



***Building Legacies – One Student at a Time***

2026-2027 School Improvement Plan for

**Cartersville Middle School**

Lindsey Montgomery, Principal

School Address:

825 Douthit Ferry Road

Cartersville, GA 30120

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

| <b>Position/Role</b> | <b>Name</b> | <b>Signature</b> |
|----------------------|-------------|------------------|
| SIT Chairperson      |             |                  |
| Principal            |             |                  |
| Assistant Principal  |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| Social Worker        |             |                  |
| SPED Teacher         |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |
| SIT Member           |             |                  |

## 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 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:** \_\_\_\_\_

**School Improvement Team Chairperson's Signature**

\_\_\_\_\_

**Date:** \_\_\_\_\_

Revised Date: August 2026

Cartersville Middle School

### Section III- District Vision and Mission

| District Vision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <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><b>COMPASSION:</b> We must exhibit compassion as we build relationships based on trust and mutual respect.</p> <p><b>COMMUNITY:</b> 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><b>EQUITY:</b> 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><b>ENGAGEMENT:</b> 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><b>HIGH EXPECTATIONS:</b> 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><b>SHARED LEADERSHIP:</b> 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, 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 [2025 & 2026] |           |  |            |  |            |  |               |  |                            |
|-----------------------------------------|-----------|--|------------|--|------------|--|---------------|--|----------------------------|
| ELA                                     | Beginning |  | Developing |  | Proficient |  | Distinguished |  | Proficient & Distinguished |
|                                         | FY25      |  | FY25       |  | FY25       |  | FY25          |  | FY25                       |
| Grade <u>6</u>                          | 27.7%     |  | 25.3%      |  | 32.2%      |  | 15.2%         |  | 47.4%                      |
| Grade <u>7</u>                          | 23.9%     |  | 26.7%      |  | 39.4%      |  | 10.7%         |  | 50.1%                      |
| Grade <u>8</u>                          | 22.7%     |  | 38.9%      |  | 23.6%      |  | 14.8%         |  | 38.4%                      |
| Total                                   |           |  |            |  |            |  |               |  |                            |

| Georgia Milestones Spring [2025 & 2026] |           |       |            |       |            |       |               |       |                            |
|-----------------------------------------|-----------|-------|------------|-------|------------|-------|---------------|-------|----------------------------|
| Math                                    | Beginning |       | Developing |       | Proficient |       | Distinguished |       | Proficient & Distinguished |
|                                         | FY25      | FY26  | FY25       | FY26  | FY25       | FY26  | FY25          | FY26  | FY25                       |
| Grade <u>6</u>                          | 15.2%     | 11.8% | 37.8%      | 39.1% | 32.2%      | 38.8% | 14.9%         | 10.4% | 47.1%                      |
| Grade <u>7</u>                          | 11.9%     | 14.1% | 38.7%      | 37.7% | 36.6%      | 32.2% | 13.1%         | 15.6% | 49.7%                      |
| Grade <u>8</u>                          | 11%       | 11.7% | 37.6%      | 35.2% | 29.1%      | 31.8% | 22.3%         | 21.3% | 51.4%                      |
| Total                                   |           |       |            |       |            |       |               |       |                            |

| Georgia Milestones Spring [2025 & 2026] Sub Groups (Proficient+Distinguished) |       |      |          |      |      |      |      |      |       |
|-------------------------------------------------------------------------------|-------|------|----------|------|------|------|------|------|-------|
| ELA                                                                           | Black |      | Hispanic |      | EL   |      | Sped |      | ED    |
|                                                                               | FY25  | FY26 | FY25     | FY26 | FY25 | FY26 | FY25 | FY26 | FY25  |
| Total                                                                         | 28.7% |      | 27.0%    |      | 0%   |      | 9.8% |      | 33.1% |

| Georgia Milestones Spring [2025& 2026] Sub Groups (Proficient+Distinguished) |       |       |          |       |      |      |       |       |      |
|------------------------------------------------------------------------------|-------|-------|----------|-------|------|------|-------|-------|------|
| Math                                                                         | Black |       | Hispanic |       | EL   |      | Sped  |       | ED   |
|                                                                              | FY25  | FY26  | FY25     | FY26  | FY25 | FY26 | FY25  | FY26  | FY25 |
| Total                                                                        | 33.2% | 30.8% | 35.5     | 38.6% | 4.9% | 7.8% | 13.6% | 19.4% | 37.8 |

