

Cutter Morning Star Elementary School
Improvement Plan
2022-2023

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 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 we will focus on in the 2022-2023 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 Summative 2021-2022 ACT Aspire scores, **30.5% (will be updated with finalized ACT Aspire Scores)** of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 2021-2022 NWEA Reading scores, the percentage of K-2 students who scored Average or Above are:
 - Kindergarten: 60%
 - First Grade: 63%
 - Second Grade: 56%
- **Goal** - CMSES will improve student achievement in all grade levels in reading by 3% as measured by the 2022-2023 state end of year summative assessment scores.
- 2022-2023 NWEA 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:**
 - The 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.
 - Cutter Morning Star Elementary School will be participating in the PLC Inclusive Practices Project for the 2022-2023 school year. This project will have an intentional focus on inclusive practices ensuring students who are IEP eligible as well as other groups of struggling learners have meaningful access to core instruction and established systems of interventions. There will be twelve days of onsite support by a certified Solution Tree Associate to deepen and sustain the PLC process with an intentional focus on inclusive practices and culture. An action plan will be created that focuses on increasing student achievement through aligned curriculum, formative assessment practices and proven instructional strategies.

- NWEA and Diagnostic Assessments will be given in September 2022 and will be used to determine which students need Level 3 RTI Remediation on prior grade level learning targets. 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 3-4 days a week. An After School Tutoring Program or a Monday Tutoring Program may be offered to students and will provide remediation and intervention. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and/or 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 analyze our resources to determine if our instructional resources match grade level standards and to plan for any gaps in our resources. Professional Development days will be planned during the summer and throughout the school year to review, analyze and familiarize teachers and staff with our literacy curriculum.
- 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. Literacy Specialists 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. Dawson Educational Cooperative Literacy Specialists will be onsite twice a month beginning in September 2022 to provide support and professional development in literacy. They will be a part of the collaborative teams in order to provide job embedded professional development on instructional and intervention strategies that are proven to be effective in meeting learning targets.
- 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. Dyslexia therapy or intervention for students demonstrating markers of Dyslexia will take place during a 30-45 minute a day pull out intervention time 3-4 days a week. An After School Tutoring Program or a Monday Tutoring Program may be offered to students and will provide remediation and intervention. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and/or July.
- Progress monitoring tools will be used to determine if academic interventions are working. All classroom Interventions will be progress monitored monthly utilizing Common Formative Assessments and Standards Based Checklists. Soliday System Interventions will be progress monitored every two weeks utilizing Soliday progress monitoring according to the fidelity of the program. Take Flight Intervention will be progress monitored according to the fidelity of the program.
- Opportunities to observe effective teaching will be offered to teachers who ask for support in specific content areas or instructional strategies, 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.
- School level collaborative teams will meet monthly (Leadership Team, PBIS (Positive Behavioral Intervention Supports Team), and the Intervention Team) to interact on areas related to curriculum, assessment, instruction, needs of students and staff, and professional development needed to ensure 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 meetings to ensure teachers and staff have a voice in the decision making process.
- The Leadership Team meets the last Wednesday of each month. The Leadership Team looks at data after each interim assessment (NWEA) 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 Google

Document will be created and shared with staff that includes our most recent NWEA Assessment Data and will be updated as assessments are completed. The Leadership Team and Grade Level teams review this Google Document and plan based on the assessment data.

- The Leadership Team plans schoolwide events and discusses the successes and/or challenges. 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.
- In order to meet the requirements Act 1063 of 2017, the Right to Read Act, Cutter Morning Star Elementary will work with the Dawson Education Cooperative to provide Professional Development so that “By the beginning of the 2023-2024 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.
 - 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.
 - Dawson Educational Cooperative Literacy Specialists will be onsite twice a month beginning in September 2022 to provide R.I.S.E support and professional development in literacy.
 - Cutter Morning Star Elementary School has adopted the following Literacy Programs 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-5 Benchmark Workshop
- K-5 Benchmark Phonics and Word Study
- K-6 Soudy System for student with Characteristics of Dyslexia
- 3-6 Take Flight: A Comprehensive Intervention Program for Students with Characteristics of Dyslexia

