

Cartersville City Schools

# Strategic Direction

2022-2023



**WHERE LEGACIES ARE BORN**

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# ABOUT US

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Cartersville City Schools (CCS) is a public charter school district located in northwest Georgia, approximately 40 miles northwest of Atlanta. The district was established in 1888 and has developed a rich tradition in and deep connection with the surrounding community it serves. One of the contributing factors is the district's composition of having four schools with no attendance zones or feeder school patterns; everyone is a Purple Hurricane. Cartersville City Schools also benefits from the unique features of our closely-knit community. The city's bustling downtown area rivals that of larger cities hosting world-class museums, exceptional restaurants and shops, and deep historical roots that merge the generations past with the heartbeat of today.



The unwavering commitment of Cartersville City Schools is to inspire students to discover the excellence within themselves in a small, intimate school district. Every student is building a legacy, and through our high academic standards, championship-winning athletics and fine arts programs, and enriching extra-curricular options, students develop the confidence and skills to achieve their highest potential. Our traditions run deep in the community, and we take pride in being Purple Hurricanes.

Cartersville City Schools is comprised of 459 highly qualified staff members with 347 certified employees and 112 classified. Seventy-two percent of the CCS teaching staff hold advanced degrees. Paraprofessionals, custodians, and school nutrition staff are employed by a staffing agency. The certified staff teaching experience ranges from 1 to 30+ years of experience. More than 2,452 students are transported daily by school buses, and our cafeteria staff works very hard to ensure that the 3,665 average meals served daily are nutritious and enjoyable.

Our technology department manages the district's devices, including 777 desktops, 6,496 laptops, 951 tablets, and 12 servers as well as overseeing the district's 1:1 program. The maintenance staff responds to an average of 200 work orders a month, ensuring our facilities are functioning properly.

The district enjoys strong partnerships that enrich the experiences of our students and staff. Through Georgia Highlands College, Chattahoochee Technical College, Kennesaw State University, and Embry Riddle Aeronautical University, students can participate in dual enrollment courses. Our high school has received multiple AP distinction awards over the last five years.

One hundred community partners currently sponsor the Adopt-a-Classroom programs at Cartersville Primary and Elementary schools, and 54 employers participate in our Work-Based Learning program providing our Cartersville High School students with valuable workforce skills.

### **District Stats:**

- Currently serving 4,512 students in grades Pre-K through 12.
- Cartersville City Schools is comprised of 339 highly qualified staff members with 278 certified employees and 61 classified. 72% of teachers have advanced degrees.
- The district enjoys the benefits of a diverse student population with 49.2% White, 22.7% Hispanic, 20.4% Black, 6.2%, Multi-Racial, and 1.4% Asian.
- 9% receive English for Speakers of Other Languages (ESOL) services
- 14% participate in Gifted classes.
- 51% of students take Advance Placement Courses
- 6% of high school students are dual enrolled at local universities
- High-tech learning 1-1 learning environment.
- 54 employers participate in our Work-Based Learning program providing our Cartersville High School students with valuable workforce skills.

# VISION

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**Building Legacies - One Student at a Time**



# MISSION

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**We inspire all students to build the skills and confidence to find their passions and achieve their goals.**

# CORE VALUES

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## COMPASSION

CCS understands that as a member of the global community we must exhibit compassion as we build relationships based on trust and mutual respect. We celebrate diversity and demonstrate awareness, sensitivity, and respect as we build relationships.

## COMMUNITY

CCS involves students, parents, teachers, and the community to support student learning. We firmly believe students will learn best when engaged with the community and when the community is invested in student learning- ensuring that we are all achieving at the highest level.

## EQUITY

CCS supports every student and creates a learning environment in which all of our diverse learners can achieve their highest potential. We believe that all students have the capability to learn at a high level and we encourage them to find their passions and achieve their goals.

## ENGAGEMENT

CCS believes that engagement is at the core of all student success. We know students learn best when they participate in a student-centered, standards-based curriculum that emphasizes hands-on, project-based learning. Our innovative staff strives to create a dynamic engaging learning environment for all students.