| Georgia Milestones Spring [2025 & 2026] |           |       |            |       |            |       |               |      |       |       |
|-----------------------------------------|-----------|-------|------------|-------|------------|-------|---------------|------|-------|-------|
| Science                                 | Beginning |       | Developing |       | Proficient |       | Distinguished |      |       |       |
|                                         | FY25      | FY26  | FY25       | FY26  | FY25       | FY26  | FY25          | FY26 | FY25  | FY26  |
| <b>Combined</b>                         | 38.7%     | 30%   | 32%        | 34.2% | 26%        | 31.6% | 3%            | 4%   | 29%   | 35.6% |
| <b>8 EOG</b>                            | 51.7      | 42.9% | 33.5%      | 40.2% | 13.2%      | 15.2% | 1.5%          | 1.8% | 14.7% | 17%   |
| <b>Physical Science</b>                 | 6.8%      | 5.2%  | 29%        | 22.7% | 56.3%      | 63.5% | 7.8%          | 8.7% | 64.1% | 72.2% |

| Georgia Milestones Spring [2025 & 2026] |           |       |            |       |            |      |               |      |      |      |
|-----------------------------------------|-----------|-------|------------|-------|------------|------|---------------|------|------|------|
| Social Studies                          | Beginning |       | Developing |       | Proficient |      | Distinguished |      |      |      |
|                                         | FY25      | FY26  | FY25       | FY26  | FY25       | FY26 | FY25          | FY26 | FY25 | FY26 |
| <b>Grade <u>8</u></b>                   | 17.8%     | 14.7% | 39.3%      | 37.4% | 32.2%      | 31%  | 10.7          | 17%  | 42.9 | 48%  |

### MAP Projected Growth Goals

|                                              | Met Growth Projections | Above Average Growth | Did not Meet |
|----------------------------------------------|------------------------|----------------------|--------------|
| <b>2025-2026 6<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 5 <sup>th</sup> Grade 2024-25                | 55.3                   | 53.8                 | 44.7         |
| 6 <sup>th</sup> Grade 2025-26                | 51.8                   | 52.1                 | 48.2         |
| <b>2025-2026 7<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 6 <sup>th</sup> Grade 2024-25                | 56.9                   | 57.2                 | 43.1         |
| 7 <sup>th</sup> Grade 2025-26                | 56.7                   | 58.9                 | 43.3         |
| <b>2025-2026 8<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 7 <sup>th</sup> Grade 2024-25                | 62.5                   | 64.0                 | 37.5         |
| 8 <sup>th</sup> Grade 2025-26                | 53.9                   | 58.9                 | 46.1         |

### SWD MAP Projected Growth Goals

|                                              | Met Growth Projections | Above Average Growth | Did not Meet |
|----------------------------------------------|------------------------|----------------------|--------------|
| <b>2025-2026 6<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 5 <sup>th</sup> Grade 2024-25                | 44.0                   | 40                   | 56           |
| 6 <sup>th</sup> Grade 2025-26                | 48.1                   | 44.2                 | 57.2         |
| <b>2025-2026 7<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 6 <sup>th</sup> Grade 2024-25                | 42.2                   | 42.2                 | 57.8         |
| 7 <sup>th</sup> Grade 2025-26                | 59.6                   | 61.7                 | 31.91        |
| <b>2025-2026 8<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 7 <sup>th</sup> Grade 2024-25                | 52.4                   | 47.6                 | 47.6         |
| 8 <sup>th</sup> Grade 2025-26                | 43.6                   | 51.3                 | 56.4         |

### EL MAP Projected Growth Goals

|                                              | Met Growth Projections | Above Average Growth | Did not Meet |
|----------------------------------------------|------------------------|----------------------|--------------|
| <b>2025-2026 6<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 5 <sup>th</sup> Grade 2024-25                | 59.4                   | 58                   | 40.6         |
| 6 <sup>th</sup> Grade 2025-26                | 62.2                   | 59.5                 | 37.8         |
| <b>2025-2026 7<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 6 <sup>th</sup> Grade 2024-25                | 63.9                   | 62.3                 | 36.1         |
| 7 <sup>th</sup> Grade 2025-26                | 57.6                   | 53                   | 42.4         |
| <b>2025-2026 8<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 7 <sup>th</sup> Grade 2024-25                | 65.7                   | 62.9                 | 34.3         |
| 8 <sup>th</sup> Grade 2025-26                | 49.3                   | 56.2                 | 50.7         |

