

Cutter Morning Star Elementary School
Improvement Plan
2025-2026

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 2025-2026 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

3rd-6th Grades

- 2023-2024 ATLAS Summative Scores- 35% Proficient (met the 3% goal for 2023-2024)
- 2024-2025 ATLAS Fall Interim Scores- 25.75% Proficient
- 2024-2025 ATLAS Winter Interim Scores-29.25% Proficient
- 2024-2025 ATLAS Summative Scores- 35% Proficient (did not meet the 3% goal for 2024-2025)

K-2 Grades

- 2024 Spring NWEA Scores- 56% (91) scored Average or Above Average
- 2024-2025 ATLAS K-2 Assessment Results will be added when received

Goal:

Improve student achievement in reading/ELA across all grade levels by 3% as measured by the 2024-2025 ATLAS Summative Assessment.

Strategies and Actions:

Category	Details
Assessment Data	<ul style="list-style-type: none"> ● Disaggregate 2024-25 State Summative & 2025-26 Interim data after Fall, Winter, Spring assessments. ● Use results to implement interventions for students below grade level benchmarks.
Assessment Schedule	<ul style="list-style-type: none"> ● State Screener & Diagnostic Assessments: Aug/Sept 2025, ● Dec/Jan 2026, ● May 2026. ● Data will be used to assign Tier 2/3 interventions.
Intervention Plans	<ul style="list-style-type: none"> ● Daily 40-minute Tier 2 and/or 3 instruction (small group or individual). ● Individual Reading Plan (IRP) based on ATLAS Screener for K-3 ● Opportunity to participate in Literacy Tutoring Grant based on K-3 Screener if identified by DESE

	<ul style="list-style-type: none"> ● 35–60 minute pull-out for Dyslexia Intervention (3–5 days/week). ● Academic interventions continue year-round based on classroom performance. ● Afterschool Interventions if needed
Collaborative Team Functions	<ul style="list-style-type: none"> ● Analyze state screener data for strengths/weaknesses. ● Develop & align curriculum maps to essential standards. ● Create & analyze common assessments. ● Weekly meetings to review data, curriculum, & student progress. ● Document meetings in shared Google Drive folders. ● Use guiding questions to drive instruction (What do we want students to learn? How will we know they have learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?) ● Plan WING Time for grade level/pods to meet the needs of students
Progress Monitoring	<p>Every 2 weeks using:</p> <ul style="list-style-type: none"> ● Common Formative Assessments, ● Standards-Based Checklists, ● ATLAS Classroom Tool ● Sondag System Mastery Checks at the end of 3 lessons ● Take Flight monitoring at the end of each book.
Support & Observation	<p>Peer observations offered for:</p> <ul style="list-style-type: none"> ● Learning Sweeps for all teachers ● New teachers, ● Teachers needing targeted support. ● Follow-up discussions during team time or 1:1. <p>Other Support</p> <ul style="list-style-type: none"> ● Literacy Specialist (DESE) onsite weekly for coaching & PD (if we are assigned a DESE Literacy Specialist) ● Weekly/monthly observations from administrators with specific feedback for improving instructional outcomes ● Mentors for Teachers new to the CMS Elementary School or new to the profession ● Dyslexia lessons and fidelity will be monitored with Walk Throughs and Observations performed by the Dawson Dyslexia Specialist
Leadership & Collaboration Structures	<ul style="list-style-type: none"> ● School-Level Teams (e.g., Guiding Coalition, RTI) meet as needed. ● Representatives include teachers, support staff, counselor, principal. ● Use a shared Google Document for ongoing assessment data tracking. ● Grade-level teams meet before school-wide meetings for input.

Professional Learning	<ul style="list-style-type: none"> ● Professional development days are planned during the summer to allow teachers to review pacing guides, review implementation and alignment of HQIM to Arkansas State Standards, and review, analyze and familiarize teachers and staff with our literacy curriculum and resources. ● Two professional development days will be provided during the CMS District Back to School PD. The district received a Professional Learning Grant and has contracted with Solution Tree to provide professional learning on standards implementation, intervention development, accelerated learning, and other areas to improve instructional outcomes for students. ● Teachers will have the opportunity to attend professional learning through Dawson Educational Service Cooperative during the summer. The Dawson Education Service Cooperative Professional Learning Catalog of events have been shared with teachers and they may choose professional learning that they feel will benefit them.
Literacy Plan including Science of Reading	<p>Meet requirements of Right to Read Act (Act 1063 of 2017).</p> <ul style="list-style-type: none"> ● All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license, or are teaching in a Content Areas with a 4-8 license in an elementary school shall demonstrate proficiency in knowledge and practices of scientific reading instruction. ● All other teachers teaching in an elementary school shall demonstrate awareness in knowledge and practices of scientific reading instruction. ● The Arkansas Department of Education prescribed pathways for meeting both awareness and proficiency are outlined on the DESE website. ● Cutter Morning Star Elementary School teachers have completed necessary RISE training, or another prescribed pathway, and those who are not trained will attend RISE Professional Learning to become proficient or aware depending on the licensure requirements. ● Administrators will conduct walk-throughs/observations to monitor best practices for implementing Science of Reading
Literacy Programs Used	Cutter Morning Star Elementary School has adopted the following Literacy Programs that are on the

