

| Cartersville City School System- Cartersville Elementary School Trust-Based Accountability Tracking                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |                   |     |          |                                                                                                                                                              |                                                                                 |             |           |             |             |             |
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| 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 |           | Pillars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             | Guiding Questions |     | Evidence |                                                                                                                                                              | Summer= July - Sept, Fall= Oct - Dec, Winter= Jan - March, Spring= April - June |             |           |             |             |             |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Student Achievement                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Summer 2025                                                                     | Fall 2025 | Winter 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2026 | Summer 2026       | 5   |          | Professional Growth & Quality Staff                                                                                                                          |                                                                                 | Summer 2025 | Fall 2025 | Winter 2026 | Spring 2026 | Summer 2026 |
| 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. The addition of a museum focus through our STEAM initiative will require the integration of content areas and additional planning and community partnerships.      |  | o                                                                               | U         | U                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | U           | o                 | 5.1 |          | Hiring Effective Adults- do we recruit quality adults to meet the academic, personal, and social needs of all students?                                      |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 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. 26-27 schedule adjustments ensure time for goal setting, data collection, and one-on-one feedback, alongside needed adjustments to the EP schedule. Students get a score/lessons in DL to help determine individual needs.                                                                                                                                                                                                             |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 5.2 |          | Retaining Effective Adults- do we support and retain quality adults to meet the academic, personal, and social needs of all students?                        |                                                                                 | o           | o         | o           | o           | o           |
| 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 counseling lessons. We continue to need consistent K-5 grading structures. ELA Benchmark square-root grading curve still needed. There is a strong focus on student attendance and supporting students with chronic absenteeism. Explore system opportunities for earlier identification of students with significant learning or behavioral needs and students in RTI. |  | ✓                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 5.3 |          | Professional Learning- does professional learning meet the system mission and goals?                                                                         |                                                                                 | ✓           | ✓         | o           | o           | ✓           |
| 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 HHB services while maintaining Tier 1-4 instructional time, additional OG blocks and ELL accommodations have been added, and daily STORM time is continuing for the 26-27 school year. Continue working to group STORM students in the placement that will best meet their needs.                                                                                                                                                                                                                                                                                 |  | ✓                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 5.4 |          | Professional Growth- does the system support professional growth of all staff?                                                                               |                                                                                 | ✓           | ✓         | o           | o           | ✓           |
| 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. We are looking to incorporate more GaDOE resources and lessons. The museum connection to our STEAM journey will strengthen our approach to interdisciplinary teaching and focus on depth and application of content knowledge.                                                                                                                                              |  | ✓                                                                               | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓           | o                 | 6   |          | Systems and Operations                                                                                                                                       |                                                                                 | Summer 2025 | Fall 2025 | Winter 2026 | Spring 2026 | Summer 2026 |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Student Readiness                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Summer 2025                                                                     | Fall 2025 | Winter 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2026 | Summer 2026       | 6.1 |          | Right Tools- do we continuously support the use of appropriate frameworks and processes that support the core business of education?                         |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Life-Long Learning- are we helping students learn and practice the habits of life-long learners?                                           |  | Students participate in Career Week, DARE, and a variety of after-school clubs, establish strong relationships with local museums and community members while work continues on the schoolwide STEAM & museum initiative.                                                                                                                                                                                                                                                                                                                                                                                                                    |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 6.2 |          | Consistent Message- do our outward-facing systems align with the concepts of our district accountability system and our mission and vision?                  |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 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, engage in STEAM focused opportunities, and benefit from vertically aligned essential standards, with the addition of STORM time to reinforce key skills. Students are able to visit local museums and transfer learning outside of the classroom.                                                                                                                                                                                                                                                                        |  | ✓                                                                               | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓           | o                 | 6.3 |          | Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction? |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 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, McKinney Vento, Mentors and Leadworthy programs, Backpack Buddies, school counselors, a social worker, and HHB services, along with expanded Wi-Fi access in locations such as the library and parking lot.                                                                                                                                                                                                                                                                                                   |  | ✓                                                                               | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓           | ✓                 | 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?             |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 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 through a new museum school model.                                                                                                                                                                                                                                                                                                                                                             |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 7   |          | Community Engagement & Partnerships                                                                                                                          |                                                                                 | Summer 2025 | Fall 2025 | Winter 2026 | Spring 2026 | Summer 2026 |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Engaged, Well-Rounded Students                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Summer 2025                                                                     | Fall 2025 | Winter 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2026 | Summer 2026       | 7.1 |          | Community Engagement- does our system reflect feedback from all community stakeholders?                                                                      |                                                                                 | ✓           | ✓         | ✓           | ✓           | o           |
| 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, STEAM Ambassadors Scholcity student focus groups, and multiple feedback tools including design surveys, Keep/Stop/Start surveys, and student voting opportunities. We are considering ways to include more student voice, as well as considering our capacity to offer an in-school club program.                                                                                                                                                                                         |  | ✓                                                                               | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓           | ✓                 | 7.2 |          | Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?                                           |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 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 at 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. School Governance once a month.                                                                                                                                                                                                                                          |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 7.3 |          | Community Relationships- do we have a healthy, reciprocal relationship between community and schools?                                                        |                                                                                 | o           | ✓         | ✓           | ✓           | o           |
| 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. This will continue to be an area of focus to align to system strategic goals, needing common planning time for subject areas within school hours.                                                                                                                                                                                                             |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 |     |          |                                                                                                                                                              |                                                                                 |             |           |             |             |             |
| 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 suggestions to revamp Digital Citizenship and introduce Magic School and AI tools to both teachers and students.                                                                                                                                                                                                                        |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 |     |          |                                                                                                                                                              |                                                                                 |             |           |             |             |             |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Safety and Well-Being                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Summer 2025                                                                     | Fall 2025 | Winter 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2026 | Summer 2026       | 4.1 |          | Social & Emotional Well-Being- do we support the social and emotional well-being of students?                                                                |                                                                                 | ✓           | ✓         | ✓           | ✓           | ✓           |
| 4.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                            |  | 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. Use of counselor boxes & on-site therapy for students. Leadworthy students from high school. Culture club has been implemented. New students welcome packs and meeting. Teams forum for social emotional check ins. Personal hygiene table.                                                            |  | ✓                                                                               | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓           | ✓                 | 4.2 |          | Positive Adult Connections- do all of our students have positive connections to adults and other students?                                                   |                                                                                 | ✓           | o         | o           | o           | o           |
| 4.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                            |  | Students have access to mentors, school counselors, CKH incentives, and staff trained in CKH, with additional CKH training July 2026. STORM rotations have also expanded the number of teachers interacting individually with students. Leadworthy students from high school. Verified chaperones on field trips. Interactions with Lifewise Staff. Addition of RBTs to the staff. Psychologist on campus.                                                                                                                                                                                                                                   |  | ✓                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 4.3 |          | Clean & Comfortable Learning Spaces- do we provide clean and well maintained learning spaces?                                                                |                                                                                 | o           | o         | o           | o           | o           |
| 4.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                            |  | Significant improvements have occurred over the past 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. Many teachers note that rooms are not cleaned regularly (trash is removed daily). 26-27 school year shows regression. Trash is not removed daily, floors are not being mopped, and bathrooms aren't being cleaned consistently.                                                                                                                                                      |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 | 4.4 |          | Safe & Secure Schools- Do we provide safe and secure schools that meet the expectations of our community?                                                    |                                                                                 | o           | o         | o           | o           | o           |
| 4.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                            |  | 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 Centigaz, 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 ongoing for additional enhancements to promote student safety. Chaperones are required background checks for field trips.                            |  | o                                                                               | o         | o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | o           | o                 |     |          |                                                                                                                                                              |                                                                                 |             |           |             |             |             |
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