

Cutter Morning Star Elementary School
Improvement Plan
2020-2021

Cutter Morning Star Elementary School is fully committed to the education and success of each student we serve. Because of this, we believe it is extremely important that we reflect, evaluate, and improve upon the educational program on a continual basis. Our Vision Statement, Core Beliefs and Mission Statement reflect the commitment that we have to our students.

ELEMENTARY VISION STATEMENT

We believe ALL students can learn at high levels and we will do whatever it takes to reach that goal.

ELEMENTARY CORE BELIEFS

We believe in:
Collaboration
High expectations
Integrity
Relationships
Perseverance

**Every Kid.
Every Day.
Whatever it takes.**

ELEMENTARY MISSION STATEMENT

Our mission at Cutter Morning Star Elementary is to:

**Engage, Educate, and Enrich
All students, enabling them to plan and achieve their
Goals, becoming
Life-long learners
Equipped and Empowered with the
Skills to become responsible members of society.**

To ensure we are meeting the educational needs of all students, the staff at CMS Elementary School has reviewed the ESSA report which is published by the Arkansas Department of Education and can be found at www.arkansased.gov

After reviewing our school's ESSA report, we have identified the following areas that we will focus on in the 2020-2021 school year to ensure our students are achieving grade level standards, making projected academic growth goals, and developing the behavior and social skills necessary to be successful at the next grade level.

Focus Area: Student Achievement in Reading

- **Current Reality** - Based on our 2018-2019 ACT Aspire scores, 37% of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 2018-2019 NWEA Reading scores, K-2 students scored Average or Above:
 - Kindergarten: 59%
 - First Grade: 77%
 - Second Grade: 47%
- **Goal** - CMSES will improve student achievement in all grade levels in reading by 5% as measured by the 2020-2021 state end of year summative assessment scores.
- 2020-2021 NWEA and ACT Aspire Interim Assessment Data will be disaggregated after the Fall, Winter, and Spring Assessments and interventions will be put in place for students not meeting grade level benchmarks
- **Plan to accomplish this goal:**
 - PLC Leadership Team will utilize NWEA and ACT-Aspire data to determine areas of strength and weakness
 - Each teacher will be part of a grade level and/or subject area collaborative team to study individual student NWEA and ACT-Aspire data to determine areas of strength and weakness.

- NWEA and ACT Aspire Diagnostic Assessments will be given in September 2020 and will be used to determine which students need Level 3 RTI Remediation on prior grade level learning targets with a focus on those that were missed due to the school closure in the Spring of 2020. These remediations will take place during a set aside 20-45 daily intervention time for small group or individual instruction in each classroom. Remediation will take place during a 20-45 minute a day pull out intervention time for Dyslexia Therapy or intervention for students demonstrating markers of Dyslexia 4 days a week. An After School Tutoring Program will be offered to students and will provide remediation and intervention 2-3 days per week for 1-2 hours per day depending on the grade level. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and July.
- Collaborative teams will meet to identify essential skills and learning targets that were not taught during the fourth nine weeks of the 2019-2020 school year due to the school closure. These previous year essential skills and learning targets will be aligned with the adopted literacy and math curriculums, curriculum maps and pacing guides, as well as the DESE Playbook to identify gaps. Once gaps are identified, a plan will be created to integrate those previous year's essential skills and learning targets into current instruction during the first month of the 2020-2021 school year.
- Collaborative teams will select and develop Learning Targets for our identified grade level core standards. Collaborative teams will analyze our curriculum maps to determine if any adjustments need to be made for the amount of time spent in each unit and especially on those specific skills that students show lack of grade level achievement and/or growth.
- Collaborative teams will analyze our resources to determine if our instructional resources match grade level standards.
- Collaborative teams will develop common assessments to measure individual student success for each learning target. Data from these common assessments will be used to collaborate on best instructional practices and best intervention strategies. The district Reading Therapist will be a part of the collaborative teams and will provide job embedded professional development on instructional and intervention strategies that are proven to be effective in meeting learning targets. The Literacy Specialist from Dawson Educational Cooperative will be a resource for the collaborative teams and will provide professional development on instructional and intervention strategies to improve student achievement on each learning target.