	<p>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:</p> <ul style="list-style-type: none"> ● K–5: Benchmark Readers & Writers Workshop, ● K–5: Benchmark Phonics & Word Study, ● 6th Grade: Study Sync, ● K–6: Soliday System (Dyslexia) ● 3–6: Take Flight, (Dyslexia) <p>Supplemental Resources for all grades:</p> <ul style="list-style-type: none"> ● UFLI ● Lexia ● IXL ● Waterford (K-2)
<p>Family and Community Engagement: Jointly Developed</p>	<ul style="list-style-type: none"> □ Committee Members: <ul style="list-style-type: none"> ● Laura Baber – Principal ● Dawn Coffman – Elementary FACE Facilitator/Counselor ● Jana Harrison – Assistant Principal ● Tony Harrison – Parent/Teacher ● Courtney Post – Parent and President of the Eagle Parent Involvement Committee (EPIC) ● Meagan Burks – Parent □ Family and Community Engagement Committee Responsibilities: <ul style="list-style-type: none"> ● Collaboratively write and implement the Parent and Family Engagement Plan. ● Review parent survey data as a team. ● Discuss district and school goals. ● Generate ideas based on data and goals. ● Write the engagement plan based on findings and feedback. □ Parent Involvement: <ul style="list-style-type: none"> ● All parents will be invited to complete a survey to help guide plan goals and components. ● After the annual Title I parent meeting and survey analysis, any parent concerns will be submitted to the district.
<p>Family and Community Engagement: Communication</p>	<ul style="list-style-type: none"> □ Plan Availability and Accessibility: <ul style="list-style-type: none"> ● The Parent and Community Involvement Plan will be: <ul style="list-style-type: none"> ○ Posted online ○ Included in the student handbook ○ Include the name and email address of the building facilitator, Dawn Coffman ● Parent receipt confirmed via a signature page in the handbook ● Plan reviewed by at least two parents to ensure: <ul style="list-style-type: none"> ○ Parent-friendly language ○ Appropriateness for all families □ Included Materials in Parent Communications: <ul style="list-style-type: none"> ● Volunteer survey ● Volunteer opportunity information ● Ideas for parent involvement

	<ul style="list-style-type: none"> • Calendar of events • Distributed through: <ul style="list-style-type: none"> ○ Beginning-of-year packet ○ Principal newsletters ○ Parent communications □ Communication Methods: <ul style="list-style-type: none"> • Events and opportunities shared via: <ul style="list-style-type: none"> ○ District/school calendar ○ Website ○ School/district app ○ Social media • Two-way communication supported through: <ul style="list-style-type: none"> ○ Email ○ Phone ○ Class Dojo (Grades K–6) □ Parent-Teacher Conferences: <ul style="list-style-type: none"> • Scheduled twice a year (once each semester) • Additional conferences can be scheduled as needed • Flexible formats available: <ul style="list-style-type: none"> ○ In-person ○ Phone ○ Google Meet (virtual) ○ Home visit □ Academic Progress Reporting: <ul style="list-style-type: none"> • Progress reports sent at mid-quarter • Report cards sent at the end of each quarter
<p>Family and Community Engagement: Building Staff Capacity</p>	<ul style="list-style-type: none"> □ Professional Development for Staff: <ul style="list-style-type: none"> • Cutter Morning Star Elementary will provide the required number of hours of training in family engagement for teachers and parents. • Starting in the 2023–24 school year, teachers will receive: <ul style="list-style-type: none"> ○ 2 hours of professional development focused on effective parental involvement strategies. ○ This training will occur at least once. □ Use of Parent Feedback: <ul style="list-style-type: none"> • Parent survey results will be shared with staff. • Survey feedback will be used to reflect on and make necessary adjustments to school practices. □ Staff Involvement in Committees: <ul style="list-style-type: none"> • Teachers will serve on: <ul style="list-style-type: none"> ○ Family and Community Engagement Committee ○ Student Handbook Committee ○ School Improvement Plan Committee ○ Additional committees as needed

	<ul style="list-style-type: none"> • Participation ensures teachers have the opportunity to share input, ideas, concerns, and requests.
<p>Family and Community Engagement: Building Parent Capacity</p>	<ul style="list-style-type: none"> □ Parent-Teacher Conferences: <ul style="list-style-type: none"> • Scheduled twice per year: October and March • Conferences include: <ul style="list-style-type: none"> ○ Curriculum information ○ Student assessment results ○ Explanation of assessment processes □ Ongoing Curriculum Communication: <ul style="list-style-type: none"> • Shared regularly through: <ul style="list-style-type: none"> ○ Weekly/monthly classroom newsletters ○ School newsletters ○ School website □ Parent Resources and Support: <ul style="list-style-type: none"> • DESE resources included in parent communication • Ideas provided on: <ul style="list-style-type: none"> ○ Supporting student learning at home ○ Working with teachers ○ Incorporating developmental learning activities □ Parent Involvement Events: <ul style="list-style-type: none"> • Scheduled and distributed via: <ul style="list-style-type: none"> ○ Event calendar ○ Social media ○ District website • Reminders sent through: <ul style="list-style-type: none"> ○ Class Dojo ○ Newsletters ○ Social media □ Parent and Family Engagement Plan: <ul style="list-style-type: none"> • Incorporated into the School Improvement Plan • Reviewed regularly by the FACE Committee • Used to ensure school meets goals and expectations □ Assessment Information: <ul style="list-style-type: none"> • ATLAS reports shared with parents of students in Grades 4–6 when available • Achievement discussed with families • K–3 Literacy Screener results shared with families

	<ul style="list-style-type: none"> • Families included in intervention planning for students not meeting benchmarks ☐ Flexible Meeting Options: <ul style="list-style-type: none"> • Parents/families may request meetings with teachers or administrators at any time ☐ Family Nights: <ul style="list-style-type: none"> • Held in Fall and Spring • Focused on specific academic content areas ☐ Volunteer Opportunities: <ul style="list-style-type: none"> • Families receive a volunteer interest form at the beginning of the year ☐ Parent Resource Center: <ul style="list-style-type: none"> • Located at the main entrance of the building • Regularly updated with curriculum-related information for parents
<p>Family and Community Engagement: Coordination</p>	<ul style="list-style-type: none"> ☐ Community Partnerships and Programs: <ul style="list-style-type: none"> • Attend the Arkansas Symphony Orchestra's yearly program with program support. • Operate a food bank supported by local organizations and businesses. <ul style="list-style-type: none"> ○ Host "Orange Week" annually to raise awareness and funds for childhood hunger. ○ Weekly food bags are prepared and distributed by community volunteers. • Partner with the Imagination Library to provide free books to students lacking access. • Host an annual May Day event in May to connect families with: <ul style="list-style-type: none"> ○ Local agencies and services (e.g., Bridges Out of Poverty, YMCA, Garland County Library, Jackson House, food banks, summer camps). ○ Volunteer opportunities and year-round support. • Partner with the Garland County Library to: <ul style="list-style-type: none"> ○ Provide guest classroom readers (in-person or virtual). ○ Maintain a Little Free Library on the CMS District campus (available 24/7, stocked with donated books).