### ED MAP Projected Growth Goals

|                                              | Met Growth Projections |  | Above Average Growth | Did not Meet |
|----------------------------------------------|------------------------|--|----------------------|--------------|
| <b>2025-2026 6<sup>th</sup> Grade Cohort</b> |                        |  |                      |              |
| 5 <sup>th</sup> Grade 2024-25                | 54.9                   |  | 53.1                 | 45.1         |
| 6 <sup>th</sup> Grade 2025-26                | 51.6                   |  | 51.2                 | 48.4         |
| <b>2025-2026 7<sup>th</sup> Grade Cohort</b> |                        |  |                      |              |
| 6 <sup>th</sup> Grade 2024-25                | 54.9                   |  | 53.1                 | 45.1         |
| 7 <sup>th</sup> Grade 2025-26                | 57.8                   |  | 57.3                 | 42.2         |
| <b>2025-2026 8<sup>th</sup> Grade Cohort</b> |                        |  |                      |              |
| 7 <sup>th</sup> Grade 2024-25                | 59.1                   |  | 58.7                 | 40.9         |
| 8 <sup>th</sup> Grade 2025-26                | 53.3                   |  | 57.7                 | 46.7         |

### Black Students MAP Projected Growth Goals

|                                              | Met Growth Projections | Above Average Growth | Did not Meet |
|----------------------------------------------|------------------------|----------------------|--------------|
| <b>2025-2026 6<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 5 <sup>th</sup> Grade 2024-25                | 53.4                   | 53.4                 | 46.6         |
| 6 <sup>th</sup> Grade 2025-26                | 48.0                   | 50.2                 | 52           |
| <b>2025-2026 7<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 6 <sup>th</sup> Grade 2024-25                | 45.5                   | 46.8                 | 54.5         |
| 7 <sup>th</sup> Grade 2025-26                | 47.8                   | 50.7                 | 52.2         |
| <b>2025-2026 8<sup>th</sup> Grade Cohort</b> |                        |                      |              |
| 7 <sup>th</sup> Grade 2024-25                | 60.6                   | 63.6                 | 39.4         |
| 8 <sup>th</sup> Grade 2025-26                | 47.8                   | 50.7                 | 52.2         |

### Students at Proficient and above on Reading MAP

|                | Fall 2025 | Spring 2026 | Growth |
|----------------|-----------|-------------|--------|
| <b>Sixth</b>   | 43%       | 49%         | +6%    |
| <b>Seventh</b> | 49%       | 54%         | +5%    |
| <b>Eighth</b>  | 45%       | 50%         | +5%    |

## Section V- School Performance Data Analysis

| Student Achievement Data Collected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GMAS 2025-2026, GMAS 2024-2025 – Math; GMAS 2024-2025-ELA<br>MAP Data 2025-2026, 2024-2025 Growth and Academic Achievement Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Summarize student achievement trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>In mathematics, both 6th and 8th grades demonstrated growth in the Proficient and Distinguished categories on the GMAS, while 7th grade showed limited progress and did not meet expectations. This continues a trend of stagnant performance in 7th grade. Among 6th and 8th grade math subgroups, most showed gains in both Proficient and Distinguished levels, with the SPED subgroup demonstrating the greatest growth at 6%. The only exception was the Black subgroup, which declined by 2%. The performance trends among 7th grade subgroups mirrored those of the grade level overall, with little to no growth observed.</p> <p>Eighth-grade science End-of-Grade (EOG) GMAS results increased by 2.3% compared to 2025, while Physical Science proficiency and distinguished performance increased by 8.1%. These results provide evidence that our efforts to restructure course pacing and strengthen alignment between EOG and EOC standards are positively impacting student achievement. Additionally, Georgia Studies demonstrated a 5.9% increase in the Proficient and Distinguished categories this year, reinforcing that our focus on standards alignment, data-driven reflection, and literacy integration is contributing to improved student achievement.</p> <p>In Reading, MAP growth data indicated that students at all grade levels struggled to meet projected growth targets, with notable declines in the percentages of students meeting projected growth or achieving Above Average growth from 6th to 7th grade and from 7th to 8th grade. However, students transitioning from 5th to 6th grade showed improvement, with a 2.8% increase in meeting projected growth and a 1.5% increase in achieving Above Average growth.</p> <p>The Students with Disabilities (SWD) subgroup demonstrated strong gains, including a 4.1% increase in meeting growth targets and a 4.2% increase in Above Average growth from 5th to 6th grade. From 6th to 7th grade, SWD students showed exceptional performance, with a 17.4% increase in meeting</p> |

