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

Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June

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	Fall 2024	Winter 2025	Spring 2025	Summer 2025
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; adjustments in progress for new ELA standards and curriculum	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
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; STORM time built into schedule; 25-26 schedule adjustments.		√	√	√	○	○	○	○	√	√	√	√	○	○	○	
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; Connect Now Training; CKH lessons; Guidance lessons	○	○	○	○	○	○	○	√	√	√	√	√	√	√	√	
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. Daily STORM time being added for 25-26.		√	√	√	○	◊○	◊○	√	○	○	√	√	√	√	√	
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.				√	○√	○√	○√	○√	○	○	○	○	√	√	√	
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.				○	○	○	○	○	○	○	○	○	○	○	○	
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.				○	○	○	○	○	√	√	√	√	√	√	√	
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.				○√	√	√	√	√	√	√	√	√	√	√	√	
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.				○	○	○	○	○	○	○	○	○	○	○	○	
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; Schlechty student focus group. Design survey, Keep/Stop/Start Survey, and student voting.				○	○	○	○	○	○	○	○	○	√	√	√	
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. What results are we receiving from parent surveys?				○	○	○	○	◊	◊	◊	○	○	○	○	○	
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. Student voice survey.				○	○	○	○	○	○	○	○	○	○	○	○	
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, GA Power in-house Field Trip Suggestions: Find out student interest, re-vamp Digital Citizenship, Prepare for a world w/ AI	○	√	√	○	○	○	○	○	√	√	√	○	○	○	○	
4 Safety and Well-Being																	
4.1 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	○	√	√	○	○			√	√		√	√	√	√	√	
4.2 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				√	√		√					○	√	√	√	
4.3 Clean & Comfortable Learning Spaces- do we provide safe and secure schools per the expectations of our community?	Survey data from teachers, staff, and students indicate a need to improve cleanliness within the school building. Data notes inconsistencies over the past several years.														◊	◊	
4.4 Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?	Select staff trained in CPR, stop the bleed; students participate in DARE and Tar Wars training; a consistent SRO was approved beginning the 25-26 school year; addition of Centegix; fire-safe window coverings for interior classroom windows for lockdowns were purchased for 25-26; addition of fence line with windscreen on the back playground was approved for 25-26 and in progress.	√	√	√			◊			√○	√○	√○	○	○◊	◊	◊	○	
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?	Recruitment Fairs; Teacher Cadet program; CTAE mentoring programs/recruitment of diverse staff that represents our student population	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
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/communicate possible raises in timely manner/ retention/ winter bonuses.	√	√	√	√	◊	◊○	√	○	○	◊	◊	◊	◊	◊	◊	
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	√	√	√	√	◊	○	○	√	√	√	√	√	√	√	√	
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.	○◊	○◊	○◊	○	○	○	○	○	○◊	√	√	√	√	√	√	
6 Systems and Operations																	
6.1 Right Tools- do we continuously support the use of appropriate frameworks and processes that support the core business of education?													○	√	√	√	
6.2 Consistent Message- do our outward facing systems align with the concepts of our district accountability system and our mission and vision?	STEAM Family Discovery Night and Spooky Science Night; monthly family newsletters; CKH parent feedback data is positive				○	○	○	○	○	○	○	○	○	√	√	√	
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 25-26 focused on student learning needs, CKH progress is timely and positive - applying for National Showcase status; faculty work group structure designed to support system and school improvement goals	◊	◊	◊	○	○	○	○	○◊	○◊	○◊	○	○	√	√	√	
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 recipient .	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
7 Community Engagement and Partnerships																	
7.1 Community Engagement- does our system reflect feedback from all community stakeholders?	Additional staff trained in CKH; continued expectation of CKH social-relational lessons twice a month; mentor program; SSW	○	√	√	○	○			√	√		√	√	√	√	√	
7.2 Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?	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				√	√		√					○	√	√	√	
7.3 Community Relationships- do we have a healthy, reciprocal relationship between community and schools?	CKH survey data indicates families are happy with the enviroment and communication and support from CES. Two community family nights are offered per school year - Spooky Science Night and Family Discovery Night. Family Newsletters are sent home month with opportunities for input, when needed.	√	√	√		◊			√	√	√	○	◊	◊	◊	○	

Legend

Color	Meaning	Symbol	Meaning
Blue	Maintain - satisfied with current efforts	√	On Track
Yellow	Maintain - but consider a change	○	Adjustments Taking Place
Green	Minor Change (12-18 months, no money)	◊	Support Required
Orange	Major Change (18+ months and/or money)	U	Urgent Attention