

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 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, Winter= Jan - March, Spring= April - June				
			Winter 2024	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?	We are identifying math essential standards, developing common assessments, completing additional PLC training, and engaging our PLT leadership team and Design Team while also adjusting for new ELA standards and curriculum. STORM time has been added to strengthen essential literacy and math skills, and we still need to determine ELA essential standards based on the new state requirements as well as establish consistent grading structures for grades K-5.	○	○	U	U	U
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her?	We are implementing essential standards, student goal-setting pages in agendas, and growth-mindset practices; interdisciplinary STEAM journal lessons and scheduled STORM time support these efforts, and upcoming 25-26 schedule adjustments will ensure time for goal-setting, data collection, and one-on-one feedback, alongside needed adjustments to the EIP schedule.	○	○	○	○	○
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?	We use MAP, DIBELS, CFA, and CSA data to inform instruction, support ESOL students, provide mentors, and coordinate efforts through the WRAP team while maintaining Tier 1-4 instructional structures, bi-weekly social-relational lessons, CKH lessons, and monthly guidance lessons; with reduced math time on the 25-26 master schedule, we continue to need consistent K-5 grading structures and are implementing the ELA Benchmark square-root grading curve.	√	√	○	○	○
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?	We provide after-school tutoring and support students with 504s, IEPs, and HIB services while maintaining Tier 1-4 instructional time, additional OG blocks and ELA accommodations have been added, and daily STORM time will be implemented for the 25-26 school year.	√	√	○	○	○
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?	We strengthen instruction through rigorous curriculum resources, STEAM Career Week, STEAM work and family nights, and community partnerships; rigorous ELA assessments and DL lessons are used to tailor learning to student needs, particularly for enrichment.	√	√	√	√	√
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, TOME, and a variety of after-school clubs, while work continues on the schoolwide STEAM initiative.	○	○	○	○	○
2.2	Next Level Readiness- are students prepared for the next level of learning?	Students engage in Capturing Kids' Hearts practices, receive social-relational learning through Leadworthy lessons, and benefit from vertically aligned essential standards, with the addition of STORM time to reinforce key skills.	√	√	√	√	√
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	The school maintains virtual-learning capability when needed, and students have access to supports such as CKH, the WRAP team, Mentors and Leadworthy programs, Backpack Buddies, school counselors, a social worker, and HIB services, along with expanded Wi-Fi access in locations such as the library and parking lot.	√	√	√	√	√
2.4	Post-School Readiness- are students ready for the world when they graduate high school?	Students take part in College and Career Week, multiple after-school programs, and 1:1 technology access, while the school continues to strengthen parent and community involvement and expand STEAM and problem-based-learning opportunities.	○	○	○	○	○
3	Engaged, Well-Rounded Students						
3.1	Student Voice- do we facilitate and value student voice?	We promote leadership and student voice through an active National Elementary Honor Society, an active Student Council, parent and student survey and feedback kiosks, Schlecty student focus groups, and multiple feedback tools including design surveys, Keep/Stop/Start surveys, and student voting opportunities.	√	√	√	√	√
3.2	Community Learning Expectations- do we meet the expectations of schools, parents, and the community?	We strengthen communication by providing stakeholder feedback surveys after events, sending monthly school newsletters, distributing the annual calendar Open House, and using CKH feedback surveys and parent survey data to guide conferences; community members reported that providing sign-in and survey links before school events was especially helpful.	○	○	○	○	○
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners?	We engage PLTs and planning teams through CFAs and CSAs, launched a School Design Team during the 24-25 school year, gather student voice through surveys, implement STEAM PBLs, and support instructional quality with additional teachers completing the gifted endorsement.	○	○	○	○	○
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship?	We provide daily opportunities for CKH implementation, host Career Week, Job Shadowing, and an in-house Career Fair, and offer programs such as DARE, Digital Citizenship, and counselor-led lessons; we also conduct bi-weekly CKH lessons and partner with GA Power for in-house field trips, with	○	○	○	○	○
4	Safety and Well-Being						
4.1	Social & Emotional Well-Being- do we support the social and emotional well-being of students?	We have increased the number of staff trained in Capturing Kids' Hearts, maintained an expectation for CKH social-relational lessons twice per month, expanded the mentor program, strengthened support through the school social worker, and administered additional student and parent surveys to better understand emerging needs.	√	√	√	√	√
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, CKH incentives, and staff trained in CKH, with additional CKH training completed in August and September 2024; STORM rotations have also expanded the number of teachers interacting individually with students.	√	√	○	○	○
4.3	Clean & Comfortable Learning Spaces- do we provide clean and well maintained learning spaces?	Significant improvements have occurred since the beginning of the school year, with survey feedback indicating positive changes and staff reporting intentional improvements in most classrooms, while still noting continued needs for improvement in common areas.	○	○	○	○	○
4.4	Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?	Select staff members are trained in CPR and Stop the Bleed, students participate in DARE and Tar Wars programs, and safety measures have been strengthened through a consistent SRO presence, the addition of Centegix, fire-safe window coverings for interior classrooms for 25-26, a new fence line with windscreen on the back playground, perforated window coverings on front windows, and a locked gate added to the west side of the school near the small gym; discussions are also underway regarding backpack safety at the elementary level.	○	○	○	○	○