projected growth and a 19.5% increase in Above Average growth. The EL subgroup also showed gains in both areas. Additionally, the Black and Economically Disadvantaged (ED) subgroups demonstrated growth from 6th to 7th grade, with increases of 2.3% and 2.9%, respectively, in meeting projected growth targets, and 3.9% and 4.2%, respectively, in achieving Above Average growth.

Perhaps the most significant success in reading was the year-over-year growth in achievement across all grade levels, with 6th grade increasing by 6% and both 7th and 8th grades increasing by 5%. These gains reflect the positive impact of our schoolwide focus on literacy across the curriculum and targeted interventions for our most at-risk readers.

**Demographic Data Collected**

Demographic data has been collected for GMAS math and MAP reading as outlined above.

Among 6th and 8th grade math subgroups, most showed gains in both Proficient and Distinguished levels, with the SPED subgroup demonstrating the greatest growth at 6%. The only exception was the Black subgroup, which declined by 2%. The performance trends among 7th grade subgroups mirrored those of the grade level overall, with little to no growth observed.

The Students with Disabilities (SWD) subgroup demonstrated strong gains, including a 4.1% increase in meeting growth targets and a 4.2% increase in Above Average growth from 5th to 6th grade. From 6th to 7th grade, SWD students showed exceptional performance, with a 17.4% increase in meeting projected growth and a 19.5% increase in Above Average growth. The EL subgroup also showed gains in both areas. Additionally, the Black and Economically Disadvantaged (ED) subgroups demonstrated growth from 6th to 7th grade, with increases of 2.3% and 2.9%, respectively, in meeting projected growth targets, and 3.9% and 4.2%, respectively, in achieving Above Average growth.

**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 must prioritize mathematics instruction and intervention for all students, with particular attention to subgroup performance. To address these needs, standards and pacing were realigned this summer, and dedicated STORM intervention time will provide targeted support based on individual student needs.

Reading data indicate continued growth across all subgroups, reinforcing the importance of maintaining intensive interventions and targeted instruction to sustain and accelerate student achievement.

### **School Climate Data Collected**

According to the CKH Student Survey data, students report that they are greeted with a smile and treated with respect by teachers and other adults at CMS. Survey results indicate that CMS exceeds the national average in students' perceptions that peers readily affirm one another and that bullying is not tolerated. Additionally, CMS scores above the national average in measures related to positive peer relationships and the encouragement students receive from their teachers.

According to the Georgia School Climate Survey, 78% of students report that teachers create an environment conducive to learning, while 68% indicate that their teachers have had a significant impact on their learning. Furthermore, 77% of students report feeling safe at school, and 90% state that they are familiar with school safety procedures.

### **Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?**

A significant number of students are not meeting their projected growth goals on the MAP Reading assessment. Moving forward, we must continue to support students in the development of academic vocabulary while providing purposeful reading opportunities across all content areas. Additionally, targeted instruction in comprehension strategies will be essential to improving student outcomes.

In math, a large percentage of students continue to perform within the Developing and Proficient achievement levels, while the number of students reaching the Distinguished level remains relatively small across all grade levels. With the implementation of our new STORM time, we anticipate having greater opportunities to address learning gaps through targeted intervention while also accelerating instruction for students who are ready to move from the Proficient to the Distinguished category.

It is encouraging that the majority of students report feeling safe at school and indicate that they are familiar with our safety procedures. However, as educators and school leaders, we must continue to examine the factors that may contribute to some students feeling unsafe and proactively address those concerns.

Our students consistently demonstrate a strong culture of affirmation and encouragement toward their peers and teachers, and our staff members model these behaviors in their interactions with one another and with students. During the past school year, members of the Literacy Team led the

*Literacy Surge* initiative by writing affirmation notes, and additional opportunities were provided throughout the year for students and staff to recognize and encourage one another. Parents were also invited to participate by writing affirmations for both students and teachers. This culture of recognition is a significant strength of our school and is an area we should continue to nurture and expand.

