

**SCHOOLWIDE IMPROVEMENT PLAN (SIP)  
TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN  
TITLE I TARGETED ASSISTANCE (TA) PLAN**

**NAME OF SCHOOL/PRINCIPAL:**

**Cartersville Elementary School – Melissa Bates**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Cartersville City Schools – Dr. Marc Feurbach**

*Comprehensive Support School*    *Targeted Support School*    *Schoolwide Title 1 School*    *Targeted Assistance Title 1 School*  
 *Non-Title 1 School*    *Opportunity School*

**DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS**

**Advancing Leadership | Transforming Schools**

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

*Updated August 27, 2019*

<b>SIGNATURES:</b>	
Superintendent _____	Date _____
Principal Supervisor _____	Date _____
Principal _____	Date _____
Title 1 Director _____ (Title 1 Schools only)	Date _____

Title I only **(SWP 10, 15, 19)**  
The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_\_.

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_  
\_\_\_\_\_

School Designated as a Priority School **\_\_NO\_\_** (Yes or No)                      School Designated as a Focus School **\_\_NO\_\_** (Yes or No)

**Needs Assessment/ Data Review Results** (SWP 1, 11, 12, 13, 14, 17, 18)

On July 24, 2019 the Cartersville Elementary School leadership team met at the Booth Museum to analyze all school data and prioritize needs and goals for the upcoming school year. Data reviewed included Georgia Milestones Assessment System data, attendance data, discipline data, as well as local assessment/growth data - Reading Inventory and Math Inventory. In addition to school-wide academic goals focused on Tier 1 instruction, Cartersville Elementary School also plans to focus on the implementation of the new APTT (Academic Parent-Teacher Teams) model. Opportunity for input was also given to the School Governance Council on 8/26/2019, as school wide goals were discussed in conjunction with system goals.

**Planning Committee** (SWP 8,16)

The planning committee included grade level team leaders, instructional lead teachers, administrators, and the instructional technology specialist. In addition, the information gathered was shared with the School Governance Council, Chief Academic Officer, and family engagement specialist, with opportunity for input, as well as all stakeholders through online website access. This school improvement plan is a living document and data-driven changes are made as needed throughout each school year.

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Anticipated Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<p><b>ELA Needs –</b></p> <ul style="list-style-type: none"> <li>• Continue use of RI to monitor Lexile levels</li> <li>• Review effectiveness of Mountain Language Literacy Program</li> <li>• Continue implementation of Lucy writing program aligned with Primary School</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 GMAS scores</li> <li>• Subgroup data</li> <li>• Reading Inventory reports</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• School Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• PTC</li> <li>• Posted on website</li> </ul>
<p><b>Mathematics Needs -</b></p> <ul style="list-style-type: none"> <li>• Continue Number Talks initiative from 2016-2017</li> <li>• Textbook adoption selection for mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• 18-19 GMAS scores</li> <li>• Subgroup data</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• School Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• PTC</li> <li>• Posted on website</li> </ul>
<p><b>Discipline Needs -</b></p> <ul style="list-style-type: none"> <li>• Black males continue to have the highest discipline rate</li> <li>• 5<sup>th</sup> grade carried the most discipline referrals and most days out of the classroom for consequences</li> <li>• PBIS team review data and refresh training with all staff</li> <li>• Continue training and implementation of district initiative – Capturing Kids Hearts</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline data</li> <li>• Subgroup data</li> <li>• District Capturing Kids Hearts training schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• School Leadership team</li> <li>• PBIS team and lead</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• PTC</li> <li>• Posted on website</li> </ul>
<p><b>Professional Learning Needs –</b></p> <ul style="list-style-type: none"> <li>• APTT Implementation</li> <li>• Emergenetics Training for new staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meeting</li> <li>• 18-19 GMAS data</li> <li>• Subgroup data</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• School Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• PTC</li> <li>• Posted on website</li> </ul>
<p><b>Technology Needs –</b></p>	<ul style="list-style-type: none"> <li>• Current technology inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• School Leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• School Governance Council</li> <li>• PTC</li> </ul>

