

### Continental Colony Elementary School

#### Mission

The mission of CCES, a school of C.H.O.I.C.E., is to serve as a model school that epitomizes excellence through rigorous and diverse educational experiences. The components of C.H.O.I.C.E. include: character education, healthy habits, occupational options,

#### Vision

The Vision of Continental Colony Elementary School is to become a school of excellence that prepares students for equitable access to college and career options to ensure they are equipped to successfully function in a technologically, advancing global society.

Performance Measures		
Measure	Status	Narrative
90% of students performing at developing progress to proficient in ELA and math	Red	16% in ELA and 23% in math (developing ELA 47% and math 62%)
GMAS ELA - 70% of 3rd, 4th, 5th grade students reading at proficiency	Red	16% in ELA and 23% in math
>66% of students will leave 2nd grade at/above grade level in reading and math	Red	ELA 18% and 18%
70% of 3rd, 4th, 5th graders will attain Lexile of 670L, 840L, and 920L respectively	Red	23% at target Lexile
100% of teachers' participate in weekly/monthly professional development	Green	100% teacher participation
100% of teachers 3 years or less participate in the CCES New Teacher Induction Program and assigned mentor	Green	100% 3 years or less
100% participant of homeroom teachers in biweekly data collaborative planning.	Green	100% teacher participation
100% Goals set with 3rd, 4th, 5th grade students	Green	100% goals set with 3rd-5th for reading, math, attendance, Lexile, and AR
Maintain Student attendance >95%	Green	95.3 attendance
Maintain suspension rate <1%	Yellow	current suspension rate 6%
Maintain staff and parent satisfaction survey data >80%	Red	current survey data 75%

Cultural System & Talent Management Resources	Priority	Priority Status	Strategy	gy Status	Narrative
Academic Program	1. Strengthen Early Literacy Program		1A. Implement Foundations in grades K-3.	Green	consistent intervention program for 2nd - 5th
			1B. Provide Bright-from the -Start Pre-K program.	Green	
			1C. Implement Tiered Interventions and support for struggling readers.	Yellow	
			1D. Focus on Accelerated Reader Individual Student Goals.	Green	
	2. Increase Lexile Levels for 3rd and 5th graders.		2A. Diagnose Reading Levels three times yearly using the STAR Assessment.	Green	
			2B. Intervene and remediate as appropriate utilizing STAR data.	Green	
			2C. Implement of Just Words in grades 4-5.	Green	
	3. Implement APS Great Eight Instructional Practices		3A. Increase RIGOR in all content areas by Implementing the CCES Instructional Frameworks.	Yellow	daily observations to maintain consistency
			3B. Implement a vetted national ELA curriculum for grades k-5	Red	
			3C. Weekly professional development & feedback on the implementation of the 8 instructional practices.	Green	
	4. Improve Teacher Efficiency in Literacy Development and other Core Content areas		4A. Provide targeted professional learning for all teachers to improve literacy instruction and assessment for remediation.	Green	
			4B. Develop a teacher induction program	Green	
	5. Build system to set goals with students and revisit goals with students 3 times a year.		5A. Meet and implement the Self-Directed Improvement System bi-weekly during collaborative planning with a focus on classroom common assessments., district unit assessments, and STAR math/reading data.	Green	
	6. Build systems to review and stay data informed on a bi-weekly basis.		6A. Track student progress bi-weekly in reference to his/her established goal.	Green	
	7. Inform and engage the school community		7A. Build community awareness, knowledge and support literacy.	Yellow	need more community participation
			7B. Implement student attendance initiative.	Green	
8. Foster a positive, informed and engaged school culture.		8A. Implement Social and Emotional Learning (SEL) for school staff.	Green		
		8B. Enhance internal communication	Green		