As part of our Capturing Kids' Hearts (CKH) implementation, many teachers have increased opportunities for student leadership within their classrooms. Our goal is to ensure that these leadership opportunities are consistently embedded in every classroom across the school. To support this effort, the leadership team will conduct classroom observations throughout the year with a specific focus on identifying and celebrating effective CKH strategies in practice. In addition, leadership team members will actively participate in the affirmation process by recognizing both students and teachers who exemplify the values and practices that contribute to a positive school culture.

Ultimately, we are committed to strengthening our school culture and climate as we work toward joining other schools in our district in earning recognition as a Capturing Kids' Hearts National Showcase School.

#### **What parts of this data catch your attention?**

A significant number of students are not meeting their projected growth goals on the MAP Reading assessment. Although we have maintained a strong literacy focus across the curriculum throughout the past year, many students continue to struggle with the stamina and engagement required to perform successfully on this assessment, resulting in limited growth.

In math, a large percentage of students continue to perform within the Developing and Proficient achievement levels, while the number of students reaching the Distinguished level remains relatively small across all grade levels. With the implementation of our new STORM time, we anticipate having greater opportunities to address learning gaps through targeted intervention while also accelerating instruction for students who are ready to move from the Proficient to the Distinguished category.

Although our eighth-grade science program demonstrated growth this year, student performance remains below that of schools with similar demographics. Last year, teachers dedicated significant time to revising unit plans, assessments, and laboratory experiences to better align instruction with state standards and provide additional support for students. This year, we will continue refining these components while also examining

instructional practices to improve student outcomes. In addition, we will leverage our STORM time to provide targeted intervention and enrichment opportunities for students who need additional support or acceleration in both Eighth Grade Science and Physical Science.

The data indicates that 77% of our students report feeling safe at school. While this is an encouraging result, it is important that we examine the experiences of the remaining students to better understand the factors that may contribute to feelings of uncertainty or concern. Identifying and addressing these perceptions is essential to creating a school environment where all students feel secure and supported.

During the previous school year, CMS implemented the CENTEGIX Crisis Alert badge system to enhance school safety. While the system has provided an additional layer of security and has been used appropriately in response situations, there was also an instance in which an accidental activation resulted in a school lockdown. Events such as these may contribute to anxiety or uneasiness for some students. As we continue to prioritize safety, we must consider how such incidents impact student perceptions and determine ways to effectively communicate, educate, and reassure students regarding our safety protocols.

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

The data identifies the student subgroups experiencing the greatest challenges in reading and math, as well as eighth-grade social studies and science. By analyzing domain-specific performance, we can better inform instructional practices and make more strategic use of assessment data to address learning needs. While the data does not always provide a definitive explanation for student performance, cross-referencing multiple data sources often reveals patterns. In many cases, difficulties in reading comprehension and literacy skills are associated with increased academic challenges across other content areas, highlighting the foundational role of literacy in overall student success. Additionally, while our eighth-grade science program demonstrated growth this year, student performance remains below that of schools with similar demographics.

While the data does not provide specific reasons why some students do not feel safe at school, it does highlight several positive indicators regarding our school culture and instructional practices. Students report feeling valued and respected by their teachers, and many attribute their academic success to the support, encouragement, and learning experiences provided by teachers each day.

At the same time, the data does not provide detailed insight into the consistency with which Capturing Kids' Hearts (CKH) strategies are being implemented across classrooms, particularly those related to student leadership opportunities. As we continue to strengthen our CKH practices, it will be

important to monitor the extent to which students are being empowered through meaningful leadership roles and other relationship-building strategies.

To support this work, the leadership team will play an active role in conducting classroom observations and collecting evidence of CKH implementation. This process will help us identify areas of strength, recognize effective practices, and provide support where additional growth is needed. By intentionally monitoring these strategies, we can ensure that CKH principles are consistently integrated across the school and continue to positively impact student engagement, leadership, and overall school culture.

#### **What good news is there to celebrate?**

Much of our subgroup data is trending positively in both mathematics and reading, reflecting steady progress in student achievement across multiple student groups. Additionally, we should celebrate the significant gains made in reading achievement, as every grade level demonstrated at least a 5% increase in performance this year. These results highlight the impact of our continued instructional focus and the dedication of our students and staff.

