



**Cutter Morning Star Public  
School  
District #21**

# **Annual Report to the Public**

**OCTOBER 29, 2019**

# Three Areas Of Focus

- 1. Finance
- 2. Student Achievement
- 3. Facilities

# Finance

## Ending Operations Balance

- **June 30, 2019 = \$900,000.00 (Unrestricted)**
- June 30, 2018 = \$900,000.00 (Unrestricted)
- **June 30, 2019 = \$273,759.29 (Restricted)**
- **June 30, 2018 = \$218,938.32 (Restricted)**

# State and Federal Grant Program

## Funding Purposes

- All budgets for supplemental educational grant funding must be included in the SIP plans (School Improvement Plans) for the schools and the district.
- Planned expenditures must be clear and specific in the actions included in the Building Plans for Elementary, High School, and in the District plan.
- NO amount of Supplemental Funding may be spent toward activities that are mandated as the responsibility of the school. Supplemental funds are to be used to provide *Additional educational opportunities for those students and schools in need*

# TITLE I--Part A: Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on Arkansas academic achievement standards and assessments.

## TITLE II—Part A: Teacher and Principal Training and Recruitment

The purpose of the Title II, Part A, Improving Teacher Quality State Grants (Title II-A of Public Law 107-110) is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified.

# Small, Rural School Achievement Grant Award(SRSA)

100% of funds received under SRSA may be used for the same purposes as described in any of the programs/activities listed below:

- Title I-A Improving Academic Achievement of Disadvantaged Children
- Title II-A Teacher Professional Development & Teacher Recruitment
- Title II-D Enhancing Education Through Technology
- Title III Language Instruction—students with Limited English Proficiency
- Title IV-A Safe & Drug-Free Schools
- Parent Involvement

# STUDENT SPECIAL NEEDS FUNDING GRANTS

## Restricted Supplemental State Aid

### Enhanced Student Achievement Funds:ESAF

ESAF funding shall be expended for eligible programs that are researched based and aligned to the Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards. ESAF funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation.



# STUDENT SPECIAL NEEDS FUNDING GRANTS

## Restricted Supplemental State Aid

### PD: Professional Development

- ❖ Professional development funding shall be expended for approved programs and purposes identified in the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, section 5.0 ***‘Professional Development’***
- ❖ Districts can expend state professional development funding to provide hours of professional development required by rule or law.

# 2019-2020

## Proposed Federal Grant Funding

FY	Federal Grant	New Funding	Allotment Balance	Budgeted
2018-2019	Title I	\$188,410.80	\$12,952.33	\$201,363.13
2019-2020	Title I	\$207,594.64	\$14,176.61	\$221,771.25
2018-2019	Title II-A	\$33,251.38	\$ 384.35	\$33,635.73
2019-2020	Title II-A	\$30,911.57	\$ 6,618.44	\$37,530.01
2018-2019	Title VI	\$36,629.00	\$0.00	\$36,629.00
2019-2020	Title VI	\$0.00	\$0.00	\$0.00
2018-2019	Title IV	\$13,272.58	\$6,655.02	\$19,927.60
2019-2020	Title IV	\$13,493.47	\$0.00	\$13,493.47

# 2019-2020

## Proposed State Grant Funding

YF	State Grant	New Funding	Cash On Hand	Budgeted
2018-2019	ESAF	\$474,001.00	\$22,299.70	\$496,300.70
2019-2020	ESAF	\$497,423.00	\$30,446.00	\$527,569.00
2018-2019	PD	\$17,003.00	\$ 9,586.67	\$26,589.67
2019-2020	PD	\$17,104.00	\$51,618.89	\$68,772.89
2018-2019	ALE	\$61,504.00	\$0.00	\$61,504.00
2019-2020	ALE	\$31,014.00	\$10,036.09	\$41,050.09

# Superintendent Review

- Legislative Audit-
- Standards Accreditation labeled Elementary School Fully Accredited
- Standards Accreditation labeled High School Fully Accredited
- Facilities Inspections
- Bus Inspection
- Construction Update

# Projects Completed

- New Metal Roofs (Cafeteria)
- Replace heating and Air units (Cafeteria)
- Improve Drainage System
- Remodel rooms in administrative building
- Created therapy room
- Created transition room

# District Goals

- Provide teachers and staff the resources, tools and training needed to educate our students using research based best methods of instruction
- Be recognized as a turnaround school; leading the change to the model system
- Become state rated A schools

# District Goals

- Maintain High Expectations for students and Faculty
- Make sure all students have the opportunity to receive the highest quality education
- Provide a conducive learning environment for ALL students
- Prepare our students for college and career readiness
- Ensure student safety in all areas
- Hire and retain the best educators

