BUILDING LEGACIES

ONE STUDENT AT A TIME

2023-2024 School Improvement Plan for

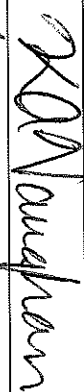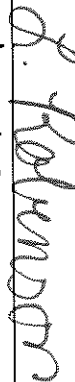# Cartersville Primary School

Gina Bishop, Principal
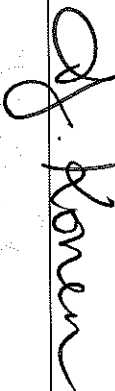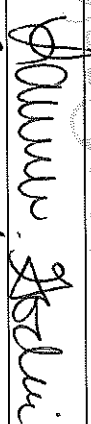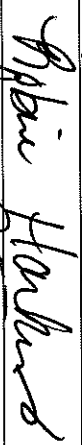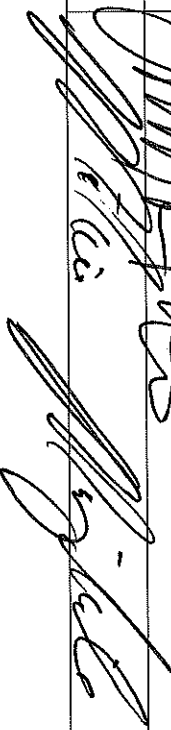
315 Etowah Drive, Cartersville, Cartersville, Georgia 30120

School Improvement Plan
Table of Contents

Section I- School Improvement Plan Committee /Leadership Team

Position/Role	Name	Signature
SIT Chairperson:	Katie Vaughan	*signature*
Principal:	Gina Bishop	*signature*
SIT Member	Becky Graves	*signature*
SIT Member	Lauren Robinson	*signature*
SIT Member	Jen Konen	*signature*
SIT Member	Macy Carscallen	
SIT Member	Sarah Emerson	*signature*
SIT Member	Bree Nelson	*signature*
SIT Teacher	Lori Farmer	*signature*
SIT Teacher	Lauren Godwin	*signature*
SPED Teacher	Robin Harkins	*signature*
ESOL Teacher	~~Emily Plaisted~~ Rachel Fisher	*signature*
Counselor	Midorie Mujahid	*signature*
Social Worker		*signature*

Last updated: 11/05/23

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 2023-2024 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 2023-24 Title I Program Plan Checklist have been met.
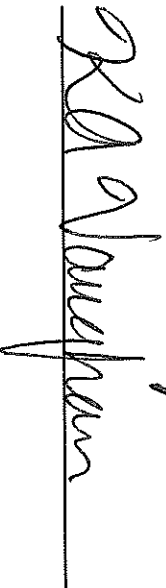
This school improvement plan represents goals and strategies for addressing improvement of student performance and includes components that focus on: an inviting and nurturing school climate; a safe learning environment; rigorous curriculum; relevant instruction; preparing students to be competitive 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: ___11-5-23___

School Improvement Team Chairperson's Signature _____ Date: ___11-5-23___

Section III- District Vision and Mission

District Vision
Building Legacies - One Student at a Time
District Mission
We inspire all students to build the skills and confidence to find their passions and achieve their goals.
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.

True Accountability

T A G S

T R U E   A C C O U N T A B I L I T Y
f o r   G E O R G I A   S C H O O L S

Cartersville is one of eleven school districts in Georigia that have spearheaded the movement to expand the existing statewide accountability system to one that is an educator-led, evidence-based, student-centric, community-based accountability system that moves far beyond test scores and A-F rankings. This system is called True Accountability. True Accountability provides an accurate, holistic performance measure and a thorough accounting to the students, families, and communities for whom educators and schools exist. True Accountability involves seven pillars made up of 27 different elements that must be evaluated in order to assess the effectiveness of any school. All CCSs are required to plan and continuously monitor all 27 elements of the True Accountability system.

7 Pillars of True Accountability

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

Key questions have been designed for the seven pillars and should be used to guide the school improvement team. Planning for the 20-21 school year will include the alignment of the Seven pillars and 27 elements and integrated into the building school improvement plan.