## HIGH EXPECTATIONS

CCS staff and students hold the highest expectations for their own achievement and believe in the motivating power of hope combined with unwavering determination. We align curriculum, instruction, and assessments as an accountability tool for continuous learning. We are committed to providing all students with the skills that will ensure their ability to achieve success for career, college, and life.

## SHARED LEADERSHIP

CCS is committed to a vision of shared leadership that is collaborative and courageous. The district is led by a team of highly qualified partners who invite all community stakeholders to contribute to the decision-making process. We look forward to the momentum that occurs when the hopes and dreams of the community fuse with the expertise of caring innovative educators.

# TRUST-BASED ACCOUNTABILITY

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The Cartersville City School District is committed to the success of all our students. We make all our decisions, operational, financial, and instructional, with the awareness that we are "Building Legacies – One Student at a Time." CCS's is at the forefront of the evolution of accountability in K12 schools. Our district is nationally recognized as a dedicated partner with several Trust-Based Accountability school districts around the country that are re-visioning what it means to be a successful teaching and learning organization. Our team is committed to building a Trust-Based accountability system that guides us to focus on our mission every day.

Our district is very fortunate to have incredible community support. We value and embrace the belief that our district is accountable to our community, ensuring we provide a world-class education. With this important concept in mind, we have implemented a Trust-Based Accountability Model to ensure that our community is educated on all aspects of our work and the goals, success, and areas of need that truly define our school system. This model enables us to shed the old and ineffective "Protectionist Accountability" system that schools have struggled with for decades. Our Trust-Based Accountability system allows us to work with all our stakeholders to declare the future we envision for our students and build the schools that deliver that future. We know that the success of any school cannot be determined by one test given on one day every year. Rather, trust-based accountability is a systemic, holistic review of the district's work that is grounded in forward-facing progress versus annual summative reviews with regard to educating the whole child.

Our Trust-Based Accountability system is built on a foundation of 7 pillars and 27 elements that guide our day-to-day work. We use quarterly signaling charts for each school to communicate and track the progress in each of the 27 elements.

## STRATEGIC DIRECTION

A Trust-Based Accountability System

### STUDENT ACHIEVEMENT

1

Ensure academic success for all students by continuous progress monitoring, ensuring students have a voice and choice in learning and utilizing engaging personalized instruction.

### STUDENT READINESS

2

Ensure students are well prepared for their next level of education and most notably for postsecondary success, including career readiness, college readiness, and military readiness.

### ENGAGED, WELL ROUNDED STUDENTS

3

Engage students in a way that contributes to their individual development as we prepare them to be engaged citizens.

### COMMUNITY ENGAGEMENT & PARTNERSHIPS

4

Ensure that community stakeholders and their hopes and dreams are an active part of our district's mission.

### PROFESSIONAL QUALITY STAFF

5

Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being.

### FISCAL AND OPERATIONAL SYSTEMS

6

Ensure the district is using its resources to further its mission in educating every student.

### SAFETY AND WELL-BEING

7

Ensure students are educated in an optimal environment that is safe, secure, and promotes positive connections for all including both physical safety as well as the social-emotional needs of each student.

# QUARTERLY SIGNALING

All Cartersville Schools use a quarterly public tracking form to signal to all constituents about the progress they are making on all 7 pillars and 27 elements.

