Cartersville City Schools

A Georgia Charter System

Strategic Direction

2024-2025

BUILDING LEGACIES

ONE STUDENT AT A TIME

WHERE LEGACIES ARE BORN

Table of Contents

About Us **2-3**
Vision | Mission 4
Core Values **4**
Trust-Based Accountability Model 5
Trust-Based Accountability Model Tracking **6-7**
7 Strategic Direction Pillars 8
28 Guiding Questions 9-15
Quarterly Signaling Charts 16-17
School Improvement Plans 18-26

ABOUT US

Cartersville City Schools (CCS) is a public charter school district located in northwest Georgia, approximately 40 miles northwest of Atlanta. The district was established in 1888 and has developed a rich tradition in and deep connection with the surrounding community it serves. One of the contributing factors is the district's composition of having four schools with no attendance zones or feeder school patterns; everyone is a Purple Hurricane. Cartersville City Schools also benefits from the unique features of our closely-knit community. The city's bustling downtown area rivals that of larger cities, hosting world-class museums, exceptional restaurants and shops, and deep historical roots that merge the generations past with the heartbeat of today.

The unwavering commitment of Cartersville City Schools is to inspire students to discover the excellence within themselves in a small, intimate school district. Every student is building a legacy, and through our high academic standards, championship-winning athletics, fine arts programs, and enriching extra-curricular options, students develop the confidence and skills to achieve their highest potential. CCS has been consistently ranked as one of the top 20 schools in Georgia. Our traditions run deep in the community, and we take pride in being Purple Hurricanes.

Cartersville City Schools serves one of the most diverse student populations in Georgia. Currently, we have about 21% African American, 1% Asian, 23% Hispanic, 7% Multi-Racial, and 48% White students enrolled. 56% of our student body currently qualifies for free or reduced-price lunch.

Cartersville City Schools is comprised of 564 highly qualified staff members with 367 certified employees and 195 classified. Seventy-two percent of the CCS teaching staff hold advanced degrees. Paraprofessionals, custodians, and school nutrition staff are employed by a staffing agency. The certified staff teaching experience ranges from 1 to 30+ years of experience. More than 2,500 students are transported daily by school buses, and our cafeteria staff works very hard to ensure that the 4,728 average meals served daily are nutritious and enjoyable.

The district enjoys strong partnerships that enrich the experiences of our students and staff. Through Georgia Highlands College, Chattahoochee Technical College, Kennesaw State University, and Embry Riddle Aeronautical University, students can participate in on-site dual enrollment courses. 16% of our high school juniors and seniors take dual enrollment courses. Our high school has received multiple AP distinction awards over the last five years.

Over one hundred community partners currently sponsor the Adopt-a-Classroom programs at Cartersville Primary and Elementary schools, and 72 employers participate in our Work-Based Learning program, providing our Cartersville High School students with valuable workforce skills.

District Stats:

- Currently serving over 4,700 students in grades Pre-K through 12.
- Cartersville City Schools is comprised of 564 highly qualified staff members with 367 certified employees and 195 classified. 72% of teachers have advanced degrees.
- The district enjoys the benefits of a diverse student population, with 21% African American, 1% Asian, 23% Hispanic, 7% Multi-Racial, and 48% White.
- 10% receive English for Speakers of Other Languages (ESOL) services
- 14% participate in Gifted classes.
- 51% of students take Advance Placement Courses
- 6% of high school students are dual enrolled at local universities
- High-tech 1-1 learning environment.
- 72 employers participate in our Work-Based Learning program, which provides our Cartersville High School students with valuable workforce skills.
- Career Tech & Aviation Academy

VISION, MISSION, & CORE VALUES

Vision

Building Legacies - One Student at a Time

Mission

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

Core Values

COMPASSION- CCS understands that as a member of the global community we must exhibit compassion as we build relationships based on trust and mutual respect. We celebrate diversity and demonstrate awareness, sensitivity, and respect as we build relationships.

COMMUNITY- CCS involves 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- CCS supports every student and creates 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- CCS believes 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- CCS staff and students 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 in career, college, and life.

SHARED LEADERSHIP- CCS is 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.

TRUST-BASED ACCOUNTABILITY SYSTEM

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.

What is a Trust-Based Accountability System?

A Trust-Based Accountability System is a holistic approach to evaluating the success of a school district. Instead of focusing solely on standardized test scores, it emphasizes transparency, collaboration, and systemic progress. This model incorporates multiple dimensions of a district's work, including instructional, operational, and financial decisions, while engaging school leaders, teachers, and stakeholders to build schools that meet the community's aspirations for all students. The approach prioritizes educating the whole child and measures success through continuous improvement rather than solely on summative annual evaluations.

Our 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.

Why is it important?

A Trust-Based Accountability System is important because it fosters trust and partnership between schools, students, and their communities, ensuring that educational systems are responsive to local needs and values. By moving beyond outdated, test-centric accountability models, this program promotes innovation and holistic growth. It creates a framework for meaningful progress reporting, encourages student and stakeholder involvement, and keeps the district aligned with its mission to provide a world-class education while addressing the diverse needs of every student.

What about state test scores? Are they essential in this type of system?

Yes, test scores are still important in a Trust-Based Accountability System, but they are viewed as one piece of a much larger puzzle. While the system recognizes the role of standardized tests in meeting state and federal requirements, it does not rely on them as the sole measure of success. Instead, test scores are considered alongside other indicators, such as student growth, well-being, and progress in achieving the community's vision for students. This approach ensures that schools focus on educating the whole child and achieving long-term, meaningful outcomes rather than narrowly concentrating on performance on a single test or state/federal metric.

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 1000 different metrics to determine our ongoing work as a district.

We are guided by a clear Mission, Vision, and documented goals for the district.
Vision- *Building Legacies - One Student at a Time*
Mission- *We inspire all students to build the skills and confidence to find their passions and achieve their goals.*

All work is guided by our 7-Pillars and 28-Guiding Questions. ***(see pages 8-15)*** These help us establish specific, measurable goals and supports to meet our innovation/improvement work. Examples of the types of data we continuously track include student growth, individual student achievement data, student ongoing readiness, student & staff engagement levels, safety & well-being, professional growth of all staff, system operational benchmarks and community partnerships. Each of these elements is critical to our continued growth as a learning organization. Here are a few areas that guide our process of continuous monitoring of our system.

Continued Track Progress in Our Learning Organization

1. **Community Reporting-** In a Trust-Based System, timely, accurate, actionable, and transparent reporting to our entire community is non-negotiable. All district schools use quarterly signaling charts to assess the needs and progress within the districts 7-Pillars and 28-Guiding Questions. These charts visually represent the goals, status, and areas needing improvement, making it easier to communicate progress to stakeholders. Signaling charts are updated quarterly and posted on our district website. All schools are required to have an active 1-Page School Improvement Plan ***(see pages 17-21)*** that details the most current and important innovation/improvement initiatives currently in their buildings. These plans are updated multiple times throughout the school year and often track across school years. This allows us to share our progress and the benefits to our stakeholders through quarterly reports, public meetings, and school board presentations. It's necessary to point out that this transparent reporting does not just highlight the success we have experienced but also the areas where we are struggling as a school or district. In a system based on trust, it is vital that the community is clear about what areas we are actively struggling in and how we plan to address those areas.

2. **Stakeholder Feedback-** This is a key element in the operation and growth of any true learning organization. Leading and managing a large trust-based learning organization where communication and feedback are highly valued does not mean everyone always gets what they want or deem most important. It means that the lines of communication should always be open and that, as an organization, we spend a considerable amount of time listening and watching. Although some decisions need to be made quickly, much of what we do allows for time to reflect and plan for shifts, changes, or major innovations. Our goal is for ongoing authentic stakeholder conversations, which allow leaders to plan and support district endeavors. We regularly collect input from students, staff, parents, and community members through surveys, focus groups, and community conversations. This ensures that we are always connected and in touch with the expectations of all stakeholders. We use this feedback to refine strategies and ensure alignment with community priorities.

