

**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
<p><b>Student Achievement/Instructional Design</b></p>	<p><b>Capturing Kids' Hearts/Student Behavior</b></p>	<p><b>STEAM/Project-based Learning</b></p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Strategies:</b></p>	<p><b>Strategies:</b></p>	<p><b>Strategies:</b></p>
<ul style="list-style-type: none"> <li>• 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).</li> <li>• Math/Science:             <ul style="list-style-type: none"> <li>○ Embed strategies from Building Thinking Classrooms</li> <li>○ Review assessments for rigor and alignment and revise as necessary.</li> </ul> </li> <li>• ELA:             <ul style="list-style-type: none"> <li>○ Monitor the implementation of the new Benchmark Advanced curriculum resource.</li> <li>○ Monitor the implementation of the Growing Readers grant in specific classrooms.</li> </ul> </li> <li>• Monitor MAP, mClass, and IXL data (Fall, Winter, Spring) with specific attention to individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a minimum of two Leadworthy lessons per month, through designated STORM time and/or classroom. – STORM Chasers.</li> <li>• Identify essential behaviors in each grade level and explicitly teach and monitor those behaviors.</li> <li>• Utilize Design and CKH workgroups to embed existing PBIS structures within CKH model for one, cohesive social-relational support system.</li> <li>• Add a student behavior rating on progress reports and report cards to better communicate with parents.</li> <li>• Provide intentional support to students in need through our Wrap Team.</li> <li>• Provide monthly counseling lessons to all students based on current needs as evidenced by both discipline and social work data.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide STEAM journals for all students.</li> <li>• Embed the STEAM engineering design process and journaling protocols within student agendas.</li> <li>• Begin the process to align our STEAM implementation to a Museum School focus.</li> <li>• Explore museum partnerships to both support and enhance the STEAM focus at CES.</li> <li>• Submit artifacts by October 15<sup>th</sup> for state STEAM Advancing Status.</li> <li>• Begin quarterly PBL development after October 15<sup>th</sup> submission.</li> <li>• Continue STEAM walks to review implementation. – scheduled for April 3<sup>rd</sup>.</li> <li>• Engage both the STEAM and Design Teams to create integrated curriculum maps and pacing for both grades 4 and 5 towards a Museum School focus.</li> </ul>
<p><b>Professional Learning:</b></p>	<p><b>Professional Learning:</b></p>	<p><b>Professional Learning:</b></p>
<ul style="list-style-type: none"> <li>• Provide curriculum-specific training, through Benchmark Advanced for all ELA teachers.</li> <li>• Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide in-house, job-embedded Capturing Kids' Hearts training to new and additional staff.</li> <li>• Monitor CKH implementation and provide training/support where needed based on CKH survey data.</li> <li>• Reserve one Wednesday a month for after-school professional</li> </ul>	<ul style="list-style-type: none"> <li>• Continue participation in system-wide, and RESA level STEAM trainings when available.</li> <li>• Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)</li> </ul>

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True Accountability Goals		
To What Degree...		Current Efforts:
<b>Pillar 1</b>	<p><b>1.1 Student Achievement</b> <i>To what degree are students learning the most critical content and skills in each course and/or content area?</i></p> <p><b>1.3 Removing Barriers to Learning</b> <i>To what degree are we able to determine why students aren't learning learning doesn't happen what overcome the reason?</i></p> <p><b>1.5 Deep Learning</b> <i>To what degree are we focused on richness and depoth as oposed to breadth and superficial learning?</i></p>	<ul style="list-style-type: none"> <li>Continue to strengthen tier 1 instruction and tier 2 &amp;3 interventions for reading and math.</li> <li>Leverage formative assessment data to identify areas of student need.</li> <li>Implement Daily STORM time (<b>S</b>tudents <b>T</b>argeting <b>O</b>bjectives in <b>R</b>eading &amp; <b>M</b>ath).</li> <li>Focus instructional remediation and enrichment on designated priority standards within each grade/content area.</li> <li>Continue interdisciplinary lessons with the inclusion of STEAM journaling.</li> </ul>
<b>Pillar 3</b>	<p><b>3.3 Quality Assignments</b> <i>To what degree do we consistently provide quality work that interests, challenges, and satisfies all learners?</i></p> <p><b>3.5 Engaged Well-Rounded Students</b> <i>To what degree are we preparing all students for life beyond school, including college and/or career and citizenship?</i></p>	<ul style="list-style-type: none"> <li>Work to increase the numbers of students who are proficient in reading and math.</li> <li>Design instruction to provide meaningful and engaging work to students.</li> <li>Continue interdisciplinary lessons with the inclusion of STEAM journaling. Begin the inclusion of a Museum School focus.</li> </ul>
<b>Pillar 5</b>	<p><b>5.3 Professional Learning</b> <i>To what degree does professional learning meet the system needs and goals?</i></p>	<ul style="list-style-type: none"> <li>Embed montly professional learning structure to support needs-based, ongoing professional learning for teachers and staff, as needed.</li> </ul>
<b>Pillar 7</b>	<p><b>7.2 Positive Adult Connections</b> <i>To what degree do all of our students have positive connections to adults and other students?</i></p>	<ul style="list-style-type: none"> <li>Build a social-relational CKH handbook to support both Capturing Kids' Hearts as well as embedded structures from PBIS.</li> </ul>

Artifacts/Evidence:	Artifacts/Evidence:	Artifacts/Evidence:
<ul style="list-style-type: none"> <li>Weekly PLC notes.</li> <li>Common formative assessment data spreadsheets.</li> <li>Common formative and summative assessments by grade/content area.</li> </ul>	<ul style="list-style-type: none"> <li>STORM time lesson plans.</li> <li>Updated Social-Relational Handbook (merge CKH/PBIS)</li> <li>Wrap Team notes</li> <li>CKH/Design team work group notes</li> </ul>	<ul style="list-style-type: none"> <li>STEAM work group notes</li> <li>STATE STEAM artifacts submission and anticipated Advancing Status</li> <li>Student journal samples</li> <li>STEAM walk feedback notes</li> </ul>