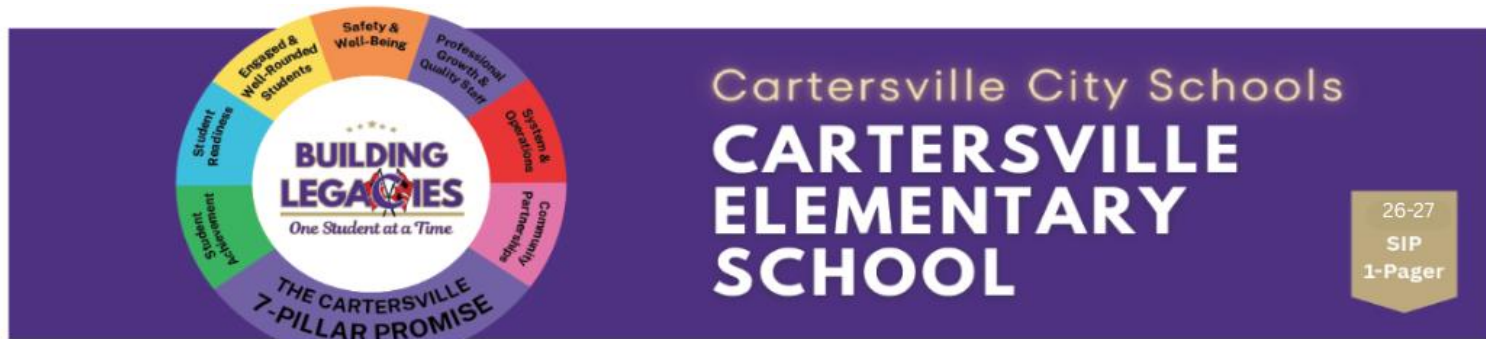




CES MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
<i>Student Achievement/Instructional Design</i>	<i>Capturing Kids' Hearts/Student Behavior</i>	<i>STEAM/Project-based Learning</i>
Grade level PLTs (Professional Learning Teams) will commit to the learning of ALL students by using CFA (common formative assessment) data to inform and adjust day-to-day instruction and pacing to increase student achievement. Common Formative Assessments are designed around priority standards in each grade level and content area.	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.	CES will cultivate a STEAM and museum school focus in all classrooms through the use of the museum school model, interdisciplinary learning experiences in Math, Science, and Social Studies classrooms, the implementation of student journals for all students, and continued progression toward the state STEAM certification status of Executing.
Strategies:	Strategies:	Strategies:
- Use common formative assessment data in a timely manner to revise instruction—student by student, skill by skill, including shared groupings across classrooms within daily STORM time (intervention/enrichment block). - Monitor MAP, mClass, and IXL data (Fall, Winter, Spring) with specific attention to individual student needs. - Math/Science: - Align curriculum, pacing, and instruction to state resources - Embed strategies from Building Thinking Classrooms - Review and design assessments for rigor and alignment and revise as necessary. - ELA: - Continue the implementation of the ELA standards and Benchmark Advanced curriculum resource. - Develop and monitor ELA essential standards through PLC process	- Implement a minimum of two Leadworthy lessons per month, through designated STORM time and/or classroom. – STORM Chasers. - Implement and teach essential behaviors in each grade level and monitor those behaviors through quarterly progress report data. - Utilize Design and CKH workgroups to embed existing PBIS structures within CKH model for one, cohesive social-relational support system. - Enhance Canes Buddies program to include CKH ambassador support. - Provide intentional support to students in need through our Wrap Team. - Provide monthly counseling lessons to all students based on current needs as evidenced by both discipline and social work data. - Provide individual school counseling support to students, as needed.	- Provide journals for all students and teachers. - Embed the STEAM engineering design process and journaling protocols within student agendas. - Explore business and community partnerships that support authentic learning experiences within the STEAM and museum school model at CES. - Begin trimester-based PBL development and museum-integrated learning experiences. - Continue STEAM walks to review implementation. - Include STEAM and museum model implementation within weekly PLT discussions, with focus given to interdisciplinary lessons and learning experiences. - Support teachers in developing and uploading portfolio submissions that showcase STEAM and museum model implementation.

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Professional Learning:	Professional Learning:	Professional Learning:
- Continue curriculum-specific training, through Benchmark Advanced for all ELA teachers, as needed. - Utilize at-home learning days for professional learning designed to support SIP goals. (Teacher led. Needs based.)	- Provide in-house, job-embedded Capturing Kids' Hearts training to new and additional staff. - Monitor CKH implementation and provide training/support where needed based on CKH survey data. - Utilize at-home learning days for professional learning designed to support SIP goals. (Teacher led. Needs based.)	- Continue participation in system-wide and RESA-level STEAM trainings, while partnering with museums and other museum schools to support the continued development of the STEAM and museum school model at CES. - Utilize at-home learning days for professional learning designed to support SIP goals. (Teacher led. Needs based.)
Artifacts/Evidence:	Artifacts/Evidence:	Artifacts/Evidence:
- Weekly PLC notes. - Common formative assessment data spreadsheets. - Common formative and summative assessments by grade/content area.	- STORM time lesson plans. - Updated Social-Relational Handbook (merge CKH/PBIS) - Wrap Team notes - CKH/Design teamwork group notes	- STEAM work group notes - Teacher portfolio submissions and STEAM artifacts - Student journals - STEAM walk feedback notes - Evidence of museum partnerships, visits, and learning experiences

Trust Accountability Goals

To What Degree...		Current Efforts:
Pillar 1	1.1 Student Achievement To what degree are students learning the most critical content and skills in each course and/or content area? 1.3 Removing Barriers to Learning To what degree are we able to determine why students aren't learning and the reason? 1.5 Deep Learning To what degree are we focused on richness and depth as opposed to breadth and superficial learning?	- Continue to strengthen tier 1 instruction and tier 2 &3 interventions for reading and math. - Leverage formative assessment data to identify areas of student need. - Implement Daily STORM time (Students Targeting Objectives in Reading & Math). - Focus instructional remediation and enrichment on designated priority standards within each grade/content area. - Continue interdisciplinary lessons with the inclusion of journaling.
Pillar 3	3.3 Quality Assignments To what degree do we consistently provide quality work that interests, challenges, and satisfies all learners? 3.5 Engaged Well-Rounded Students To what degree are we preparing all students for life beyond school, including college and/or career and citizenship?	- Work to increase the number of students who are proficient in reading and math. - Design instruction to provide meaningful and engaging work to students. - Continue interdisciplinary lessons with the inclusion of journaling. Begin the inclusion of a Museum School focus.
Pillar 5	5.3 Professional Learning To what degree does professional learning meet the system needs and goals?	Embed consistent professional learning structure through at-home learning days to support needs-based, ongoing professional learning for teachers and staff, as needed.
Pillar 7	7.2 Positive Adult Connections To what degree do all of our students have positive connections to adults and other students?	Continue work to design a social-relational CKH handbook to support both Capturing Kids' Hearts as well as embedded structures from PBIS.