- Collaborate with the **Literacy Council of Garland County** to:
 - Provide printed materials for tutoring in reading, writing, math, computer skills, and ESL.
 - Place these materials in the elementary office for parent access.
 - Periodically send home a list of available materials to parents.
- Distribute a list of local **agencies and support programs** to families in the beginning-of-year packet.
- **School Events and Family Involvement:**
 - Plan **Family Nights** in the Fall and Spring that include:
 - Academic strategies/tools to promote student achievement.
 - Opportunities for families to participate in learning.
 - Invite families to:
 - Attend **music programs** and **art shows** in Fall and Spring.
 - Participate in a variety of school-based events throughout the year.
 - Invite **community members as Guest Speakers** to share:
 - Career insights or curriculum-related expertise (in-person or virtually).
- **Ongoing Parent Engagement and Communication:**
 - Schedule **quarterly meetings with the EPIC Parent Organization** for parental input on school decisions.
 - Encourage parent involvement in **Health and Wellness Committee** meetings.
 - Provide **newsletters and office-based resources** for parents, including:
 - Parenting support resources
 - Curriculum guides
 - Offer meeting times at varied hours and provide **virtual meeting options** for accessibility.
 - Maintain a **Parent Support Center** that includes:
 - A computer for families to access learning resources.
 - Books, pamphlets, and materials addressing parenting topics.

	<ul style="list-style-type: none"> • Teachers regularly reach out to local professionals and agencies to support classroom instruction. <input type="checkbox"/> Mental Health and Counseling Support: <ul style="list-style-type: none"> • Partner with two counseling agencies to provide: <ul style="list-style-type: none"> ○ School-Based Mental Health Services ○ Mental health resources for students and families <input type="checkbox"/> Parent Collaboration and Support: <ul style="list-style-type: none"> • Actively collaborate with the Eagle Parent Involvement Committee (EPIC) to promote strong family-school partnerships.
<p>Family and Community Engagement: Annual Title I Meeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cutter Morning Star Elementary School will hold its annual Title I meeting prior to the October school board meeting. <input type="checkbox"/> The meeting will be held in the District Board Room. <input type="checkbox"/> Parents will be informed about: <ul style="list-style-type: none"> • The requirements of Title I • The school's participation in Title I • Parents' rights to be involved in the Title I program <input type="checkbox"/> During the public meeting, the school will: <ul style="list-style-type: none"> • Disseminate important information • Review the Parent and Family Engagement Policy with attendees
<p>Family and Community Engagement: School-Parent Compact</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Survey data will be used to inform: <ul style="list-style-type: none"> • The Parent Compact • The plans and goals of the Family and Community Engagement Committee <input type="checkbox"/> Parents will have access to student information through: <ul style="list-style-type: none"> • Progress reports at each mid-term • Report cards every nine weeks <input type="checkbox"/> Formal Parent-Teacher Conferences will be held: <ul style="list-style-type: none"> • Twice per year • Additional conferences may be scheduled at the request of the teacher or parent • Conference formats include: <ul style="list-style-type: none"> ○ In-person ○ Virtual ○ Phone ○ Home visits, when appropriate <input type="checkbox"/> Parent communication tools will include:

	<ul style="list-style-type: none"> • Staff phone numbers and email addresses • Class Dojo (for grades K–6)
Family and Community Engagement: Reservation of Funds	Cutter Morning Star School District does not receive more than \$500,000 in Title I allocation and as such are not required to reserve funds.

Focus Area: Student Achievement in Mathematics

3rd-6th Grades

- 2023-2024 ATLAS Summative Scores- 30% Proficient (did not meet the 3% goal for 2023-2024)
- 2024-2025 ATLAS Fall Interim Scores- 13% Proficient
- 2024-2025 ATLAS Winter Interim Scores-24.75% Proficient
- 2024-2025 ATLAS Summative Scores- 30% Proficient (did not meet the 3% goal for 2024-2025)

K-2 Grades

- 2024 Spring NWEA Scores- 57% (93) scored Average or Above Average
- 2024-2025 ATLAS K-2 Assessment Results will be added when received

Goal:

Improve student achievement in Math across all grade levels by 3% as measured by the 2024-2025 ATLAS Summative Assessment.

Strategies and Actions:

Category	Details
Assessment Data	<ul style="list-style-type: none"> • Disaggregate 2024-25 State Summative Assessment data and 2025-2026 Interim Data after Fall, Winter, Spring assessments. • Disaggregate K-3 Math Screener Data • Use results to implement interventions for students below grade level benchmarks.
Assessment Schedule	ATLAS Interim Assessments: <ul style="list-style-type: none"> • Fall Interim Assessment will be administered in October 2025 • Winter Interim Assessment will be administered in February/March 2026

