

## Cartersville City Schools- Cartersville Middle 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 out 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.																																																																																																																																																																																																																																		
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	<b>1.1</b>	<b>Critical Content-</b> are students learning the most critical content and skills in each course and/or content area? <i>We use clearly defined Essential Standards, common assessments, team planning minutes, and data protocols to guide instruction. Word walls and clear learning targets help students understand key concepts, and MAP Growth data supports monitoring progress throughout the year.</i>	√	√	○	√	√		<b>5.1</b>	<b>Hiring Effective Adults-</b> do we recruit quality adults to meet the academic, personal, and social needs of all students? <i>CMS anticipates a high number of retirements over the next 3-5 years (approximately 15 staff members), so we are actively recruiting new teachers through job fairs and increased collaboration with the high school's teaching-pathway program.</i>	√	○	○	○	○																																																																																																																																																																																																																										
	<b>1.2</b>	<b>Relevant Learning-</b> is each student's learning in line with what is most relevant for him or her? <i>MAP data, student engagement and motivation surveys, and multi-year student progress data are reviewed regularly. Impact Teams and STORM intervention groups use this information to plan targeted supports, including Assessment Response Days to address specific learning needs.</i>	√	√	◇	√	√		<b>5.2</b>	<b>Retaining Effective Adults-</b> do we support and retain quality adults to meet the academic, personal, and social needs of all students? <i>We support new educators through New Teacher Mentors, the Purple Hurricane Induction Program, and monthly check-ins for new teachers or staff members in new roles. Retention efforts include bonuses, Building Legacies initiatives, and a focus on maintaining a positive school climate.</i>	√	√	√	○	√																																																																																																																																																																																																																										
	<b>1.3</b>	<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? <i>We provide layered student support through conferences, family engagement events, the WRAP team, and the use of common assessment data. Additional services include reading and math support, social skills instruction, mentoring, and CKH practices. Staff follow student support plans to ensure consistent, individualized care.</i>	○	○	○	√	√		<b>5.3</b>	<b>Professional Learning-</b> does professional learning meet the system mission and goals? <i>Professional learning topics are aligned to our School Improvement Plan and teacher needs. Impact Teams focus on Student Engagement, STEAM, Literacy, PBIS/CKH, and personalized professional-development pathways to strengthen instructional practice.</i>	○	○	○	◇	○																																																																																																																																																																																																																										
	<b>1.4</b>	<b>Meeting Student Needs-</b> are we able to tailor instruction to students and student needs? <i>Teachers differentiate instruction and assessments based on student learning data. Collaborative teams group students by specific skills ("kid by kid, skill by skill") and offer sheltered ELA and math classes across grade levels. Supports include added 6th-grade reading instruction, weekly remediation groups, Response Days, and Literature Circles. Mid-year feedback indicates students need daily intervention instead of weekly.</i>	○	○	○	○	○		<b>5.4</b>	<b>Professional Growth-</b> does the system support professional growth of all staff? <i>Teachers have opportunities to pursue advanced degrees, earn additional certifications, participate in the System Leadership Program, access RESA professional-learning options, and attend conferences that support continued growth.</i>	○	○	○	√	√																																																																																																																																																																																																																										
	<b>1.5</b>	<b>Deep Learning-</b> are we focused on richness and depth as opposed to breadth and superficial learning? <i>Students participate in interdisciplinary STEAM activities and use digital tools that adapt lessons to their individual learning needs. Teachers design highly engaging tasks that align with research-based design qualities to support deeper thinking and student ownership of learning.</i>	○	○	○	○	○		<b>2</b>	<b>Student Readiness</b>							<b>6</b>	<b>Systems and Operations</b>						<b>2.1</b>	<b>Life-Long Learning-</b> are we helping students learn and practice the habits of life-long learners? <i>We support student growth through the use of agendas, CKH lessons, CANES Time, field trips, Digital Citizenship instruction, student clubs, guest speakers during CANES Time, Junior Achievement programming, and the Rising Leaders Program.</i>	√	√	√	○	○	<b>6.1</b>	<b>Right Tools-</b> do we continuously support the use of appropriate frameworks and processes that support the core business of education? <i>Impact Teams collaborate regularly, supported by a redesigned Leadership Team structure, to ensure continuous review of our School Improvement Plan (SIP) and student data.</i>	√	√	√	√	√	<b>2.2</b>	<b>Next Level Readiness-</b> are students prepared for the next level of learning? <i>Teachers participate in vertical content conversations and MAP training to determine each student's next level of readiness ("kid by kid"). Students engage in MAP goal-setting, use Lexile-leveled text to build reading skills, and receive targeted support through STORM Remediation and Junior Achievement activities.</i>	○	○	○	√	○	<b>6.2</b>	<b>Consistent Message-</b> do our outward facing systems align with the concepts of our district accountability system and our mission and vision? <i>Stakeholders participate in reviewing the Images of School chart to provide feedback and help guide schoolwide priorities.</i>	√	√	√	√	√	<b>2.3</b>	<b>Able to Face Uncertainty-</b> are students prepared to learn in the face of uncertainty and unforeseen circumstances? <i>Students receive wraparound support through CKH lessons, WRAP services, classroom counseling, our Student Support Specialist, social skills instruction, group counseling, mentoring, and STEAM activities. These supports help students prepare to learn in a variety of academic and social situations.</i>	√	√	√	√	√	<b>6.3</b>	<b>Student Focused-</b> do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction? <i>Budget planning is aligned directly to our school improvement goals to ensure resources support instructional priorities and student needs.</i>	√	√	√	√	√	<b>2.4</b>	<b>Post-School Readiness-</b> are students ready for the world when they graduate high school? <i>Students explore future readiness through YouScience, Junior Achievement, CTAE courses, Teen Maze, Digital Citizenship lessons, and vocational CANES Time. We help students connect CANES skills to high-school pathways, and high-school mentors support this transition.</i>	√	√	√	○	○	<b>6.4</b>	<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? <i>School walkthroughs are conducted to monitor progress and provide targeted support to teachers and staff whenever needed.</i>	√	√	√	√	√	<b>2.5</b>	<b>Deep Learning (continued)-</b> are we focused on richness and depth as opposed to breadth and superficial learning? <i>Students participate in interdisciplinary STEAM activities and use digital tools that adapt lessons to their individual learning needs. 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Families stay informed through the Weekly Newsletter, and students engage in programs such as Family Engagement Events, Veterans Day activities, and the Rising Leaders Initiative.</i>	○	○	○	○	√	<b>7.2</b>	<b>Community Needs-</b> are we meeting the varying needs, expectations, hopes and dreams of our community and businesses? <i>Empowering CANES provides leadership development and service opportunities for 8th-grade students, supported by Community Service Clubs that encourage civic responsibility.</i>	○	○	○	√	√	<b>3.3</b>	<b>Quality Assignments-</b> do we consistently provide quality work that interests, challenges, and satisfies all learners? <i>Teachers engage in ongoing professional learning to design authentic, real-world tasks. Impact Teams focus on student engagement, STEAM, literacy, and data-driven instruction. 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	<b>Maintain - Satisfied with current efforts</b>	√	<b>On Track</b>
	<b>Maintain - Considering a change</b>	○	<b>Adjustments Taking Place</b>
	<b>Minor Change (6-18 Months Project)</b>	◇	<b>Support Required</b>
	<b>Major Change (18+ Months Project \$\$\$)</b>	U	<b>Urgent Attention</b>