- Collaborative Teams will meet weekly to analyze common formative assessment data, student progress, review curriculum maps and learning targets as they answer the questions : What do we want students to Learn? How will we know if they have learned it? How will we respond when our students don't learn ? How will we respond when our students do learn? Each grade level documents their weekly meetings and that documentation is housed in a shared Google Drive folder.
- Academic Interventions for reading and math will be provided to students who need extra instruction to master grade level standards. These interventions will take place during a set aside 20-45 daily intervention time for small group or individual instruction in each classroom. Intervention will take place during a 30-45 minute a day pull out intervention time for Dyslexia Therapy or intervention for students demonstrating markers of Dyslexia 4 days a week. An After School Tutoring Program will be offered to students and will provide remediation, extra time to master content, and intervention 3 days per week for 1-2 hours per day depending on the grade level A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and July.
- Progress monitoring tools will be used to determine if academic interventions are working. Tier I Classroom Interventions will be progress monitored monthly utilizing Common Formative Assessments and Standards Based Checklists. Tier II Classroom Interventions and Sonday System Interventions will be progress monitored every two weeks utilizing DIBELS progress monitoring. Tier III Sonday System Interventions will be progress monitored every 2 weeks utilizing DIBELS progress monitoring. Tier III Take Flight Intervention will be progress monitored monthly using Instant Words, Phrases, and Sentences.
- Instruction will be provided in a blended and digital format for all students. Remote and blended learning is required for all Licensed staff members and because of that, each teacher created a Professional Growth Plan Goal for remote and blended learning that reflected their personal needs to be successful in implementing remote and blended learning. Teachers were involved in the selection of the SeeSaw Learning Management System for our K-4 students and the Summit Learning Platform for our 5th and 6th grade students. Teachers and support staff received training in SeeSaw and the Summit Learning Platform prior to the beginning of the school year. In addition, teachers and support staff completed a survey on their individual technology needs and have been provided specific Blended Learning Modules from DESE Team Digital to meet their specific needs in order to implement Blended Learning and Remote Learning.

Teachers and support staff will have access to their Blended Learning Modules during the 2020-2021 school year to assist them in providing blended and virtual learning to their students. The last hour of the school day is also used for job-embedded professional development where teachers and support staff can work on their blended learning modules. Training will be provided throughout the year as needed to assist teachers in delivering instruction in a Blended and/or Digital format. Opportunities to observe other teachers effectively utilizing the learning management systems or a Digital format to provide instruction will be provided to teachers who request it.

- Opportunities to observe effective teaching will be offered to teachers who ask for support in specific content areas, are new to the teaching profession or new to their grade level/content area, or whose informal or formal observation demonstrates a need to observe a master teacher for a specific purpose. Discussion of the observation will be held during collaborative team times or individually depending on the specific reason for the observation.
- The Ready for Learning Academic Committee set aside the last hour of the school day for teachers to connect with students virtually. This time is also used for job-embedded professional development to prepare and familiarize teachers and their students with how to use the learning management platform should we need to pivot individual students, classrooms, or the school district to remote learning.
- School level collaborative teams will meet monthly (Leadership Team, PBIS (Positive Behavioral Intervention Supports) Team) to interact on areas related to curriculum, assessment, instruction, needs of students and staff, and professional development needed to ensure that all students are achieving at high levels. School level collaborative teams consist of a grade level representative from each grade, a representative from the support staff, the school counselor, and the Principal. The school level collaborative team members gather input and information from their colleagues and bring that information to the meeting to ensure that teachers and staff have a voice in the decision making process.
- The Leadership Team meets the second Wednesday of each month. The Leadership Team looks at data after each interim assessment (NWEA, ACT Aspire) and discusses the results of the assessments and how to meet the needs of our students. Grade Level teams discuss their individual grade/class data prior to the Leadership Team meeting so that all teachers/staff have input into next steps based on our data. A shared Google Document has been created and shared with staff that includes our Fall and Winter NWEA and ACT Aspire Interim Assessment Data and

will be updated as assessments are completed. The Leadership Team and Grade Level PLC's review this Google Document and plan based on the assessment data.

