	Carte	ersville City School System	ıCar	<u>ter</u> svil	le Prir	nary S	<u>ch</u> ool	Trust	-Base	d Acc	<u>ou</u> nta	bility	<u>Tr</u> ack	ing				
Key Question To what degree		Evidence	Fall 2021	Winter 2022	Spring 2022	Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023	Fall 2023	Winter 2024	Spring 2024	Summer 2024 g= April -	Fall 2024 June	Winter 2025	Spring 2025	Summer 2025
1	Student Achievement Critical Content- are students learning	Essential Standards. Collaborative PL weekly				S	nier= .	y - sep	., rail= U	J Dec,	er= .	ar - war	, sprin	a− whiii -	June			
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area?  Relevant Learning- is each student's	Essential Standards. Collaborative PL weekly planning sessions. Provide meaningful interventions to students who are not meeting and/or exceeding expectations in Math & Reading - Focus on Science of Reading - Use of SLT to set growth and academic achievement goals Map Growth, Fluency Screening, Bridges Unit	0	0	0	0	√	0	0	0	0	0	0	0	0	0	0	
1.2	learning in line with what is most relevant for him or her?	Assessments , STEAM & PBL Focus continuing to integrate with all academic areas  Wrap team meeting, CKH techniques and parent			0	0	0	0	0	0	0	<b>♦</b>	<b>◊</b>	<b>◊</b>	<b>◊</b>	<b>◊</b>	0	
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?	support initiatives in all primary & elementary grade levels	0	0	0	0	0	0	0	0	0	<b>*</b>	0	0	0	0	0	
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?	Flexible instruction blocking gives us the opportunity to tailor instruction to the each student's needs. EIP, ESOL, Gifted, SE meet with grade levels and have their own planning time. The SLT has identified a need for increased emphasis on skill-based goal setting and regular progress monitoring			0	0	<b>◊</b>	0	0	0	0	0	0	0	0	0	0	
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?	Focus on the mastery of essential standards			0	0	0	0	0	0	0	0	0	0	0	0	0	
2	Student Readiness Life-Long Learning- are we helping	Essential Standards, STEAM-project based																
2.1	students learn and practice the habits of life-long learners?	learning, technology embedded to enhance lessons - Student-facilitated goal setting and progress monitoring will help students improve their ownership of the learning process				0	0	0	0	0	o	√	<b>V</b>	1	√	√	1	
2.2	Next Level Readiness- are students prepared for the next level of learning?	Our use of essential standards and building each grade level expectations from the previous prepares our students for next level of learning. Opportunities to use Schoology and Office 365				0	0	0	0	0	0	√	<b>V</b>	√	<b>V</b>	√	0	
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?  Post-School Readiness- are students	Opportunities to use Schoology and Office 365.  Added CKH Strategies & Lessons  Fictional and informational text and literature,				0	0	0	0	0	o	√	<b>√</b>	<b>V</b>	<b>V</b>	0	√	
2.4	ready for the world when they graduate high school?  Engaged, Well-Rounded	career lessons and career dress up day, use of technology to complete lessons. Added STEAM Journals.				<b>√</b>	<b>√</b>	<b>√</b>	$\checkmark$	$\checkmark$	<b>√</b>	$\checkmark$	<b>V</b>	√	<b>√</b>	<b>√</b>	1	
$\vdash$	Students Student Voice- do we facilitate and value	Our Little Legacy Leadership team shares what																
3.1	student voice?  Community Learning Expectations- do we meet the expectations of schools	they enjoy and wish we could do better at CPS. CKH student surveys completed by 1st and 2nd graders. New Tec Squad; student-led goal settina / monitorina Voices are heard from the school's PTC, School Governance Council members and community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3.2	we meet the expectations of schools, parents, and the community?	Governance Council members and community partners. Family Nights. After school tutoring program through ASP. There is a need to improve communication of learning grade- specific 'must knows' with parents, in addition to the progress each student is making toward the must knows' throughout the school year	<b>V</b>	√	<b>√</b>	<b>V</b>	√	<b>√</b>	<b>√</b>	√	√	<b>⋄</b>			0	0	0	
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners?	themed literacy units; STEAM PBLs, collaborative planning for aligned assignment expectations within the grade levels	0	0	0	0	0	0	0	0	0	0	0	0	0	o	0	
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship?	Through our CKH and school expectations, we prepare our students for life beyond CPS. Character words and lessons. Project Based Learning focus.	V	V	<b>V</b>	√	√	<b>√</b>	√	√	√	٥	0	0	٥	√	√	
4.1	Safety and Well-Being Social & Emotional Well-Being- do we support the social and emotional well-being of students?	The social and emotional well-being of our students is supported by our expectation of following the CKH model to meet the needs of our students. We also have Mentor Canes and our School Counselors who play a role in their well-being. Added Solutions on-site therapist.	0	0	0	0	<b>√</b>	<b>√</b>	√	<b>V</b>	<b>√</b>	√	1	1	<b>√</b>	√	<b>V</b>	
4.2	Positive Adult Connections- do all of our students have positive connections to adults and other students?	With CKH, and our CPS expectations our students have an opportunity to have positive connections with adults and peers. CKH parent surveys. Mentor Canes has not been as strong this year as it has been in the past. Our school counselors are working to recruit individuals to serve as a mentor at CPS.			0	0	<b>♦</b>	<b>♦</b>	<b>♦</b>	<b>♦</b>	<b>♦</b>	<b>♦</b>	0	0	0	0	0	
