



Building Legacies – One Student at a Time

2026-2027 School Improvement Plan for

Cartersville Primary School

David Jaye, Principal

School Address:

200 Carter Grove Blvd, SE
Cartersville, GA 30120

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Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT	Tara Peters	
Principal	David Jaye	
Assistant Principal	Bree Nelson	
SIT Member	Lauren Robinson	
SIT Member	Sara Blackwell	
SIT Member	Elise Corvey	
SIT Member	Megan Mealer	
SIT Member	Ivey Tetrault	
SIT Member	Jill Elrod	
SIT Member	Tiffany Lightning	
SIT Member	Kayla Burnett	
SIT Member	Laura Murphy	
SIT Member	Rachel Fisher	

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 **2026 - 2027** 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 2026-27 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>

7 - Pillar Promise

The Cartersville City School District is committed to the success of all our students. We make all our decisions instructional, financial, and operational with the awareness that we are "Building Legacies – One Student at a Time." CCS is at the forefront of the evolution of accountability in K12 schools. Our district is nationally recognized as a dedicated partner with several **Trust-Based Accountability** school districts around the country that are re-visioning what it means to be a successful teaching and learning organization. Our team is committed to building a Trust-Based accountability system that guides us to focus on our mission every day.

A Trust-Based Accountability System is a holistic approach to evaluating a school district's success. Rather than focusing solely on standardized test scores, it emphasizes transparency, collaboration, and continuous improvement across instructional, operational, and financial practices. It engages school leaders, teachers, and stakeholders to build schools that reflect the community's aspirations and support the whole child. Our system is grounded in the CCS 7-Pillar Promise, supported by 28 guiding questions that shape our work as a learning organization. With strong community support, we embrace our responsibility to provide a world-class education and to keep our community informed about our goals, progress, and areas for growth.

This model replaces outdated, protectionist accountability practices with a forward-looking approach. It enables us to partner with stakeholders to define the future we want for our students and to build the systems that deliver it. We believe true accountability cannot be measured by a single test on a single day, but through a comprehensive, ongoing evaluation of progress in educating the whole child.

Our district accountability system is built on 7-Pillars and 28-Guiding Questions that are the foundation of all the work we do as a learning organization

7 Pillars of True Accountability

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

How We Track Progress in Our Learning Organization

Tracking progress in a Trust-Based Accountability System involves more detailed systemic, transparent, and collaborative methods that reflect the district's holistic approach to accountability. Traditional test-based state and federal accountability systems will use a handful of metrics to determine a school system's success. CCS tracks over 100's different metrics to determine our ongoing work as a district.

We are guided by a clear Mission, Vision, and documented goals for the district.

Section IV- Overview of School Performance Data

**Specific to each building*

CPS- GKIDS, 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 [2025 & 2026]										
ELA	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 3	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Georgia Milestones Spring [2025 & 2026]										
Math	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	Total	%	Total	%	Total	%	Total	%	Total	%
Grade 3	30	9%	131	39.3%	106	31.8%	66	19.8%	172	51.6%

Georgia Milestones Spring [2025 & 2026] Sub Groups (Proficient+Distinguished)										
ELA	Black		Hispanic		EL		Sped		ED	
	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

Georgia Milestones Spring [2025& 2026] Sub Groups (Proficient+Distinguished)										
Math	Black		Hispanic		EL		Sped		ED	
	24	36%	35	48%	17	TBD	7	20%	79	44%

Measures of Academic Performance (MAP- READING) [Spring 2025-26]					
Reading	Low	Low Avg	Avg	Hi Avg	Hi
<i>Grade 1</i>	25%	21%	18%	21%	15%
<i>Grade 2</i>	19%	19%	19%	22%	21%
<i>Grade 3</i>	13%	14%	20%	31%	22%

Measures of Academic Performance (MAP- Math) [Spring 2025-26]					
Math	Low	Low Avg	Avg	Hi Avg	Hi
<i>Grade 1</i>	19%	23%	20%	25%	13%
<i>Grade 2</i>	12%	16%	26%	28%	18%
<i>Grade 3</i>	9%	20%	34%	29%	8%

Section V- School Performance Data Analysis

Student Achievement Data Collected
<ul style="list-style-type: none"> • 2025-2026 GKIDS (partial) 2.0 (Fall, Spring) • AMIRA Literacy Screener (Fall, Winter, Spring) • MAP Growth – Reading 1st – 3rd (Fall, Winter, Spring) • MAP Growth – Math 1st – 3rd (Fall, Winter, Spring) • CGA Bridges Math – 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?

FY26 showed positive gains in achievement and growth performance in ELA & Mathematics across most assessment areas, including MAP, Acadience, and GKIDS readiness. AMIRA was administered for the first time, and did not have a comparable year. GMAS Math was higher than FY25, with a +5% increase in total number of proficient students (47% to 52%), which is a 10% increase in performance. Improvements in personnel attendance and increased retention in 3rd grade personnel, may have positively contributed to academic achievement. **ELA GMAS scores are not available at this time.** The MAP median proficiency for 3rd was 53 percentile, with GMAS coming in at 58% -- a 5% difference, but within the margin of error.