	<p>ATLAS Summative Assessment will be administered in April/May 2026</p> <ul style="list-style-type: none"> ● Math Screeners administered at the Beginning of the Year, Middle of the Year, and End of the Year in all grade levels ● Data will be used to assign Tier 2 and Tier 3 interventions.
Intervention Plans	<ul style="list-style-type: none"> ● Daily 40-minute Tier 2 and/or Tier 3 instruction (small group or individual). ● Math Intervention Plans (MIPs) for any student scoring a Level 1 on the 2024-2025 ATLAS Summative Assessment. ● Academic interventions continue year-round based on classroom performance and/or meeting goals on student's MIP. ● Afterschool Interventions may be provided if needed
Collaborative Team Functions	<ul style="list-style-type: none"> ● Analyze assessment data for strengths/weaknesses. ● Develop & align curriculum maps to essential standards. ● Create & analyze common assessments. ● Weekly meetings to review data, curriculum, & student progress. ● Document meetings in shared Google Drive folders. ● Use guiding questions to drive instruction (What do we want students to learn? How will we know they have learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?) ● Plan Wing Time for grade level/pods to meet the needs of students
Progress Monitoring	<p>Every 2 weeks using:</p> <ul style="list-style-type: none"> ● Common Formative Assessments, ● Standards-Based Checklists. ● ATLAS Classroom Tool
Support & Observation	<p>Peer observations offered for:</p> <ul style="list-style-type: none"> ● Learning Sweeps for all teachers ● Teachers needing targeted support. ● Follow-up discussions during team time or 1:1. <p>Other Support</p> <ul style="list-style-type: none"> ● Dawson Math Specialist will provide support during collaborative team times and to individual teachers as needed ● Weekly/monthly observations from administrators with specific feedback for improving instructional outcomes ● Mentors for teachers new to CMS Elementary School or new to the profession
Leadership & Collaboration Structures	<ul style="list-style-type: none"> ● School-Level Teams (Guiding Coalition, Intervention Teams) meet as needed.

	<ul style="list-style-type: none"> ● Representatives include teachers, support staff, counselor, principal. ● Use a shared Google Document for ongoing assessment data tracking. ● Grade-level teams meet before school-wide meetings for input.
Professional Learning	<ul style="list-style-type: none"> ● Professional development days are planned during the summer with the Dawson Educational Services Cooperative Math Specialist to allow teachers to review pacing guides, review implementation and alignment of HQIM to Arkansas State Standards, and review, analyze and familiarize teachers and staff with our math curriculum and resources. ● Two professional development days will be provided during the CMS District Back to School PD. The district received a Professional Learning Grant and has contracted with Solution Tree to provide professional learning on standards implementation, intervention development, accelerated learning, and other areas to improve instructional outcomes for students ● Teachers will have the opportunity to attend professional learning through Dawson Educational Service Cooperative during the summer. The Dawson Education Service Cooperative Professional Learning Catalog of events have been shared with teachers and they may choose professional learning that they feel will benefit them.
Math Programs	<p>Cutter Morning Star Elementary School has adopted the Eureka Math² Program as our Math HQIM.</p> <p>Supplemental Math Resources for all grades:</p> <ul style="list-style-type: none"> ● IXL ● Waterford Math (K-2)
Family and Community Engagement: Jointly Developed	<ul style="list-style-type: none"> □ Committee Members: <ul style="list-style-type: none"> ● Laura Baber – Principal ● Dawn Coffman – Elementary FACE Facilitator/Counselor ● Jana Harrison – Assistant Principal ● Tony Harrison – Parent/Teacher ● Courtney Post – Parent and President of the Eagle Parent Involvement Committee (EPIC) ● Meagan Burks – Parent □ Family and Community Engagement Committee Responsibilities:

	<ul style="list-style-type: none"> • Collaboratively write and implement the Parent and Family Engagement Plan. • Review parent survey data as a team. • Discuss district and school goals. • Generate ideas based on data and goals. • Write the engagement plan based on findings and feedback. <p><input type="checkbox"/> Parent Involvement:</p> <ul style="list-style-type: none"> • All parents will be invited to complete a survey to help guide plan goals and components. • After the annual Title I parent meeting and survey analysis, any parent concerns will be submitted to the district.
<p>Family and Community Engagement: Communication</p>	<p><input type="checkbox"/> Plan Availability and Accessibility:</p> <ul style="list-style-type: none"> • The Parent and Community Involvement Plan will be: <ul style="list-style-type: none"> ○ Posted online ○ Included in the student handbook ○ Include the name and email address of the building facilitator, Dawn Coffman • Parent receipt confirmed via a signature page in the handbook • Plan reviewed by at least two parents to ensure: <ul style="list-style-type: none"> ○ Parent-friendly language ○ Appropriateness for all families <p><input type="checkbox"/> Included Materials in Parent Communications:</p> <ul style="list-style-type: none"> • Volunteer survey • Volunteer opportunity information • Ideas for parent involvement • Calendar of events • Distributed through: <ul style="list-style-type: none"> ○ Beginning-of-year packet ○ Principal newsletters ○ Parent communications <p><input type="checkbox"/> Communication Methods:</p> <ul style="list-style-type: none"> • Events and opportunities shared via: <ul style="list-style-type: none"> ○ District/school calendar ○ Website ○ School/district app ○ Social media • Two-way communication supported through: <ul style="list-style-type: none"> ○ Email ○ Phone ○ Class Dojo (Grades K–6) <p><input type="checkbox"/> Parent-Teacher Conferences:</p> <ul style="list-style-type: none"> • Scheduled twice a year (once each semester) • Additional conferences can be scheduled as needed • Flexible formats available: <ul style="list-style-type: none"> ○ In-person ○ Phone ○ Google Meet (virtual) ○ Home visit <p><input type="checkbox"/> Academic Progress Reporting:</p> <ul style="list-style-type: none"> • Progress reports sent at mid-quarter • Report cards sent at the end of each quarter

