

| Cartersville City School System- Cartersville Elementary School Trust-Based Accountability Tracking   |   |  |   |           |             |   |             |         |   |  |             |                          |             |             |             |
|---|---|--|---|-----------|-------------|---|-------------|---------|---|--|-------------|--------------------------|-------------|-------------|-------------|
| CCS 7-Pillar Promise  |   |  |   |           |             |   |             |         |   |  |             |                          |             |             |             |
| Guiding Questions- Heart of the 7-Pillar Promise  |   |  |   |           |             | Evidence- Making Our Promise Visible  |             |         |   |  |             |                          |             |             |             |
| At CCS, we are guided by the CCS 7-Pillar Promise — a shared commitment to student success. Each school reflects daily on 28 guiding questions aligned to our 7 Pillars. These questions aren't just metrics — they're our promise to focus on what every student deserves. By asking these questions, we aim to provide a direct benefit to students — shaping decisions, guiding practices, and ensuring our schools are places where students feel known, challenged, and supported. |   |  |   |           |             | To deliver on the CCS 7-Pillar Promise, each school gathers meaningful evidence — including student voice, classroom observations, school culture data, academic growth, and family feedback. This helps us answer our 28 guiding questions with honesty and clarity. The evidence isn't used to rank schools, but to signal how well each school is living on our shared values. Our Signaling Chart makes this visible to the community, highlighting strengths and areas for support. This process is built on trust, transparency, and continuous improvement — because every child deserves a school that reflects on its promise every day. |             |         |   |  |             |                          |             |             |             |
|   |   |  | Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June |           |             |   |             |         | Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June |  |             |                          |             |             |             |
| Pillars   | Guiding Questions   | Evidence   | Summer 2024   | Fall 2024 | Winter 2025 | Spring 2025   | Summer 2025 | Pillars | Guiding Questions   | Evidence   | Summer 2024 | Fall 2024                | Winter 2025 | Spring 2025 | Summer 2025 |
| 1   | <b>Student Achievement</b>  |  |   |           |             |   |             | 5       | <b>Professional Growth &amp; Quality Staff</b>                                  |  |             |                          |             |             |             |
|   | 1.1   | <b>Critical Content-</b> are students learning the most critical content and skills in each course and/or content area?<br><i>Identification of math essential standards; common assessments in progress; additional PLC training completed; PLT leadership team; Design team; adjustments in progress for new ELA standards and curriculum; Addition of STORM time focus on essential literacy and math skills. Need to determine ELA essential standards based on new state standards. Need consistent grading structures K-5.</i> | o   | o         | o           | o   | U           |         | 5.1   | <b>Hiring Effective Adults-</b> do we recruit quality adults to meet the academic, personal, and social needs of all students?<br><i>Recruitment Fairs; Teacher Cadet program; CTAE mentoring programs/recruitment of diverse staff that represents our student population</i>   | √           | √                        | √           | √           | √           |
|   | 1.2   | <b>Relevant Learning-</b> is each student's learning in line with what is most relevant for him or her?<br><i>Essential standards; student-goal setting pages in agendas; growth mindset; interdisciplinary lessons w/ STEAM journals; STORM time built into schedule; 25-26 schedule adjustments. Look for best structure to include time for goal-setting, data-collection, &amp; one-on-one feedback?</i>   | √   | o         | o           | o   | o           |         | 5.2   | <b>Retaining Effective Adults-</b> do we support and retain quality adults to meet the academic, personal, and social needs of all students?<br><i>Salary schedules adjusted to attract and retain quality staff, continue monitoring of neighboring systems/ salary scales needed to remain competitive; requesting the addition of early release time for parent conferencing to avoid teachers using time after hours.</i>  | √           | o                        | o           | o           | o           |