MAP showed gains across all grade levels, and reduction in lowest performance range in all grade levels. Spring MAP Reading proficiency for 3rd grade was 73% (Avg – High Range), an increase of +13% year / over year. 2nd grade was at 72%, an increase of +12%.

Moving into the FY27 school year, we will continue to focus on literacy outcomes for all grades, working on improving systematic and explicit instruction in small and large group settings. We will continue to lift up areas of concern, by addressing literacy as a primary focus area for the 26-27 school year. A new literacy coach and UFLI phonics are two resources that will help lift up this area.

Demographic Data Collected

- Total Enrollment &...
 - Race / Ethnicity
 - Gender
 - Economically Disadvantaged (GaDOE identified)
 - Gifted
 - EIP
 - Special Education
 - English Learners
 - 504 Plan(s)
 - Mobility Rate
 - F/R 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?

We saw increases across most subgroups, except for students with disabilities (GMAS). We still see uneven learning outcomes for our primary ethnic subgroups, with white students disproportionately performing higher than black, Hispanic, and multi-racial households. We see ED white students performing measurably higher than ED minority subgroups, but the gap is not as big.

School Climate Data Collected

- Climate rating: (Current) (4.75 = 5 Star)
- 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 53rd percentile utilizing a nationally norm referenced assessment tool (MAP), and in the 59nd percentile for math (Grade levels combined). There are celebrations and highlights in nearly every area: These include increases in year/over year 1st, 2nd, and 3rd grade MAP Reading and Math median growth percentile and achievement scores. We saw significant increase in student performance on GMAS Math (3rd Grade), and anticipate **higher performance in ELA (not available as of 8.25.26)**. We continue to see areas for growth and opportunity in Geometry, Data & Measurement, and spatial reasoning (time, elapsed time). Ultimately, we will begin to target specific areas of need in data-informed whole group and small group instructional settings. Likewise, we continue to provide varied and teacher-facilitated professional development and onboarding opportunities, to enhance teacher skill while also maintaining teacher retention levels that allow our faculty and staff to grow deeply in their craft.

Attendance rates held steady, year/ over year. We have improved from 88% of students with <10% absent to 89% 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, though the severity of behaviors in Kindergarten and 1st grade students is increasing. 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% - 2nd year in a row). We received our 2nd climate score rating since COVID (5 stars, up 1 star) 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 4th year in a row!

What parts of this data catch your attention?

The most important data point is our uneven learning outcomes for minority subgroups, followed closely by less than median performance from economically disadvantaged students. Our 26-27 focus areas are designed to improve literacy outcomes, increase the relevancy of our curriculum, and prioritize relationships and engagement – efforts our leadership team believe will provide a strong impact on reducing learning gaps within and among our subgroups.

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

The data tells us (with multiple points) that:

1. Performance is trending positive for Math & Literacy Outcomes – all cohorts with year / over year data
2. Climate is trending positive for students, teachers, and parents.

The data does not tell us:

1. Specific function of uneven outcome(s) for minority subgroups
2. Rising 1st Grader readiness

What good news is there to celebrate?

- Reading Performance Increase (MAP) for rising 2nd and 3rd graders, and a reduction in lower performing students by percentage
- Math Performance Increase (MAP) for rising 2nd and 3rd graders, and reduction in lower performing students by percentage
- MATH GMAS Increase in performance (3rd graders)
- 5 STAR Climate Rating

What are the issues suggested by the data?

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

- Need for family engagement to mitigate variables that negatively impact student performance
- Need for focus on relevant content to engage all students
- Continued need to improve small group instructional practice / focus

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

Ultimately, our team recommends the following 3 areas of focus to support the foundation of our improvement plan for 2026-2027:

- Cartersville Primary School shall continue to see improved literacy outcomes for all grade levels, as determined by all available formative and summative data, through effective instructional collaboration, planning, and implementation, and through targeted professional development support opportunities, facilitated by highly qualified support staff.
- Cartersville Primary School shall continue to move toward National STEAM Certification, by establishing increasingly collaborative efforts across all grade levels, to incorporate relevant, engaging lessons across the curriculum.
- Cartersville Primary School shall be a model school for stakeholder engagement (teacher to teacher, teacher to student, teacher to parent, and parent to parent) by making intentional efforts to improve communication, incorporate stakeholder feedback across all school functions, and by establishing sustainable engagement initiatives that are student focused.