All schools will track their progress on the 27 elements using the provided TAGS tracking/signaling spreadsheet. Schools will report quarterly progress on all elements. Building leadership teams will host on-site quarterly update meetings for district leadership.
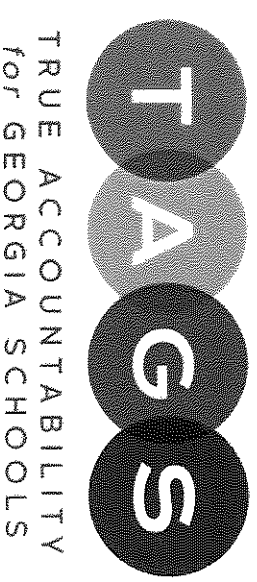
Section IV- Overview of School Performance Data
Cartersville Primary School

mag
GROWTH

Measures of Academic Performance (MAP- READING) [2022-23]

Reading	Low	Low Avg	Avg	Hi Avg	Hi
Grade 2	14%	19%	19%	25%	23%

Measures of Academic Performance (MAP- Math) [2022-23]

Math	Low	Low Avg	Avg	Hi Avg	Hi
Grade 2	13%	17%	23%	31%	16%

AIMS Web [2022-23]

	Red (High risk)	Yellow (Moderate risk)	Green (Low risk)	Green (Low risk)
Early Literacy	12%	8%	80%	
Grade K				
Grade 1	18%	10%	72%	

Math	Spring 2022 Green (Low risk) %	Spring 2023 Green(Low Risk) %
Total		
Grade K	82%	83%
Grade 1	84%	79%
Grade 2	71%	72%

GKIDS – Kindergarten 328 students tested	Beginning	Emerging	Developing	Demonstrating or Exceeding
Total	%	%	%	%
Approaches to Learning	2%	4%	14%	80%
English Language Arts	3%	4%	15%	78%
Math	2%	3%	10%	85%

Section V- School Performance Data Analysis

Student Achievement Data Collected

○ 2022-23 Aims Web composite reading scores along with subcaterogies in math – Grade K &1

○ Mclass Dibels – 3rd grade

○ 2022-23 MAP scores (fall, winter, spring) – Grade 2 and 3

○ F&P Benchmark Assessment System (students reading on grade level)

○ GKIDS data – Grade K

○ Comprehensive Growth Assessment in Bridges Math – Grades K-2

○ Sight word data tracking

○ Intervention data- Becky Graves building SSS tracks this data

○ Data provided by various software programs

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?

As we examined our data, and reflected on the year end numbers, overall we remained steady in reading with scores, but grew 8% points in 2nd grade math from the previous school year. While we want to see at least 80% of our students in all subgroups move to low risk (green), we are pleased with the growth we saw. In math we saw small growth in math in Kindergarten, and a larger growth in 2nd grade, but small a small decline in 1st grade compared to 21-22 school year end of year scores. We want to continue to strengthen our depth of knowledge and intensity in reading and math small math groups for tier 2 instruction.

Demographic Data Collected

- o Enrollment
- o Race/Ethnicity
- o Gender
- o Economically Disadvantage
- o Gifted
- o Remedial/EIP
- o ESE
- o EL
- o 504
- o Mobility rates
- o Free/Reduced lunch
- o Homeless

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

Currently our school is sitting at approximately 55% free and reduced lunch population. Our homeless rates continue to climb and we see many more families doubling up in homes. Our economically disadvantaged, SPED, EL, and Gifted subgroups ALL fell below the projected growth in both math and reading. We do not have access to data for our subgroups through AIMS web data. However through our MAP data in reading and math, we saw that our 2nd grade students falling in subgroups of SWD, ELL, and ED made growth from the year before, but are still below the average student growth score.

School Climate Data Collected

- o Climate rating
- o Climate indicator ratings
- o Georgia Health Survey Results (student, personnel, parent)
- o Student attendance data
- o Teacher attendance data
- o Discipline data (Ed Handbook)
- o PBIS data
- o Staff retention

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

Cartersville Primary School data shows we ARE moving kids to proficiency, although a large number of our students were below grade level entering the 2022-23 school year. We have huge celebrations for moving students out of red (high risk) into yellow and moving yellow (moderate risk) into green (low

risk). We are extremely close to the 80% or more goal of moving more students into green and beyond. Ultimately, we want our test scores to be reflective of the true GA pyramid – where 80% of our students are at expected grade level performance.