Pillars	Guiding Questions	Evidence	Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June				
			Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
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?	We continue to strengthen recruitment through participation in recruitment fairs, the Teacher Cadet program, and CTAE mentoring initiatives, with a focus on recruiting a diverse staff that reflects the diversity of 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 have been adjusted to help attract and retain high-quality staff, and we continue to monitor neighboring systems to remain competitive; staff have also requested early-release time for parent conferencing to reduce after-hours demands, and additional peer support is being provided for teachers who are new to the school or to their grade/content areas.	○	○	○	○	○
5.3	Professional Learning- does professional learning meet the system mission and goals?	Professional learning opportunities include Professional Learning Teams, Capturing Kids' Hearts, STEAM endorsement, Orton-Gillingham training, PLCs, literacy training, and monthly professional learning that is more meaningful, intentional, and applicable without taking away from teachers' collaboration time.	√	√	√	○	○
5.4	Professional Growth- does the system support professional growth of all staff?	Adjustments to the system calendar beginning in FY24 were designed to provide more time for professional growth, and the 25-26 schedule includes additional time for the teacher PLC process, while there are many opportunities to receive information, teachers report needing more time to collaborate with peers to apply practices effectively and with fidelity.	√	√	√	○	○
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?	We engage families and celebrate student learning through events such as STEAM Spooky Science Night and the spring Student Showcase, supported by monthly family newsletters and positive CKH parent feedback data.	√	√	√	√	√
6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?	The academic schedule for 2025-2026 is designed to prioritize student learning needs, and CKH progress remains strong and timely; the school earned National Showcase School status in May 2025 and is reapplying this year, with faculty work groups structured to support both 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?	Governance and accountability efforts continue through Board data retreats, school walkthroughs, and recognition as a Leading Edge Award recipient.	√	√	√	√	√
7	Community Engagement & Partnerships						
7.1	Community Engagement- does our system reflect feedback from all community stakeholders?	We have expanded the number of staff trained in Capturing Kids' Hearts and maintained the expectation of CKH social-relational lessons twice per month, while continuing the mentor program.	√	√	√	√	√
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, with additional CKH training completed in August and September 2024 to further build capacity.	√	√	√	√	√
7.3	Community Relationships- do we have a healthy, reciprocal relationship between community and schools?	CKH survey data shows that families are satisfied with the school environment, communication, and overall support provided by CES; the school offers two community family nights each year—Spooky Science Night and the new spring Student Showcase—and communicates through monthly family newsletters, along with a new parent survey designed to gather information about parents' hopes, dreams, and learning goals for their children.	○	○	√	√	√

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