

Cartersville City School System- Cartersville High 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.

		Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June											
Pillars	Guiding Questions	Evidence					Pillars	Guiding Questions	Evidence				
		Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026			Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
1	Student Achievement						5	Professional Growth & Quality Staff					
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area? <i>We are identifying essential standards, developing common assessments, documenting PLC meeting minutes, engaging our Design Team, coordinating collaborative planning days with Algebra I and U.S. History teachers, and partnering with GaDOE content specialists in those subject areas.</i>	✓	✓	✓	✓	✓	5.1	Hiring Effective Adults- do we recruit quality adults to meet the academic, personal, and social needs of all students? <i>We maintain structured application and interview processes, participate in recruitment fairs, and support educator development through the CTAE Teaching as a Profession pathway.</i>	✓	✓	✓	✓	✓
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her? <i>We are implementing Reading Support Courses and Structured Reading Courses based on MAP data, and we are using AP Potential to help guide advanced coursework recommendations.</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>We provide a three-year induction program for new teachers—both those new to the profession and those new to CHS—supported by TSS coaching, CKH training, monthly staff professional learning, and collaboration through the Design Team.</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>We analyze MAP data and attendance data to inform decisions about reading and math support courses and to guide interventions delivered through the WRAP Team and the MTSS process.</i>	✓	✓	✓	✓	✓	5.3	Professional Learning- does professional learning meet the system mission and goals? <i>We offer monthly professional learning focused on integrating Schlechty work, strengthening the design process, and sustaining ongoing CKH training across all staff.</i>	✓	✓	✓	✓	✓
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs? <i>We provide multiple layers of student support, including Reading/Math Support, ESOL services, co-taught lessons, CVA/Credit Recovery/FLEX options, and a range of elective offerings.</i>	○	○	✓	✓	✓	5.4	Professional Growth- does the system support professional growth of all staff? <i>We implement a consistent PLC process, coordinate monthly staff professional learning, utilize the Design Team for schoolwide improvement efforts, and gather staff input through frequent surveys.</i>	✓	✓	✓	✓	✓
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning? <i>We offer professional learning opportunities such as Depth of Knowledge training, staff-led professional learning for EL teachers in STEAM, and engagement strategies grounded in the Schlechty framework using the 10 Design Qualities and Working on the Work protocols.</i>	○	○	○	○	○	6	Systems and Operations					
2	Student Readiness	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	6.1	Right Tools- do we continuously support the use of appropriate frameworks and processes that support the core business of education? <i>We continue to strengthen instruction through CKH practices, the use of MAP data with a strong focus on literacy, and ongoing work aligned to the Schlechty framework.</i>	○	○	✓	✓	✓
2.1	Life-Long Learning- are we helping students learn and practice the habits of life-long learners? <i>We provide Work-Based Learning opportunities and ensure that soft skills and hard skills are taught in all courses, while also emphasizing technology skills—including the use of AI—alongside critical thinking skills and Hurricane Hall lessons that reinforce Capturing Kids' Hearts principles and our school's social contract.</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>We engage families through Multiple Family Nights and informative meetings, weekly family newsletters, and CKH parent feedback—which shows growth especially in communication between the school and families.</i>	✓	✓	✓	✓	✓
2.2	Next Level Readiness- are students prepared for the next level of learning? <i>We monitor academic progress through grade data, AP pass rates, graduation rates, ACT/SAT scores, EOC scores, EOPA assessment data, and Senior Capstone Projects, and we use this information to guide College Admissions reporting.</i>	○	○	○	○	○	6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction? <i>We support students through one-on-one counselor meetings at every grade level, implementation of the CKH discipline model, WRAP meetings, and customized scheduling for students before each new school year.</i>	✓	✓	✓	✓	✓
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances? <i>We support students through the WRAP Team, Counseling Services, and our Mentor Program, along with the implementation of the CKH Social Contract and CKH lessons to strengthen school culture and relationships.</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>We ensure strong governance and continuous improvement through School Board Retreats, school walkthroughs, and regular school board and committee meetings.</i>	✓	✓	✓	✓	✓
2.4	Post-School Readiness- are students ready for the world when they graduate high school? <i>We use tools such as YouScience, along with College Admissions data, job placement outcomes, and Senior Capstone Projects, to guide postsecondary planning and highlight the growing need for AI training and development.</i>	○	○	○	○	○	7	Community Engagement & Partnerships					
3	Engaged, Well-Rounded Students	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	7.1	Community Engagement- does our system reflect feedback from all community stakeholders? <i>We strengthen community engagement through Community Conversations, Alumni Panels, multiple survey responses, and ongoing family and parent meetings.</i>	✓	✓	✓	✓	✓
3.1	Student Voice- do we facilitate and value student voice? <i>We gather input from numerous student surveys and responses, engage students through the Principal's Leadership Team, and maintain open communication by ensuring access to student email and messaging platforms.</i>	✓	✓	✓	✓	✓	7.2	Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses? <i>We expand student opportunities through Project Purpose, CTAA partners and the CCCA Advisory Board, Empowering Canes initiatives, Work-Based Learning, mock interviews, and job placements for students both in WBL and post-secondary pathways, with a Chamber survey currently in development.</i>	○	○	○	○	○
3.2	Community Learning Expectations- do we meet the expectations of schools, parents, and the community? <i>We promote student leadership and service through Y-Club, civic engagement initiatives, CTSOs, and a variety of student-led community service projects.</i>	✓	✓	✓	✓	✓	7.3	Community Relationships- do we have a healthy, reciprocal relationship between community and schools? <i>We maintain strong connections with business partners and collaborate with GHC, CTC, and PTC, while also providing ASP support for Spanish-speaking families.</i>	○	○	○	○	○
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners? <i>We support learning through one-to-one technology access, the use of Design Qualities to enhance instructional engagement, and a broad range of elective course offerings.</i>	○	○	○	○	○							
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship? <i>We guide student readiness through CTAE course standards, monitor college enrollment data and job placement outcomes, and expand opportunities through Work-Based Learning and Dual Enrollment.</i>	✓	✓	✓	✓	✓							
4	Safety and Well-Being	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026							
4.1	Social & Emotional Well-Being- do we support the social and emotional well-being of students? <i>We support students through CKH initiatives, social worker connections, parent-approved scheduled therapy sessions during the school day, and a structured mentor program.</i>	○	○	○	○	○							
4.2	Positive Adult Connections- do all of our students have positive connections to adults and other students? <i>We review PLT students' mid-year Pillar 4 data alongside CKH mid-year student feedback to monitor progress and guide improvement efforts.</i>	○	○	✓	✓	✓							
4.3	Clean & Comfortable Learning Spaces- do we provide clean and well maintained learning spaces? <i>Student and staff QR code feedback, along with Schooldog walk data, indicate a need for cleaner restroom areas and targeted facility upkeep.</i>	○	○	○	○	○							
4.4	Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community? <i>We have added an additional SRO and continue to analyze student and staff QR code feedback, CKH mid-year survey data, and PLT mid-year reviews of Pillars 1-4; in addition, select staff members are trained in CPR and Stop the Bleed, safety maps are posted throughout the school and shared with local fire and police departments, and Centegix data continues to inform facility and safety needs.</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