Cartersville City School System- Cartersville Elementary School True Accountability Tracking														
Key Question... To what degree...		Evidence		Q1 2021	Q2 2021	Q3 2022	Q4 2022	SUM. 2022	Q1 2022	Q2 2022	Q3 2023	Q4 2023	SUM. 2023	Q1 2023
1	<b>Student Achievement</b>													
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area?	Identification of essential standards in progress; common assessments to follow		○	○	○	○	○	○					
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her?					✓	✓	✓	✓					
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?			○	○	○	○	○	○					
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?					✓	✓	✓	✓					
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?								✓					
2	<b>Student Readiness</b>													
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 after-school clubs; STEAM initiative in progress							○					
2.2	Next Level Readiness- are students prepared for the next level of learning?	Students participate in Capturing Kids Hearts							○					
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	Virtual learning capability, if needed; students have access to supports through CKH; Whip team; Mentors; Backpack Buddies; school counselors							○✓					
2.4	Post-School Readiness- are students ready for the world when they graduate high school?													
3	<b>Engaged, Well-Rounded Students</b>													
3.1	Student Voice- do we facilitate and value student voice?	Increase students opportunities to provide input (ie. field day, PBIS rewards, etc.)							○					
3.2	Community Learning Expectations- do we meet the expectations of schools, parents, and the community?	Provide stakeholder feedback surveys following events to increase two-way communication.							○					
3.3	Quality Assignments- do we consistently provide quality work that interests, challenges, and satisfies all learners?	Consider a tool to measure student engagement specific to grades 3-5.							○					
3.4	Great Citizens/Great Lives- are we preparing all students for life beyond school, including college and/or career, and citizenship?	Students provided opportunities for CKH, Career Week, DARE, Digital Citizenship, and counselor lessons.		○	○	✓	✓	✓	○					
4	<b>Community Engagement and Partners</b>													
4.1	Community Engagement- does our system reflect feedback from all community stakeholders?	Provide stakeholder feedback surveys following events to increase two-way communication.		✓	✓	✓	✓	✓	○					
4.2	Community Needs- are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?	Include grade-level specific, stakeholder survey questions that provide input on meeting community needs.		✓	✓	✓	✓	✓		○				
4.3	Community Relationships- do we have a healthy, reciprocal relationship between community and schools?			✓	✓	✓	✓	✓	✓					
5	<b>Professional Learning/Quality Staff</b>													
5.1	Hiring Effective Adults- do we recruit quality adults to meet the academic, personal, and social needs of all students?			✓	✓	✓	✓	✓	✓					
5.2	Retaining Effective Adults- do we support and retain quality adults to meet the academic, personal, and social needs of all students?			✓	✓	✓	✓	✓	✓					
5.3	Professional Learning- does professional learning meet the system mission and goals?			✓	✓	✓	✓	✓	✓					
5.4	Professional Growth- does the system support professional growth of all staff?	Adjustments to system calendar are in progress to include additional time for professional growth; internal adjustments are in progress for half-day professional learning sessions.		○ ◇	○ ◇	○ ◇	○ ◇	○ ◇	○					
6	<b>Systems and Operations</b>													
6.1	Right Tools- do we address each of the Six Critical Systems in our work? (Schlechty)													
6.2	Consistent Message- do our outward facing systems align with the concepts of a true educational accountability?	Adjusting STEAM Family Discovery Night event times based on stakeholder survey feedback.							○					
6.3	Student Focused- do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?	Academic schedule for 23-24 being built to include additional time for professional learning for staff and daily individualized learning time for students.		◇	◇	◇	◇	◇	○					
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?			✓	✓	✓	✓	✓	✓					
7	<b>Safety and Well-Being</b>													
7.1	Social & Emotional Well-Being- do we support the social and emotional well-being of students?	Increase staff trained in CKH; include time in 23-24 schedule for SEL.		○	○	✓	✓	✓	○					
7.2	Positive Adult Connections- do all of our students have positive connections to adults and other students?	Students have access to mentors, school counselors, PBIS incentives, and staff trained in CKH; additional staff trained in CKH each year.							✓					
	Clean, Safe & Secure Schools- do we	Select staff trained in CPR; stop												

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1	Student Achievement												
1.1	Critical Content- are students learning the most critical content and skills in each course and/or content area?	Identification of essential standards in progress; common assessments to follow	○	○	○	○	○	○					
1.2	Relevant Learning- is each student's learning in line with what is most relevant for him or her?				√	√	√	√					
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?		○	○	○	○	○	○					
1.4	Meeting Student Needs- are we able to tailor instruction to students and student needs?				√	√	√	√					
1.5	Deep Learning- are we focused on richness and depth as opposed to breadth and superficial learning?							√					
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, and after-school clubs; STEAM initiative in progress						○					
2.2	Next Level Readiness- are students prepared for the next level of learning?	Students participate in Capturing Kids Hearts						○					
2.3	Able to Face Uncertainty- are students prepared to learn in the face of uncertainty and unforeseen circumstances?	Virtual learning capability, if needed; students have access to supports through CKH; Wrap team; Mentors; Backpack Buddies; school counselors						○√					
	Post School Readiness- are students prepared for life after school?												