<p>Family and Community Engagement: Building Staff Capacity</p>	<ul style="list-style-type: none"> ☐ Professional Development for Staff: <ul style="list-style-type: none"> • Cutter Morning Star Elementary will provide the required number of hours of training in family engagement for teachers and parents. • Starting in the 2023–24 school year, teachers will receive: <ul style="list-style-type: none"> ○ 2 hours of professional development focused on effective parental involvement strategies. ○ This training will occur at least once. ☐ Use of Parent Feedback: <ul style="list-style-type: none"> • Parent survey results will be shared with staff. • Survey feedback will be used to reflect on and make necessary adjustments to school practices. ☐ Staff Involvement in Committees: <ul style="list-style-type: none"> • Teachers will serve on: <ul style="list-style-type: none"> ○ Family and Community Engagement Committee ○ Student Handbook Committee ○ School Improvement Plan Committee ○ Additional committees as needed • Participation ensures teachers have the opportunity to share input, ideas, concerns, and requests.
<p>Family and Community Engagement: Building Parent Capacity</p>	<ul style="list-style-type: none"> ☐ Parent-Teacher Conferences: <ul style="list-style-type: none"> • Scheduled twice per year: October and March • Conferences include: <ul style="list-style-type: none"> ○ Curriculum information ○ Student assessment results ○ Explanation of assessment processes ☐ Ongoing Curriculum Communication: <ul style="list-style-type: none"> • Shared regularly through: <ul style="list-style-type: none"> ○ Weekly/monthly classroom newsletters ○ School newsletters ○ School website ☐ Parent Resources and Support: <ul style="list-style-type: none"> • DESE resources included in parent communication

- Ideas provided on:
 - Supporting student learning at home
 - Working with teachers
 - Incorporating developmental learning activities

Parent Involvement Events:

- Scheduled and distributed via:
 - Event calendar
 - Social media
 - District website
- Reminders sent through:
 - Class Dojo
 - Newsletters
 - Social media

Parent and Family Engagement Plan:

- Incorporated into the School Improvement Plan
- Reviewed regularly by the FACE Committee
- Used to ensure school meets goals and expectations

Assessment Information:

- ATLAS reports shared with parents of students in Grades 4–6 when available
- Achievement discussed with families
- K–3 Literacy Screener results shared with families
- Families included in intervention planning for students not meeting benchmarks

Flexible Meeting Options:

- Parents/families may request meetings with teachers or administrators at any time

Family Nights:

- Held in Fall and Spring
- Focused on specific academic content areas

Volunteer Opportunities:

- Families receive a volunteer interest form at the beginning of the year

Parent Resource Center:

- Located at the main entrance of the building
- Regularly updated with curriculum-related information for parents

Family and Community Engagement:
Coordination

- **Community Partnerships and Programs:**
 - Attend the Arkansas Symphony Orchestra's yearly program with program support.
 - Operate a food bank supported by local organizations and businesses.
 - Host "Orange Week" annually to raise awareness and funds for childhood hunger.
 - Weekly food bags are prepared and distributed by community volunteers.
 - Partner with the **Imagination Library** to provide free books to students lacking access.
 - Host an annual **May Day event** in May to connect families with:
 - Local agencies and services (e.g., Bridges Out of Poverty, YMCA, Garland County Library, Jackson House, food banks, summer camps).
 - Volunteer opportunities and year-round support.
 - Partner with the **Garland County Library** to:
 - Provide guest classroom readers (in-person or virtual).
 - Maintain a **Little Free Library** on the CMS District campus (available 24/7, stocked with donated books).
 - Collaborate with the **Literacy Council of Garland County** to:
 - Provide printed materials for tutoring in reading, writing, math, computer skills, and ESL.
 - Place these materials in the elementary office for parent access.
 - Periodically send home a list of available materials to parents.
 - Distribute a list of local **agencies and support programs** to families in the beginning-of-year packet.
- **School Events and Family Involvement:**
 - Plan **Family Nights** in the Fall and Spring that include:

- Academic strategies/tools to promote student achievement.
- Opportunities for families to participate in learning.
- Invite families to:
 - Attend **music programs** and **art shows** in Fall and Spring.
 - Participate in a variety of school-based events throughout the year.
- Invite **community members as Guest Speakers** to share:
 - Career insights or curriculum-related expertise (in-person or virtually).

Ongoing Parent Engagement and Communication:

- Schedule **quarterly meetings with the EPIC Parent Organization** for parental input on school decisions.
- Encourage parent involvement in **Health and Wellness Committee** meetings.
- Provide **newsletters and office-based resources** for parents, including:
 - Parenting support resources
 - Curriculum guides
- Offer meeting times at varied hours and provide **virtual meeting options** for accessibility.
- Maintain a **Parent Support Center** that includes:
 - A computer for families to access learning resources.
 - Books, pamphlets, and materials addressing parenting topics.
- Teachers regularly reach out to **local professionals and agencies** to support classroom instruction.

Mental Health and Counseling Support:

- Partner with **two counseling agencies** to provide:
 - School-Based Mental Health Services
 - Mental health resources for students and families

Parent Collaboration and Support:

- Actively collaborate with the **Eagle Parent Involvement Committee**

	<p>(EPIC) to promote strong family-school partnerships.</p>
<p>Family and Community Engagement: Annual Title I Meeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cutter Morning Star Elementary School will hold its annual Title I meeting prior to the October school board meeting. <input type="checkbox"/> The meeting will be held in the District Board Room. <input type="checkbox"/> Parents will be informed about: <ul style="list-style-type: none"> • The requirements of Title I • The school's participation in Title I • Parents' rights to be involved in the Title I program <input type="checkbox"/> During the public meeting, the school will: <ul style="list-style-type: none"> • Disseminate important information • Review the Parent and Family Engagement Policy with attendees
<p>Family and Community Engagement: School-Parent Compact</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Survey data will be used to inform: <ul style="list-style-type: none"> • The Parent Compact • The plans and goals of the Family and Community Engagement Committee <input type="checkbox"/> Parents will have access to student information through: <ul style="list-style-type: none"> • Progress reports at each mid-term • Report cards every nine weeks <input type="checkbox"/> Formal Parent-Teacher Conferences will be held: <ul style="list-style-type: none"> • Twice per year • Additional conferences may be scheduled at the request of the teacher or parent • Conference formats include: <ul style="list-style-type: none"> ○ In-person ○ Virtual ○ Phone ○ Home visits, when appropriate <input type="checkbox"/> Parent communication tools will include: <ul style="list-style-type: none"> • Staff phone numbers and email addresses • Class Dojo (for grades K–6)
<p>Family and Community Engagement: Reservation of Funds</p>	<p>Cutter Morning Star School District does not receive more than \$500,000 in Title I allocation and as such are not required to reserve funds.</p>

Focus Area: Student Achievement in Science

3rd-6th Grades

- 2023-2024 ATLAS Summative Scores- 32% Proficient (did not meet the goal of 50% Proficient for 2023-2024)
- 2024-2025 ATLAS Fall Interim Scores- 24% Proficient
- 2024-2025 ATLAS Winter Interim Scores- 30.25% Proficient
- 2024-2025 ATLAS Summative Scores- 39% Proficient (exceeded the 3% goal)

K-2 Grades

K-2 Does Not Assess Science

Goal:

Improve student achievement in Science in Grades 3-6 by 3% as measured by the 2024-2025 ATLAS Summative Assessment.

