



Cutter Morning Star High School

Improvement Plan 2024-2025

Cutter Morning Star High 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 High School has reviewed the ESSA report which is published by the Arkansas Department of Education and can be found at www.arkansased.gov. With this information, the staff will strive to improve the school index report from a 'D' to a 'C' by engaging students towards success.

After reviewing the ESSA report, we have identified the following areas that we will focus on in the **2023-2024** school year to ensure our students are college and career ready.

Focus Area: Student Achievement in Reading and Math

- Current Reality - Based on our ACT Aspire scores, the majority of our students have been labeled "close" or "in need of support" in reading and math. The statistics are as follows:
 - In the 2022-2023 school year, 40% of Cutter Morning Star students scored 19 or better on the ACT Reading Test.
 - In the 2023-2024 school year, ____ of Cutter Morning Star students scored 19 or better on the ACT Reading section.
 - Our goal for the 2023-2024 school year was to increase the number of students who scored ready or exceeding on the reading section of the ACT Aspire by 4%. In the 2022-2023 school year, 29.44% of students scored ready or exceeding on the ACT Aspire. In the 2023-2024 school year, ____ of students scored ready or exceeding on the ACT Aspire. That represents an increase of ____.
 - In the 2023-2024 school year, students took NWEA Interims for reading. This data will be updated as soon as we have the Spring data.

2023-2024

| Reading | Fall CMS Mean | Winter CMS Mean | Percentile |
|---------|---------------|-----------------|---|
| 7th | 205.8 | 203.8 | 31st percentile down to 29th percentile. |
| 8th | 206 | 208.9 | 24th percentile up to 31st percentile |
| 9th | 206.8 | 211.3 | 28th percentile to 36th percentile |
| 10th | 211 | 210.8 | Fall 34th percentile down to 32nd percentile. |

- In the 2022-2023 school year, 15% of Cutter Morning Star High School students scored a 19 or better on the math section of the ACT.
- Our goal for the 2023-2024 school year was to increase the number of students who scored ready or exceeding on the math section of the ACT Aspire by 4%. In the 2022-2023 school year, 12% of students scored ready or exceeding on the ACT Aspire. In the 2023-2024 school year, _____ of students scored ready or exceeding on the ACT Aspire. This represents a increase/decrease of _____
- In the 2023-2024 school year, students took NWEA interims and increased their math mean scores in all grade levels. This data will be updated with the Spring data as soon as it is available.

2023-2024 School Year

| Math | Fall CMS Mean | Winter CMS Mean | Percentile |
|------------|---------------|-----------------|---|
| 7th Grade | 208.9 | 210.6 | 25th Percentile down to 20th percentile |
| 8th Grade | 215.4 | 219.7 | 33rd Percentile up to 36th percentile |
| 9th Grade | 214.5 | 218.2 | 25th Percentile up to 28th percentile |
| 10th Grade | 217.7 | 219.7 | 33rd Percentile up to 35th percentile |

Goals

- Our school wide goals by the end of the 2024-2025 school year are as follows:
 - We will see a 4% increase of students who will demonstrate proficiency in Reading as measured by the ATLAS Assessment. There will be a 3% increase in students who score a 19 or better on the ACT Reading section.
 - We will see a 4% increase of students who will demonstrate proficiency in math measured by the ATLAS Assessment. There will be a 3% increase in students who score a 19 or better in math on the ACT Math section.

Plan to accomplish goals

- ATLAS Readiness
- All students in grades 7-10 will practice Cambian released test items weekly.
- Each high school teacher will review ATLAS classroom test data along with common formative assessments in their PLC groups to determine areas of strength and weakness for each student.
- Students will participate in a daily personalized learning time (Flight) that is focused around students' needs based on common formative assessments and in-class assignments.
- Students in 7th and 8th grade will be enrolled in a strategic reading class. We will hire a teacher to teach this class. This teacher will be highly qualified and will be trained on reading intervention and the requirements of the class.

- The district will have a literacy improvement specialist that will work with our English teachers to support them with tier 1 and tier 2 instruction. This individual will also work with small groups and individuals to offer remediation.
- The district has been accepted into Solution Tree PLC Cohort 7 and will be working with Solution Tree specialist to implement the PLC process. Staff will receive training with coaches throughout the year.
- A time will be set aside on Wednesday afternoon for PLC work.
- There will be a designated PLC time for teachers to meet during the day.
- Each teacher will be a member of a grade and/or department level PLC team. The team will meet up weekly to determine student progress to ensure the strategies and curriculum being used are effective.
- Effectiveness of in-class instruction will be monitored daily through classroom formative assessments and daily personalized learning time.
- Tutoring will be offered daily for students identified as needing tier 3 support.
- Teachers will be a part of grade-level PLC teams along with subject area PLC teams.
- ACT Readiness
- All 10th graders will take a practice ACT test in the spring to prepare them for the ACT.
- Each teacher will review ACT and ATLAS test data to determine areas of strength and weakness from each student. Teachers will also review common formative assessments and in-class assessments to determine progress.
- All teachers will include weekly ACT bellringers in their lesson plans.
- All 11th and 12th grade teachers will include ACT prep material within their quarterly lesson plans.
- All 11th grade students will participate in a three-week boot camp in English, math, and science classes before the February ACT. They will also have free ACT prep materials available to them in their Kuder web accounts.
- Each teacher will be a member of a grade and/or department level PLC team. The team will meet weekly to determine student progress in all ACT subject areas and ensure the strategies being used are effective
- The CMS counselor, Cameron Hall and CMS testing Coordinator, Deborah Giusti, will provide students and parents with test prep opportunities and testing dates monthly
- The CMS counselor, Cameron Hall, and the career coach, Christi Nation, will hold annual parent meetings to discuss the ACT test and financial opportunities.
- All 11th grade and 12th grade students who receive free and reduced lunches will be eligible for four vouchers to take the ACT at no charge in both their junior and senior year. They can get these at any point in the school year.
- Math tutoring offered during personal learning time every day
- English Tutoring offered during personal learning time every day.