3. **Meaningful Student Achievement Data & Evidence –** The primary data we examine is the school-based reporting on the 7-Pillars and 28-Guiding Questions. This data encompasses many of the goals and objectives we have set forth as a learning organization. We also collect, analyze, and report data from other sources, including:

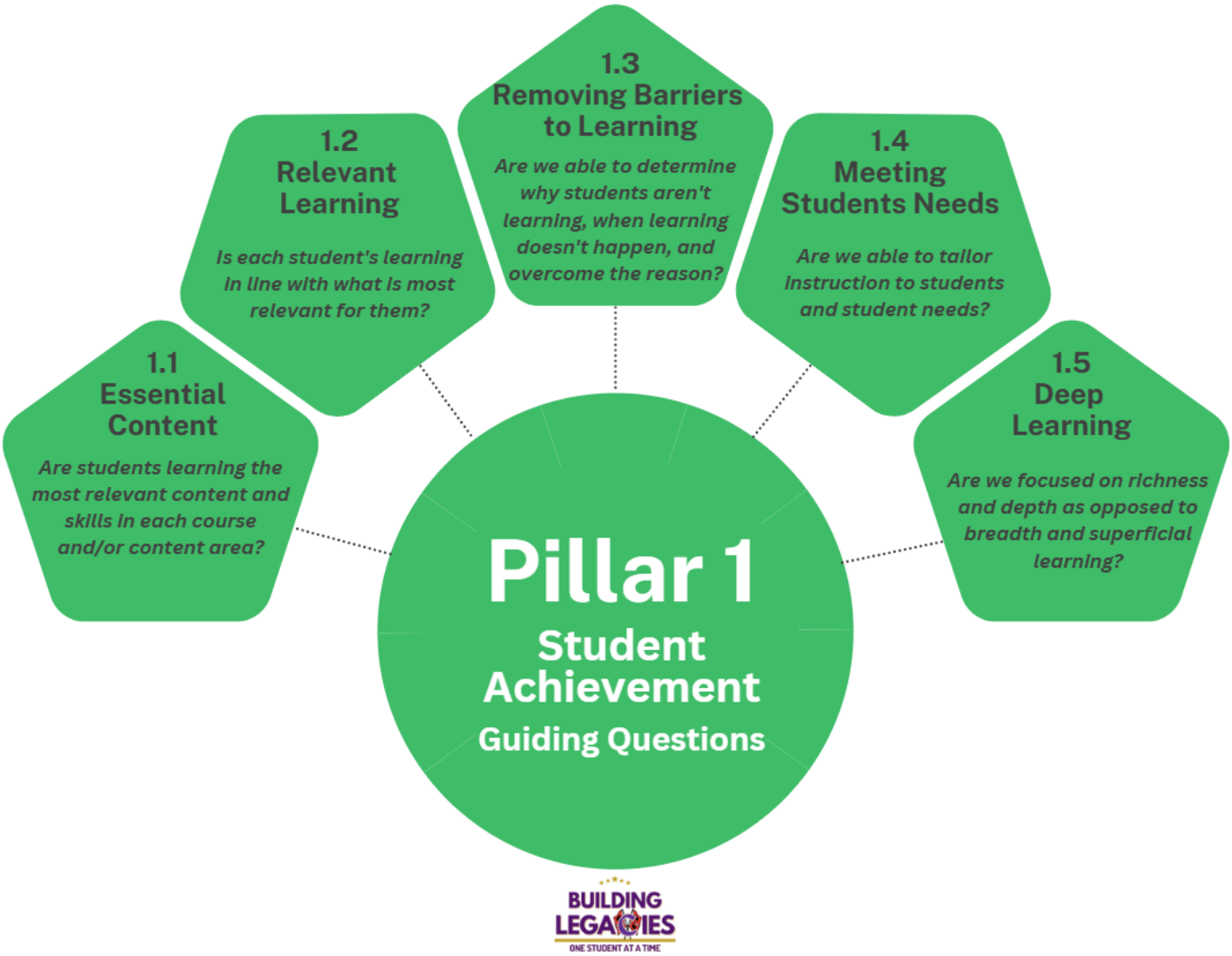
    - **Academic Performance** (e.g. growth scores, project-based assessments, frequent low-stakes monitoring of student learning with adjustments to instruction, evaluation of a student's body of work - not just scores on specific assignments, performance on various screeners, and progress monitoring tools like MAP, Capstone Projects).
    - **Student Well-Being** (e.g. social-emotional learning indicators, behavioral trends, participation in orgs/clubs/sports, attendance rates, engagement levels, student voice).
    - **Operational Effectiveness** (e.g. budget efficiency, staff satisfaction, recruiting success rate, employee retention, communication, and collaboration across all organizational departments).

    By using these tools and methods, the district ensures progress tracking is comprehensive, transparent, and focused on continuous improvement.