Our eighth-grade Georgia Studies scores showed significant improvement compared to the previous year, and teachers remain committed to sustaining this positive momentum. Additionally, both eighth-grade Science and Physical Science demonstrated measurable growth, reflecting continued progress across multiple content areas.

Ninety percent of our students report that they are familiar with our school safety procedures and understand how to respond in the event of an emergency. This reflects the importance of the time and effort we dedicate to practicing drills, reviewing protocols, and ensuring that students are prepared to respond appropriately in various situations. These results indicate that our ongoing focus on safety awareness is having a positive impact.

Another area deserving of celebration is our students' recognition of and participation in affirming others. Students not only acknowledge the affirmations they receive from peers and staff but are also willing to extend encouragement and recognition to others. This culture of affirmation contributes significantly to the positive relationships that exist throughout our school community. As we continue our work with Capturing Kids' Hearts, we are committed to further embedding this culture of encouragement, respect, and recognition into every aspect of school life.

**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*

Student reading achievement and reading stamina continue to be areas of need across all three grade levels. We must continue to strengthen reading stamina and proficiency across all content areas while providing targeted support for the following student subgroups: Students with Disabilities (SWD) in 8th grade, English Learners (EL) in 7th and 8th grades, Economically Disadvantaged (ED) students in 6th and 8th grades, and Black students in 6th and 8th grades. Focused instructional strategies and interventions will be essential to helping these students meet their projected MAP reading growth.

In mathematics, we must focus on moving students from the Developing level to the Proficient level and from Proficient to Distinguished, while increasing the overall percentage of students performing at the Proficient and Distinguished levels. Targeted support for our Black student population remains a priority in improving mathematics proficiency, while continuing the successful interventions and strategies implemented with other student subgroups that demonstrated growth last year.

Additionally, we will continue to support 8th Grade Science and Social Studies by focusing on instructional practices and interventions that move more students into the Proficient and Distinguished performance categories.

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

STORM Time, an additional intervention and acceleration period held Monday through Thursday, will provide targeted support for students with significant reading and mathematics deficits while also creating opportunities for teams to remediate learning gaps and accelerate mastery of grade-level standards.

All content area teachers will participate in monthly professional learning designed to enhance literacy and vocabulary instruction across the curriculum. Fidelity of implementation will be assessed through classroom visits, instructional observations, and collaborative team work.

Lead monthly Capturing Kids' Hearts professional learning and coaching with Standard Bearers, providing sustained support that empowers teachers to effectively apply CKH strategies and foster positive classroom cultures.

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

### SMART Goal #1:

By May 2027, teachers will consistently implement at least one research-based comprehension strategy during reading instruction each week, resulting in a 10% increase in student reading comprehension proficiency as measured by district benchmark assessments and classroom data.

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

**Pillars 1 and 2:** Deliver Relevant Content More Personalized Learning, Remove Barriers to Learning, Meet the Needs of All Students, Foster Desire for Deeper Learning, Ensure Next-Level Readiness, Build Resilience for Uncertainty, Prepare for Life Beyond School

| Georgia School Performance Standard                                                                                                           | Student Group(s)<br>(Include subgroups) | Actions/Strategies                                   | Evaluation of Implementation & Impact on Student Learning ( <i>Sub Groups</i> ) |                                           | Project Lead                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------|
|                                                                                                                                               |                                         |                                                      | Artifacts                                                                       | Evidence                                  |                                                 |
| Professional Knowledge<br><br>Instructional Planning<br><br>Instructional Strategies<br><br>Differentiated Instruction<br><br>Assessment Uses | <b><i>Tier 2 and 3 students</i></b>     | Targeted intervention for our most at-risk students. | Student benchmarks                                                              | MAP data<br>CSA and CFA data<br>GMAS data | Molly Gann<br>Randi Sonenshine<br>Literacy Team |