# District Goals

- Make informed financial decisions that will result in healthy sustainable balances
- Yearly Balanced budgets
- Cut expenditures
- Increase revenue
- Explore new sources of funding
- Increase the balance of our building fund in order to begin projects to improve our campus



# Technology Report

- Everything was up and running for the students and the teachers for the first day of school.
- District technology inventory is completed and updated regularly
- Old Technology equipment has been moved to the old ALE and taken out of service.
- Most extremely outdated technology has been recycled.
- Elementary and High school web-pages are updated by the Secretaries of each building as needed.
- The District Website is updated by a team.
- Chromebook Repairs are mostly complete.

# Technology Progress Report

- Volume Licensing in place to ensure we have the most current and up-to-date software.
- Google Admin Licensing is in place.
- The state umbrella is in place for filtering.
- On top of that all chromebooks are filtered through GoGuardian for extra protection.

# Technology Goals

- Continue advancing the school with modern teaching and technology.
- Continue to meet all of the State Testing requirements
- Maintain current equipment
- Maintain Federal Compliance with CIPA
- Work with the state to maximize our E-Rate discounts.

# Technology Goals

- Virtualize the local server.
- Install new server to upgrade current network configuration.
- Work with Dr. Anderson on the future of the new high school on technology needs and wants.
- Look into upgrading to Promethean boards instead of projectors as they start to go out.
- Install new computers for Elementary Lab.

# CIPA: Child Internet Protection Act

In order to comply with CIPA the AUP addresses all areas required by law.

Also, the following are in place:

- Internet filter provided by the State
- Faculty/Staff Supervision: No student is to be using a computer unsupervised.
- Green sites for research, such as EBSCO, Net Trekker, Educational Online Databases.

**Gifted and Talented  
Educational Program  
2019-2020**

<b>Grades</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total of Identified GT Students</b>
<b># or ID Students Per Grade</b>	3	10	12	10	11	11	7	10	12	86

# Direct Service for GT Students

- **Grades K-3 - Whole group enrichment using Talents Unlimited.**
- **Grades 4-6 - Pull-Out Program in GT Classroom.**
- **Grades 7-12 - Students meet twice a week in GT classroom; Plus academic teams meet during school, after school, and on weekends.**

# Elementary Enrollment

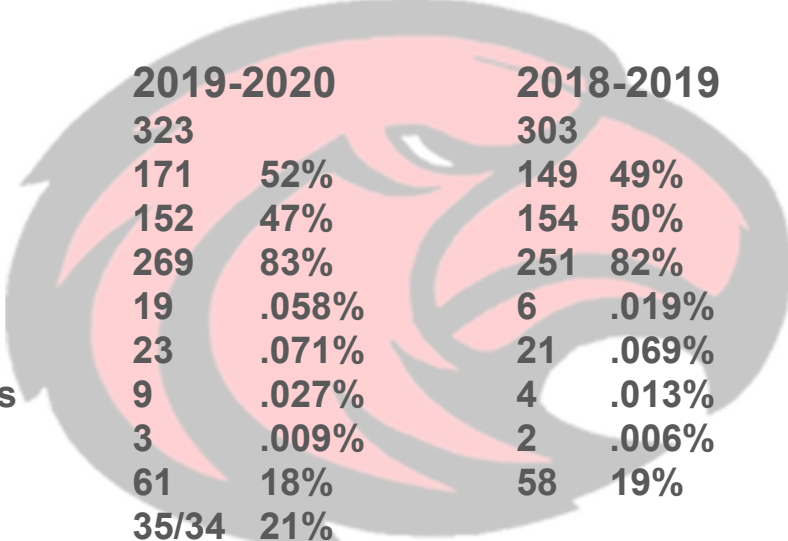
	2017-18	2018-19	2019-20
Preschool	18	18	18
Kindergarten	53	42	45
First Grade	38	54	54
Second Grade	41	38	57
Third Grade	52	46	37
Fourth Grade	55	46	57
Fifth Grade	51	56	45
Sixth Grade	48	47	59
TOTAL	356	347	372



# Elementary Demographics

	2017-18	2018-19	2019-20
<b>Females</b>	167	162	180
<b>Males</b>	180	184	192
<b>Hispanic</b>	40	41	43
<b>Black</b>	19	13	11
<b>Two or More Races</b>	23	23	27
<b>Asian</b>	4	3	4
<b>American Indian</b>	8	3	3
<b>White</b>	250	263	284
<b>G/T</b>	42	32	25
<b>SPED/504</b>	40/18	43/48	56/44
<b>ELL/LEP</b>	6	11	7
<b>Free/Reduced Meals</b>	76%	78%	81%