Section VI- School Improvement Plan Goals & Strategies

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
CONTENT	CUSTOMIZATION	CULTURE
Academic Achievement - Literacy	Academic Growth – STEAM	Stakehold Engagement
<i>Through collaboration, systematic planning, targeted implementation, and professional development, there will be a focus on improved literacy outcomes for all grade levels.</i>	<i>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.</i>	<i>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).</i>
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

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:

Through collaboration, systematic planning, targeted implementation, and professional development, there will be a focus on improved literacy outcomes for all grade levels, as measured in the following targets for Fall to Spring Assessment Windows:

1. Median growth percentile for students in grades 1-3 will be at or above 55%
2. More than 85% of Kindergarten students will be at 'demonstrating' level for 7 out of 8 GKIDS 2.0 indicators.

Pillar Area (Pillar & Guiding Question(s)):

- **1.1 Essential Content** - Are students learning the most relevant content and skills in each course and/or content area?
- **1.4 Meeting Student Needs** - Are we able to tailor instruction to students and student needs?

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (Sub Groups)		Project Lead(s)
			Artifacts	Evidence	
Standard 3: (Instruction) Standard 6: (Professional Learning) Standard 2: (Assessment)	All Students	<ul style="list-style-type: none"> Continued use of comprehensive instructional resources (literacy) that are aligned w/ K-3 science of reading strategies (Benchmark ADVANCE, UFLI) Provide ongoing professional development for all teachers in structured literacy and the science of reading Use of Literacy Coach to partner with teachers in establishing high leverage practices and norms in all classrooms 	<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 	<ul style="list-style-type: none"> Improved SGP for all subgroups during each assessment window Aligned small group teaching strategies in all grade levels Improved achievement outcomes for all students, during each assessment window 	PL: Lauren Robinson Other Lead(s): David Jaye, Melanie Paige

		<ul style="list-style-type: none"> 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"> <i>K-3 AMIRA Growth Data</i> <i>1-3 MAP Reading Growth Data</i> <i>GMAS ELA Growth / Achievement Data</i> <i>Longitudinal EIP Growth & Trajectory Data</i> 	<ul style="list-style-type: none"> <i>Committee, SLT, & SGT meeting agenda() and minutes</i> 	
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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, GMAS) 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, UFLI for students learning Phonemic Awareness.

UFLI: 3K

Benchmark: 18K

IXL: 9K

PL Costs: 5K

SMART Goal #2:

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 within the next two school years.

1. Achieve the next level of STEAM National Certification Readiness by 4/30/28
2. Reduction of subgroup learning gaps of 3% by Spring, 2027

Pillar & Guiding Question(s):

- **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?

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)	All	<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 	<ul style="list-style-type: none"> STEAM Journals, K-3 STEAM Team Monthly Agendas STEAM Walk Notes & Observations STEAM Consultation with 	<ul style="list-style-type: none"> STEAM Walkthrough Notes & Certification Progress Journal Samples Committee Agendas 	PL: Alison Odom Other PLS: Lauren Robinson Paige Lanier Grade Level Leaders

Standard 2: (Assessment)		<ul style="list-style-type: none"> Conduct regular STEAM walks to provide systematic feedback, identify growth opportunities, and celebrate relevant learning experiences 	<i>Current State & Next Steps</i> <ul style="list-style-type: none"> <i>STEAM Process Anchor Charts</i> <i>PBL Planning & Student Work</i> 	<ul style="list-style-type: none"> <i>Subgroup Performance Data</i> <i>General Student Performance Data</i> 	
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Monitoring Actions of Implementation- Monthly Impact Points:

- Monthly - STEAM Team Monthly Agenda(s) minutes
- Quarterly - Journal Dives for writing and PBL performance
- Weekly to Quarterly - General Assessment Data (MAP, Benchmark, Smallgroup, etc.)

Estimated Cost, Funding Source and/or Resources:

- Limited expenditures are expected, and costs will be shared at the district and local level.
- General PL: 1K*
- STEAM Journals: 2K*
- Fees / Dues: 1K*

SMART Goal #3:

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).

- 1. Teacher Retention of 95% or more*
- 2. Favorable Survey Response Ratings of 90% or more*
- 3. Reduction in minority subgroup performance gap of 3%*

Pillar & Guiding Question(s):

- 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?*

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 5: (Student, Family, Community involvement and support) Standard 8: (School Culture)	All, Parents, Teachers	<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 • Teacher / Parent led planning of community related engagement activities 	<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"> • Measurable reductions in learning gaps among minority subgroups • Improved favorable response data on schoolwide surveys • Improved teacher / parent participation in schoolwide planning • Documented use of survey data in schoolwide planning 	PL: David Jaye Other PLS: Tara Peters Bree Nelson

Monitoring Actions of Implementation- Monthly Impact Points:

- SLT & SGT Agenda(s) and minutes
- Quarterly Survey Data Discussion & Action Steps
- CKH Committee discussion, feedback, and Activity Proposals
- Post Event Feedback opportunities for parents / teachers

Estimated Cost, Funding Source and/or Resources:

No additional costs expected for this goal.

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	27	Superintendent's Signature***	
School Name	Cartersville Primary School	Date Submitted		Principal's Signature***	David Jaye
Programs	☒ IA ☒ IIIA (English Learners) ☐ 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