

Cutter Morning Star Elementary School
Improvement Plan
2019-2020

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.

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 2019-2020 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 ACT Aspire scores, 37% of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 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 reading as measured by the state end of year summative assessment scores.
- **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. .
- Collaborative teams will select 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.
- 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 within the regular classroom as well as academic intervention classrooms during the regular school day, an extended school day or an extended school year.
- NWEA and ACT Aspire Assessments will be used to determine which students need Level 3 RTI Remediation on prior grade level learning targets. These remediations will take place during the regular school day, an extended school day or an extended school year.
- Progress monitoring tools will be used to determine if academic interventions are working.

Focus Area: Student Achievement in Mathematics

- **Current Reality** - Based on our ACT Aspire scores, 48% of 3rd-6th grade students met or exceeded Readiness standards.

- **Current Reality** - Based on our 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 as measured by the state end of year summative assessment scores.
- **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. .
 - Collaborative teams will select 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.
 - 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 within the regular classroom as well as academic intervention classrooms during the regular school day, an extended school day or an extended school year.
 - NWEA and ACT Aspire Assessments will be used to determine which students need Level 3 RTI Remediation on prior grade level learning

targets. These remediations will take place during the regular school day, an extended school day or an extended school year.

- Progress monitoring tools will be used to determine if academic interventions are working.

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.
- **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.
 - PBIS Team will create SMART goals for this school goal.
 - A classroom attendance challenge will be implemented this year. Each month the class with the most days of perfect attendance will receive \$100.00 to be used for 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.
- **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 behavior for each student.
- PBIS Team will create SMART goals for this school goal.

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.