# High School Demographics



	2019-2020		2018-2019		2017-2018	
Total Enrollment	323		303		287	
Female Students	171	52%	149	49%	152	52%
Males Students	152	47%	154	50%	135	47%
White Students	269	83%	251	82%	237	82%
Black Students	19	.058%	6	.019%	6	.020%
Hispanic Students	23	.071%	21	.069%	23	.080%
Native American Students	9	.027%	4	.013%	3	.010%
Asian Students	3	.009%	2	.006%	0	
G/T Students	61	18%	58	19%	51	17%
Sped/504 Students	35/34	21%				
ELL/LEP Students	4	.012%				
Free and Reduced Meals	134	41%				



### 2019 ESSA School Index: Overview

## 2601001 - Cutter-Morning Star Elem. Sch.

2601000 - Cutter-Morning Star School District

[ESSA Overview](#)

Overall ESSA Index Score



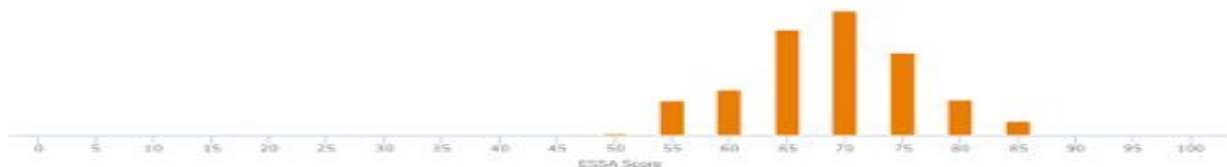
Grade Range

Grade Span

K-6

1 - Elementary Level

### State Distribution of Overall School ESSA Index Scores



The score 68.61 falls in the 65-70 bar of the state distribution of the overall ESSA index score for the Elementary Level grade span.

### Three Year School ESSA Index Scores By Subgroup



Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	62.61	64.27	68.61
Black or African American	58.29	58.15	62.13
Hispanic/Latino	56.74	64.01	66.89
White	63.72	64.53	68.99
Economically Disadvantaged	59.46	62.76	67.11
English Learners	RV	74.38	76.17
Students with Disabilities	48.12	54.91	52.51

## 2019 ESSA School Index: Overview

## 2601002 - Cutter-Morning Star High Sch.

2601000 - Cutter-Morning Star School District

Overall ESSA Index Score



ESSA Overview

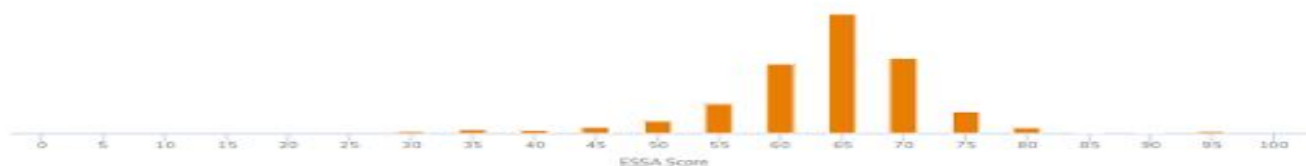
Grade Range

7-12

Grade Span

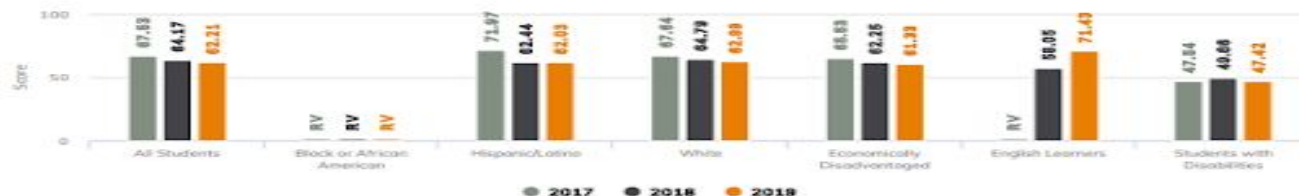
3 - High School Level

## State Distribution of Overall School ESSA Index Scores



The score 62.21 falls in the 60-65 bar of the state distribution of the overall ESSA index score for the High School Level grade span.