7-PILLARS THAT GUIDE OUR STRATEGIC DIRECTION

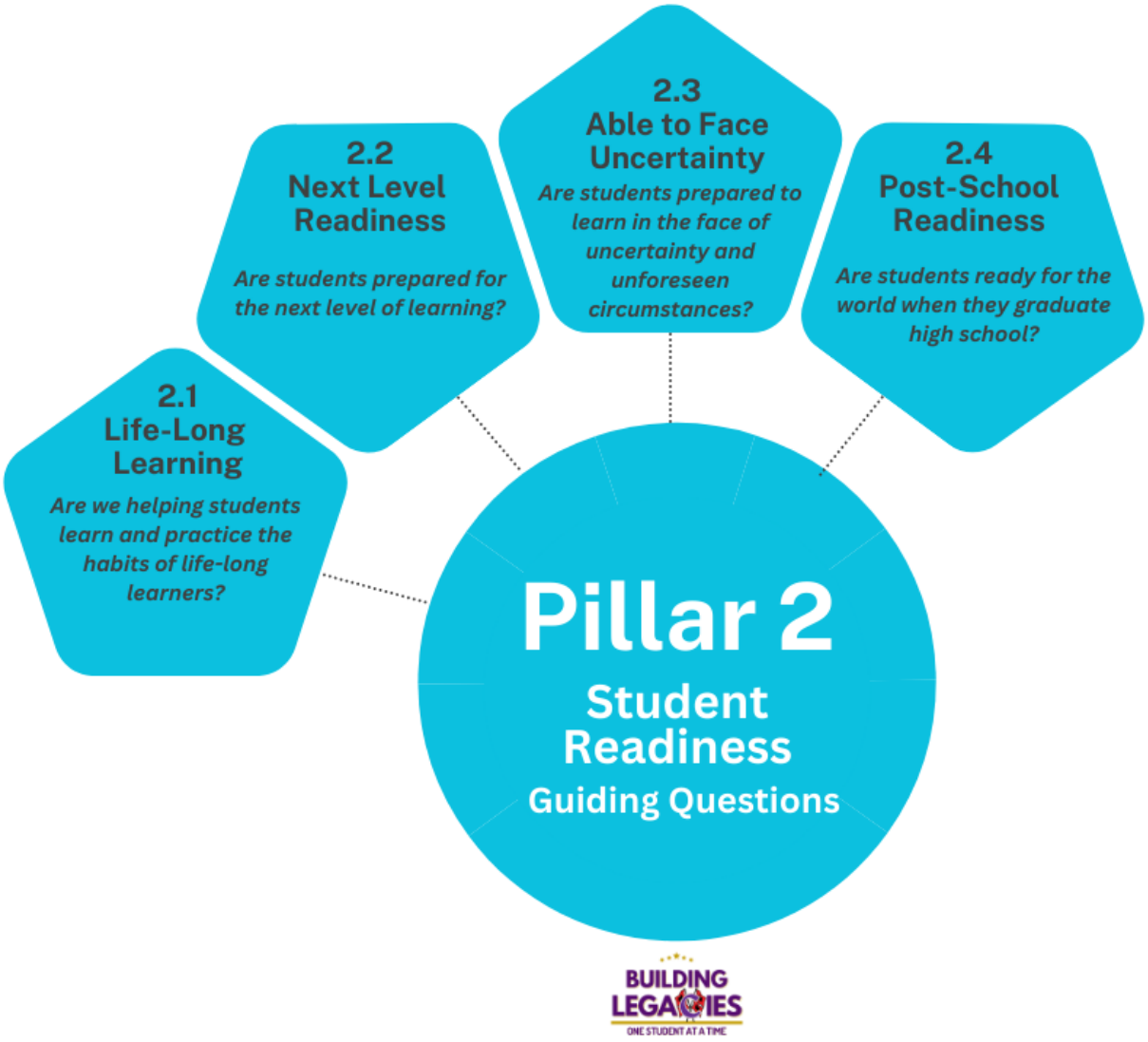
PILLAR 1- STUDENT ACHIEVEMENT

We are committed to ensuring academic success for every student by implementing continuous progress monitoring, empowering students with voice and choice in their learning journey, and providing engaging, personalized instruction tailored to individual needs. We are committed to helping students master the most essential content and skills in each course and content area. By aligning learning experiences with what is most relevant to each student, we aim to create meaningful and impactful educational opportunities. Additionally, we focus on identifying and overcoming barriers to learning, ensuring that when challenges arise, they are addressed with targeted strategies to help every student succeed.



PILLAR 2- STUDENT READINESS

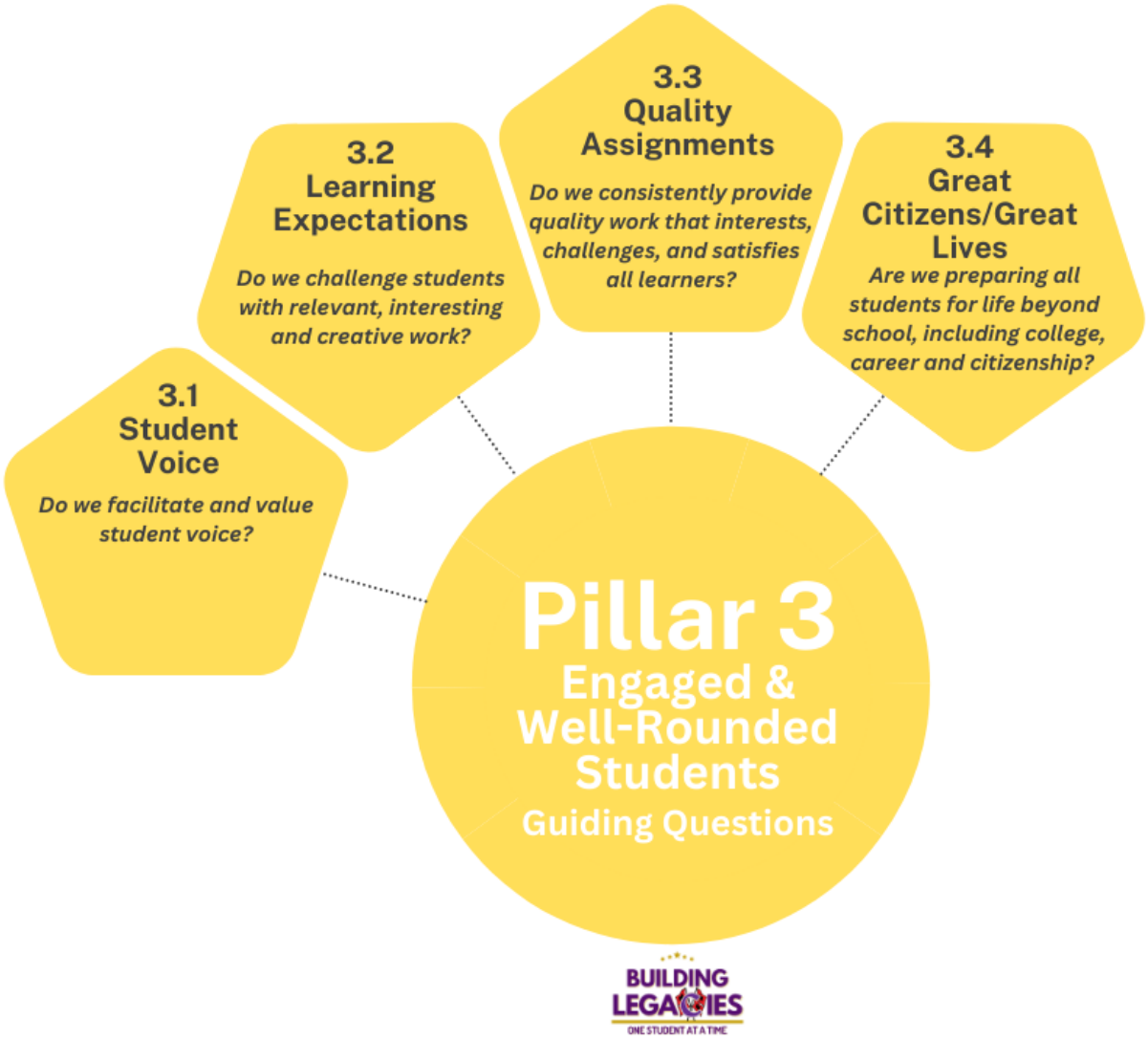
We are committed to ensuring that students are fully prepared for their next level of education and, most importantly, for postsecondary success in careers, college, or the military. We strive to instill the habits of lifelong learners, equipping students with the skills and mindset to adapt and thrive in a rapidly changing world. Focusing on next-level readiness ensures students are academically, socially, and emotionally prepared to advance to more challenging learning environments. Additionally, we emphasize building resilience and adaptability, enabling students to confidently navigate uncertainty and unforeseen circumstances. Ultimately, we prepare students to graduate high school ready to excel and contribute meaningfully to the world.



PILLAR 3- ENGAGED & WELL-ROUNDED STUDENTS

We strive every day to engage students in ways that contribute to their personal growth and prepare them to be active, responsible, and thoughtful citizens. We prioritize creating an environment where student voice is facilitated and genuinely valued, fostering a sense of agency and ownership in their learning experiences. Challenging students with relevant, engaging, and creative work inspires curiosity, critical thinking, and innovation, ensuring they remain motivated and invested in their education.

High-quality assignments are at the heart of our approach, designed to capture students' interests, meet their individual needs, and push them to reach their full potential. Beyond academics, we are committed to developing well-rounded individuals prepared for life's opportunities and challenges. Whether they pursue college, a career, or community leadership, our students will leave school equipped with the skills, knowledge, and character needed to succeed in their personal and professional lives and to make meaningful contributions as engaged citizens in a global society.