Focus Area: Student Achievement in Mathematics

- **Current Reality** - Based on our Summative 2021-2022 ACT Aspire scores, **42.25% (will be updated with finalized ACT Aspire scores)** of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 2021-2022 NWEA Mathematics scores, K-2 students scored Average or Above:
 - Kindergarten: 60%
 - First Grade: 68%
 - Second Grade: 44%
- **Goal** - CMSES will improve student achievement in mathematics by 3% as measured by the state end of year summative assessment scores.
- 2022-2023 NWEA 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:**
 - The 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.
 - Cutter Morning Star Elementary School will be participating in the PLC Inclusive Practices Project for the 2022-2023 school year. This project will have an intentional focus on inclusive practices ensuring students who are IEP eligible as well as other groups of struggling learners have meaningful access to core instruction and established systems of interventions. There will be twelve days of onsite support by a certified Solution Tree Associate to deepen and sustain the PLC process with an intentional focus on inclusive practices and culture. An action plan will be created that focuses on increasing student achievement through aligned curriculum, formative assessment practices and proven instructional strategies.

- NWEA Diagnostic Assessments will be given in September 2022 and will be used to determine which students need Level 3 RTI Remediation. 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 or a Monday Tutoring Program may be offered to students and will provide remediation and intervention. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and/or 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 a lack of grade level achievement and/or growth.
- Collaborative teams will analyze our resources to determine if our instructional resources match grade level standards and to plan for any gaps in our resources. Math Curriculum Reviews took place in May 2022 in collaboration with teachers, administrators, and math curriculum consultants. The Math Curriculum Review with teachers, administrators and math curriculum consultants determined the need for a new math program that aligns better with our essential standards and addresses learning gaps. The collaborative team agreed to purchase the updated Eureka Math Squared program. Dawson Math Specialists will be onsite twice a month during the 2022-2023 school year to provide support and professional development for teachers and staff.
- 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 Dawson Math Specialists 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 or a Monday Tutoring Program may be offered to

students and will provide remediation and intervention. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and/or July.

- NWEA 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 or a Monday Tutoring Program may be offered to students and will provide remediation and intervention. A half day summer program will be provided for students needing intervention and remediation for 4-6 weeks in June and/or 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.
- Happy Numbers online math program will be used to assess students three times a year (beginning, middle and end) to determine areas of learning loss for students. Happy Numbers builds an individualized math program for students based on their assessments. Individualized pacing allows those who demonstrate mastery to progress more quickly and those who need more instruction receive it. Students will spend 30-60 minutes per week working in the Happy Numbers program to fill in gaps in math knowledge and to address learning loss.
- 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.
- School level collaborative teams will meet monthly (Leadership Team, PBIS (Positive Behavioral Intervention Supports) Team, Intervention 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 last Wednesday of each month. The Leadership Team looks at data after each interim assessment (NWEA) 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 Assessment Data and will be updated as assessments are completed. The Leadership and Grade Level teams 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. 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.

Focus Area: Student School Attendance

- **Current Reality** - Based on attendance data in eSchool, CMSE's attendance rate is 92% (4% Unexcused Absences; 4% Excused Absences)
- **Goal** - CMSES will improve student attendance by 3%.
- **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 as needed and reviews the successes and challenges of our PBIS program. A review of the PBIS Plan was conducted at the end of the 2021-2022 year to determine any revisions that need to be made for the 2022-2023 school year. Team meetings will focus on feedback from 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 changes that need to be made for next year.
 - We will continue to implement attendance challenges to improve attendance. 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** - According to School Discipline Data, 20% of the student body received some type of office discipline referral. There were 155 office discipline referrals made.
- **Goal** - The number of office discipline referrals will be reduced by 2% and the percentage of the student body receiving some type of office discipline referrals will be reduced by 2%.
- **Plan to accomplish:**
 - Positive Behavior Interventions and Supports (PBIS) plan will be developed and implemented school wide.
 - The 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 as needed and reviews the successes and challenges of our PBIS program. A review of the PBIS Plan was conducted at the end of the 2021-2022 year to determine any revisions that need to be made for the 2022-2023 school year. Team meetings will focus on feedback from 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 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.