



Building Legacies – One Student at a Time

2026-2027 School Improvement Plan for

Cartersville Elementary School

Becky Bryant, Principal

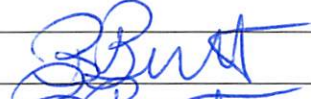
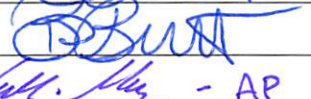
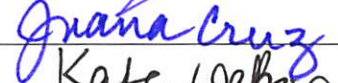
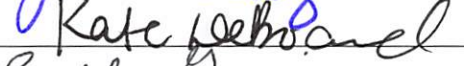
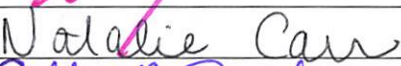
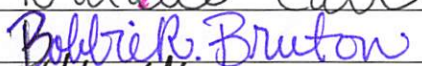
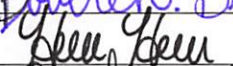
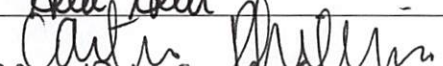
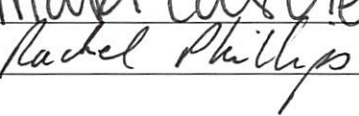
School Address:

340 Old Mill Road
Cartersville, GA 30120

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Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson	Becky Bryant	
Principal	Becky Bryant	
Assistant Principal	Drew May	 - AP
SIT Member	Juana Cruz - 4th	
SIT Member	Kate DeBoard - 5th	
SIT Member	Beth Gaines - EIP/Specialist	
SIT Member	Breanna Johnson - ELL/Specialist	
SIT Member	Mandy Todd - SpEd/STEAM/SGC	
SIT Member	Natalie Carr - SSS	
SIT Member	Bobbie Bruton - TSS/SGC	
SIT Member	Heaven Harris - ITS	
SIT Member	Catlin Phillips - 5th/CKH-PBIS	
Social Worker	Mari Casole	
SPED Teacher	Rachel Phillips	

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 _____ CES 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: _____ July 15, 2026

School Improvement Team Chairperson’s Signature

_____ 

Date: _____ July 15, 2026

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
COMPASSION: We must exhibit compassion as we build relationships based on trust and mutual respect. COMMUNITY: We involve students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level. EQUITY: We support every student and create a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals. ENGAGEMENT: We believe that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic, engaging learning environment for all students. HIGH EXPECTATIONS: All staff and students must hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life. SHARED LEADERSHIP: We are committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.

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 the CCS 7 Pillar Promise

- 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	
	2025	2026	2025	2026	2025	2026	2025	2026	2025	2026
Grade <u>4</u>	21%		38%		28%		13%		41%	
Grade <u>5</u>	20%		38%		35%		7%		41%	
Total	21%	0	38%	0	032%	0	10%	0	41%	0

Georgia Milestones Spring [2025 & 2026]										
Math	Beginning		Developing		Proficient		Distinguished		Proficient & Distinguished	
	2025	2026	2025	2026	2025	2026	2025	2026	2025	2026
Grade <u>4</u>	10%	6%	39%	36%	29%	37%	23%	21%	62%	58%
Grade <u>5</u>	15%	19%	37%	31%	29%	37%	15%	13%	45%	50%
Total	13%	12%	038%	34	29%	37%	19%	17%	54%	54%

Georgia Milestones Spring [2025 & 2026] Sub Groups (Proficient+Distinguished)										
ELA	Black		Hispanic		EL		Sped		ED	
Total	0	0	0	0	0	0	0	0	0	0

Georgia Milestones Spring [2025& 2026] Sub Groups (Proficient+Distinguished)										
Math	Black		Hispanic		EL		Sped		ED	
Total	0	0	0	0	0	0	0	0	0	0

Section V- School Performance Data Analysis

Student Achievement Data Collected
Georgia Milestones proficiency levels
Georgia Milestones subgroup performance
CCRPI scores (content mastery, progress, readiness, closing gaps)
2025-26 MAP scores (fall, winter, spring)
Lexile/RIT performance (students reading on grade level)
Intervention data
Data provided by various software programs such as IXL and mClass/Dibels
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?
Overall academic data was positive. MAP growth in both 4th and 5th grades for both math and ELA were in or very close to the high achievement/high growth quadrant. Math GMAS data was generally positive given a new schedule with an enrichment/intervention block which adjusted our master schedule. Our 3rd to 4th cohort math data moved up over 10 points, while the year-to-year average went down a few points. Our 4th to 5th cohort math data dropped a bit, but the year-to-year average was the highest it's been in almost a decade. Science also took a dip this year; however, we are increasing the seat time for the instructional block for science and continuing to integrate all content areas to support student learning. We continue to monitor our subgroup data and are looking forward to seeing our ELA GMAS data later this fall.