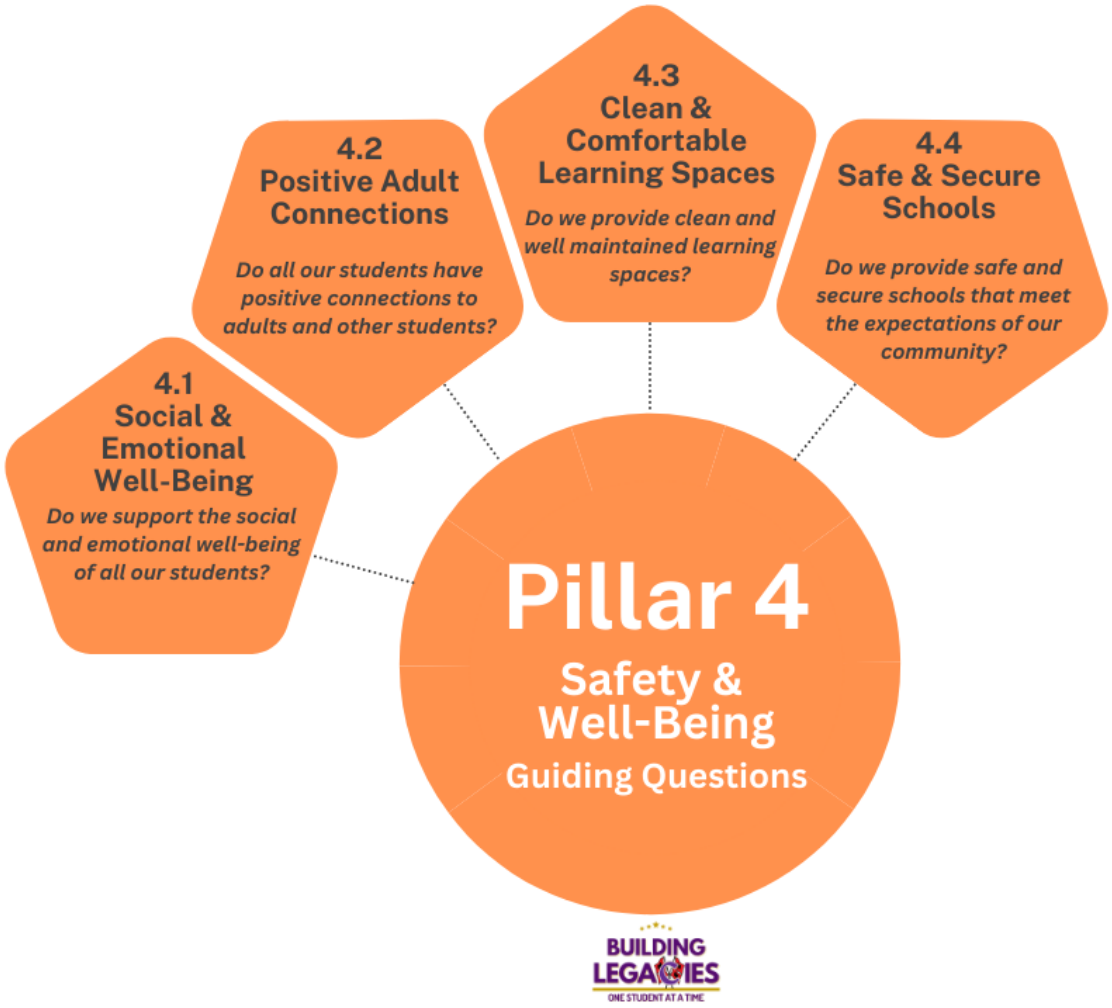


PILLAR 4- SAFETY & WELL-BEING

Our top priority is ensuring that all students learn in an environment that is safe and secure, nurturing and supportive of their overall well-being. We recognize that true academic success begins with meeting every student's physical, social, and emotional needs. To this end, we are committed to fostering all learners' social and emotional well-being by providing resources, programs, and interventions that help students feel valued, supported, and understood.

We strive to maintain clean, comfortable, and well-cared-for learning spaces that promote focus and productivity, reflecting our dedication to providing an optimal learning environment. Additionally, we are steadfast in our commitment to ensuring that schools meet the highest standards of safety and security, aligned with the expectations of our community. Together, these efforts create a nurturing and protective environment where students can excel and grow into confident, well-rounded individuals.

Building strong, positive connections with adults and peers is central to our mission. Every student deserves trusted relationships with caring adults and meaningful bonds with fellow students, creating a foundation of belonging and mutual respect.



PILLAR 5- PROFESSIONAL GROWTH & QUALITY STAFF

Our mission is to ensure every student is surrounded by quality teachers and dedicated adults who prioritize their learning, well-being, and personal growth. We are committed to recruiting and hiring highly effective professionals equipped to meet all students' diverse academic, personal, and social needs. By attracting passionate and skilled individuals, we lay the foundation for a strong and supportive learning environment.

Equally important is retaining these exceptional professionals. We focus on creating a support, recognition, and collaborative culture that encourages staff to stay and thrive within our schools. This includes fostering a positive workplace environment where all adults feel valued and empowered to make a meaningful impact on students' lives.

Professional learning is a cornerstone of our strategy, ensuring all staff have access to training and development opportunities aligned with our system's mission and goals. We prioritize continuous learning to equip our educators and staff with the skills, knowledge, and tools they need to adapt to the evolving needs of students and the educational landscape.

