.
Wrap Team – meets monthly
Team Leaders (leadership) – meets monthly
School Governance – meets monthly