|                                                        |                                  |                                                                                                     |                                                              |                                                    |                                                               |
|--------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|
| Instructional Planning<br><br>Instructional Strategies | <b><i>All student groups</i></b> | <b>Content specific vocabulary and literacy strategies implemented weekly</b>                       | <b>Collaborative team documents<br/>Classroom word walls</b> | <b>MAP data<br/>GMAS data<br/>CFA and CSA data</b> | <b>Molly Gann<br/>Randi Sonenshine<br/>Literacy Team</b>      |
| Differentiated Instruction                             | <b><i>All student groups</i></b> | <b>Students will complete Membean assignments forty minutes per week.</b>                           | <b>Membean data</b>                                          | <b>MAP data<br/>GMAS data</b>                      | <b>Molly Gann<br/>Randi Sonenshine<br/>Literacy Team</b>      |
| Instructional Planning<br>Instructional Strategies     | <b><i>All student groups</i></b> | <b>Principal's Book of the Month (promote comprehension strategies and reading engagement)</b>      | <b>Student responses<br/>Teacher follow-up activities</b>    | <b>MAP data<br/>GMAS data<br/>Student Surveys</b>  | <b>Molly Gann<br/>Randi Sonenshine<br/>Lindsey Montgomery</b> |
| Instructional Strategies<br>Differentiated Instruction | <b><i>All student groups</i></b> | <b>DEAR (Drop Everything and Read) once a month during Canes time. (promote reading engagement)</b> | <b>Student responses<br/>Teacher follow-up activities</b>    | <b>MAP data<br/>GMAS data<br/>Student Surveys</b>  | <b>Molly Gann<br/>Randi Sonenshine<br/>Lindsey Montgomery</b> |

**Monitoring Actions of Implementation- Monthly Impact Points:**

*MAP data will be monitored following each administration (Fall, Winter, Spring).* Classroom Focus Walks in Math and ELA classes, Monthly PD sessions, Data Protocols Analysis for Collaborative Teams and Instructional Planning Alignment protocols for collaborative teams.

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**Estimated Cost, Funding Source and/or Resources:**

NA

**SMART Goal #2:**

By the end of the 2026-2027 school year, the percentage of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math students performing at the Proficient and Distinguished levels on the district and/or state mathematics assessment will increase by 3 percentage points compared to the previous year's results.

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

**Pillars 1 and 2:** Deliver Relevant Content More Personalized Learning, Remove Barriers to Learning, Meet the Needs of All Students, Foster Desire for Deeper Learning, Ensure Next-Level Readiness, Build Resilience for Uncertainty, Prepare for Life Beyond School

| Georgia School Performance Standard                                                                                           | Student Group(s)<br>(Include subgroups)  | Actions/Strategies                                                            | Evaluation of Implementation & Impact on Student Learning ( <i>Sub Groups</i> ) |                                               | Project Lead                               |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------|
|                                                                                                                               |                                          |                                                                               | Artifacts                                                                       | Evidence                                      |                                            |
| Professional Knowledge<br>Instructional Planning<br>Instructional Strategies<br>Differentiated Instruction<br>Assessment Uses | <b><i>Tier 2 and Tier 3 students</i></b> | <b>Targeted intervention for our most at-risk students during STORM time.</b> | <b>Lessons and activities from GA Numeracy Project Benchmark assessments</b>    | <b>MAP<br/>GMAS data<br/>CFA and CSA data</b> | <b>Christy Gollhofer<br/>L. Montgomery</b> |

|                                                                                                                               |                            |                                                                                               |                                                                              |                                               |                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------|
| Professional Knowledge<br>Instructional Planning<br>Instructional Strategies<br>Differentiated Instruction<br>Assessment Uses | <b><i>All students</i></b> | <b>Targeted remediation and acceleration of math grade-level standards during STORM time.</b> | <b>Lessons and activities from GA Numeracy Project Benchmark assessments</b> | <b>MAP<br/>GMAS data<br/>CFA and CSA data</b> | <b>Christy Gollhofer<br/>L. Montgomery</b>                                                       |
| Professional Knowledge<br>Instructional Planning<br>Instructional Strategies<br>Differentiated Instruction                    | <b><i>All students</i></b> | <b>Content specific vocabulary and literacy strategies implemented weekly</b>                 | <b>Lessons and collaborative team documentation</b>                          | <b>MAP<br/>GMAS data<br/>CFA and CSA data</b> | <b>Christy Gollhofer<br/>L. Montgomery<br/>Molly Gann<br/>Randi Sonenshine<br/>Literacy Team</b> |

### **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, Assessment and Instructional Planning Alignment protocols for collaborative teams

### **Estimated Cost, Funding Source and/or Resources:**

NA

**SMART Goal #3:**

By May 2027, 90% of teachers will consistently implement Capturing Kids' Hearts (CKH) strategies as part of their daily classroom routines, as evidenced by classroom walkthrough data, lesson observations, and teacher self-reflections. Additionally, teachers will establish and facilitate at least one meaningful leadership opportunity for students during the school year, as documented through classroom records, student leadership logs, or participation tracking.

