



CMS Mission

The mission of CMS is to provide supportive relationships within a safe, structured, and engaging learning environment, resulting in students reaching their fullest potential each day.

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
Literacy	<i>Capturing Kids Hearts and Positive Behavior Supports</i>	<i>Student Achievement</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.	Foster a positive and engaging classroom culture by explicitly teaching academic behaviors, incorporating Capturing Kids' Hearts (CKH) strategies, and recognizing and incentivizing positive student behavior to support both academic and social-emotional growth.	CMS will provide dedicated Instructional time (STORM Time) to meet the diverse needs of all students through targeted intervention, remediation, grade-level support, acceleration, and enrichment opportunities
Strategies: - The CMS Literacy Team will continue 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. - 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 and vocabulary strategies at least once a week across math, ELA, science, and SS and exploratory classes. - 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.	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.	Strategies: - Utilize targeted Tier 2-3 supports for students with academic or behavioral needs. - Conduct daily intervention groups providing targeted remedial instruction in math and reading during STORM time. - Collaboratively review CFA and CSA data in a timely manner to identify students who need intervention, acceleration, or enrichment. Analyze performance by student and by skill and use this information to create flexible groups within teams during daily STORM Time. - 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.

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Progress Update:	Progress Update:	Progress Update:

Professional Learning:	Professional Learning:	Professional Learning:
- Literacy Strategies PD Sessions - PL on vocabulary activities for all content areas - RESA and GADOE Trainings	- Teacher led PD on CKH strategies - Evaluate and provide feedback on CKH within the classroom	- Tier 1 and Tier 2 Academic and Behavior interventions - Personalized PL - RESA and STEAM Training - Effective use of data - Schlechty's Student Engagement Design Qualities - Trainings from the DOE
Artifacts/Evidence:	Artifacts/Evidence:	Artifacts/Evidence:
- Literacy classroom observation reflections - Word walls - Collaborative Team Notes - Student assessment performance	- Door affirmations - Lunchroom shoutouts on TVs - Social Contract - Classroom job lists/postings	- Notes from collaborative teams - CFA data - GMAS data - MAP data - Pre and post intervention assessments

Trust Accountability Goals

To What Degree...		Current Efforts:
Pillar 1 Student Achievement	1.1 Critical Content Are students learning the most critical content and skills in each course and/or content area? 1.3 Removing Barriers Are we able to determine why students aren't learning and when learning doesn't happen, and overcome the reason? 1.3 Meeting Student Needs Are we able to tailor instruction to students and students' needs?	Use of collaborative teams, common assessments, and data analysis directly ensure students are learning essential standards aligned with GMAS. Daily intervention sessions during CANES time, MAP data usage, and targeted support for struggling students Differentiated instruction, grouping by skill, and intervention teachers collaborating with grade-level teams
Pillar 2 Student Readiness	2.1 Life-Long Learning Are we helping students learn and practice the habits of life-long learners?	CANES time, clubs, and guest speakers help foster habits of lifelong learners.
Pillar 3 Engaged, Well Rounded Students	3.3 Quality Assignments Do we consistently provide quality work that interests, challenges, and satisfies all learners?	Emphasis on designing engaging, standards-based lessons and peer observations

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Pillar 7 <i>Community Engagement and Partnerships</i>	7.3 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 <i>Professional Learning/Quality Staff</i>	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 faculty meetings for PD as well as monthly grade level meetings to focus on literacy instruction, collaboration, and use of data</i> <i>Peer observations and targeted PD based on instructional needs support ongoing professional growth.</i>