- The Leadership Team plans schoolwide events and discusses the successes and/or challenges of these events with the current Covid 19 protocols and procedures. Examples include: Remote Learning Days, Parent Teacher Conference Days, Parent Nights, 100th Day of School, Class Parties, Kindness Month, etc. Members of the Leadership Team bring any suggestions or concerns to the monthly meeting and those are discussed and planned for.
- The PBIS Team meets the third Wednesday of each month and reviews the successes and challenges of our PBIS program. Several meetings at the beginning of the year focused on reviewing what worked last year and what did not work and how the PBIS plan needed to be revised. Once the plan was finalized for this year, the team meetings are focusing on feedback from their grade levels on the successes and challenges they are seeing with the plan. The PBIS Team will review this year's Discipline and Attendance Data in May to determine the success of the PBIS program and to plan for any changes that need to be made for next year.
- In order to meet the requirements Act 1063 of 2017, the Right to Read Act, Cutter Morning Star School District will work with the Dawson Education Cooperative to provide Professional Development so that "By the beginning of the 2021-2022 school year:
 - A) All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and
 - B) All other teachers shall demonstrate awareness in knowledge and practices of scientific reading instruction according to The Arkansas Department of Education's prescribed pathways for teachers who must demonstrate Proficiency or Awareness in scientific reading instruction. (Could link the google sheet here)
 - Cutter Morning Star Elementary School will ensure that all certified teachers have the opportunity to participate in R.I.S.E Professional Development to meet the requirements of Act 1063 of 2017, the Right to Read Act. When possible, R.I.S.E Professional Development will be offered during the regular school year with teachers being released to meet the requirements. Each year, new teachers will be provided with the opportunity to participate in R.I.S.E. Professional Development when offered through Dawson Education Cooperative. Completion of the state required

professional development to meet the requirements of the Right to Read Act will be a Professional Growth Plan goal of all Licensed Staff until the requirements have been met.

- Cutter Morning Star Elementary School has adopted the following Literacy Curriculums that are on the Division of Elementary and Secondary Education's Approved List of Curriculum Programs that are supported by the Science of Reading and are based on instruction that is explicit, systematic, cumulative, and diagnostic.:
 - K-2 Superkids Reading Program
 - 3-4 Wit and Wisdom
 - K-6 Souday System
 - 3-6 Take Flight: A Comprehensive Intervention Program for Students with Dyslexia

Focus Area: Student Achievement in Mathematics

- **Current Reality** - Based on our 2018-2019 ACT Aspire scores, 48% of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our 2018-2019 Spring NWEA Mathematics scores, K-2 students scored Average or Above:
 - Kindergarten: 69%
 - First Grade: 73%
 - Second Grade: 32%
- **Goal** - CMSES will improve student achievement in mathematics by 5% as measured by the state end of year summative assessment scores.
- 2020-2021 NWEA and ACT Aspire Interim Assessment Data will be disaggregated after the Fall, Winter, and Spring Assessments and interventions will be put in place for students not meeting grade level benchmarks
- **Plan to accomplish this goal:**
 - PLC Leadership Team will utilize NWEA and ACT-Aspire data to determine areas of strength and weakness
 - Each teacher will be part of a grade level and/or subject area collaborative team to study individual student NWEA and ACT-Aspire data to determine areas of strength and weakness.
 - NWEA and ACT Aspire Diagnostic Assessments will be given in September 2020 and will be used to determine which students need Level 3 RTI Remediation on prior grade level learning targets with a focus on those that were missed due to the school closure in the Spring of 2020. These remediations will take place during a set aside 20-45 daily intervention time for small group or individual instruction in each classroom. An After School Tutoring Program will be offered to students

and will provide remediation and intervention 2-3 days per week for 1-2 hours per day depending on the grade level. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and July.

