

**Catonsville Middle School**  
**Community School Progress Summary 2020-2021**  
**Douglas Elmendorf, Ed.D., Principal**

<p><b>BCPS Vision:</b> Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of creating, sustaining, and investing in excellence for every student, every school, and every community.</p>	<p><b>School Mission:</b>  Our mission is to promote a safe, positive, and inclusive culture in which all members of Team CMS:</p> <ul style="list-style-type: none"> <li>- Stay engaged</li> <li>- Maintain a growth mindset</li> <li>- Practice effective work habits</li> <li>- Lead themselves and others</li> <li>- Demonstrate self-discipline</li> <li>- Embrace innovation</li> <li>- Get involved</li> <li>-Celebrate and respect differences</li> <li>- Promote camaraderie</li> </ul>
<b>ACTION STEPS</b>	
<b>Mathematics</b>	<b>Culture</b>
<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will provide access to rich mathematical tasks by creating lessons that require students to describe and justify, orally and/or in writing, mathematical understanding and reasoning with drawings, diagrams, and other representations as they solve problems.</li> <li>2. Teachers will use formative data to implement responsive strategies such as targeted small group instruction to address student gaps (misconceptions, partial understanding, flawed reasoning) in support of underserved populations and their Black and brown learners’ access to rich tasks in mathematics.</li> </ol>	<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Create and implement professional learning opportunities during department meetings to create common assessments using standards of learning from Maryland College and Career Ready Standards (MDCCRS).</li> <li>2. Lead data discussions to determine the effectiveness of teaching and how we are closing the achievement gap with our underserved populations.</li> <li>3. Conduct informal observations to determine the alignment and effective implementation of standards, objectives, assessments, and learning tasks.</li> <li>4. Assign teachers to participate in monthly Professional Learning Communities (PLCs) to investigate and share Culturally Responsive Teaching (CRT) strategies.</li> </ol>
<p>Goal: All students will achieve mathematics proficiency as indicated by the MCAP assessment.</p>	
<b>Literacy</b>	<b>Culture</b>
<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Teachers will use formative data to implement Social Emotional Learning (SEL) and CRT strategies such as targeted small group instruction to address student gaps (misconceptions,</li> </ol>	<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Create and implement professional learning opportunities during department meetings to increase teacher knowledge of and comfort with implementing SEL and CRT strategies in the classroom.</li> </ol>

<p>partial understanding, flawed reasoning) in support of Black and brown students' access to rich tasks in ELA.</p> <ol style="list-style-type: none"> <li>2. Teachers will incorporate targeted instructional opportunities around reading for information in lessons to increase student achievement on that standard.</li> <li>3. Teachers will participate in PLCs to increase their knowledge of learning characteristics and patterns of targeted subgroups of students in order to expand teacher awareness and raise teacher expectations of their students.</li> </ol>	<ol style="list-style-type: none"> <li>2. Lead data discussions to determine the effectiveness of teaching and how we are closing the achievement gap with our underserved populations.</li> <li>3. Conduct informal observations to determine the alignment and effective implementation of standards, objectives, assessments, and learning tasks.</li> <li>4. Assign teachers to participate in monthly PLCs to investigate CRT strategies for assigned subgroups of students and share findings back to faculty as a whole during department and/or faculty meetings.</li> </ol>
<p>Goal: All students will achieve literacy proficiency as indicated by the MCAP assessment.</p>	
<p style="text-align: center;"><b>Safe and Secure Environment</b></p>	<p style="text-align: center;"><b>Culture</b></p>
<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Implement Restorative Practices to focus on building, maintaining and, when necessary, repairing relationships among members of the school community.</li> <li>2. Implement a <i>House System</i> in which all students will have an assigned support person</li> <li>3. Staff will identify students from underserved populations to participate in GT/AA coursework and provide a mentor for each student in order to support their success.</li> </ol>	<p><b>Action Step(s):</b></p> <ol style="list-style-type: none"> <li>1. Crosswalk CMS data with equity/race-related book study to interrogate beliefs and practices</li> <li>2. Department Chairs and Team Leaders will monitor and provide support for participation in House System</li> <li>3. Act as mentors and facilitate other mentors for students in GT/AA courses</li> </ol>