

Misión de CMS

La misión de CMS es proporcionar relaciones de apoyo dentro de un entorno de aprendizaje seguro, estructurado y atractivo, lo que hace que los estudiantes alcancen su máximo potencial cada día.

ÁREA DE ENFOQUE #1	ÁREA DE ENFOQUE #2	ÁREA DE ENFOQUE #3
Alfabetismo	<i>Capturando los corazones de los niños y Comportamiento positivo</i>	<i>Rendimiento estudiantil</i>
<i>Foster a culture of literacy excellence where collaborative teams use data to design engaging, differentiated instruction that meets the diverse needs of all students. Through targeted strategies, personalized reading support, and ongoing progress monitoring, we will enhance comprehension and raise student Lexile levels.</i>	<i>Fomentar una cultura positiva y atractiva en el aula enseñando explícitamente comportamientos académicos, incorporando estrategias de Capturing Kids' Hearts (CKH) y reconociendo e incentivando el comportamiento positivo de los estudiantes para apoyar el crecimiento académico y socioemocional.</i>	<i>Aumentar el número de estudiantes que logran puntajes Distinguidos o Competentes en los Hitos de Georgia mediante la implementación de instrucción dirigida, intervenciones basadas en datos y monitoreo continuo del progreso.</i>
Strategies:	Strategies:	Strategies:
- Establish a Literacy Committee to research and identify effective literacy strategies for all content areas. - Committee members will redeliver and lead professional development within their grade levels and/or departments. - Teachers will incorporate at least one vocabulary activity per week into instruction. - Implement read-aloud/think-aloud strategies at least once per week. - Maintain dynamic word walls to reinforce academic vocabulary. - Integrate research-based reading comprehension strategies into all content lessons. - Conduct Literacy Team walkthroughs to provide feedback on implementation of literacy strategies. - Create opportunities for open classrooms where teachers can observe peers modeling effective reading comprehension strategies.	- Teach and reinforce behaviors that are appropriate in the academic setting. - Design and actively implement a classroom social contract. - Provide students opportunities to be leaders within the classroom and school setting - Incorporate activities and strategies from the CKH EXCEL Model on a regular basis. - Develop classroom procedures that reinforce and recognize positive behavior. - Provide monthly incentives to celebrate positive behavior.	- Utilize targeted Tier 2 and Tier 3 supports for students with academic or behavioral needs. - Conduct weekly intervention groups providing targeted remedial instruction in math and reading. - Incorporate literacy comprehension and vocabulary strategies across math, language arts, science, and social studies. - Provide professional learning opportunities for Science and Social Studies teachers. - Utilize AI and other technology resources to redesign and differentiate instruction, lessons, or activities. - Analyze CFA data collaboratively in a timely manner to identify students needing remediation or acceleration, examining performance student by student and skill by skill. - Review CSAs to increase rigor and Depth of Knowledge (DOK) levels of questions. - Incorporate student interests and motivations to design engaging learning experiences aligned to academic needs and/or interests.

Professional Learning: <i>Literacy Strategies PD Sessions</i> <i>PL on vocabulary activities for all content areas</i> <i>RESA and GADOE Trainings</i>	Professional Learning: <i>Teacher led PD on CKH strategies</i> <i>Evaluate and provide feedback on CKH within the classroom</i>	Professional Learning: <i>Effective Tier 1 and Tier 2 Academic and Behavior interventions</i> <i>Personalized PL</i> <i>RESA and STEAM Training</i> <i>Effective use of data</i> <i>Schlechty's Student Engagement Design Qualities</i> <i>Trainings from the DOE</i>

Trust Accountability Goals

To What Degree...		Current Efforts:
Pillar 1	Student Achievement 1.1 Critical Content <i>Are students learning the most critical content and skills in each course and/ or content area?</i> 1.3 Removing Barriers <i>Are we able to determine why students aren't learning and when learning doesn't happen, and overcome the reason?</i> 1.3 Meeting Student Needs <i>Are we able to tailor instruction to students and students' needs?</i>	<i>Use of collaborative teams, common assessments, and data analysis directly ensure students are learning essential standards aligned with GMAS.</i> <i>Weekly intervention sessions during CANES time, MAP data usage, and targeted support for struggling students</i> <i>Differentiated instruction, grouping by skill, and intervention teachers collaborating with grade-level teams</i>
Pillar 2	Student Readiness 2.1 Life-Long Learning <i>Are we helping students learn and practice the habits of life-long learners?</i>	<i>CANES time, clubs, and guest speakers help foster habits of lifelong learners.</i>

Pillar 3	Engaged, Well Rounded Students 3.3 Quality Assignments <i>Do we consistently provide quality work that interests, challenges, and satisfies all learners?</i>	<i>Emphasis on designing engaging, standards-based lessons and peer observations</i>
Pillar 4	Community Engagement and Partnerships Community Relationships <i>Do we have a healthy, reciprocal relationship between community and schools?</i>	<i>Outreach to the community for CANES time and club support builds reciprocal relationships with stakeholders.</i>
Pillar 5	Professional Learning/Quality Staff 5.3 Professional Learning <i>Does professional learning meet the system mission and goals?</i> 5.4 Professional Growth <i>Does the system support professional growth of all staff?</i>	<i>Monthly team meetings (MTSS, Literacy, STEAM, etc.) for PD and collaborative planning</i> <i>Peer observations and targeted PD based on instructional needs support ongoing professional growth.</i>