Our attendance rates are excellent with only a few number of students who have attendance issues. These students have been targeted with a plan made to improve their attendance. Discipline rates are also excellent. At CPS, teachers are equipped with strategies to increase positive interactions and keep students learning in the classroom. Staff retention is also very high with less than 1% of certified staff leaving each year, which is due to retirement. Climate score ratings for our school our superb, and show that our parents and community trust our school to provide a safe and strong academic environment. Our PBIS practices are incorporated daily with our announcements through Core Lesson statements, Canes Expectations, expectations posted throughout the building and students receiving Canes Cash for following our CPS expectations. Capturing Kids' Hearts is also a daily practice at CPS. The CKH techniques are evident in the building through social contracts, hand signals and the use of the four questions. We are pleased to share that our school was recognized as a National Showcase School for the 2nd year in a row!

What parts of this data catch your attention?

Our CPS staff wants to see MORE students in the green (on grade level) by the end of the year. As we add 3rd grade to our school next year, we will specifically track those 3rd grade students who are not on track to be proficient or higher on the GMAS test.

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

The data has shown us we are moving students, especially students in the yellow "bubble" zone, but we want to be stronger at pushing all students. The data doesn't specially show it, but we believe we need to work at pushing stronger the above benchmark students, many of them who are classified as our gifted students.

What good news is there to celebrate?

Student growth is NOT stagnant in our building . . . all students are showing growth, even if that growth is still based on state or national expecations still below grade level.

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*

We firmly believe that the issue of moving all students to higher achievement levels and at a good pace, is best done through a strong tier 1 curriculum and strong teacher-student tier 2 support (small group differentiated lessons).

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

We already have a strong tier 1 curriculum in place. Our literacy program encompasses effectively all the five pillars of reading. However, we would like to be more prescriptive in which students are selected to receive EIP services to provide the best curriculum possible for our struggling learners to close in their achievement gap as swiftly as we can. We also believe that we must continue to build a stronger small group differentiated instruction time based to support students at all all levels of understanding/achievement levels. We have already strengthened our tier 1 lesson planning documents by adding in a

section devoted entirely to differentiation in reading and math, as well as common assessments linked directly to the state standards. Tier 2 small group reading and math plans were a focus this year, but we still need to be focus on working to make these small group plans tie directly to the student data.

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

Cartersville Primary School embraces a process of Continuous Improvement Planning. Stakeholder groups meet regularly to review and revise system and school improvement plans to address the unique academic needs of all students. Vast amounts of data, both quantitative and qualitative, are analyzed to formulate the School Improvement Plan. The administrators, teachers, paraprofessionals through School Leadership team and, parents and community through Local School Governance Teams) examine Climate Surveys, Georgia Milestones, CCRPI, SLDS, NWEA MAP universal screening data, ACCESS data, progress monitoring data, formative and summative data, and other sources. All of the above data is disaggregated by subgroup (e.g., Race, ethnicity gender, sped ELL). Data is analyzed to determine strengths and weaknesses and SMART goals are developed and revised as needed based on feedback. A monthly and quarterly review of this plan and progress is conducted to evaluate its effectiveness. The School Improvement Plan is available to all stakeholders on the school website and at the annual Title I meeting.

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the identified needs and create a focus for improvement. Setting goals should be a strategic process that aligns the SMART Goals within one of the seven pillars of **True Accountability: Student Achievement, Student Readiness, Engaged, Well-Rounded Students, Community Engagement and Partnerships, Professional Learning and Quality Staff, Systems And Operations, and Safety and Well Being.**

All schools can set building goals based on the specific needs of their learning community. Schools will track all elements of the seven Pillars of the True Accountability System and report progress monthly to the Director of Strategic Initiatives and School Improvement. District leadership will conduct building visits quarterly, and building leadership teams will present SIP goals and progress.