- Collaborative teams will select and develop Learning Targets for our identified grade level core standards. Collaborative teams will analyze our curriculum maps to determine if any adjustments need to be made for the amount of time spent in each unit and especially on those specific skills that students show lack of grade level achievement and/or growth.
- Collaborative teams will meet to identify essential skills and learning targets that were not taught during the fourth nine weeks of the 2019-2020 school year due to the school closure. These previous year essential skills and learning targets will be aligned with the adopted literacy and math curriculums, curriculum maps and pacing guides, as well as the DESE Playbook to identify gaps. Once gaps are identified, a plan will be created to integrate those previous year's essential skills and learning targets into current instruction during the first month of the 2020-2021 school year.
- Collaborative teams will analyze our resources to determine if our instructional resources match grade level standards.
- Collaborative teams will develop common assessments to measure individual student success for each learning target. Data from these common assessments will be used to collaborate on best instructional practices and best intervention strategies. The Mathy Specialist from Dawson Educational Cooperative will be a resource for the collaborative teams and will provide professional development on instructional and intervention strategies to improve student achievement on each learning target.
- Collaborative Teams will meet weekly to analyze common formative assessment data, student progress, review curriculum maps and learning targets as they answer the questions : What do we want students to Learn? How will we know if they have learned it? How will we respond when our students don't learn ? How will we respond when our students do learn?
- Academic Interventions for reading and math will be provided to students who need extra instruction to master grade level standards. These interventions will take place during a set aside 30-45 daily intervention time for small group or individual instruction in each classroom. An After School Tutoring Program will be offered to students and will provide remediation, extra time to master content, and intervention 3 days per week for 1-2 hours per day depending on the grade level. A half day

summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and July.

- NWEA and ACT Aspire Assessments will be used to determine which students need Level 3 RTI Remediation on prior grade level learning targets. These interventions will take place during a set aside 30-45 daily intervention time for small group or individual instruction in each classroom. An After School Tutoring Program will be offered to students and will provide remediation, extra time to master content, and intervention 3 days per week for 1-2 hours per day depending on the grade level. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and July.
- Progress monitoring tools will be used to determine if academic interventions are working. Tier I, II, and III Classroom Interventions in Math will be progress monitored bi-weekly utilizing Common Formative Assessments and Standards Based Checklists.
- Instruction will be provided in a blended and digital format for all students. Remote and blended learning is required for all Licensed staff members and because of that, each teacher created a Professional Growth Plan Goal for remote and blended learning that reflected their personal needs to be successful in implementing remote and blended learning. Teachers were involved in the selection of the SeeSaw Learning Management System for our K-4 students and the Summit Learning Platform for our 5th and 6th grade students. Teachers and support staff received training in SeeSaw and the Summit Learning Platform prior to the beginning of the school year. In addition, teachers and support staff completed a survey on their individual technology needs and have been provided specific Blended Learning Modules from DESE Team Digital to meet their specific needs in order to implement Blended Learning and Remote Learning. Teachers and support staff will have access to their Blended Learning Modules during the 2020-2021 school year to assist them in providing blended and virtual learning to their students. The last hour of the school day is also used for job-embedded professional development where teachers and support staff can work on their blended learning modules. Training will be provided throughout the year as needed to assist teachers in delivering instruction in a Blended and/or Digital format. Opportunities to observe other teachers effectively utilizing the learning management systems or a Digital format to provide instruction will be provided to teachers who request it.
- Opportunities to observe effective teaching will be offered to teachers who ask for support in specific content areas, are new to the teaching profession or new to their grade level/content area, or whose informal or

formal observation demonstrates a need to observe a master teacher for a specific purpose. Discussion of the observation will be held during collaborative team times or individually depending on the specific reason for the observation.

