

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
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 will enhance the social and relational outcomes of our students by implementing CKH Leadworthy character lessons, including student input to support a positive and inclusive school culture through refreshing our PBIS structure, and providing targeted support to students in need through our Wrap Team.	CES will cultivate a STEAM (Science, Technology, Engineering, Arts, Math) focus in all classrooms through a minimum of one Project Based Learning unit per semester, including the implementation of STEAM journals for all students.
Strategies:	Strategies:	Strategies:
<ul style="list-style-type: none"> Use common formative assessment data in a timely manner to revise instruction—student by student, skill by skill, including shared groupings across classrooms. Increase time for both lesson design and the PLC process through two consistent weekly meetings. Design instruction to include engagement, group and individual student support/enrichment, and writing. Monitor MAP data (Fall, Winter, Spring) with specific attention to individual student needs. 	<ul style="list-style-type: none"> Implement a minimum of two Leadworthy lessons per month, per teacher team. Identify essential behaviors in each grade level and explicitly teach and monitor those behaviors. Consistently implement PBIS strategies and initiatives and monitor implementation through the CKH/PBIS work group. Provide intentional support to students in need through our Wrap Team. Provide monthly counseling lessons to all students based on current needs as evidenced by both discipline and social work data. 	<ul style="list-style-type: none"> Provide a minimum of one STEAM journaling training for all staff. STEAM Team will provide support for the implementation of one PBL per semester by all teacher teams. Teacher teams may utilize the support of the STEAM team or they may also begin to develop and implement their own STEAM PBLs. Explore business partnerships to both support and enhance the STEAM focus at CES.
Professional Learning:	Professional Learning:	Professional Learning:
<ul style="list-style-type: none"> Send additional staff to PLC training, July 2024. Provide designed-based instructional framework to all staff to promote student engagement, July 2024. Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.) Prioritize Literacy training when possible. 	<ul style="list-style-type: none"> Send new and additional staff to Capturing Kids' Hearts training, July 2024. Review PBIS structure with entire staff. Monitor CKH implementation and provide training/support where needed based on CKH survey data. Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.) 	<ul style="list-style-type: none"> Continue participation in system-wide, and RESA level STEAM trainings when available. Reserve one Wednesday a month for after-school professional learning designed to support SIP goals. (Teacher led. Needs based.)

True Accountability Goals

To What Degree...		Current Efforts:
Pillar 1	<p>1.1 Student Achievement <i>To what degree are students learning the most critical content and skills in each course and/or content area?</i></p> <p>1.3 Removing Barriers to Learning <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>1.5 Deep Learning <i>To what degree are we focused on richness and depoth as opoposed to breadth and superficial learning?</i></p>	<ul style="list-style-type: none"> Continue to strengthen tier 1 instruction and tier 2 interventions for reading and math. Leverage formative assessment data to identify areas of student need. Focus instructional remediation and enrichment on designated priority standards within each grade/content area. Continue PBL development and implementation through the STEAM team.
Pillar 3	<p>3.3 Quality Assignments <i>To what degree do we consistently provide quality work that interests, challenges, and satisfies all learners?</i></p> <p>3.5 Engaged Well-Rounded Students <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"> Work to increase the numbers of students who are proficient in reading and math. Design instruction to provide meaningful and engaging work to students. Continue PBL development and implementation through the STEAM team.
Pillar 5	<p>5.3 Professional Learning <i>To what degree does professional learning meet the system needs and goals?</i></p>	<ul style="list-style-type: none"> Embed montly professional learning structure to support needs-based, ongoing professional learning for teachers and staff. Prioritize Literacy training when possible.
Pillar 7	<p>7.2 Positive Adult Connections <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"> Continue training opportunities for Capturing Kids' Hearts as well as support through the CKH/PBIS work group.