**CES 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 |
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| ***Student Achievement/Instructional Design*** | ***Capturing Kids' Hearts/Student Behavior*** | ***STEAM/Project-based Learning*** |
| *Grade level PLTs (Professional Learning Teams) will commit to the learning of ALL students using CFA (common formative assessment) data to inform and adjust day-to-day instruction and increase student achievement. Common Formative Assessments are designed around priority standards in each grade level and content area.* | *CES aims to enhance students' social and relational outcomes by implementing CKH Leadworthy character lessons, incorporating student input to foster a positive and inclusive school culture, creating a single, comprehensive student behavior structure, and providing targeted support through our Wrap Team.* | *CES will cultivate a STEAM (Science, Technology, Engineering, Arts, Math) focus in all classrooms through interdisciplinary lessons in all Math/Science/Social Studies classrooms, the implementation of STEAM journals for all students, and progression to the state STEAM certification status of Advancing.* |
| *Strategies:* | *Strategies:* | *Strategies:* |
| • *Use common formative assessment data in a timely manner to revise instruction—student by student, skill by skill, including shared groupings across classrooms within daily STORM time (intervention/enrichment block).*<br>• *Math/Science:*<br>  o *Embed strategies from Building Thinking Classrooms*<br>  o *Review assessments for rigor and alignment and revise as necessary.*<br>• *ELA:*<br>  o *Monitor the implementation of the new Benchmark Advanced curriculum resource.*<br>  o *Monitor the implementation of the Growing Readers grant in specific classrooms.*<br>• *Monitor MAP, mClass, and IXL data (Fall, Winter, Spring) with specific attention to individual student needs.* | • *Implement a minimum of two Leadworthy lessons per month, through designated STORM time and/or classroom.*<br>• *Identify essential behaviors in each grade level and explicitly teach and monitor those behaviors.*<br>• *Utilize Design and CKH workgroups to embed existing PBIS structures within CKH model for one, cohesive social-relational support system.*<br>• *Add a student behavior rating on progress reports and report cards to better communicate with parents.*<br>• *Provide intentional support to students in need through our Wrap Team.*<br>• *Provide monthly counseling lessons to all students based on current needs as evidenced by both discipline and social work data.* | • *Provide STEAM journals for all students.*<br>• *Embed the STEAM engineering design process and journaling protocols within student agendas.*<br>• *Explore business partnerships to both support and enhance the STEAM focus at CES.*<br>• *Submit artifacts by October 15th for state STEAM Advancing Status.*<br>• *Begin quarterly PBL development after October 15th submission.*<br>• *Continue STEAM walks to review implementation.*<br>• *Include STEAM implementation within weekly PLT discussions, with focus given to interdisciplinary lessons.* |
| *Professional Learning:* | *Professional Learning:* | *Professional Learning:* |
| • *Provide curriculum-specific training, through Benchmark Advanced for all ELA teachers.*<br>• *Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)* | • *Provide in-house, job-embedded Capturing Kids' Hearts training to new and additional staff.*<br>• *Monitor CKH implementation and provide training/support where needed based on CKH survey data.*<br>• *Reserve one Wednesday a month for after-school professional* | • *Continue participation in system-wide, and RESA level STEAM trainings when available.*<br>• *Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)* |

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| | *learning designed to support SIP goals. (Teacher led. Needs based.)* |

## True Accountability Goals

| | To What Degree… | Current Efforts: |
|---|---|---|
| **Pillar 1** | **1.1  Student Achievement**<br>*To what degree are students learning the most critical content and skills in each course and/or content area?*<br>**1.3  Removing Barriers to Learning**<br>*To what degree are we able to determine why students aren't learning learning doesn't happen what overcome the reason?*<br>**1.5  Deep Learning**<br>*To what degree are we focused on richness and depoth as opoposed to breadth and superficial learning?* | • Continue to strengthen tier 1 instruction and tier 2 &3 interventions for reading and math.<br>• Leverage formative assessment data to identify areas of student need.<br>• Implement Daily STORM time (**S**tudents **T**argeting **O**bjectives in **R**eading & **M**ath.<br>• Focus instructional remediation and enrichment on designated priority standards within each grade/content area.<br>• Continue interdisciplinary lessons with the inclusion of STEAM journaling. |
| **Pillar 3** | **3.3 Quality Assignments**<br>*To what degree do we consistently provide quality work that interests, challenges, and satisfies all learners?*<br>**3.5 Engaged Well-Rounded Students**<br>*To what degree are we preparing all students for life beyond school, including college and/or career and citizenship?* | • Work to increase the numbers of students who are proficient in reading and math.<br>• Design instruction to provide meaningful and engaging work to students.<br>• Continue interdisciplinary lessons with the inclusion of STEAM journaling. |
| **Pillar 5** | **5.3 Professional Learning**<br>*To what degree does professional learning meet the system needs and goals?* | • Embed montly professional learning structure to support needs-based, ongoing professional learning for teachers and staff, as needed. |
| **Pillar 7** | **7.2 Positive Adult Connections**<br>*To what degree do all of our students have positive connections to adults and other students?* | • Build a social-relational CKH handbook to support both Capturing Kids' Hearts as well as embedded structures from PBIS. |

| Artifacts/Evidence: | Artifacts/Evidence: | Artifacts/Evidence: |
|---|---|---|
| • *Weekly PLC notes.*<br>• *Common formative assessment data spreadsheets.*<br>• *Common formative and summative assessments by grade/content area.* | • *STORM time lesson plans.*<br>• *Updated Social-Relational Handbook (merge CKH/PBIS)*<br>• *Wrap Team notes*<br>• *CKH/Design team work group notes* | • *STEAM work group notes*<br>• *STATE STEAM artifacts submission and anticipated Advancing Status*<br>• *Student journal samples*<br>• *STEAM walk feedback notes* |