



Cartersville City Schools

CARTERSVILLE PRIMARY SCHOOL

26/27
SIP
1-Pager

CPS 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
CONTENT Academic Achievement - Literacy	CUSTOMIZATION Academic Growth – STEAM	CULTURE Stakehold Engagement
Through collaboration, systematic planning, targeted implementation, and professional development, there will be a focus on improved literacy outcomes for all grade levels.	Through vertically aligned collaborative effort, there will be a focus on STEAM based classrooms and project based learning, with a target of moving to the next readiness level of National STEAM Certification.	Through improved communication, strategic use of stakeholder feedback, and increased opportunities for stakeholder engagement, there will be a focus on building relationships (primary focus on teacher to teacher and teacher to student).
Strategies:	Strategies:	Strategies:
<ul style="list-style-type: none"> Continue to implement long-term curricular literacy-based instructional resources that are fully aligned with the science of reading and support the widest possible range of student support needs. (Benchmark) Supplemental Phonics support for grades K-3 (UFLI) Literacy Coach in-class support for developing high leverage literacy instructional practices Monitor a wide range of assessment data (Benchmark, MAP, AMIRA, UFLI) to facilitate appropriate individual, class, or grade level remediation or enrichment opportunities. 	<ul style="list-style-type: none"> Establish an equally represented STEAM team to plan, implement, and monitor instructional effectiveness of STEAM related frameworks in the classroom Provide ongoing professional development opportunities for STEAM Team Leaders and classroom teachers Incorporate STEAM journals in all classrooms Conduct regular STEAM walks to provide systematic feedback, identify growth opportunities, and celebrate relevant learning experiences 	<ul style="list-style-type: none"> Provide multiple feedback opportunities for students, teachers, and parents Cite evidence of feedback during the planning process in school leadership and governance meetings Provide follow-up opportunities to clarify feedback or to gauge the effectiveness of schoolwide decisions Allow teachers and parents to lead schoolwide planning initiatives related to community engagement
Professional Learning:	Professional Learning:	Professional Learning:
<ul style="list-style-type: none"> CCS / CPS Data Usage Development Opportunities (Quarterly) LETRS, Literacy Academy Training for Targeted Teacher Cohorts RESA Co-Teaching Training for Inclusion Teaching Teams Literacy Coach Development Opportunities – Teacher Selected / School Selected IXL Supplemental Resource Training Benchmark AdvanceTraining (CCS Led) UFLI Training (CCS & CPS Led) 	<ul style="list-style-type: none"> STEAM Professional Development, facilitated by STEAM Team & STEAM Conference Takeaways and Targeted Development Opportunities STEAM Walks (CPS, CCS, & RESA Directed) GaDOE STEAM Forum, Oct 1-2, 2026 	<ul style="list-style-type: none"> CKH Module 1 & 2 Preplanning Training for new teachers CKH Process Champion Training and Redelivery for Advanced CKH Teachers NWGA RESA PD on Communication and Collaboration STAGE Professional Development for Student Support Staff

Cartersville Primary School 2025-26 School Improvement Plan 1-Pager Continued

Artifacts/Evidence:	Artifacts/Evidence:	Artifacts/Evidence:
<ul style="list-style-type: none"> • CCS Literacy Plan • CPS WIN Time & Student Data • CPS Literacy Coach Planning & Teacher Service Documentation • CPS School Improvement Plan • Benchmark Formative & Summative Assessment Data • K-3 AMIRA Growth Data • 1-3 MAP Reading Growth Data • GMAS ELA Growth / Achievement Data • Longitudinal EIP Growth & Trajectory Data 	<ul style="list-style-type: none"> • STEAM Journals, K-3 • STEAM Team Monthly Agendas • STEAM Walk Notes & Observations • STEAM Consultation with Current State & Next Steps • STEAM Process Anchor Charts • PBL Planning & Student Samples/Outcomes 	<ul style="list-style-type: none"> • CKH Trained Rosters • CKH Process Champion Rosters • Family Engagement Planning – Agendas & Planning Committee Invitees • Stakeholder Feedback Sources – Varied • School Leadership Team & School Governance Team Agendas

Trust-Based Accountability Goals

To What Degree...		Current Efforts:
Pillar 1	<ul style="list-style-type: none"> • 1.1 Essential Content - Are students learning the most relevant content and skills in each course and/or content area? • 1.2 Relevant Learning – Is each student’s learning in line with what is most relevant to her? • 1.4 Meeting Student Needs - Are we able to tailor instruction to students and student needs? 	<ul style="list-style-type: none"> • UFLI supplemental phonics support to prop up science of reading in K-2 classrooms • Fulltime Literacy Coach partnering with classrooms teachers to plan, implement, and refine instructional strategies • Benchmark Advance is fully aligned with Reading / ELA Standards and integrates the vast majority of science and social studies standards within the curricular resource. • STEAM project based learning and instructional framework and processes in grades K-3 • Schoolwide and grade specific small group expectations provide teachers with a stronger understanding of tailored instruction. • Small group progress monitoring will help teachers have a stronger understanding the needs of each student, and provide them with the flexibility to customize the learning process.
Pillar 7	<ul style="list-style-type: none"> • 7.1 Community Engagement – Does our system reflect feedback from all community stakeholders? • 7.3 Community Relationships – Do we have a healthy reciprocal relationship between community and schools? 	<ul style="list-style-type: none"> • Currently planning for teacher / parent organized family engagement nights – based on 25-26 feedback for increased use of stakeholder feedback in the event planning process • Giving Tree Recognition – Will be creating a visual tree of support, where each leaf represent a community partnership, sponsorship, or reciprocal effort to support stakeholder needs