- The Ready for Learning Academic Committee set aside the last hour of the school day for teachers to connect with students remotely. This time is also used for job-embedded professional development to prepare and familiarize teachers and their students with how to use the learning management platform should we need to pivot individual students, classrooms, or the school district to remote learning.
- School level collaborative teams will meet monthly (Leadership Team, PBIS (Positive Behavioral Intervention Supports) Team) to interact on areas related to curriculum, assessment, instruction, needs of students and staff, and professional development needed to ensure that all students are achieving at high levels. School level collaborative teams consist of a grade level representative from each grade, a representative from the support staff, the school counselor, and the Principal. The school level collaborative team members gather input and information from their colleagues and bring that information to the meeting to ensure that teachers and staff have a voice in the decision making process.
- The Leadership Team meets the second Wednesday of each month. The Leadership Team looks at data after each interim assessment (NWEA, ACT Aspire) and discusses the results of the assessments and how to meet the needs of our students. Grade Level teams discuss their individual grade/class data prior to the Leadership Team meeting so that all teachers/staff have input into next steps based on our data. A shared Google Document has been created and shared with staff that includes our Fall and Winter NWEA and ACT Aspire Interim Assessment Data and will be updated as assessments are completed. The Leadership Team and Grade Level PLC's review this Google Document and plan based on the assessment data.
- The Leadership Team plans schoolwide events and discusses the successes and/or challenges of these events with the current Covid 19 protocols and procedures. Examples include: Remote Learning Days, Parent Teacher Conference Days, Parent Nights, 100th Day of School, Class Parties, Kindness Month, etc. Members of the Leadership Team bring any suggestions or concerns to the monthly meeting and those are discussed and planned for.
- The PBIS Team meets the third Wednesday of each month and reviews the successes and challenges of our PBIS program. Several meetings at the beginning of the year focused on reviewing what worked last year and

what did not work and how the PBIS plan needed to be revised. Once the plan was finalized for this year, the team meetings are focusing on feedback from their grade levels on the successes and challenges they are seeing with the plan. The PBIS Team will review this year's Discipline and Attendance Data in May to determine the success of the PBIS program and to plan for any changes that need to be made for next year.

Focus Area: Student School Attendance

- **Current Reality** - Based on our ESSA School Quality and Student Success (SCSS) scores, CMSES received a grade of D/62% on attendance.
- **Goal** - CMSES will improve student attendance by 5%
- **Plan to accomplish:**
 - Positive Behavior Interventions and Supports (PBIS) plan will be developed and implemented school wide.
 - Our school wide PBIS plan will include interventions and supports to improve attendance for each student.
 - The PBIS Team meets the third Wednesday of each month and reviews the successes and challenges of our PBIS program. Several meetings at the beginning of the year focused on reviewing what worked last year and what did not work and how the PBIS plan needed to be revised. Once the plan was finalized for this year, the team meetings are focusing on feedback from their grade levels on the successes and challenges they are seeing with the plan. The PBIS Team will review this year's Discipline and Attendance Data in May to determine the success of the PBIS program and to plan for any changes that need to be made for next year.
 - A classroom attendance challenge will be implemented this year. We will have a themed attendance challenge each month. Each month the class with the most days of perfect attendance will receive \$100.00 to be used for the classroom. In addition, each classroom will have a classroom challenge to work toward a monthly reward in the classroom. The total amount needed for the school year will be \$1,000.00.

Focus Area: Student School Discipline

- **Current Reality** - Based on our ESSA School Quality and Student Success (SCSS) scores, 30% of the student body received some type of office discipline referral.

- **Goal** - The number of office discipline referrals will be reduced by 10% and the percentage of the student body receiving some type of office discipline referral will be reduced by 10%.
- **Plan to accomplish:**
 - Positive Behavior Interventions and Supports (PBIS) plan will be developed and implemented school wide.
 - PBIS committee will meet monthly to analyze the effectiveness of the PBIS plan, analyze discipline data, and plan rewards and supports for students.
 - The PBIS Team meets the third Wednesday of each month and reviews the successes and challenges of our PBIS program. Several meetings at the beginning of the year focused on reviewing what worked last year and what did not work and how the PBIS plan needed to be revised. Once the plan was finalized for this year, the team meetings are focusing on feedback from their grade levels on the successes and challenges they are seeing with the plan. The PBIS Team will review this year's Discipline and Attendance Data in May to determine the success of the PBIS program and to plan for any changes that need to be made for next year.
 - Our school wide PBIS plan will include interventions and supports to improve behavior for each student

At Cutter Morning Star Elementary School, we strive to prepare each student for success after high school. It is our goal to ensure all of our students are college and career ready.