Last updated: 11/05/23

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: Provide meaningful interventions to CPS students who are not meeting and/or exceeding expectations on the Reading universal screener by the end of the 23-24 school year.

80% of K – 3rd grade students will meet or exceed grade level mastery expectations on the Reading universal screener by the end of the 23-24 school year.

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Professional Learning/Quality Staff

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (Sub Groups)		Project Lead
			Artifacts	**Evidence**	
Standard 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence.	All Students, All CPS Staff	Continue providing a strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction using research-based effective strategies. • Utilize universal screeners and formative assessments data to revise and inform instruction. • Provide staff training on programs like Fountas & Pinnell, Amplify, Saxon, Lucy writing, and E-Spark to ensure fidelity of delivery. • Provide training on effective EL strategies to all teachers and paraprofessionals. • Provide and explicitly teach effective reading strategies in all five areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). This will be done during whole group instruction (tier 1) and during needs based small group time (tier 2).	Planning documents – which includes: standards being taught, the essential standards being taught, assessments, small groups documented, as well as enrichment & remediation ideas Lesson Plans with needs based groups & strategies documented Individual student progress data Documentation from grade level meetings Agendas and minutes, professional learning	School Leaders Demonstrate: Implementation of professional learning sessions facilitated by teacher leaders, the instructional lead teacher in the building, and the ESOL/Title III Specialist. Create schedules and calendar with student achievement a top priority. Locate individuals and trainings to attend in order to provide quality professional learning.	
Standard 6: (Professional Learning) Monitors and evaluates the impact of professional learning on staff practices and student learning.					

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Standard 2: (Assessment) Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction.	• Teach basic vocabulary students are missing. This also includes directional vocabulary. • Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions. • Increase reading and writing stamina in grades K-3rd. • Instructional Lead and ESOL/Title III Specialist will assist teachers in providing appropriate interventions and classroom support. • Provide meaningful and useful feedback to students.	logs and professional learning calendars.	Provide coverage for teachers to conduct peer observations.

Monitoring Actions of Implementation- Monthly Impact Points:

Collaborative planning built into master content schedule to provide protected time to review data.

Weekly grade level planning (using the CPS planning document) and discussion of GA Standards of Excellence & Essential Standards of lessons being designed.

Vertical planning to ensure consistent use of common vocabulary.

School professional learning how to differentiate for all students including gifted, high achieving, SPED, EL, and Immigrant students.

Professional development and collaborative conversations to strengthen small tier 2 reading groups.

Peer observations of other teachers serving as an instructional leader in that area/content.

Estimated Cost, Funding Source and/or Resources:

Funding for in-house professional learning to review data, revise and plan instruction, and receive professional learning.

Funding for trainings on the programs and materials such as Fountas & Pinnell Saxon, Lucy writing, etc. to ensure fidelity of teacher delivery to students.

School professional learning how to differentiate for gifted and high achieving students, as well as student who are high risk.

Funds for substitutes.

Funding for Student Support Specialist, Teacher Support Specialist, and ESOL/Title III Specialist.

SMART Goal #2: Provide meaningful interventions to CPS students who are not meeting and/or exceeding expectations on the Math universal screener by the end of the 23-24 school year.

80% of our K-3rd grade students will meet or exceed grade level mastery expectations on the Math universal screener by the end of the 23-24 school year.

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Professional Learning/Quality Staff

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (*Sub Groups*)		Project Lead
			Artifacts	**Evidence**	
Standard 3: (Instruction) Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency to the Georgia Standards of Excellence. *Standard 6: (Professional Learning) Monitors and evaluates the impact of professional learning on staff practices and student learning.* *Standard 2: (Assessment) Uses a balanced system of assessments including diagnostic,*	*All Students, All CPS Staff*	Continue providing a strong tier 1 instruction as well as providing effective tier 2 differentiated needs based instruction using research-based effective strategies. • Utilize universal screeners and formative assessments data to revise and inform instruction. • Provide staff training on programs like Bridges, Math Workplaces, Number Corner, and E-Spark to ensure fidelity of delivery. • Provide and explicitly teach computation strategies and concepts/application strategies. • Teach basic vocabulary students are missing. This also includes directional vocabulary. • Provide explicit professional learning on how to manage your classroom-setting up strong rituals and routines to ensure a well-run classroom so instruction can take place with few interruptions.	Planning documents – which includes: standards being taught, the essential standards being taught, assessments, small groups documented, as well as enrichment & remediation ideas Lesson Plans with needs based groups & strategies documented Individual student progress data, documentation from grade level meetings and professional learnings in the form of agendas and minutes, professional learning	School Leaders Demonstrate: Implementation of professional learning sessions facilitated by teacher leaders and the instructional lead teacher in the building. Create schedules and calendar with student achievement a top priority. Locate individuals and trainings to attend in order to provide quality professional learning. Provide coverage for teachers to conduct peer observations.	