# Cartersville Trust-Based Accountability System- 7 Pillars & 27 Elements

## Pillar 1 Student Achievement

Ensure academic success for all students by continuous progress monitoring, ensuring students have a voice and choice in learning and utilizing engaging personalized instruction.

### 1.1 Critical Content

Are students learning the most critical content and skills in each course and/or content area?

### 1.2 Relevant Learning

Is each student's learning in line with what is most relevant for him or her?

### 1.3 Removing Barriers to Learning

- Are we able to determine why students aren't learning and overcome the reason?

### 1.4 Meeting Student Needs

- Are we able to tailor instruction to students and student needs?

### 1.5 Deep Learning

Are we focused on richness /depth as opposed to breadth / superficial learning?

## Pillar 2 Student Readiness

Ensure students are well prepared for their next level of education and most notably for postsecondary success, including career readiness, college readiness, and military readiness

### 2.1 Life-Long Learning

Are we helping students learn and practice the habits of life-long learners?

### 2.2 Next Level Readiness

Are students prepared for the next level of learning?

### 2.3 Able to Face Uncertainty

Are students prepared to learn in the face of uncertainty and unforeseen circumstances?

### 2.4 Post-School Readiness

Are students ready for the world when they graduate high school?

## Pillar 3 Engaged, Well-Rounded Students

Engage students in a way that contributes to their individual development as we prepare them to be engaged citizens

### 3.1 Student Voice

Do we facilitate and value student voice?

### 3.2 Community Learning Expectations

- Do we meet the expectations of schools, parents, and the community?

### 3.3 Quality Assignments

Do we consistently provide quality work that interests, challenges, and satisfies all learners?

### 3.4 Great Citizens/Great Lives

Are we preparing all students for life beyond school, including college and/or career, and citizenship?

## Pillar 4 Community Engagement and Partnerships

Ensure that community stakeholders and their hopes and dreams are an active part of our district's mission.

### 4.1 Community Engagement

Does our system reflect feedback from all community stakeholders?

**4.2 Community Needs** - Are we meeting the varying needs, expectations, hopes and dreams of our community and businesses?

**4.3 Community Relationships** - Do we have a healthy, reciprocal relationship between community and schools?

## Pillar 5 Professional Learning/Quality Staff

Ensure that every student has quality teachers and adults in the schools who care about students, their learning, and their well-being.

### 5.1 Hiring Effective Adults

Do we recruit quality adults to meet the academic, personal, and social needs of all students?

**5.2 Retaining Effective Adults** - Do we support and retain quality adults to meet the academic, personal, and social needs of all students?

### 5.3 Professional Learning

- Does professional learning meet the system mission and goals?

### 5.4 Professional Growth

- Does the system support professional growth of all staff?

## Pillar 6 Fiscal and Operational Systems

Ensure the district is using its resources to further its mission in educating every student.

**6.1 Right Tools** - Do we address each of the Six Critical Systems in our work?

**6.2 Consistent Message**  
Do our outward facing systems align with the concepts of a true educational accountability?

**6.3 Student Focused** - Do our budgeting, operations, discipline, meeting structures and agendas, and personnel practices align with an overall district direction?

**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?

## Pillar 7 Safety and Well-Being

Ensure students are educated in an optimal environment that is safe, secure, and promotes positive connections for all including both physical safety as well as the social-emotional needs of each student.

### 7.1 Social & Emotional Well-Being

Do we support the social and emotional well-being of students?

### 7.2 Positive Adult Connections

- Do all of our students have positive connections to adults and other students?

### 7.3 Clean, Safe & Secure Schools

- Do we provide safe and secure schools per the expectations of our community?