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<ul style="list-style-type: none"><li>• Training on Schoology from Instructional Technologist</li><li>• Continued advancement towards 1:1 laptop availability</li><li>• Blackboard use as only communication tool</li></ul>		<ul style="list-style-type: none"><li>• School Technology Specialist</li><li>• District Technology Director</li></ul>	<ul style="list-style-type: none"><li>• Posted on website</li></ul>
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**SMART GOAL #1** From August 2019-May 2020 average ELA and Mathematics GMAS results will improve by cohort. Proficiency level will exceed the state average in all grades and contents areas 3<sup>rd</sup>-5<sup>th</sup>. Specific focus will be given to reducing the achievement gap in mathematics. (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
<p>Standard 3: Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices. Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data Leadership Standard 4: Uses processes to systematically analyze data to improve student achievement Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Family and Community Engagement Standard 4: Communicates academic expectations and current student achievement status to families</p>	<p>ALL</p> <p>ALL</p> <p>ALL Stakeholders</p>	<p>Number Talks Training (job-embedded refresher for those already trained)</p> <p>Continue implementation of Lucy Calkins writing program school-wide, with job-embedded support through PLC groups.</p> <p>Review purchase of Mountain Math and Mountain Literacy program to aid teachers with tools to encourage content retention and mastery.</p> <p>Continue implementation of Professional Learning Communities with a focus on grading practices and assessment strategies.</p> <p>Increase the instructional capacity of teachers in mathematics.</p> <p>Continue to provide Rosetta Stone licenses for non-English speaking immigrant students and their families.</p> <p>Implementation of Capturing Kids Hearts training to support a positive learning environment.</p> <p>PLC Training on the implementation of effective math strategies especially aimed at closing the achievement gap.</p> <p>Communicate with all parents and stakeholders student progress including but not limited to: academics, discipline, attendance, and overall student progress and growth. This will be done through staff training and implementation of three required teacher/parent meetings through the APTT program.</p>	<p>Lexile reports from RI/MI</p> <p>GMAS 2019 scores</p> <p>PLC meeting notes</p> <p>Training sign in sheets</p>	<p><b>School Leaders Demonstrate:</b> Understanding of academic data, monitoring data, and it's use in instruction</p> <p><b>Teachers Demonstrate:</b> Understanding of academic progress levels, their use in instruction, and how to communicate with parents</p> <p><b>Students Demonstrate:</b> How to interpret their academic data and select appropriate resources and interventions to promote their growth in all content areas</p> <p><b>Parents Demonstrate:</b> Understanding of how to interpret their child's academic progress data and grades and also assist with selecting appropriate texts and resources to help with all content areas.</p>	<p>Fall, winter, and spring reports for RI and MI benchmark assessments.</p> <p>Teacher Lesson plans</p> <p>TKES observations</p> <p>Previous year GMAS data</p> <p>Parent communications</p> <p>Parent/teacher conference summaries</p>	<p>Number Talks books - \$200</p> <p>Mountain Math/Literacy – \$4000</p> <p>No additional cost</p>

**SMART GOAL #2** *From August 2019 to May 2020, 100% of CES teachers and staff will take part in Professional Learning with specific focus given to APTT (Academic Parent – Teacher Teams) professional learning designed to promote parent engagement and students’ academic success in all content areas.*

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data	Teachers  Teachers	<p>All applicable staff will be trained on the implementation of the APTT model to support family engagement</p> <p>All teachers will be involved in professional learning designed to increase teachers’ understanding of best practices with grading as well as aligned, common assessments through common PLCs with instructional lead teachers.</p> <p>Additional PLC focus areas may include Lucy Calkins writing, Number Talks, and assessment/student feedback.</p> <p>New teachers will attend training on Emergenetics to establish strengths and determine best practices for engaging all learning styles when planning.</p> <p>Teachers of Mathematics will participate in continued Number Talks job-embedded training to support implementation of mathematics curriculum.</p>	<p>Sign in sheets</p> <p>PL logs</p> <p>Lesson plans</p> <p>TKES observations</p>	<p><b>School Leaders Demonstrate:</b> Understanding of new initiatives and how to best monitor their implementation.</p> <p><b>Teachers Demonstrate:</b> Understanding of how new learning connects to student instruction and academic standards.</p> <p><b>Students Demonstrate:</b> Awareness of how to use new strategies to maximize their own learning.</p> <p><b>Parents Demonstrate:</b> Understanding of how to best support their child’s learning and how to ask their child’s teacher relevant questions, when needed.</p>	<p>Observations of required APTT meetings</p> <p>Classroom observations</p> <p>Lesson plans</p> <p>18-19 GMAS scores for ELA and Mathematics</p>	<p>No added cost for most professional learning</p> <p>Emergenetics - \$79 x number of participants + \$3500 consultant fees</p>

**Professional Learning Plan to Support School Improvement Plan**

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
GaDOE training on APTT program	<i>Leadership team training – June 17<sup>th</sup> and 20<sup>th</sup> Full staff training August 5<sup>th</sup></i>	<i>No cost</i>	<i>Principal Assistant Principal Teachers Parents</i>	<i>Principal Assistant Principal GaDOE</i>	<i>Accomplishment of student data goals discussed during required parent/teacher meetings</i>
Best Practices for feedback, grading, and common assessments	<i>Ongoing through PLCs and monthly faculty meetings</i>	<i>No cost</i>	<i>Instructional Lead Teachers</i>	<i>Instructional Lead Teachers</i>	<i>Agendas GMAS Scores</i>
Technology Training – Schoology and Blackboard	<i>Ongoing through PLCs and monthly faculty meetings</i>	<i>No cost</i>	<i>Instructional Technology Specialist</i>	<i>Principal Assistant Principal</i>	<i>Usage reports from Schoology and Blackboard</i>
Emergenetics Training - New Staff - Continued support	<i>Fall 2019 for new staff  As available with trainer/presenter</i>	<i>\$75 per new teacher + \$3500 consultant fees/travel</i>	<i>Principal Assistant Principal Emergenetics consultant</i>	<i>Principal Assistant Principal Teachers</i>	<i>Lesson plans</i>
PLC Training on the implementation of effective math strategies especially aimed at closing the achievement gap.	<i>Ongoing through PLCs and monthly faculty meetings</i>	<i>No cost</i>	<i>Instructional Lead Teachers</i>	<i>Principal Assistant Principal Instructional Lead Teachers</i>	<i>PLC sign in sheets Lesson Plans</i>

\*\*These professional learning opportunities were also listed separately as part of each SMART goal under which it fell.

## ProfessionallyTT Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. **\_\_YES\_\_** (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

- Competitive salary
- Competitive benefits
- Advancement opportunities



**Resources:**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>