Timeline

- These interventions will take place constantly throughout the school year and will be reviewed weekly.

Focus Area: Attendance

- Current Reality - Based on our current attendance data, a large portion of students are missing six or more days of instruction per semester. Data supports the less time students spend in the classroom the lower their achievement levels will be.
 - Our goal for the 2023-2024 school year was for less than 20 % of students to have 6 or more unexcused absences. We will update this to determine if we met this goal when we have our end-of-year data.
 - Goal: Less than 20% of Cutter Morning Star High School students will miss more than 6 days of unexcused absences per semester. We will adjust this if necessary for next year.

2023-2024 Fall Semester

| | Students who missed more than six days | Total students in the grade | Percentage |
|------------------------|--|-----------------------------|------------|
| 7 th Grade | 5 | 44 | 11.4 |
| 8 th Grade | 15 | 53 | 28.3 |
| 9 th Grade | 11 | 53 | 20.8 |
| 10 th Grade | 12 | 56 | 21.4 |
| 11 th Grade | 13 | 57 | 22.8 |
| 12 th Grade | 22 | 54 | 40.7 |
| Total | 78 | 317 | 24.6 |
| 11 th Grade | 15 | 55 | 27.2 |

| | | | |
|---------------------------|----|-----|------|
| 12 th Grade | 20 | 58 | 34.4 |
| Total | 79 | 324 | 24.3 |

Plan to accomplish goal

- Run reports or spreadsheets for PLC collaboration around attendance.
- Review and adjust current attendance policies
- Give teachers the ability to assign lunch detention directly for tardies.
- Have seniors make up any days over 10 unexcused absences to get credit for a class.
- Improve the incentive/reward program for attendance
- Ensure parent communication of absence in a timely manner through letters, attendance contracts, and diversions.
- Increase teacher communication with parents and administration for chronically absent students.
- Increase hall monitoring.

Timeline

- Attendance policies will be reviewed before and throughout the school year.
- We will offer weekly incentives and incentives at the end of the nine weeks.
- Parent communication will take place daily.

Focus Area: Increase Instructional Rigor

Many of our students are successful in the classroom and then perform poorly on state assessments. We want to increase classroom rigor so that classroom outcomes more accurately reflect students' progress in mastering essential standards.

Goal

- 75% of observations will have evidence of level 3 or 4 DOK level questions or activities by the end of the school year.
- 50% of common formative assessments will have evidence of level 3 and 4 DOK level questions by the end of the school year.

• Plan to Accomplish Goal

- More professional development and resources will be provided to teachers on DOK Levels and increasing rigor.
- Teachers will receive Solution Tree Coaching and support throughout the year.
- Principal will make this a focus area during observations and provide guidance and feedback.
- Teachers will engage in peer observations to learn from each other in the area of increasing rigor.

Timeline

- Training will be provided before the school year and throughout the year.
- A Solution Tree coach will be present monthly to assist in this area.
- Observations will take place weekly.
- Peer observations will take place at least once a month.

Focus Area: Post-Graduation Remediation Rate

Instead of focusing on increasing our graduation rate, which is already well above the state average, we want to focus on post-secondary success and the need to take remedial classes.

Goal

- Decrease the number of students needing to take remedial classes in postsecondary school by 3% from the previous school year.

Plan to Accomplish Goal

- Because this goal is directly related to students' ACT scores, the plan to accomplish this goal is outlined in our previous plan to increase ACT scores.

Timeline

- ACT preparation will take place on a consistent basis throughout the year through Kuder, classroom instruction, and support in our RTI period.
- We will specifically have a three-week ACT bootcamp for all 11th graders prior to the February test.

ADE Focus Area: Literacy

Literacy Plan for Struggling Readers

- Cutler Morning Star High School will use Take Flight and Sonday as our curriculum program for our dyslexia students.
- Take Flight and Sonday are aligned with our school's literacy needs and are aligned with the science of reading.
- We will continue to teach a strategic reading class for all students in grades 5-8.
- We will continue to use a curriculum that is on the state approved list for literacy instruction. This curriculum is StudySync by McGraw Hill.
- We will use in-class common formative assessments to identify gaps in students' learning. We will discuss these gaps in department PLC meetings and implement tier 2 and tier 3 interventions to focus on reading deficits.
- We will continue screening for dyslexia and other reading issues in our classes and by giving the Rasinski 3 minute assessment.

- Teachers at the high school have all been trained at awareness level in the science of reading.
- All reading instruction will rely on the principles discussed in the science of reading research to teach reading.

Computer Science Requirements

Computer Science Education Advancement Act of 2021 – Act 414 of the 93rd General Assembly
Act 414 creates the following legislative requirements:

- Every student, beginning with the 9th grade class of 2022-2023 must earn one full high school computer science credit to graduate.
- At least four computer science courses will be approved by ADE for instruction to 8th grade students (in addition to 9-12 students)
- Digital course content aligned to state standards will be made available to schools

In the 2023 legislative session, this bill was amended with the following acts: Act 635 and Act 654. This amends the previous act in the following ways:

- Schools are no longer required to employ a computer science teacher, but “may” if they decide to.
- Students can complete a computer science related CTE course to meet the computer science requirement for graduation.

Plans to Meet this Requirement

- We will use our business teacher to offer a class title “business intelligence,” which meets the requirements of graduation for computer science. All students will be required to take this course or a computer science course.

Timeline

- This course will be offered throughout the year.