4.3	Clean & Comfortable Learning Spaces- do we provide safe and secure schools per the expectations of our community?															0	0	
4.4	Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?	CPS provides a safe and secure school for our students. We have procedures in place to ensure the safety of our students and staff. We continue to monitor our procedures and make adjustments	<b>√</b>	√	<b>√</b>	<b>V</b>		0	0	0		0			0	0	0	
5	Professional Growth & Quality Staff																	
5.1	Hiring Effective Adults- do we recruit quality adults to meet the academic, personal, and social needs of all students?	A dynamic recruitment and retention team meets regularly to discuss 1) what we need 2) what we are looking for in new faculty /staff 3) how are new staff members currently doing 4) prepare interview questions and a pool of selected applicants for any potential vacancies 5) work together during the interview and selection recommendation process	√	√	√	√	√	√	√	√	<b>V</b>	1	√	√	0	0	0	
5.2	Retaining Effective Adults- do we support and retain quality adults to meet the academic, personal, and social needs of all students?	New teacher mentors, PALS, job-specific growth opportunities, workplace culture initiatives, & hiring ideal candidates who seek to be invested in the community	V	√	√	V	√	√	√	√	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	√	V	0	
5.3	Professional Learning- does professional learning meet the system mission and goals?	ITSS, ITS and SSS lead PD, RESA workshops, endorsement opportunities, weekly grade level collaboration. Work with behavior specialist on CPI and Dyslexia screeners. LETRS, Growing Readers, & Benchmark Advance Training are all calendarized and planned for the 25-26 school year.	<b>V</b>	√	√	<b>√</b>	<b>V</b>	<b>√</b>	√	<b>V</b>	√	0			0	0	0	
5.4	Professional Growth- does the system support professional growth of all staff?	PD based on school's survey, Effective collaborative planning, in-house RESA trainings; Individual conferences (Survey data from teachers, allow school support staff to target professional growth to meet the specific aspirations and needs of each teacher and/or	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>√</b>	<b>V</b>	<b>V</b>	√	<b>V</b>	<b>V</b>	<b>V</b>	
6	Systems and Operations Right Tools- do we continuously support	support staff member  A combination of informal and formal observation																
6.1	Right Tools- do we continuosly support the use of appropriate frameworks and processes that support the core business of education?  Consistent Message- do our outward	A combination of informal and formal observation processes to monitor critical work in the building (5-minute walkthroughs, check-ins, data digs, TKES walkthrough & formative observations)  Family nights, School and District Social Media,					0	0	0	0	0	0	0	0	0	0	0	
6.2	facing systems align with the concepts of our district accountability system and our mission and vision?	CPS Website, Blackboard communication as well as daily take home folders; intentional calendarized time to align SWP, SIP, and SEP with school and district focus areas, and communicate this alignment to all stakeholders					V	V	V	√	√	<b>V</b>	<b>V</b>	√	0	0	0	
6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?  Board as Advocates- is the board an	CPS operations are student focused and align to the what is expected from the Cartersville City School Board of Education. SGC ideas, CPS Expectations/CKH/PBIS and Educator Handbook, recruit of minority teachers The CCS Board of education always supports	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	√	<b>V</b>	<b>√</b>	√	√	<b>V</b>	<b>V</b>	√	<b>V</b>	<b>V</b>	<b>V</b>	
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?	and advocates for the students of CCS. This is evident in there open board meeting, Data retreats, attendance at School Board conferences and their social media presence to	V	√	√	<b>V</b>	√	√	√	<b>√</b>	√	√	<b>√</b>	√	<b>√</b>	<b>√</b>	<b>V</b>	
7	Community Engagement and Partnerships Community Engagement- does our	the community  CPS uses community feedback from SGC, PTC,																
7.1	community Needs- are we meeting the	ESOL Family hight, CKH parent surveys and SIP feedback to make our school a place where they want to send their children for the best education possible.  CPS uses community feedback to adjust and		<b>√</b>	√	<b>√</b>	√	√	√	√	√	√	<b>√</b>	√	√	0	<b>V</b>	
7.2	community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?  Community Relationships- do we have a	ensure we are meeting the expectations of the community.  Continue to strengthen the home and school	<b>√</b>	√	√	<b>√</b>	√	<b>√</b>	√	√	√	<b>√</b>	<b>V</b>	√	√	0	√	
7.3	healthy, reciprocal relationship between community and schools?	connection through multiple modalities of communication with parents. Adopt a classroom, Backpack Buddies, SGC, PTC, Mentor Canes and Parent Volunteers and STEAM partners.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		Maintain - satisfied with current efforts  Maintain - but consider a change  Minor Change (12-18 months, no money)		√ •		ents Takin	g Place							_				
		Minor Change (12-18 months, no money) Major Change (18+ months and/or money)																