Strategies and Actions:

Strategies/Actions	Details
Assessment Data	<ul style="list-style-type: none">● Disaggregate 2024-25 State Summative Assessment data and 2025-2026 Interim Data after Fall, Winter, Spring assessments.
Assessment Schedule	ATLAS Interim Assessments: <ul style="list-style-type: none">● Fall Interim Assessment will be Administered in October 2025● Winter Interim Assessment will be administered in February/March 2026 ATLAS Summative Assessment will be administered in April/May 2026
Intervention Plans	<ul style="list-style-type: none">● Daily 40-minute Tier 2 and/or Tier 3 instruction (small group or individual).● Academic interventions continue year-round based on classroom performance and/or meeting goals● Afterschool Interventions may be provided if needed
Collaborative Team Functions	<ul style="list-style-type: none">● Analyze student data to identify strengths and weaknesses● Select and develop learning targets aligned to core content priority standards● Develop and align curriculum maps to

	<p>essential standards</p> <ul style="list-style-type: none"> ● Create and analyze common assessments ● Align instructional resources to standards ● Weekly meetings to review data, curriculum & student progress. ● Document meetings in shared Google Drive Folders ● Use guiding questions to drive instruction (What do we want students to learn? How will we know they have learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?)
<p>Progress Monitoring</p>	<p>Every 2 weeks using:</p> <ul style="list-style-type: none"> ● Common Formative Assessments, ● Standards-Based Checklists. ● ATLAS Classroom Tool
<p>Support & Observation</p>	<p>Peer observations offered for:</p> <ul style="list-style-type: none"> ● Learning Sweeps for all teachers ● Teachers needing targeted support. ● Follow-up discussions during team time or 1:1. <p>Other Support</p> <ul style="list-style-type: none"> ● Dawson Science Specialist will be provide support during collaborative team times and to individual teachers as needed ● Weekly/monthly observations from administrators with specific feedback for improving instructional outcomes ● Mentors for teachers new to CMS Elementary School or new to the profession
<p>Leadership & Collaboration Structures</p>	<ul style="list-style-type: none"> ● School-Level Teams (Guiding Coalition, Intervention Teams) meet as needed. ● Representatives include teachers, support staff, counselor, principal. ● Use a shared Google Document for ongoing assessment data tracking. ● Grade-level teams meet before school-wide meetings for input.
<p>Professional Learning</p>	<ul style="list-style-type: none"> ● Two professional development days will be provided during the CMS District Back to School PD. The district received a Professional Learning Grant and has contracted with Solution Tree to provide professional learning on standards implementation, intervention development, accelerated learning, and other areas to improve instructional outcomes for students ● Teachers will have the opportunity to

	<p>attend professional learning through Dawson Educational Service Cooperative during the summer. The Dawson Education Service Cooperative Professional Learning Catalog of events have been shared with teachers and they may choose professional learning that they feel will benefit them.</p>
<p>Science Programs</p>	<p>Cutter Morning Star Elementary School has adopted the Amplify Science Program as our Science HQIM for grades 3-6.</p> <p>Supplemental Math Resources for all grades:</p> <ul style="list-style-type: none"> ● IXL ● Waterford Science (K-2)
<p>Family and Community Engagement: Jointly Developed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Committee Members: <ul style="list-style-type: none"> ● Laura Baber – Principal ● Dawn Coffman – Elementary FACE Facilitator/Counselor ● Jana Harrison – Assistant Principal ● Tony Harrison – Parent/Teacher ● Courtney Post – Parent and President of the Eagle Parent Involvement Committee (EPIC) ● Meagan Burks – Parent <input type="checkbox"/> Family and Community Engagement Committee Responsibilities: <ul style="list-style-type: none"> ● Collaboratively write and implement the Parent and Family Engagement Plan. ● Review parent survey data as a team. ● Discuss district and school goals. ● Generate ideas based on data and goals. ● Write the engagement plan based on findings and feedback. <input type="checkbox"/> Parent Involvement: <ul style="list-style-type: none"> ● All parents will be invited to complete a survey to help guide plan goals and components. ● After the annual Title I parent meeting and survey analysis, any parent concerns will be submitted to the district.
<p>Family and Community Engagement: Communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan Availability and Accessibility: <ul style="list-style-type: none"> ● The Parent and Community Involvement Plan will be: <ul style="list-style-type: none"> ○ Posted online ○ Included in the student handbook ○ Include the name and email address of the building facilitator, Dawn Coffman ● Parent receipt confirmed via a signature page in the handbook

