



CCES School Improvement Plan

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Goal 1: Implementation of Aligned Curriculum and Assessments

Action Steps	Timeline
Implementation of new curricula in: <ul style="list-style-type: none">• Science and Mathematics• Phonics First Instruction/Intervention in all K-05 classrooms• Evaluations based on classroom observations and unit plans/assessments• Administration assist with facilitation of professional development and grade level/department meetings	2019-20
Provide professional development opportunities that allow teacher choice in regards to School Improvement Plan goals	2019-current
Common planning time for content & grade level departments <ul style="list-style-type: none">• Meet monthly• Align standards to science & math curricula• Administrators discuss with departments how they are addressing changes/obstacles	2018-19 2019-20
Agendas/minutes & sign-in sheets recorded for content & grade level meetings <ul style="list-style-type: none">• Document meeting minutes/agenda/next steps/follow ups - share with teachers and administrators	2018-19 2019-20
Use of instructional coaches from the North Central Cooperative <ul style="list-style-type: none">• Math/science coach• Literacy Coach	2018-current
Professional Development allotted as needed for teachers who are implementing new curricula <ul style="list-style-type: none">• To understand implementation and align with ACT and ACT Aspire requirements• Determine the number of summative assessments per grade level• Professional development for all K-5 teachers to attend a Pathway to RISE and Phonics First Training	2018- current 2018-21

<ul style="list-style-type: none"> Professional development days will be provided to departments after completed agendas are presented to show proof of effectively utilizing common planning time 	
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Goal 2: Collect and Analyze Data to Evaluate and Improve Instruction

Action Steps	Timeline
RTI-Tier 2 & 3 <ul style="list-style-type: none"> Dyslexia screeners will be given to all K-2, new, and struggling students Administrators meet monthly with the content teachers to discuss and address students' needs and roster changes 	2016-2018 2019-2020
ACT Aspire Interim Assessments <ul style="list-style-type: none"> Teachers review results and analyze data with individual students. Teachers collaborate regarding interim data to discuss grade level results and future impacts on instruction or need for remediation. 	2018-current
Teachers use conference period to: <ul style="list-style-type: none"> Discuss classroom results in regards to ACT Aspire interim, iStation data, & unit test data Meet with instructional coaches to discuss comprehension strategies for classroom instruction 	2018-19 2019-2020
Ongoing Emphasis of Checking for Understanding <ul style="list-style-type: none"> Observations and feedback Professional development 	2017-current

Goal 3: Emphasize Literacy Across all Content Areas

Action Steps	Timeline
Literacy Focus <ul style="list-style-type: none"> Increase the number of students in grades 3-5 who meet the ACT Aspire reading readiness benchmark by 10% within 3 years. 	2019-22

ELA Focus <ul style="list-style-type: none"> Use planning period to design high quality instruction/intervention to match student needs and make important educational decisions with assistance from instructional coaches and administrators 	2018-current
Rubric Implementation & DOK Levels <ul style="list-style-type: none"> Effective and student friendly 	2018-current
Use school resources to: <ul style="list-style-type: none"> Provide teachers with professional development days to develop common understanding of grading and intervention 	2018-current

Evaluation of the Goals

Action Steps	Timeline
Literacy <ul style="list-style-type: none"> Decrease the number of RTI Referrals by 10% 	2019-20
Ongoing evaluation of this document with administrators and RTI Leadership Team during monthly meetings	2019
Professional Development aligned with examining, explaining, and addressing Improvement Plan Goals	2019
Feedback and monthly meetings with CCES faculty to discuss progress and needs in regards to Improvement Plan Goals	2019

Strengths regarding ESSA results

	Timeline
Increase of 2 points in Weighted Achievement (math and literacy) from 2016-2017	2017
SQSS (School Quality and Student Success) score was 55.97% in Arkansas.	2018

Areas to Monitor Regarding ESSA Results

	Timeline
Increasing "Weighted Achievement" score <ul style="list-style-type: none"> • Focus on addressing and increasing math and literacy scores. • Research and address supports for specific sub-groups in need such as cultural awareness and instructional practices • Continue mentoring with a focus on at-risk students 	2018 - current
Continue to focus on sub-groups and their scores based off of ESSA data <ul style="list-style-type: none"> • Continued support through RTI Process & ESL Services • Administrators holding meetings with teachers about student needs in regards to remediation and tutorials, while determining if there are patterns within sub-groups 	2018 - current
Increasing CCES state accountability score of a C <ul style="list-style-type: none"> • 72.17 is cut score for an B • 69.09 CCES score 	2018