

Cutter Morning Star Elementary School
Improvement Plan
2024-2025

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

ELEMENTARY MISSION STATEMENT

Our mission at Cutter Morning Star Elementary is to:

Empower
Accept
Guide
Love
Educate
We are Eagle Strong!

ELEMENTARY VISION STATEMENT

We envision a school where:

- students and staff feel safe and supported.
- students are motivated to be the best version of themselves.
- staff, students and families work together to overcome challenges.

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.dese.ade.arkansas.gov.

After reviewing our school's ESSA report, we have identified the following areas we will focus on in the 2024-2025 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/ELA

- **Current Reality** - Based on our Summative 2022-2023 ACT Aspire scores, 32% (58) of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 2024 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Reading scores, the percentage of K-2 students who scored Average or Above are:
 - Kindergarten: 63% – 29 of 46
 - First Grade: 50% – 27 of 54
 - Second Grade: 56% – 35 of 62
 - Total K-2: 56% - 91 students

- **Goal** - CMSES will improve student achievement in all grade levels in reading/ELA by 3% as measured by the 2023-2024 state end of year summative assessment scores. (2023/2024 Goal)
- 2024-2025 State 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:**
 - Each grade/content level collaborative team will utilize state screener 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 data to determine areas of strength and weakness.
 - Cutter Morning Star Elementary School will be participating in the Professional Learning Communities (PLC) Project (Systems of Support Year 2) for the 2024-2025 school year. There will be onsite support by a certified Solution Tree Associate to deepen and sustain the PLC process. An action plan will be created that focuses on increasing student achievement through aligned curriculum, formative assessment practices and proven instructional strategies.
 - State Screener and Diagnostic Assessments will be given in August/September 2024 and will be used to determine which students need Tier 2 or 3 interventions on prior grade level learning targets. These remediations will take place during a set aside 60 minute daily intervention time for small group or individual instruction in each classroom for Tier 3

interventions. Dyslexia Therapy or Intervention will take place during a 35-60 minute pull out time for students demonstrating markers of dyslexia 3-4 days a week. These assessments will be given again in December/January and in May 2025 to monitor progress.

- Collaborative teams will select and develop learning targets for our identified grade level core content priority standards. They will develop curriculum maps to determine the amount of time spent in each unit.
- Collaborative teams will align instructional resources to grade level priority standards. 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 and resources.
- 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. A Literacy Specialist from the Division of Elementary and Secondary Education (DESE) 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. This person will be onsite each week working with the principal and teacher teams.
- 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 know and be able to do? 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 on team agendas which will be housed in a Google Drive folder.
- Academic Interventions for reading will continue to be provided throughout the school year to students who need extra instruction to master grade level priority standards based on achievement in the classroom. These interventions will take place during a set aside 60 minute daily intervention time for small group or individual instruction in each classroom.
- Progress monitoring tools will be used to determine if academic interventions are working. All classroom interventions will be progress monitored every two weeks using Common Formative Assessments, Standards Based Checklists, or Sonday System progress monitoring tools 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 (Guiding Coalition and Intervention Teams) 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 representative from each grade band team, 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 Guiding Coalition meets the last Wednesday of each month. The Guiding Coalition 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 Guiding Coalition 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 assessment data and will be updated as assessments are completed. The Guiding Coalition and grade level teams review this Google Document and plan based on the assessment data.
- 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:
 - 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 of 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. 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 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
 - StudySync for 6th grade
 - 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 2022-2023 ACT Aspire scores, 31% (56) of 3rd-6th grade students met or exceeded Readiness standards.
- **Current Reality** - Based on our Spring 2024 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Reading scores, the percentage of K-2 students who scored Average or Above are:
 - Kindergarten: 59% – 27 of 46
 - First Grade: 54% – 29 of 54
 - Second Grade: 59% – 37 of 62
 - Total K-2: 57% - 93 of 162 students
- **Goal** - CMSES will improve student achievement in all grade levels in reading by 3% as measured by the 2023-2024 state end of year summative assessment scores. (2023/2024 Goal)
- 2024-2025 State 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:**
 - Each grade/content level collaborative team will utilize state screener 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 data to determine areas of strength and weakness.
- Cutter Morning Star Elementary School will be participating in the Professional Learning Communities (PLC) Project (Systems of Support Year 2) for the 2024-2025 school year. There will be onsite support by a certified Solution Tree Associate to deepen and sustain the PLC process. An action plan will be created that focuses on increasing student achievement through aligned curriculum, formative assessment practices and proven instructional strategies.
- State Screener and Diagnostic Assessments will be given in August/September 2024 and will be used to determine which students need Tier 2 or 3 interventions on prior grade level learning targets. These remediations will take place during a set aside 60 minute daily intervention time for small group or individual instruction in each classroom for Tier 3 interventions. These assessments will be given again in December/January and in May 2025 to monitor progress.
- Collaborative teams will select and develop learning targets for our identified grade level core content priority standards. They will develop curriculum maps to determine the amount of time spent in each unit.
- Collaborative teams will align instructional resources to grade level priority standards. Professional development days will be planned during the summer and throughout the school year to review, analyze and familiarize teachers and staff with our math curriculum and resources.
- 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. A Math 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 know and be able to do? 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 on team agendas which will be housed in a Google Drive folder.
- Academic Interventions for math will continue to be provided throughout the school year to students who need extra instruction to master grade level priority standards based on achievement in the classroom. These

interventions will take place during a set aside 60 minute daily intervention time for small group or individual instruction in each classroom.

- Progress monitoring tools will be used to determine if academic interventions are working. All classroom interventions will be progress monitored every two weeks using Common Formative Assessments, Standards Based Checklists, or Sonday System progress monitoring tools 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 (Guiding Coalition and Intervention Teams) 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 representative from each grade band team, 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 Guiding Coalition meets the last Wednesday of each month.
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Focus Area: Student Achievement in Science

- **Goal** - CMSES will see 50% of all 3rd-6th grade students meet at least proficiency in science as measured by the 2024-2025 state end of year summative assessment assessment.

- **Plan to accomplish this goal:**
 - Each teacher will be part of a grade level and/or subject area collaborative team to study individual student data to determine areas of strength and weakness.
 - Cutter Morning Star Elementary School will be participating in the Professional Learning Communities (PLC) Project (Systems of Support Year 2) for the 2024-2025 school year. There will be onsite support by a certified Solution Tree Associate to deepen and sustain the PLC process. An action plan will be created that focuses on increasing student achievement through aligned curriculum, formative assessment practices and proven instructional strategies.
 - Collaborative teams will select and develop learning targets for our identified grade level core content priority standards. They will develop curriculum maps to determine the amount of time spent in each unit.
 - Collaborative teams will align instructional resources to grade level priority standards. Professional development days will be planned during the summer and throughout the school year to review, analyze and familiarize teachers and staff with our math curriculum and resources.
 - 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. A Science 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 know and be able to do? 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 on team agendas which will be housed in a Google Drive folder.
 - Academic Interventions for science will continue to be provided throughout the school year to students who need extra instruction to master grade level priority standards based on achievement in the classroom. These interventions will take place during a set aside 60 minute daily intervention time for small group or individual instruction in each classroom.

- Progress monitoring tools will be used to determine if academic interventions are working. All classroom interventions will be progress monitored every two weeks using Common Formative Assessments, Standards Based Checklists, or Sonday System progress monitoring tools 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.
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At Cutter Morning Star Elementary School, we strive to prepare each student for success next year and beyond high school. It is our goal to ensure all of our students are college and career ready.