	<ul style="list-style-type: none"> • Plan reviewed by at least two parents to ensure: <ul style="list-style-type: none"> ○ Parent-friendly language ○ Appropriateness for all families □ Included Materials in Parent Communications: <ul style="list-style-type: none"> • Volunteer survey • Volunteer opportunity information • Ideas for parent involvement • Calendar of events • Distributed through: <ul style="list-style-type: none"> ○ Beginning-of-year packet ○ Principal newsletters ○ Parent communications □ Communication Methods: <ul style="list-style-type: none"> • Events and opportunities shared via: <ul style="list-style-type: none"> ○ District/school calendar ○ Website ○ School/district app ○ Social media • Two-way communication supported through: <ul style="list-style-type: none"> ○ Email ○ Phone ○ Class Dojo (Grades K–6) □ Parent-Teacher Conferences: <ul style="list-style-type: none"> • Scheduled twice a year (once each semester) • Additional conferences can be scheduled as needed • Flexible formats available: <ul style="list-style-type: none"> ○ In-person ○ Phone ○ Google Meet (virtual) ○ Home visit □ Academic Progress Reporting: <ul style="list-style-type: none"> • Progress reports sent at mid-quarter • Report cards sent at the end of each quarter
<p>Family and Community Engagement: Building Staff Capacity</p>	<ul style="list-style-type: none"> □ Professional Development for Staff: <ul style="list-style-type: none"> • Cutter Morning Star Elementary will provide the required number of hours of training in family engagement for teachers and parents. • Starting in the 2023–24 school year, teachers will receive: <ul style="list-style-type: none"> ○ 2 hours of professional development focused on effective parental involvement strategies. ○ This training will occur at least once. □ Use of Parent Feedback: <ul style="list-style-type: none"> • Parent survey results will be shared with staff.

	<ul style="list-style-type: none"> • Survey feedback will be used to reflect on and make necessary adjustments to school practices. ☐ Staff Involvement in Committees: <ul style="list-style-type: none"> • Teachers will serve on: <ul style="list-style-type: none"> ○ Family and Community Engagement Committee ○ Student Handbook Committee ○ School Improvement Plan Committee ○ Additional committees as needed • Participation ensures teachers have the opportunity to share input, ideas, concerns, and requests.
<p>Family and Community Engagement: Building Parent Capacity</p>	<ul style="list-style-type: none"> ☐ Parent-Teacher Conferences: <ul style="list-style-type: none"> • Scheduled twice per year: October and March • Conferences include: <ul style="list-style-type: none"> ○ Curriculum information ○ Student assessment results ○ Explanation of assessment processes ☐ Ongoing Curriculum Communication: <ul style="list-style-type: none"> • Shared regularly through: <ul style="list-style-type: none"> ○ Weekly/monthly classroom newsletters ○ School newsletters ○ School website ☐ Parent Resources and Support: <ul style="list-style-type: none"> • DESE resources included in parent communication • Ideas provided on: <ul style="list-style-type: none"> ○ Supporting student learning at home ○ Working with teachers ○ Incorporating developmental learning activities ☐ Parent Involvement Events: <ul style="list-style-type: none"> • Scheduled and distributed via: <ul style="list-style-type: none"> ○ Event calendar ○ Social media ○ District website • Reminders sent through: <ul style="list-style-type: none"> ○ Class Dojo ○ Newsletters ○ Social media

	<ul style="list-style-type: none"> ☐ Parent and Family Engagement Plan: <ul style="list-style-type: none"> • Incorporated into the School Improvement Plan • Reviewed regularly by the FACE Committee • Used to ensure school meets goals and expectations ☐ Assessment Information: <ul style="list-style-type: none"> • ATLAS reports shared with parents of students in Grades 4–6 when available • Achievement discussed with families • K–3 Literacy Screener results shared with families • Families included in intervention planning for students not meeting benchmarks ☐ Flexible Meeting Options: <ul style="list-style-type: none"> • Parents/families may request meetings with teachers or administrators at any time ☐ Family Nights: <ul style="list-style-type: none"> • Held in Fall and Spring • Focused on specific academic content areas ☐ Volunteer Opportunities: <ul style="list-style-type: none"> • Families receive a volunteer interest form at the beginning of the year ☐ Parent Resource Center: <ul style="list-style-type: none"> • Located at the main entrance of the building • Regularly updated with curriculum-related information for parents
<p>Family and Community Engagement: Coordination</p>	<ul style="list-style-type: none"> ☐ Community Partnerships and Programs: <ul style="list-style-type: none"> • Attend the Arkansas Symphony Orchestra's yearly program with program support. • Operate a food bank supported by local organizations and businesses. <ul style="list-style-type: none"> ○ Host "Orange Week" annually to raise awareness and funds for childhood hunger. ○ Weekly food bags are prepared and distributed by community volunteers.

- Partner with the **Imagination Library** to provide free books to students lacking access.
- Host an annual **May Day event** in May to connect families with:
 - Local agencies and services (e.g., Bridges Out of Poverty, YMCA, Garland County Library, Jackson House, food banks, summer camps).
 - Volunteer opportunities and year-round support.
- Partner with the **Garland County Library** to:
 - Provide guest classroom readers (in-person or virtual).
 - Maintain a **Little Free Library** on the CMS District campus (available 24/7, stocked with donated books).
- Collaborate with the **Literacy Council of Garland County** to:
 - Provide printed materials for tutoring in reading, writing, math, computer skills, and ESL.
 - Place these materials in the elementary office for parent access.
 - Periodically send home a list of available materials to parents.
- Distribute a list of local **agencies and support programs** to families in the beginning-of-year packet.

□ **School Events and Family**

Involvement:

- Plan **Family Nights** in the Fall and Spring that include:
 - Academic strategies/tools to promote student achievement.
 - Opportunities for families to participate in learning.
- Invite families to:
 - Attend **music programs** and **art shows** in Fall and Spring.

- Participate in a variety of school-based events throughout the year.
- Invite **community members as Guest Speakers** to share:
 - Career insights or curriculum-related expertise (in-person or virtually).

□ **Ongoing Parent Engagement and Communication:**

- Schedule **quarterly meetings with the EPIC Parent Organization** for parental input on school decisions.
- Encourage parent involvement in **Health and Wellness Committee** meetings.
- Provide **newsletters and office-based resources** for parents, including:
 - Parenting support resources
 - Curriculum guides
- Offer meeting times at varied hours and provide **virtual meeting options** for accessibility.
- Maintain a **Parent Support Center** that includes:
 - A computer for families to access learning resources.
 - Books, pamphlets, and materials addressing parenting topics.
- Teachers regularly reach out to **local professionals and agencies** to support classroom instruction.

