

CPS MISSION

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

AREA OF FOCUS #1	AREA OF FOCUS #2	AREA OF FOCUS #3
Academic Achievement - Content	STEAM – Customization & Culture	Academic Achievement – Content
Provide meaningful interventions to CPS students who are not meeting and/or exceeding expectations on the Reading / Math universal screener by the end of the 24-25 school year.	Create a culture of STEAM pedagogy and vision involving all stakeholders including CPS and CCS staff members, district office staff, parents/guardians, and community and business partners.	Support our district and building literacy priorities, by selecting, planning, developing, and monitoring literacy curricular supports to improve reading mastery at CPS.
Strategies:	Strategies:	Strategies:
<ul style="list-style-type: none"> Utilize High Leverage Practices when implementing EIP, Tier 2, and Tier 3 Academic Support for all Students Identify EIP students utilizing GaDOE identification guidelines, providing five 45-minute segments per week of supportive instruction Administration will consistently monitor MAP data (Fall, Winter, Spring) with specific attention to individual student needs. SSS & TSS will provide targeted professional development to support teachers in identifying and supporting academic remediation and enrichment 	<ul style="list-style-type: none"> Expand training options for school staff to both be trained and/or obtain a STEM endorsement. Participate in system-wide, and RESA level STEAM trainings when available. Establish business partnerships to both support and enhance the STEAM focus at CES. Utilize a team of STEAM focused educators to design, implement, and support STEAM strategies and culture in CPS classrooms 	<ul style="list-style-type: none"> Represent the district literacy team with instructional specialists, charged with identifying literacy resources to support instruction Provide meaningful professional development for teachers in the science of reading Implement science of reading strategies in EIP, Tier 2, and Tier 3 academic interventions Utilize individual student progress data to modify instruction as needed
Professional Learning:	Professional Learning:	Professional Learning:
<ul style="list-style-type: none"> SSS / TSS will attend Regional MTSS Conference held in late Fall SSS / TSS will facilitate delivery of best practices / strategies for teachers during quarterly MTSS PL SSS / TSS will lead data digs to provide teachers with approaches to aligning instruction with student performance 	<ul style="list-style-type: none"> STEAM Team will attend Regional STEAM Training in October STEAM Team will facilitate delivery of best practices / strategies for teachers during monthly redeliveries 	<ul style="list-style-type: none"> LETRS Training for cohort participants Georgia Readers for cohort participants GaDOE Literacy Academy for cohort participants CCS Literacy Launch for all PK-5 Teachers Ongoing redelivery of science of reading methods and strategies from TSS / SSS during quarterly PD

Trust Accountability Goals

To What Degree...		Current Efforts:
Pillar 1	1.1 Student Achievement To what degree are students learning the most critical content and skills in each course and/or content area? 1.5 Deep Learning To what degree are we focused on richness and depth as op	<ul style="list-style-type: none">• Continue to strengthen tier 1 instruction and tier 2 interventions for reading, writing, and math.• Leverage formative assessment data to identify areas of student need.• Provide deeper learning opportunities including projectbased learning and student inquiry.
Pillar 3	4.2 Community Needs To what degree are we meeting the varying needs, expectations, hopes, and dreams of our community and businesses? 4.3 Community Engagement and Partnerships To what degree do we have healthy, reciprocal relationships between community and schools?	<ul style="list-style-type: none">• Collect community feedback and create community and business partnerships through our STEAM initiative.• Continue to use a variety of methods to communicate to parents and stakeholders.• Continue to offer meaningful and accessible family engagement opportunities.