## Three Year School ESSA Index Scores By Subgroup



Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	67.53	64.17	62.21
Black or African American	RV	RV	RV
Hispanic/Latino	71.97	62.44	62.03
White	67.64	64.79	62.99
Economically Disadvantaged	65.53	62.25	61.33
English Learners	RV	58.05	71.43
Students with Disabilities	47.54	49.68	47.42

# Elementary School Curriculum Resources

**K-2 Literacy: RISE, Haggerty, SuperKids, Accelerated Reader**

**3rd-4th Grade Literacy: RISE, Wit and Wisdom, Accelerated Reader**

**5th and 6th Grade Literacy: RISE, Summit Platform, Accelerated Reader**

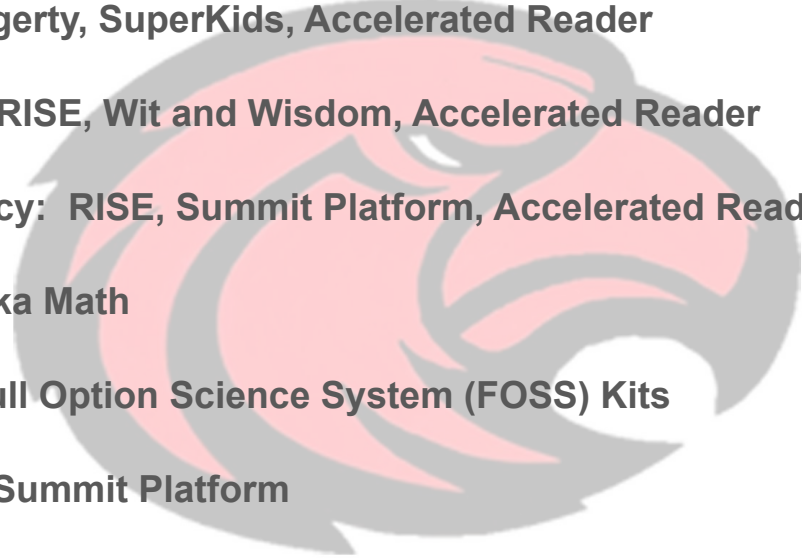
**K-6th Grade Math: Eureka Math**

**K-4th Grade Science: Full Option Science System (FOSS) Kits**

**5th-6th Grade Science: Summit Platform**

**K-4th Social Studies: Authentic Literature**

**5th and 6th Grade Science: Summit Platform**



# High School Curriculum Resources

**Every Core Subject Has at least a Classroom sets of Textbooks\*. Many of those purchased this Summer.**

- With the exception of 7th grade Pre-AP Math

# Academic School Improvement Plan for Elementary School

- **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.**

# Academic School Improvement Plan for ES Continued...

- **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 Interventions are working.**



# CMS High School

## Plan to accomplish ACT Aspire Readiness

- **Each high school teacher will review ACT Aspire test data to determine areas of strength and weakness for each student in key ideas and details, craft and structure, and integration of knowledge.**
- **Each teacher will develop unit plans to include and emphasize these components in daily instruction.**
- **Each teacher will be a member of a grade and department level PLC team. The team will meet bi-weekly to determine student progress in each of these areas to ensure the strategies being used are effective.**

# CMS High School

## Plan to accomplish ACT ASPIRE Readiness

- **Effectiveness of these strategies will be monitored daily through classroom formative assessments and through interim ACT Aspire and other formative assessments.**
- **All students 7th - 12th will be provided extra time, support and assistance in math and English courses before and after and during school.**
- **A 2-week Math summer camp will be provided for those students who need additional support in math.**

# **CMS High School**

## **Plan to accomplish ACT Readiness**

- **Each teacher will review ACT and ACT Aspire test date to determine areas of strength and weakness from each student.**
- **Teachers will use data from ACT, ACT Aspire, and classroom assessments, such as Interim testing, progress reports, and social and emotional wellness, to ensure student understanding in each area.**
- **All 11th and 12th grade teachers will include ACT prep material within their quarterly lesson plans.**

# **CMS High School**

## **Plan to accomplish ACT Readiness**

- **The CMS counselor will provide students and parents with test prep opportunities and testing dates.**
- **The CMS counselor will hold annual parent meetings to discuss the ACT test and financial opportunities.**
- **All 10th grade students will receive two voucher to take the ACT at no charge, and the 11<sup>th</sup> grade will receive a free state sponsored ACT exam.**

# CMS High School

## Plan to accomplish ACT Readiness

- **All 11th and 12th grade students will have the opportunity to enroll in an ACT prep course either at National Park Community College or web based.**
- **Each teacher will be a member of a grade and department level PLC team. The team will meet bi-weekly to determine student progress in each of these areas and ensure the strategies being used are effective.**
- **Students who need extra time and support in Math and English courses will be provided assistance before, during and after school.**

# ATTENDANCE School Improvement Plan for ES

- **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.**