□ **Mental Health and Counseling Support:**

- Partner with **two counseling agencies** to provide:
 - School-Based Mental Health Services
 - Mental health resources for students and families

□ **Parent Collaboration and Support:**

- Actively collaborate with the **Eagle Parent Involvement Committee (EPIC)** to promote strong family-school partnerships.

<p>Family and Community Engagement: Annual Title I Meeting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cutter Morning Star Elementary School will hold its annual Title I meeting prior to the October school board meeting. <input type="checkbox"/> The meeting will be held in the District Board Room. <input type="checkbox"/> Parents will be informed about: <ul style="list-style-type: none"> • The requirements of Title I • The school's participation in Title I • Parents' rights to be involved in the Title I program <input type="checkbox"/> During the public meeting, the school will: <ul style="list-style-type: none"> • Disseminate important information • Review the Parent and Family Engagement Policy with attendees
<p>Family and Community Engagement: School-Parent Compact</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Survey data will be used to inform: <ul style="list-style-type: none"> • The Parent Compact • The plans and goals of the Family and Community Engagement Committee <input type="checkbox"/> Parents will have access to student information through: <ul style="list-style-type: none"> • Progress reports at each mid-term • Report cards every nine weeks <input type="checkbox"/> Formal Parent-Teacher Conferences will be held: <ul style="list-style-type: none"> • Twice per year • Additional conferences may be scheduled at the request of the teacher or parent • Conference formats include: <ul style="list-style-type: none"> ○ In-person ○ Virtual ○ Phone ○ Home visits, when appropriate <input type="checkbox"/> Parent communication tools will include: <ul style="list-style-type: none"> • Staff phone numbers and email addresses • Class Dojo (for grades K–6)
<p>Family and Community Engagement: Reservation of Funds</p>	<p>Cutter Morning Star School District does not receive more than \$500,000 in Title I allocation and as such are not required to reserve funds.</p>

Focus Area: Student School Discipline

Current Reality:

According to School Discipline Data, 20% (67 Students), of the student body received some type of office discipline referral. There were 160 office discipline referrals made:

Goal:

The number of office discipline referrals will be reduced by at least 15% and the percentage of the student body receiving some type of office discipline referral will be reduced by 5%

Plan to Accomplish the Goal:

Strategy/Action	Details
SOAR Matrix & Positive Behavior Plan	<ul style="list-style-type: none"> ● The SOAR Behavior Matrix and Positive Behavior Plan for students will be reviewed and implemented school wide. ● The plan will include interventions and supports tailored to improve behavior for each student.
Leadership & Collaboration Structures	<p>School Level Teams (Guiding Coalition, Intervention Teams) meet as needed to:</p> <ul style="list-style-type: none"> ● Analyze the effectiveness of the SOAR Matrix and Positive Behavior Plan. ● Review Discipline Data ● Plan rewards and supports for students ● Request and analyze grade level feedback regarding success and challenges of the plan ● Review end of year discipline data to plan changes for the next year.
Family and Community Engagement: Jointly Developed	<ul style="list-style-type: none"> ☐ Committee Members: <ul style="list-style-type: none"> ● Laura Baber – Principal ● Dawn Coffman – Elementary FACE Facilitator/Counselor ● Jana Harrison – Assistant Principal ● Tony Harrison – Parent/Teacher ● Courtney Post – Parent and President of the Eagle Parent Involvement Committee (EPIC) ● Meagan Burks – Parent ☐ Family and Community Engagement Committee Responsibilities: <ul style="list-style-type: none"> ● Collaboratively write and implement the Parent and Family Engagement Plan. ● Review parent survey data as a team. ● Discuss district and school goals.

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- **Parent Resources and Support:**
 - DESE resources included in parent communication
 - Ideas provided on:
 - Supporting student learning at home
 - Working with teachers
 - Incorporating developmental learning activities
- **Parent Involvement Events:**
 - Scheduled and distributed via:
 - Event calendar
 - Social media
 - District website
 - Reminders sent through:
 - Class Dojo
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- **Parent and Family Engagement Plan:**
 - Incorporated into the School Improvement Plan
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 - Used to ensure school meets goals and expectations
- **Assessment Information:**
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 - K–3 Literacy Screener results shared with families
 - Families included in intervention planning for students not meeting benchmarks
- **Flexible Meeting Options:**
 - Parents/families may request meetings with teachers or administrators at any time
- **Family Nights:**
 - Held in Fall and Spring
 - Focused on specific academic content areas
- **Volunteer Opportunities:**
 - Families receive a volunteer interest form at the beginning of the year
- **Parent Resource Center:**
 - Located at the main entrance of the building

	<ul style="list-style-type: none"> • Regularly updated with curriculum-related information for parents
<p>Family and Community Engagement: Coordination</p>	<ul style="list-style-type: none"> □ Community Partnerships and Programs: <ul style="list-style-type: none"> • Attend the Arkansas Symphony Orchestra's yearly program with program support. • Operate a food bank supported by local organizations and businesses. <ul style="list-style-type: none"> ○ Host "Orange Week" annually to raise awareness and funds for childhood hunger. ○ Weekly food bags are prepared and distributed by community volunteers. • Partner with the Imagination Library to provide free books to students lacking access. • Host an annual May Day event in May to connect families with: <ul style="list-style-type: none"> ○ Local agencies and services (e.g., Bridges Out of Poverty, YMCA, Garland County Library, Jackson House, food banks, summer camps). ○ Volunteer opportunities and year-round support. • Partner with the Garland County Library to: <ul style="list-style-type: none"> ○ Provide guest classroom readers (in-person or virtual). ○ Maintain a Little Free Library on the CMS District campus (available 24/7, stocked with donated books). • Collaborate with the Literacy Council of Garland County to: <ul style="list-style-type: none"> ○ Provide printed materials for tutoring in reading, writing, math, computer skills, and ESL. ○ Place these materials in the elementary office for parent access. ○ Periodically send home a list of available materials to parents.

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- Teachers regularly reach out to **local professionals and agencies** to support classroom instruction.

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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.