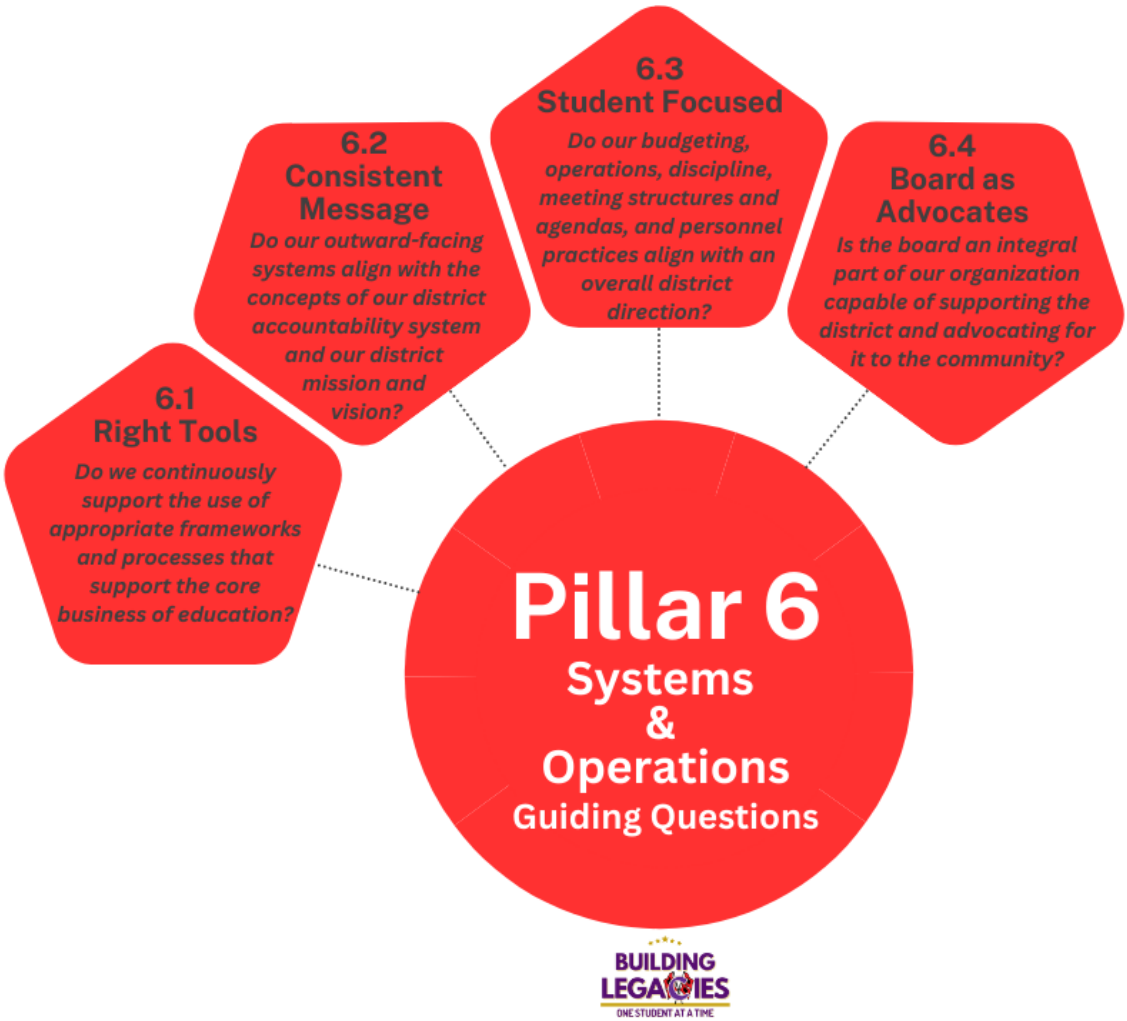
PILLAR 6- SYSTEM & OPERATIONS

We are committed to aligning all district resources to support our mission of inspiring all students to build the skills and confidence to find their passions and achieve their goals. We continuously improve systems by leveraging practical tools, frameworks, and processes to provide the infrastructure necessary for student success.

Clear and consistent communication is vital to aligning with the district's accountability system, mission, and vision. Our outward-facing systems and practices reflect these principles, ensuring transparency and trust among stakeholders.

We prioritize student-focused operations by aligning budgeting, discipline policies, meeting structures, and personnel practices with the district's goals. Every decision is guided by what best serves students and enhances their educational experience.

We also value the school board's role as advocates and key partners, equipping them to support initiatives and foster community collaboration. Together, these efforts create a well-coordinated system that promotes student achievement and strengthens community engagement.



PILLAR 7- COMMUNITY PARTNERSHIPS

We are dedicated to ensuring that our community stakeholders' hopes, dreams, and input are an integral part of our district's mission. By fostering meaningful community engagement, we actively seek and incorporate feedback from all stakeholders, including parents, businesses, and community organizations. This collaborative approach ensures that our decisions and initiatives reflect the diverse perspectives and needs of those we serve.

Meeting our community's varying needs, expectations, and aspirations is central to our work. We aim to build a district that educates students and aligns with the hopes and priorities of families, local businesses, and community leaders. Through active listening and thoughtful responses, we address challenges and opportunities together, creating a shared vision for student success and community growth.

Strong, reciprocal relationships with community organizations and stakeholders are essential to our mission. We strive to create productive and mutually beneficial partnerships, leveraging resources, expertise, and support to enhance educational opportunities and outcomes for all students. By working collaboratively with our community, we ensure that every student has access to the support, opportunities, and resources they need to thrive in school and life. We are building a brighter future for our students and a stronger community for everyone.

QUARTERLY SIGNALING CHARTS

All district schools utilize quarterly signaling charts as a structured tool to evaluate needs and monitor progress in alignment with the district's 7 Pillars and 28 Guiding Questions. These charts serve as a transparent and visual representation of the district's strategic goals, highlighting areas of success, ongoing efforts, and opportunities for improvement. By consolidating this information in an accessible format, the signaling charts facilitate meaningful communication with stakeholders, including parents, staff, and community members, fostering a shared understanding of the district's priorities and progress.

To ensure consistent oversight and collaboration, district staff and school principals meet monthly to analyze progress, identify challenges, and strategize solutions. Regular meetings are held within each school to monitor advancements, adjust action plans, and maintain alignment with district-wide goals. This collaborative process enables schools to address specific needs while contributing to the collective success of the district.

The signaling charts are updated quarterly to reflect current data and insights. These updates are posted on the district website, providing a transparent and comprehensive overview of progress for all stakeholders. This ongoing review cycle and communication reinforces accountability and supports the district's commitment to continuous improvement and excellence in education.

FIGURE 1- PARTIAL SAMPLE OF SCHOOL SIGNALING CHART

Cartersville City School System- Cartersville Elementary School Trust-Based Accountability Tracking

Key Question... To what degree...		Evidence	Q1 2021	Q2 2021	Q3 2022	Q4 2022	Q1 2022	Q2 2022	Q3 2023	Q4 2023	Q1 2023	Q2 2023	Q3 2024	Q4 2024	Q1 2024
			Q1= July - Sept, Q2= Oct - Dec, Q3= Jan - March, Q4= April - June												
1	**Student Achievement**														
1.1	**Critical Content**- are students learning the most critical content and skills in each course and/or content area?	*Identification of math & ELA essential standards; common assessments in progress; additional PLC training completed; PLT leadership team; Design team*	o	o	o	o	o	o	o	o	o	o	o	o	o
1.2	**Relevant Learning**- is each student's learning in line with what is most relevant for him or her?	*Essential standards; student-goal setting pages in agendas; growth midset; PBL w/ STEAM journals; Canes time built into schedule.*			√	√	√	o	o	o	o	√	√	√	√
1.3	**Removing Barriers to Learning**- are we able to determine why students aren't learning when learning doesn't happen and overcome the reason?	*Using MAP, DIBELS, CFA, & CSAs data; Mentors; WRAP team; time and instruction for Tier 1, 2, 3, & 4; maintaining bi-weekly social-relational lesson expectations*	o	o	o	o	o	o	o	o	√	√	√	√	√
1.4	**Meeting Student Needs**- are we able to tailor instruction to students and student needs?	*Afterschool tutoring; 504s, IEPs, HHB; time and instruction for Tier 1, 2,, 3, & 4; Added OG blocks, ELL accommodations needed.*			√	√	√	o	◊o	◊o	√	o	o	√	√
1.5	**Deep Learning**- are we focused on richness and depth as opposed to breadth and superficial learning?	*Rigorous curriculum resources; Career Week; STEAM work & family nights; Community partnerships*					√	o√	o√	o√	o√	o	o	o	o
2	**Student Readiness**														
2.1	**Life-Long Learning**- are we helping students learn and practice the habits of life-long learners?	*Students participate in career week, DARE, and after-school clubs; STEAM initiative in progress.*					o	o	o	o	o	o	o	o	o
2.2	**Next Level Readiness**- are students prepared for the next level of learning?	*Students participate in Capturing Kids Hearts; adding Socail-relational segment; align essential standards vertically.*					o	o	o	o	o	√	√	√	√
2.3	**Able to Face Uncertainty**- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	*Virtual learning capability, if needed; students have access to supports through CKH; Wrap team; Mentors; Backpack Buddies; school counselors.*					o√	√	√	√	√	√	√	√	√
2.4	**Post-School Readiness**- are students ready for the world when they graduate high school?	*College/Career week; multiple afterschool programs; 1-1 technology; strengthen parent and community involvement. Continue work with STEAM and problem-based-learning.*						o	o	o	o	o	o	o	o
3	**Engaged, Well-Rounded Students**														

	Maintain - satisfied with current efforts	√	On Track
	Maintain - but consider a change	o	Adjustments Taking Place
	Minor Change (12-18 months, no money)	◊	Support Required
	Major Change (18+ months and/or money)	**U**	Urgent Attention

