

Cartersville City School System- Cartersville Primary 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.

Pillars	Guiding Questions	Evidence	Summer= July - Sept, Fall= Oct - Dec, Winters= Jan - March, Spring= April - June				
			Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
1	Student Achievement						
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area?	<i>Essential Standards. Collaborative PL weekly planning sessions help us stay aligned and focused. We work together to provide meaningful interventions for students who are not yet meeting expectations—and for those who are ready to exceed them—in both Math and Reading. With a strong focus on the Science of Reading, we use our SLT to guide goal-setting around student growth and academic achievement.</i>	○	○	○	○	○
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her?	<i>We use MAP Growth, Amira Screening, Bridges and Benchmark Unit Assessments, along with ongoing STEAM and PBL integration, to monitor progress and weave hands-on learning throughout all academic areas.</i>	◇	◇	○	◇	○
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?	<i>Wrap team meetings, Capturing Kids' Hearts strategies, and parent conferences help us understand student needs and remove barriers. Resources such as Reading A-Z, eSpark/IXL, and targeted small-group instruction support personalized learning. Benchmark (K-5) keeps our literacy and intervention efforts aligned across all primary and elementary grade levels.</i>	○	○	○	○	○
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?	<i>Flexible instructional blocks allow teachers to tailor learning to each student. EIP, ESOL, Gifted, and Special Education staff collaborate closely with grade levels and also plan independently to ensure strong support structures. The SLT has also identified a need for increased emphasis on skill-based</i>	○	○	○	◇	○
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?	<i>We remain committed to mastery of essential standards through STEAM project-based learning from Pre-K through 3rd grade. Benchmark brings high rigor and integrates literacy, science, and social studies throughout the curriculum.</i>	○	○	○	○	○
2	Student Readiness						
2.1	Life-Long Learning- are we helping students learn and practice the habits of life-long learners?	<i>Essential Standards, STEAM-project based learning, technology embedded to enhance lessons - Student-facilitated goal setting and progress monitoring will help students improve their ownership of the learning process</i>	√	√	√	◇	◇
2.2	Next Level Readiness- are students prepared for the next level of learning?	<i>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</i>	√	√	○	◇	○
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	<i>Opportunities to use Schoology and Office 365. Added CKH Strategies & Lessons</i>	√	○	√	√	√
2.4	Post-School Readiness- are students ready for the world when they graduate high school?	<i>Fictional and informational text and literature, career lessons and career dress up day, use of technology to complete lessons. Added STEAM Journals.</i>	√	√	√	√	√
3	Engaged, Well-Rounded Students						
3.1	Student Voice- do we facilitate and value student voice?	<i>Our Little Legacy Leadership team shares what 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 setting / monitoring</i>	○	○	○	○	○
3.2	Community Learning Expectations- do we meet the expectations of schools, parents, and the community?	<i>Voices are heard from the school's PTC, School 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</i>	○	○	○	○	○
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners?	<i>New Benchmark Science & Social Studies themed literacy units; STEAM PBLs, collaborative planning for aligned assignment expectations within the grade levels</i>	○	○	○	○	○
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship?	<i>Through our CKH and school expectations, we prepare our students for life beyond CPS. Character words and lessons. Project Based Learning focus.</i>	○	√	√	○	○
4	Safety and Well-Being						
4.1	Social & Emotional Well-Being- do we support the social and emotional well-being of students?	<i>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.</i>	√	√	√	√	○
4.2	Positive Adult Connections- do all of our students have positive connections to adults and other students?	<i>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.</i>	○	○	○	○	√
4.3	Clean & Comfortable Learning Spaces- do we provide clean and well maintained learning spaces?			○	○	○	√
4.4	Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?	<i>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.</i>	○	○	○	○	○

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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?	<i>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</i>	○	○	○	○	○
5.2	Retaining Effective Adults- do we support and retain quality adults to meet the academic, personal, and social needs of all students?	<i>New teacher mentors, PALS, job-specific growth opportunities, workplace culture initiatives, & hiring ideal candidates who seek to be invested in the community</i>	√	√	○	◇	○
5.3	Professional Learning- does professional learning meet the system mission and goals?	<i>TSS, 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.</i>	○	○	○	○	○
5.4	Professional Growth- does the system support professional growth of all staff?	<i>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 support staff member</i>	√	√	√	√	√
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?	<i>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</i>	○	○	○	○	○
6.2	Consistent Message- do our outward facing systems align with the concepts of our district accountability system and our mission and vision?	<i>Family nights, School and District Social Media, 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</i>	○	○	○	○	○
6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?	<i>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</i>	√	√	√	○	○
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?	<i>The CCS Board of education always supports 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 the community</i>	√	√	√	√	√
7	Community Engagement & Partnerships						
7.1	Community Engagement- does our system reflect feedback from all community stakeholders?	<i>CPS uses community feedback from SGC, PTC, ESOL Family night, CKH parent surveys and SIP feedback to make our school a place where they want to send their children for the best</i>	√	○	√	○	○
7.2	Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?	<i>CPS uses community feedback to adjust and ensure we are meeting the expectations of the community.</i>	√	○	√	○	○
7.3	Community Relationships- do we have a healthy, reciprocal relationship between community and schools?	<i>Continue to strengthen the home and school connection through multiple modalities of communication with parents. Adopt a classroom, Backpack Buddies, SGC, PTC, Mentor Canes and Parent Volunteers and STEAM partners.</i>	○	○	○	◇	○

	Maintain - Satisfied with current efforts	√	On Track
	Maintain - Considering a change	○	Adjustments Taking Place
	Minor Change (6-18 Months Project)	◇	Support Required
	Major Change (18+ Months Project \$\$)	U	Urgent Attention