Last updated: 11/05/23

formative, and summative to monitor learning and inform instruction.	• Instructional Lead will assist teachers in providing appropriate interventions and classroom support. • Provide meaningful and useful feedback to students.	logs and professional learning calendars.	

Monitoring Actions of Implementation- Monthly Impact Points:

Collaborative planning built into master content schedule to provide protected time to review data.

Weekly grade level planning (using the CPS planning document) and discussion of GA Standards of Excellence and of lessons being designed.

Vertical planning to ensure consistent use of common vocabulary.

School professional learning how to differentiate for gifted and high achieving students, as well as student who are high risk.

Professional development and collaborative conversations to strengthen small tier 2 reading groups.

Peer observations of other teachers serving as an instructional leader in that area/content.   .

Estimated Cost, Funding Source and/or Resources:

Funding for in-house professional learning.

to review data, revise and plan instruction, and receive professional learning.

Funding for trainings on the programs and materials such as Bridges, Number Corner, etc. to ensure fidelity of teacher delivery to students.

Funds for substitutes.

Funding for Student Support Specialist, Teacher Support Specialist, and ESOL/Title III Specialist.

SMART GOAL #3: Create a culture of STEAM pedagogy and vision involving all stakeholders including CPS and CCS staff members, district office staff, parents/guardians, and community and business partners.

TAGS Area (Pillar & Element(s)): Student Achievement, Student Readiness, Engaged & Well Rounded Students, and Community Engagement & Partnerships

Georgia School Performance Standard	Student Group(s) (Include subgroups)	Actions/Strategies	Evaluation of Implementation & Impact on Student Learning (*Sub Groups*)		Project Lead
			Artifacts	**Evidence**	
Standard 5: (Student, Family, Community involvement and support)	All students, All CPS staff, and Parents	• CPS will provide timely and relevant professional development for teachers on project-based learning, STEAM, and deep student inquiry.	Professional Development agenda sign in sheets	All stakeholders support the STEAM initiative through active participation.	Metta Whitton Paige Lanier Admin Steam Committee
The school as a community of learners involves parents and community members as active participants.		• CPS will use software to enhance, monitor, and track mastery of computer science standards.	Codeable and learning.com computer programs	Data extracted from computer programs showing student mastery & growth	
There is consistent and growing evidence of parent involvement and a process of two-way communication.		• CPS will support training and collaboration with other CCS schools.	Meeting agendas from collaboration meetings with other CC schools, business/community members, and from the STEAM committee.	Meeting notes and training agendas with signatures.	
		• CPS will seek out opportunities to support parent/guardian, community member, and business involvement with STEAM.		STEAM Committee agendas with signatures.	
Standard 8: (School Culture)		• Use of translator services to support family engagement events.	Family event information and sign-in sheets	Lesson plans which document STEAM initiatives implemented in the classrooms.	
The school culture reflects norms, standards, and practices associated with the school as a learning community committed to ensuring			STEAM newsletters		
			STEAM student journals		

student achievement and organizational productivity.			

Monitoring Actions of Implementation- Monthly Impact Points:

Regular meetings within school and out of school employees

Surveys requested from staff members, community/business members, families, AND students

Documentation of goals and next steps each month in roll-out plan

Estimated Cost, Funding Source and/or Resources:

Materials to use for STEAM activities

Professional development trainings (RESA and other outside agencies)

Substitutes for training for staff members