FIGURE 2- SAMPLE OF SCHOOL SIGNALING CHART

Cartersville City School System- Cartersville Elementary School Trust-Based Accountability Tracking																
Key Question... To what degree...		Evidence	Q1 2021	Q2 2021	Q3 2022	Q4 2022	Q1 2022	Q2 2022	Q3 2023	Q4 2023	Q1 2023	Q2 2023	Q3 2024	Q4 2024	Q1 2024
			Q1= July - Sept, Q2= Oct - Dec, Q3= Jan - March, Q4= April - June												
1	**Student Achievement**														
1.1	**Critical Content-** are students learning the most critical content and skills in each course and/or content area?	*Identification of math & ELA essential standards; common assessments in progress; additional PLC training completed; PLT leadership team; Design team*	o	o	o	o	o	o	o	o	o	o	o	o	o
1.2	**Relevant Learning-** is each student's learning in line with what is most relevant for him or her?	*Essential standards; student-goal setting pages in agendas; growth mindset; PBL w/ STEAM journals; Canes time built into schedule.*			√	√	√	o	o	o	o	√	√	√	√
1.3	**Removing Barriers to Learning-** are we able to determine why students aren't learning when learning doesn't happen and overcome the reason?	*Using MAP, DIBELS, CFA, & CSAs data; Mentors; WRAP team; time and instruction for Tier 1, 2, 3, & 4; maintaining bi-weekly social-relational lesson expectations*	o	o	o	o	o	o	o	o	√	√	√	√	√
1.4	**Meeting Student Needs-** are we able to tailor instruction to students and student needs?	*Afterschool tutoring; 504s, IEPs, HHB; time and instruction for Tier 1, 2, 3, & 4; Added OG blocks, ELL accommodations needed.*			√	√	√	o	◊o	◊o	√	o	o	√	√
1.5	**Deep Learning-** are we focused on richness and depth as opposed to breadth and superficial learning?	*Rigorous curriculum resources; Career Week; STEAM work & family nights; Community partnerships*					√	o√	o√	o√	o√	o	o	o	o
2	**Student Readiness**														
2.1	**Life-Long Learning-** are we helping students learn and practice the habits of life-long learners?	*Students participate in career week, DARE, and after-school clubs; STEAM initiative in progress.*					o	o	o	o	o	o	o	o	o
2.2	**Next Level Readiness-** are students prepared for the next level of learning?	*Students participate in Capturing Kids Hearts; adding Social-relational segment; align essential standards vertically.*					o	o	o	o	o	√	√	√	√
2.3	**Able to Face Uncertainty-** are students prepared to learn in the face of uncertainty and unforeseen circumstances?	*Virtual learning capability, if needed; students have access to supports through CKH; Wrap team; Mentors; Backpack Buddies; school counselors.*					o√	√	√	√	√	√	√	√	√
2.4	**Post-School Readiness-** are students ready for the world when they graduate high school?	*College/Career week; multiple afterschool programs; 1-1 technology; strengthen parent and community involvement. Continue work with STEAM and problem-based-learning.*						o	o	o	o	o	o	o	o
3	**Engaged, Well-Rounded Students**														
3.1	**Student Voice-** do we facilitate and value student voice?	*Active National Elementary Honor Society; Active Student Council; Try student survey & feedback kiosks; Schletchy student focus group.*					o	o	o	o	o	o	o	o	o
3.2	**Community Learning Expectations-** do we meet the expectations of schools, parents, and the community?	*Provide stakeholder feedback surveys following events to increase two-way communication; monthly school newsletters; annual calendar given at Open House; CKH feedback surveys*					o	o	o	o	◊	◊	◊	o	o
3.3	**Quality Assignments-** do we consistently provide quality work that interests, challenges, and satisfies all learners?	*Engagement of PLTs and planning teams; beginning school design team during 24-25 school year.*					o	o	o	o	o	o	o	o	o
3.4	**Great Citizens/Great Lives-** are we preparing all students for life beyond school, including college and/or career, and citizenship?	*Daily opportunities for CKH; Career Week; DARE; Digital Citizenship, and counselor lessons; bi-weekly CKH lessons*	o	o	√	√	o	o	o	o	o	√	√	√	√
4	**Community Engagement and Partnerships**														
4.1	**Community Engagement-** does our system reflect feedback from all community stakeholders?	*Provide stakeholder feedback surveys following events to increase two-way communication.*	√	√	√	√	o	o	√	√	√	√	√	o	o
4.2	**Community Needs-** are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?	*Include grade-level specific, stakeholder survey questions that provide input on meeting community needs.*	√	√	√	√	o	o	√	√	√	√	√	√	√
4.3	**Community Relationships-** do we have a healthy, reciprocal relationship between community and schools?	*PTC Make-it-Magic-Monday sponsors; Mentor program; beginning STEAM partnerships*	√	√	√	√	√	√	√	√	√	√	√	√	o
6	**Professional Learning/Quality Staff**														
5.1	**Hiring Effective Adults-** do we recruit quality adults to meet the academic, personal, and social needs of all students?	*Recruitment Fairs; Teacher Cadet program; CTAE mentoring programs*	√	√	√	√	√	√	√	√	√	√	√	√	√
5.2	**Retaining Effective Adults-** do we support and retain quality adults to meet the academic, personal, and social needs of all students?	*Salary schedules adjusted to attract and retain quality staff;continued monitoring of neighboring systems' salary scales needed to remain competitive; concern about loss of SLPs in our system*	√	√	√	√	√	◊	◊o	√	o	o	◊	◊	√
5.3	**Professional Learning-** does professional learning meet the system mission and goals?	*Professional learning teams, Capturing Kids Hearts, STEAM endorsement, Orton-Gillingham; PLC; Literacy trainings; monthly PL*	√	√	√	√	√	◊	o	o	√	√	√	√	√
5.4	**Professional Growth-** does the system support professional growth of all staff?	*Adjustments to system calendar were made to provide additional time for professional growth beginning FY24; Schedule adjustments in place to include increased time for teacher PLC process.*	o ◊	o ◊	o ◊	o ◊	o	o	o	o	o	o◊	√	√	√
8	**Systems and Operations**														
6.1	**Right Tools-** do we address each of the Six Critical Systems in our work? (i.e. Schlechty)														o
6.2	**Consistent Message-** do our outward facing systems align with the concepts of a true educational accountability?	*Adjusting STEAM Family Discovery Night event times based on stakeholder survey feedback.Providing additional family night in fall 2023.*					o	o	o	o	o	o	o	o	o
6.3	**Student Focused-** do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?	*Academic schedule for 23-24 being built to include additional time for professional learning for staff and daily individualized learning time for students. Additional support requested to review schedule.*	◊	◊	◊	◊	o	o	o	o	o◊	o◊	o◊	o	o
6.4	**Board as Advocates-** is the board an integral part of our organization capable of supporting the district and advocating for it to the community?	*Board data retreats; school walkthroughs; Leading Edge Award recepient .*	√	√	√	√	√	√	√	√	√	√	√	√	√
7	**Safety and Well-Being**														
7.1	**Social & Emotional Well-Being-** do we support the social and emotional well-being of students?	*Additional staff trained in CKH; continued expectation of CKH social-relational lessons twice a month; mentor program; SSW*	o	o	√	√	o	o			√	√		√	√
7.2	**Positive Adult Connections-** do all of our students have positive connections to adults and other students?	*Students have access to mentors, school counselors, PBIS incentives, and staff trained in CKH; additional staff trained in CKH August/September 2024;consider onboarding for new/transfer students and newcomer ESOL students*					√	√		√			o	o	o
7.3	**Clean, Safe & Secure Schools-** do we provide safe and secure schools per the expectations of our community?	*Select staff trained in CPR, stop the bleed; students participate in DARE and Tar Wars training; SRO through CPD but need consistent SRO; addition of Centegix; need for fire-safe window coverings for interior classroom windows for lockdowns;addition of fenceline windscreen*	√	√	√	√		◊			√o	√o	√o	o	o ◊
		Maintain - satisfied with current efforts		√	On Track										
		Maintain - but consider a change		o	Adjustments Taking Place										
		Minor Change (12-18 months, no money)		◊	Support Required										
		Major Change (18+ months and/or money)		U	Urgent Attention										

SCHOOL IMPROVEMENT PLANS

While all schools are mandated to develop a traditional school improvement plan as required by the State Department of Education, we also create what we refer to as our Building 1-Page School Improvement Plan. These streamlined, focused plans emphasize each school's most current and significant innovation and improvement initiatives. Each plan identifies the specific Pillars and Guiding Questions being addressed, ensuring alignment with district priorities and strategic goals. School plans are updated multiple times throughout the school year, and provide a dynamic and evolving view of progress, often extending across multiple school years to ensure continuity and sustained growth.