|   | 1.3   | <b>Removing Barriers to Learning-</b> are we able to determine why students aren't learning when learning doesn't happen and overcome the reason?<br><i>Using MAP, DIBELS, CFA, &amp; CSAs data; Mentors; WRAP team; time and instruction for Tier 1, 2, 3, &amp; 4; maintaining bi-weekly social-relational lesson expectations; 24-25 Connect Now Training; CKH lessons; Monthly Guidance lessons; Less math time on master in 25-26. Need consistent grading structures K-5.</i>  | √   | √         | √           | √   | o           |         | 5.3   | <b>Professional Learning-</b> does professional learning meet the system mission and goals?<br><i>Professional learning teams, Capturing Kids Hearts, STEAM endorsement, Orton-Gillingham; PLC; Literacy trainings; monthly PL</i>   | √           | √                        | √           | √           | √           |
|   | 1.4   | <b>Meeting Student Needs-</b> are we able to tailor instruction to students and student needs?<br><i>Afterschool tutoring; 504s, IEPs, HHB; time and instruction for Tier 1, 2, 3, &amp; 4; Added OG blocks, ELL accommodations needed. Daily STORM time added for 25-26.</i>  | √   | √         | √           | √   | o           |         | 5.4   | <b>Professional Growth-</b> does the system support professional growth of all staff?<br><i>Adjustments to system calendar were made to provide additional time for professional growth beginning FY24; Schedule for 25-26 adjusted to include increased time for teacher PLC process.</i>   | √           | √                        | √           | √           | √           |
| 1.5   | <b>Deep Learning-</b> are we focused on richness and depth as opposed to breadth and superficial learning?<br><i>Rigorous curriculum resources; STEAM Career Week; STEAM work &amp; family nights; Community partnerships. Rigorous ELA assessments; DL lessons tailor content to needs, especially enrichment.</i> | o  | √   | √         | √           | √   |             |         |   |  |             |                          |             |             |             |
| 2   | <b>Student Readiness</b>  |  |   |           |             |   |             | 6       | <b>Systems and Operations</b>   |  |             |                          |             |             |             |
|   | 2.1   | <b>Life-Long Learning-</b> are we helping students learn and practice the habits of life-long learners?<br><i>Students participate in career week, DARE, TOME, and after-school clubs; STEAM initiative in progress.</i>   | o   | o         | o           | o   | o           |         | 6.1   | <b>Right Tools-</b> do we continuously support the use of appropriate frameworks and processes that support the core business of education?<br><i>STEAM Family Discovery Night and Spooky Science Night; monthly family newsletters; CKH parent feedback data is positive</i>  | o           | √                        | √           | √           | √           |
|   | 2.2   | <b>Next Level Readiness-</b> are students prepared for the next level of learning?<br><i>Students participate in Capturing Kids Hearts; adding Social-relational learning through Leadworthy lessons; align essential standards vertically; addition of STORM time</i>   | √   | √         | √           | √   | √           |         | 6.2   | <b>Consistent Message-</b> do our outward facing systems align with the concepts of our district accountability system and our mission and vision?<br><i>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</i>  | o           | √                        | √           | √           | √           |
|   | 2.3   | <b>Able to Face Uncertainty-</b> are students prepared to learn in the face of uncertainty and unforeseen circumstances?<br><i>Virtual learning capability, if needed, students have access to supports through CKH; Wrap team; Mentors; Backpack Buddies; school counselors.</i>  | √   | √         | √           | √   | √           |         | 6.3   | <b>Board as Advocates-</b> is the board an integral part of our organization capable of supporting the district and advocating for it to the community?<br><i>Board data retreats; school walkthroughs; Leading Edge Award recipient.</i>  | o           | √                        | √           | √           | √           |
|   | 2.4   | <b>Post-School Readiness-</b> are students ready for the world when they graduate high school?<br><i>College/Career week; multiple afterschool programs: 1-1 technology; strengthen parent and community involvement. Continue work with STEAM and problem-based-learning.</i>   | o   | o         | o           | o   | o           |         | 6.4   |  | √           | √                        | √           | √           | √           |
| 3   | <b>Engaged, Well-Rounded Students</b>   |  |   |           |             |   |             | 7       | <b>Community Engagement &amp; Partnerships</b>                                  |  |             |                          |             |             |             |