Demographic Data Collected
Enrollment Race/Ethnicity Gender Gifted Remedial/EIP
Summarize the demographic trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Our overall enrollment will be at it's highest during this upcoming school year, with over 700 students in two grades. While we exited many ELL students, the cohort we are receiving from 3rd grade is large. We will continue to monitor our ELL students' progress, as well as our SWD population to close the gap between those subgroups and our all-students population.

School Climate Data Collected
Climate rating Climate indicator ratings Georgia Health Survey Results (student, personnel, parent) Student attendance data Teacher attendance data
Summarize school performance trends and patterns. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?
Student attendance and staff retention both remain high. In addition, our climate data is generally positive and we were again named a National Showcase School for Capturing Kids' Hearts. We will have five new staff next year from one retirement, two new allotments due to the increase in student numbers, and two personnel were promoted.

What parts of this data catch your attention?

Our climate data indicated a focus area is with our students' perception of our school climate. Those perception scores were lower than our teacher and parent scores. Our schedule adjustments from this past school year did have a small impact on our math and science scores; however, that time balance will be adjusted during the 26-27 school year, along with a stronger focus on content integration

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

We have realized that part of our struggles within math and science stem from weaknesses within our assessments and a need to increase the quality of work we are designing for students. While the data itself does not show us that exactly, the scores for our all-student population suggest we need to continue to target and refine our Tier 1 practices within those content areas. Since this will be the baseline year for our GMAS ELA scores under the new standards and assessments, we will continue to refine our work to

What good news is there to celebrate?

Our implementation of our new STORM time (Students Targeting Objectives in Reading and Math) strengthened our ability to meet within content specific PLC teams, and also provided a structure to target specific needs and enrichment opportunities for students. Since this was our first year with this structure, much of the work was spent on the scheduling and structural aspects. We are hopeful to continue this model into the next school year and provide our classroom teachers with time for interventions, support, and

What are the issues are suggested by the data?

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

Under our system strategic goals: PROVIDE QUALITY WORK FOR STUDENTS, MAINTAIN A SECURE, SUPPORTIVE LEARNING ENVIRONMENT, and CULTIVATE TRUST AND A SHARED UNDERSTANDING ACROSS OUR DISTRICT, there are connections and focus areas under each goal at the school level.

1. Tier 1 instruction and our work towards becoming a Museum School.
2. Climate survey data as it relates to our students' perception of our school.
3. Increased trust and ownership with our PLTs toward common assessments, data review, and shared instructional strategies.

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

The following three recommendations fall in line with both our system strategic focus areas as well as our SIP goals to follow.

1. Continue our work within Tier 1 instruction to design engaging work for students. We are hopeful this will happen naturally through our pursuit to become a Museum School. The focus on interdisciplinary teaching and community/museum partnership will provide a solid foundation for designing quality and engaging work for students.
2. Our Climate Survey data suggested we can continue to work our students' overall perception of our school climate and safety. This overlaps our SIP goal of continuing to support our students social and emotional well-being through our implementation of our Centuring Kids' Heart model.

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

Step 1 Identify Needs:

Consult many sources to determine what in the district needs improvement.

Plan and prepare for the process

Collect and analyze data

Identify needs and prioritize



Step 2 Select Interventions:

Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

Consider all the evidence for needed improvements

Research possible interventions

Determine if staff has the capacity to implement possible interventions



Step 3 Plan Implementation:

Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

Identify roles and responsibilities of those implementing the intervention

Develop a team that will deeply understand the intervention and of best ways to implement it

Develop the implementation timeline

Identify resources and supports needed for the implementation of the intervention

Develop a set of information to be reviewed to track the implementation



Step 4 Implement Plan:

Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

Collect information to monitor the quality of supports being provided for the intervention

Consider what additional information is needed to determine if intervention is working

Assess the degree to which the implementation plan is being followed

Identify ways to break down any barriers

Build capacity of others to facilitate the improvement process now and in the future



Step 5 Examine Progress:

Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

Determine if the staff can formally study the effects of the intervention to share with others in the field

Monitor implementation and progress against defined goals

Define reasonable expectations for success

Identify and track progress and performance

Develop a plan for how knowledge about the intervention will be shared with others

Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

SMART Goal #1:

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

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

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

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns professional	Teachers, TSS, SSS	Teachers will meet consistently within PLCs to gain professional learning designed to enhance Tier 1 reading instruction.	PL sign-in sheets and agendas	MAP data (Fall, Winter, Spring - All subgroups)	TSS and SSS
Curriculum Standard 3: Uses a process to review curriculum	Teachers, TSS, SSS	Teachers will meet with TSS and SSS within PLCs to review researched-based practices and strategies to promote effective reading instruction for students.	PLT team notes and agendas	Evidence of implementation through TKES observations	TSS and SSS
Instruction Standard 5: Differentiates instruction to meet specific	ELL Teachers, ELL students	Continue to provide a language acquisition program for non-English speaking students (not limited to, but including immigrant students) and their families. Include the addition of an	Program usage reports	Student ACCESS scores	ELL teachers

Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement	Administration	Administration will consistently monitor MAP data (Fall, Winter, Spring), along with STORM time implementation and results, with specific attention to student subgroups.	MAP data reports; STORM time student goal sheets	Adjust processes based on data as needed with professional learning	Administration
Professional Learning Standard 4: Uses multiple professional learning designs	Teachers	All teachers will be provided an opportunity to participate in ELL training through online modules available on the SLDS portal. If needed (as it was during the 24-25 school year) additional in-person training will be	Certificates of Completion; sign-in sheets from professional learning	TKES observations	Teachers
Family and Community Engagement Standard 5: Develops the capacity of families to use	Teachers, students	Teachers will create, train, and share with parents a tool to be used at home to support reading and math instruction in the classroom. These will be shared with parents at our family nights and available for any students unable to	Reading & Math tools (once designed) [different by grade level]	MAP data, parent feedback	Teachers
School Culture Standard 2: Establishes a culture of trust and respect that	Teachers	Host a minimum of two parent nights – one per semester – to share student progress and opportunities for parent support at home with both Math and ELA	MAP reports Parent sign-in sheets	Parent communication	Administration

Monitoring Actions of Implementation- Monthly Impact Points:

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

Estimated Cost, Funding Source and/or Resources:

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

SMART Goal #2:

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

Pillar & Guiding Question(s):

Student Achievement; Professional Learning/Quality Staff; Engaged, Well-Rounded Students; Safety and Well-Being

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns	Teachers	Implement two monthly leadworthy character lesson for all students based on our Capturing Kids' Heart words of the month.	Leadworthy Lesson Plans	Posters and student work from implementation of Leadworthy lessons	Administration, CKH Process Champions
Leadership Standard 4: Uses processes to systematically analyze data to	Administration	Adjust the school master schedule to include a weekly leadworthy character lesson for all students based on our Capturing Kids ' Heart words of the month in either the classroom or within	New School Schedule with included WIN block (STORM Time)	Completed Leadworthy lessons; observations	Administration
School Culture Standard 2: Establishes a culture of trust and respect that		Provide intentional support to students in need through our Wrap Team. Continue our work to embed and create a single behavior support system for	WRAP team list PBIS committee notes; pictures from quarterly PBIS	Students coming and going from the Wrap Team list due to support	

Monitoring Actions of Implementation- Monthly Impact Points:

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

Estimated Cost, Funding Source and/or Resources:

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

SMART Goal #3:

CES will cultivate a STEAM and museum school focus in all classrooms through the use of the museum school model, interdisciplinary learning experiences in Math, Science, and Social Studies classrooms, the implementation of student journals for all students, and continued progression toward the state STEAM certification status of Executing.

Pillar & Guiding Question(s):

Student Achievement; Professional Learning/Quality Staff; Engaged, Well-Rounded Students; Community Engagement and Partnerships

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (<i>Sub Groups</i>)		Project Lead
			Artifacts	Evidence	
Professional Learning Standard 1: Aligns professional learning with needs	Teachers	Teachers will meet to explore STEAM components through the direction of the school ' s STEAM team.	STEAM team meeting notes; STEAM journals	Completed PBLs each semester	STEAM Team
Leadership Standard 4: Uses processes to systematically analyze data to improve student	Administration	Administration will collaborate with CCS leadership to establish vertical alignment with the STEAM process and meet certification goals	STEAM journals; Completed Interdisciplinary lessons each semester	Apply for STEAM Tier 1 Certification	Administration

Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home	Teachers, STEAM Team; community partnerships	Teachers will create and share STEAM based activities to be used at fall and spring family nights which will eventually transform to Museum or Exhibit Nights through our museum school model.	Pictures, student activity samples from fall and spring family nights	Students/Parents can articulate an understanding of STEAM	Teachers/Students/Parents/Community
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Monitoring Actions of Implementation- Monthly Impact Points:

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

Estimated Cost, Funding Source and/or Resources:

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

Proposed Professional Learning Plan

Continued implementation of required literacy training for staff both in-progress and/or new to teaching or Georgia.

Continued involvement in both RESA and state level STEAM conferences, as well as STEAM and Museum school visits.

Enhanced partnership with local museums to provide PD to teachers around building instructional content using an exhibit or artifact.

PLC/PLT Design & Purpose

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

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	2027	Superintendent's Signature***	
School Name	Cartersville Elementary School	Date Submitted	July 1, 2026	Principal's Signature***	
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, academic programs, and any other resource, which supports content learning and mastery of standards.		Schoolwide plans, descriptions of expenditures for tutorials, and summary data for core academic areas.		
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 Imigrant Students	Provide additional English language support to immigrant students based on need, Language-focused training for school leaders, teachers, and paraprofessionals, and materials / supplies for outreach programs provided to imigrant families.		Schoolwide plans, documentation of training and communication to immigrant families about outreach programs.		

***Electronic Signature Accepted