See the following pages for each buildings 1-Page SIP.

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE PRIMARY SCHOOL

2024-2025

CPS MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
Academic Achievement - *Content*	**STEAM** – *Customization & Culture*	**Academic Achievement** – *Content*
Provide meaningful interventions to CPS students who are not meeting and/or exceeding expectations on the Reading / Math universal screener by the end of the 24-25 school year.	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.	Support our district and building literacy priorities by selecting, planning, developing, and monitoring literacy curricular supports to improve reading mastery at CPS.
Strategies:	**Strategies:**	**Strategies:**
• *Utilize High Leverage Practices when implementing EIP, Tier 2, and Tier 3 Academic Support for all Students* • *Identify EIP students utilizing GaDOE identification guidelines, providing five 45-minute segments per week of supportive instruction.* • *Administration will consistently monitor MAP data (Fall, Winter, Spring) with specific attention to individual student needs.* • *SSS & TSS will provide targeted professional development to support teachers in identifying and supporting academic remediation and enrichment*	• *Expand training options for school staff to be trained and/or obtain a STEM endorsement.* • *Participate in system-wide and RESA level STEAM trainings when available.* • *Establish business partnerships to both support and enhance the STEAM focus at CES.* • *Utilize a team of STEAM-focused educators to design, implement, and support STEAM strategies and culture in CPS classrooms*	• *Represent the district literacy team with instructional specialists charged with identifying literacy resources to support instruction.* • *Provide meaningful professional development for teachers in the science of reading.* • *Implement science of reading strategies in EIP, Tier 2, and Tier 3 academic interventions.* • *Utilize individual student progress data to modify instruction as needed*
Professional Learning:	**Professional Learning:**	**Professional Learning:**
• *SSS / TSS will attend Regional MTSS Conference held in late Fall* • *SSS / TSS will facilitate delivery of best practices / strategies for teachers during quartlery MTSS PL* • *SSS / TSS will lead data digs to provide teachers with approaches to aligning instruction with student performance*	• *STEAM Team will attend Regional STEAM Training in October* • *STEAM Team will facilitate delivery of best practices / strategies for teachers during monthly redeliveries*	• *LETRS Training for cohort participants* • *Georgia Readers for cohort participants* • *GaDOE Literacy Academy for cohort participants* • *CCS Literacy Launch for all PK-5 Teachers* • *Ongoing redelivery of science of reading methods and strategies from TSS / SSS during quarterly PD*

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE PRIMARY SCHOOL

2024-2025

Trust Accountability Goals		
To What Degree…		**Current Efforts:**
Pillar 1	**1.1 Student Achievement** To what degree are students learning the most critical content and skills in each course and/or content area? **1.5 Deep Learning** To what degree are we focused on richness and depth as op	• Continue to strengthen tier 1 instruction and tier 2 interventions for reading, writing, and math. • Leverage formative assessment data to identify areas of student need. • Provide deeper learning opportunities including project based learning and student inquiry.
Pillar 3	**4.2 Community Needs** To what degree are we meeting the varying needs, expectations, hopes, and dreams of our community and businesses? **4.3 Community Engagement and Partnerships** To what degree do we have healthy, reciprocal relationships between community and schools?	• Collect community feedback and create community and business partnerships through our STEAM initiative. • Continue to use a variety of methods to communicate with parents and stakeholders. • Continue to offer meaningful and accessible family engagement opportunities.

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE ELEMENTARY SCHOOL

2024-2025

CES MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
Student Achievement/Instructional Design	***Capturing Kids' Hearts/Student Behavior***	***STEAM/Project-based Learning***
Grade-level PLTs (Professional Learning Teams) will commit to the learning of ALL students using CFA (common formative assessment) data to inform and adjust day-to-day instruction and increase student achievement. Common Formative Assessments are designed around priority standards in each grade level and content area.	*CES will enhance our students' social and relational outcomes by implementing CKH leadworthy character lessons, including student input to support a positive and inclusive school culture through refreshing our PBIS structure and providing targeted support to students in need through our Wrap Team.*	*CES will cultivate a STEAM (Science, Technology, Engineering, Arts, Math) focus in all classrooms through a minimum of one Project Based Learning unit per semester, including the implementation of STEAM journals for all students.*
Strategies:	***Strategies:***	***Strategies:***
• *Use common formative assessment data in a timely manner to revise instruction—student by student, skill by skill, including shared groupings across classrooms.* • *Increase time for both lesson design and the PLC process through two consistent weekly meetings.* • *Design instruction to include engagement, group and individual student support/enrichment, and writing.* • *Monitor MAP data (Fall, Winter, Spring) with specific attention to individual student needs.*	• *Implement a minimum of two Leadworthy lessons per month per teacher team.* • *Identify essential behaviors in each grade level and explicitly teach and monitor those behaviors.* • *Consistently implement PBIS strategies and initiatives and monitor implementation through the CKH/PBIS teamwork group.* • *Provide intentional support to students in need through our Wrap Team.* • *Provide monthly counseling lessons to all students based on current needs as evidenced by both discipline and social work data.*	• *Continue implementation of STEAM journals for every student.* • *Shift PBL development responsibility from the STEAM team to grade-level teacher teams. (With support from the STEAM team.) A minimum of one per semester per teacher team.* • *Begin development of year-long PBLs for each grade level.* • *Establish business partnerships to both support and enhance the STEAM focus at CES.*
Professional Learning:	***Professional Learning:***	***Professional Learning:***
• *Send additional staff to PLC training July 2024.* • *Provide a designed-based instructional framework to all staff to promote student engagement, July 2024.* • *Develop teacher triad teams to observe lesson design, provide feedback, and promote shared ownership of student learning.* • *Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)*	• *Send new and additional staff to Capturing Kids' Hearts training July 2024.* • *Review PBIS structure with the entire staff.* • *Monitor CKH implementation and provide training/support where needed based on CKH survey data.* • *Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)*	• *Continue participation in system-wide and RESA level STEAM trainings when available.* • *Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)*

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE ELEMENTARY SCHOOL

2024-2025

True Accountability Goals		
To What Degree…		**Current Efforts:**
Pillar 1	***1.1 Student Achievement*** *To what degree are students learning the most critical content and skills in each course and/or content area?* ***1.3 Removing Barriers to Learning*** *To what degree are we able to determine why students aren't learning when learning doesn't happen and overcome the reason?* ***1.5 Deep Learning*** *To what degree are we focused on richness and depth as opposed to breadth and superficial learning?*	• Continue to strengthen tier 1 instruction and tier 2 interventions for reading and math. • Leverage formative assessment data to identify areas of student need. • Focus instructional remediation and enrichment on designated priority standards within each grade/content area.
Pillar 3	***3.3 Quality Assignments*** *To what degree do we consistently provide quality work that interests, challenges, and satisfies all learners?* ***3.5 Engaged Well-Rounded Students*** *To what degree are we preparing all students for life beyond school, including college and/or career and citizenship?*	• Work to increase the number of students proficient in reading and math. • Design instruction to provide meaningful and engaging work to students.
Pillar 5	***5.3 Professional Learning*** *To what degree does professional learning meet the system needs and goals?*	• Embed monthly professional learning structure to support needs-based, ongoing professional learning for teachers and staff.
Pillar 7	***7.2 Positive Adult Connections*** *To what degree do all of our students have positive connections to adults and other students?*	• Continue training opportunities for Capturing Kids' Hearts and provide support through the CKH/PBIS work group.