|   | 3.1   | <b>Student Voice-</b> do we facilitate and value student voice?<br><i>Active National Elementary Honor Society; Active Student Council; Parent &amp; Student survey &amp; feedback kiosks; Schielety student focus group. Design survey, Keep/Stop/Start Survey, and student voting.</i>   | o   | √         | √           | √   | √           |         | 7.1   | <b>Community Engagement-</b> does our system reflect feedback from all community stakeholders?<br><i>Additional staff trained in CKH; continued expectation of CKH social-relational lessons twice a month; mentor program; SSW</i>  | √           | √                        | √           | √           | √           |
|   | 3.2   | <b>Community Learning Expectations-</b> do we meet the expectations of schools, parents, and the community?<br><i>Provide stakeholder feedback surveys following events to increase two-way communication; monthly school newsletters; annual calendar given at Open House; CKH feedback surveys. Parent Surveys utilized to drive conferences. School Governance Council</i>  | o   | o         | o           | o   | o           |         | 7.2   | <b>Community Needs-</b> are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?<br><i>Students have access to mentors, school counselors, PBIS incentives, and staff trained in CKH; additional staff trained in CKH August/September 2024</i>   | o           | √                        | √           | √           | √           |
|   | 3.3   | <b>Quality Assignments-</b> do we consistently provide quality work that interests, challenges, and satisfies all learners?<br><i>Engagement of PLTs and planning teams: CFA's &amp; CSAs; School design team began during 24-25 school year. Student voice survey. STEAM PBL's</i>  | o   | o         | o           | o   | o           |         | 7.3   | <b>Community Relationships-</b> do we have a healthy, reciprocal relationship between community and schools?<br><i>CKH survey data indicates families are happy with the environment 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 monthly; addition of parent survey to determine parents hope/dreams for their child and learning goals.</i> | o           | o                        | o           | o           | √           |
|   | 3.4   | <b>Great Citizens/Great Lives-</b> are we preparing all students for life beyond school, including college and/or career, and citizenship?<br><i>Daily opportunities for CKH; Career Week/Job Shadow/In-House Career Fair; DARE; Digital Citizenship, and counselor lessons; bi-weekly CKH lessons; GA Power in-house Field Trip Suggestions; Re-vamp Digital Citizenship. Introducing Magic School to teachers &amp; AI to students.</i>  | √   | o         | o           | o   | o           |         |   |  |             |                          |             |             |             |
| 4   | <b>Safety and Well-Being</b>  |  |   |           |             |   |             | 8       | <b>Signaling Legend</b>   |  |             |                          |             |             |             |
|   | 4.1   | <b>Social &amp; Emotional Well-Being-</b> do we support the social and emotional well-being of students?<br><i>Additional staff trained in CKH; continued expectation of CKH social-relational lessons twice a month; mentor program; SSW</i>  | √   | √         | √           | √   | √           |         | 8.1   | <b>Maintain - Satisfied with current efforts</b>   | √           | On Track                 |             |             |             |
|   | 4.2   | <b>Positive Adult Connections-</b> do all of our students have positive connections to adults and other students?<br><i>Students have access to mentors, school counselors, CKH incentives, and staff trained in CKH; additional staff trained in CKH August/September 2024</i>  | o   | √         | √           | √   | o           |         | 8.2   | <b>Maintain - Considering a change</b>   | o           | Adjustments Taking Place |             |             |             |
|   | 4.3   | <b>Clean &amp; Comfortable Learning Spaces-</b> do we provide clean and well maintained learning spaces?<br><i>Huge improvements have taken place since the start of this school year. Although a formal survey has not taken place just yet, perception feedback is positive and staff can see intentional changes have taken place.</i>  | o   | o         | o           | o   | o           |         | 8.3   | <b>Minor Change (6-18 Months Project)</b>  | o           | Support Required         |             |             |             |
|   | 4.4   | <b>Safe &amp; Secure Schools-</b> Do we provide safe and secure schools that meet the expectations of our community?<br><i>Select staff trained in CPR, stop the bleed; students participate in DARE and Tar Wars training; a consistent SRO; addition of Centegic; 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; debris trial with system and CPD on recent school incident.</i>          | o   | o         | o           | o   | o           |         | 8.4   | <b>Major Change (18+ Months Project \$\$\$)</b>  | U           | Urgent Attention         |             |             |             |