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

**Pillar 3 Engaged and well Rounded Students:** Amplify Student Voice, Set High, Engaging Expectations, Shape Great Citizens

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

**Smart Goal #4**

By May 2027, 8th grade science teachers will utilize formative and summative assessment data, Georgia Milestones item analysis, and ongoing progress-monitoring measures to identify student learning needs and implement differentiated instruction, targeted interventions, and enrichment opportunities. Through data-driven instructional practices, collaborative PLC data analysis, and responsive instructional adjustments, the percentage of students scoring at the Proficient and Distinguished levels on the Georgia Milestones Science Assessment will increase from 16.97% to 21.97%, representing a 5 percentage point increase. Progress toward this goal will be monitored through common assessments, benchmark assessments, PLC documentation, classroom walkthroughs, and quarterly data reviews to ensure continuous improvement and student growth.

**Monitoring Actions of Implementation- Monthly Impact Points:**

Review of CFA and CSA data at least once a month to continuously plan for remediation and extension to meet the needs of all students.

**Estimated Cost, Funding Source and/or Resources:**

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**CMS 26-27 Proposed Professional Learning Plan**

Literacy training monthly with Literacy Team with redelivery at grade level meetngs each month. Teachers will be opening their classrooms for observations of literacy activities and strategies throughout the year.

CKH trainings during monthly faculty meetings

Special education and other trainings as needed during monthly faculty meetings

**PLC/PLT Design & Purpose**

|                                                      |                                                                                      |                                                                                                                                                                                                                                        |
|------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Weekly by grade/content</b><br><br>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.<br><br>*Addition of Growing Readers grant and new ELA curriculum resource for 25-26. |
|------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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.

|                                             |                                                                                                                                                                                                                                                                                   |                       |                                                                                                                                       |                                      |                          |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|
| <b>District Name</b>                        | Cartersville City Schools                                                                                                                                                                                                                                                         | <b>Fiscal Year</b>    | 2027                                                                                                                                  | <b>Superintendent's Signature***</b> |                          |
| <b>School Name</b>                          | Cartersville Middle School                                                                                                                                                                                                                                                        | <b>Date Submitted</b> | August 25, 2026                                                                                                                       | <b>Principal's Signature***</b>      |                          |
| <b>Programs</b>                             | <input type="checkbox"/> IA <input type="checkbox"/> IIIA (English Learners) <input type="checkbox"/> IIIA (Immigrant)                                                                                                                                                            |                       |                                                                                                                                       |                                      |                          |
|                                             | <b>School Intent and Purpose Statements (Required for State Review)</b>                                                                                                                                                                                                           |                       | <b>School Level Evidence (Optional – For Local Use Only)</b>                                                                          |                                      | <b>Sign-Off</b>          |
| <b>Program</b>                              | <b>Describe how the Intent and Purpose for each consolidated funding source will be met by the school</b>                                                                                                                                                                         |                       | <b>Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.</b>         |                                      | <b>Director Initials</b> |
| <b>Title I, Part A</b>                      | 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 the standards. |                       | Schoolwide plans, descriptions of expenditures, for tutorials, and summary data for reading and math.                                 |                                      |                          |
| <b>Parent/Family Engagement</b>             | Various technology platforms provide access to parent/family communication, involvement, support, and feedback, and additional resources that allow parent/family opportunities for involvement.                                                                                  |                       | Schoolwide plans, descriptions of expenditures for family engagement opportunities, and summary data for parent/family involvement.   |                                      |                          |
| <b>Title III, Part A English Learners</b>   | 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 provided to EL families.                                                       |                       | Schoolwide plans, documentation of training and communication to EL families about outreach programs.                                 |                                      |                          |
| <b>Title III, Part A Immigrant Students</b> | Provide supplemental academic and language support for eligible immigrant students, including instructional resources, family engagement activities, orientation/support services for students new to the U.S.                                                                    |                       | Schoolwide plans, records of services provided to immigrant students, professional learning documentation, family engagement/outreach |                                      |                          |

|  |                                                                                             |                                                                                                                       |  |
|--|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|
|  | educational system, and professional learning for staff to address immigrant student needs. | communications, and documentation of instructional resources and support programs implemented for immigrant students. |  |
|--|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|

\*\*\*Electronic Signature Accepted