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE MIDDLE SCHOOL

2024-2025

CMS Mission

The mission of CMS is to provide supportive relationships within a safe, structured, and engaging learning environment, resulting in students reaching their fullest potential each day.

Area of Focus #1	Area of Focus #2	Area of Focus #3
Student Achievement	***Instructional Leadership***	***Social and Academic Behaviors***
Collaborative teams will commit to the learning of ALL students using common assessment data to inform and adjust instruction. Teachers will utilize differentiation strategies to meet the individual learning needs of students based on classroom assessments and MAP data.	*Establish a dedicated Instructional Leadership Team (ILT) to provide meaningful professional development and instructional support for all CMS teachers.*	Teachers and staff will focus on teaching three key social and academic behaviors. • School Appropriate Language • Academic Responsibility • School Appropriate Behaviors
Strategies:	***Strategies:***	***Strategies:***
• *Adjust the master calendar to add an additional CANES time each month. One CANES time will be dedicated to remediation for students at risk.* • *Use common assessment data in a timely manner to revise instruction—student by student, skill by skill.* • *Collaborative teams will meet weekly and work with the building TSS to review data sets and create appropriate interventions and enrichment opportunities.* • *SSS will support teachers by providing appropriate strategies and offering small group sessions when needed.* • *Regrouping and reteaching of essential standards.* • *Provide opportunities for teachers to conduct peer observations.* • *Adjust the master schedule to add additional ESOL support to 7th-grade science and 8th-grade social studies.*	• *Form an ILT comprising all administrators, SPED Lead teacher, TSS, SSS, and ITS.* • *Bi-weekly ILT meetings to discuss effective teaching strategies and identify teachers or content areas needing additional support.* • *Conduct regular informal classroom observations and review findings during ILT meetings.* • *Administer a needs assessment survey to teachers to pinpoint areas for professional growth.* • *Allocate protected professional learning time on the master calendar for instructional support.* • *Offer co-teaching support to enhance instructional practices.* • *Facilitate Think Tank sessions*	• *Consistently use CKH strategies with students.* • *Reteaching procedures and modeling appropriate school behaviors.* • *Mentor Groups with struggling students.* • *SSS will observe students with identified behavior struggles and provide teachers with effective strategies for individual students.* • *WRAP data* • *Implement a PBIS/Discipline committee to review data and revise current processes.* • *Enhance our PBIS incentives for students* • *Social Skills class for all grade levels*
Professional Learning:	***Professional Learning:***	***Professional Learning:***
• *MAP data use* • *Effective Tier 2 and Tier 3 strategies for classroom teachers* • *Co-Teaching Models* • *Reading strategies for science social studies teachers* • *Differentiation strategies*	• *Book Study "Engaging Students"* • *Instructional Leadership Professional Development* • *PD Coaching to Increase Engagement* • *Coaching Mindset for Administrators*	• *CKH Training for all teachers* • *Process Champion training* • *Effective Tier 2 and Tier 3 behavior support strategies*

Revised 9.02.24

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE MIDDLE SCHOOL

2024-2025

Trust Accountability Goals		
To What Degree…		**Current Efforts:**
Pillar 1	***1.4 Meeting Students Needs*** *To what degree are we able to tailor instruction to students and student needs?*	• Leverage assessment data to identify individual student needs. • Differentiated instructional strategies focused on essential standards. • Utilize MAP and Lexile data to offer instructional reading resources that are appropriately leveled for students in science and social studies.
Pillar 5	***5.3 Professional Learning/Quality Staff:*** *To what degree does our professional learning meet the system mission, vision, and goals?*	• Co-teaching training • Professional Learning sessions twice a month aligned to our staff needs assessment and school goals. • Individual teacher support based on needs.

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE HIGH SCHOOL

2024-2025

CES MISSION

We inspire all students to build the skills and confidence to find their passions and achieve their goals.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
Student Attendance Rate	***Improvement of EOC (End of Course) and AP (Advanced Placement) Test Scores***	***Development and Implementation of an Instructional Design Team***
Reduce the number of students missing 10% or more of instructional days throughout the school year. This percentage includes students missing school for both excused and unexcused absences.	*Development of strategies and incentives by teachers to help students achieve better test scores on EOCs (End of Course) exams and specific AP exams.*	*Development of an Instructional Design Team whose objective is to provide meaningful professional learning for CHS Teachers and Staff. The CHS Design Team will focus on designing engaging work in all content areas.*
Strategies:	***Strategies:***	***Strategies:***
• *Weekly WRAP Team meetings to discuss student attendance data.* • *Work with attendance clerk to monitor attendance and communicate with families.* • *Increased communication with parents/guardians.* • *Implement an Attendance Team to review attendance/tardy data.* • *Restructure of tardy policy* • *End-of-Semester Incentives* • *Individual Student Contracts/Incentives* • *Scheduled meetings with parents/guardians to discuss individual student attendance data Revised Final Exam Exemption Policy*	• *Student Testing Incentives* • *Include EOC preparation focused on PLC (Professional Learning Communities) meetings (American Lit, US History, Algebra I, and Biology); implementation of electronic meeting minutes documentation.* • *TSS (Teacher Support Specialist) meetings with PLCs (Professional Learning Communities)* • *Collaboration with RESA (Regional Educational Service Agency) and other high school content area EOC teachers* • *Use of MAP scores*	• *Continue the identification of successful teaching strategies- TKES (Teacher Key Effectiveness System)* • *Leverage PLCs to target grade level & subject capacity building training* • *Continuation of the of Design Qualities when designing work for students* • *Focus on the WOW-Working on the Work*
Professional Learning:	***Professional Learning:***	***Professional Learning:***
	• *TSS (Teacher Support Specialist) meetings with PLCs (Professional Learning Communities)* • *Collaboration with RESA (Regional Educational Service Agency) and other high school content area EOC teachers*	• *Monthly staff PL technology training* • *Co-Teacher training* • *Continuation of the Design Qualities when designing work for students*

CARTERSVILLE CITY SCHOOLS

CARTERSVILLE HIGH SCHOOL

2024-2025

Trust Accountability Goals		
To What Degree…		**Current Efforts:**
Pillar 1	***1.2 Relevant Learning-*** *is each student's learning in line with what is most relevant for him or her?* ***1.4 Meeting Student Needs-*** *are we able to tailor instruction to students and student needs?*	• *Use of the 10 Design Qualities when designing student work based on the WHO* • *MAP & Lexile screening to differentiate reading instruction.* • *PLC data analysis*
Pillar 2	***2.1 Post-School Readiness-*** *are students ready for the world when they graduate high school?*	• *Weekly WRAP Team meetings to discuss student attendance data to include data for tardiness.* • *Work with attendance clerk to monitor attendance and communicate with families.* • *Increased communication with parents/guardians. Connection to soft skills and hard skills as defined by local business and industry*
Pillar 5	***5.3 Professional Learning/Quality Staff*** *Does professional learning meet the system mission, vision, and goals?*	• *Co-Teacher training Reinforcement of Design Qualities for student engagement.* • *Implementation of a Design Team with representation from all content areas* • *Instructional expectations (learning targets, 10 Design Qualities, CKH (Capturing Kids Hearts))* • *Monthly- 2 PLC meetings, 2 staff PL, and 1 Design Team*