

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.						
		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					Pillars	Guiding Questions	Evidence				
1	Student Achievement	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	5	Professional Growth & Quality Staff	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area?	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.					√	○	√	√	√	√	√
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her?	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.					√	○	√	√	√	√	√
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 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.					○	○	√	√	√	√	√
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?	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.					○	○	○	○	○	○	○
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?	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.					○	○	○	○	○	○	○
2	Student Readiness	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Winter 2026	6	Systems and Operations	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
2.1	Life-Long Learning- are we helping students learn and practice the habits of life-long learners?	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.					√	√	○	○	○	○	○
2.2	Next Level Readiness- are students prepared for the next level of learning?	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.					○	○	√	○	○	○	○
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	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.					√	√	√	√	√	√	√
2.4	Post-School Readiness- are students ready for the world when they graduate high school?	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.					√	√	○	○	○	○	○
3	Engaged, Well-Rounded Students	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Winter 2026	7	Community Engagement & Partnerships	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026
3.1	Student Voice- do we facilitate and value student voice?	We promote student voice and leadership through Student Government, the Principal's Leadership Team, Engagement and Motivation Surveys, clubs designed around student interests, CKH Student Leaders, and student-led morning announcements.					○	○	○	√	√	√	√
3.2	Community Learning Expectations- do we meet the expectations of schools, parents, and the community?	Students participate in CANES Time sessions, community service projects, and schoolwide events. 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.					○	○	○	√	√	√	√
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners?	Teachers engage in ongoing professional learning to design authentic, real-world tasks. Impact Teams focus on student engagement, STEAM, literacy, and data-driven instruction. Students benefit from a wide variety of assignment types that support diverse learning needs.					○	○	○	√	√	√	√
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship?	Students take part in Junior Achievement in 6th and 7th grade, along with clubs, field trips, social contracts, counseling lessons, and Vocational CANES activities that build career awareness and real-world readiness.					○	○	○	√	√	√	√
4	Safety and Well-Being	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Winter 2026	7.1	Community Engagement- does our system reflect feedback from all community stakeholders?	√	√	√	√	√
4.1	Social & Emotional Well-Being- do we support the social and emotional well-being of students?	We support student well-being through new-student welcome meetings, feedback surveys, positive behavior recognition, social-skills development, looping counselors, an in-house social worker, Empowering CANES initiatives, and a structured mentor program.					○	○	○	√	√	√	√
4.2	Positive Adult Connections- do all of our students have positive connections to adults and other students?	Students benefit from CKH lessons, individual and small-group counseling sessions, and mentor groups that help build strong relationships and support their social and emotional growth.					√	√	√	√	√	√	√
4.3	Clean & Comfortable Learning Spaces- do we provide clean and well maintained learning spaces?	We maintain a positive and safe campus through SchoolDog Walks and quick response times to maintenance needs. However, our facilities data and family surveys indicate that restroom conditions remain a major concern, as the bathrooms are outdated and beyond repair.					○	√	√	√	○	○	○
4.4	Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?	Student and staff data reflect a safe school environment with clear expectations. Safety measures include regular drills, the Centegix alert system, and protective coverings on windows and doors to support secure learning spaces.					○	○	○	√	√	√	√
5.1	Hiring Effective Adults- do we recruit quality adults to meet the academic, personal, and social needs of all students?	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.					○	○	○	○	○	○	○
5.2	Retaining Effective Adults- do we support and retain quality adults to meet the academic, personal, and social needs of all students?	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.					√	√	○	√	√	√	√
5.3	Professional Learning- does professional learning meet the system mission and goals?	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.					○	○	○	○	○	○	○
5.4	Professional Growth- does the system support professional growth of all staff?	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.					○	○	√	√	√	√	○
6.1	Right Tools- do we continuously support the use of appropriate frameworks and processes that support the core business of education?	Impact Teams collaborate regularly, supported by a redesigned Leadership Team structure, to ensure continuous review of our School Improvement Plan (SIP) and student data.					√	√	√	√	√	√	○
6.2	Consistent Message- do our outward facing systems align with the concepts of our district accountability system and our mission and vision?	Stakeholders participate in reviewing the Images of School chart to provide feedback and help guide schoolwide priorities.					√	√	√	√	√	√	√
6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?	Budget planning is aligned directly to our school improvement goals to ensure resources support instructional priorities and student needs.					√	√	√	√	√	√	√
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?	School walkthroughs are conducted to monitor progress and provide targeted support to teachers and staff whenever needed.					√	√	√	√	√	√	√
7.1	Community Engagement- does our system reflect feedback from all community stakeholders?	We promote community voice and shared decision-making through Student Governance Teams, districtwide and school-based surveys, Family Engagement Nights, and virtual Q&A sessions with parents.					√	√	√	√	√	√	√
7.2	Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?	Empowering CANES provides leadership development and service opportunities for 8th-grade students, supported by Community Service Clubs that encourage civic responsibility.					○	○	√	√	√	√	√
7.3	Community Relationships- do we have a healthy, reciprocal relationship between community and schools?	Local businesses and community members partner with our school through CANES Time activities. Athletic teams and various student clubs participate in community service projects to strengthen school-community connections.					○	○	○	√	√	√	√

	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