

CUTTER MORNING STAR HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN (2026–2027)

Grades 7–12

School Vision

Cutter Morning Star High School is committed to ensuring high levels of learning for every student through rigorous instruction, data-informed decision-making, collaborative professional learning communities, and targeted interventions that accelerate achievement and growth for all learners.

KEY IMPROVEMENT PRIORITIES

1. Strengthen Tier 1 instruction across all content areas.
2. Implement consistent PLC data cycles.
3. Utilize disaggregated data to drive instructional decisions.
4. Expand literacy strategies across all content areas.
5. Monitor intervention effectiveness through RTI systems.

EXPECTED OUTCOMES

By May 2027, the school will demonstrate:

- 3% Increase in students meeting or exceeding growth goals on the ATLAS Summative Assessment.
- Increased achievement and growth in Mathematics.
- Increased achievement and growth in Science.
- Increased achievement and growth in ELA.
- A sustainable system for data collection, analysis, and instructional decision-making.

- Greater consistency in Tier 1 instruction.
 - Improved outcomes for all students while maintaining strong growth among the Bottom 25%.
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SCHOOL IMPROVEMENT GOALS

Goal 1: Mathematics Achievement and Growth

SMART Goal

By May 2027, the percentage of students demonstrating achievement in Mathematics (Grades 7–12) will increase from 26% to 29%, and the percentage of students demonstrating annual growth will increase by 3% over the previous year, as measured by state and local assessments. Particular emphasis will be placed on increasing achievement in Algebra from 22% to 25% and Geometry from 14% to 17%, while maintaining strong growth among the Bottom 25% subgroup at 73% or higher.

Baseline Data

Course	Achievement	Growth	Bottom 25% Growth
7th Grade Math	32%	33%	63%
8th Grade Math	34%	76%	92%
Algebra	22%	46%	86%
Geometry	14%	46%	57%
Overall	26%	50%	73%

Root Cause Analysis

- Intervention systems are producing growth among struggling students.
- Core Tier 1 instruction lacks consistency across courses.
- Students need increased opportunities for mathematical reasoning, problem-solving, and spiral review.
- Data is not consistently used to drive instructional adjustments.

School-Level Strategies

1. Establish schoolwide instructional non-negotiables.
2. Implement bi-weekly math PLC data meetings.
3. Utilize formative assessments every two weeks.
4. Conduct instructional walkthroughs focused on mathematical discourse and student engagement.

Department-Level Strategies

1. Develop and utilize unit plans, pacing guides, and assessments, working in formative and summative assessments, and leave days open for reteaching and support.
2. Utilize PLCs to analyze student work and adjust instruction.
3. Conduct bi-weekly item analysis of assessments and plan for intervention.

Classroom-Level Strategies

1. Increase mastery of standards through spiral review with bell starters.
2. Daily learning targets and success criteria.
3. Frequent checks for understanding.
4. Small-group reteaching based on assessment data.
5. Student goal-setting and progress tracking.

Success Indicators

- Overall Math Achievement increases from 26% to 29%.
 - Overall Math Growth increases by 3%.
 - Geometry Achievement increases from 14% to 17%.
 - Algebra Achievement increases from 22% to 25%.
 - Bottom 25% Growth remains at or above 73%.
 - Reduction in students demonstrating no growth.
 - Increased proficiency rates on Atlas Formative and Summative Assessments.
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Goal 2: Science Achievement and Growth

SMART Goal

By May 2027, the percentage of students demonstrating achievement in Science (Grades 7–12) will increase from 43% to 46%, and the percentage of students demonstrating annual growth will increase from 51% to 54%, as measured by state and local assessments. Particular emphasis will be placed on increasing Biology achievement from 24% to 27% and Biology growth from 47% to 50%, while maintaining Bottom 25% growth at 81% or higher.

Baseline Data

Course	Achievement	Growth	Bottom 25% Growth
7th Grade Science	52%	52%	79%
8th Grade Science	47%	53%	83%
Biology	24%	47%	83%
Overall	43%	51%	81%

Root Cause Analysis

- Strong intervention systems are producing growth.
- Students need increased opportunities to apply scientific concepts.
- Scientific vocabulary and academic discourse require greater emphasis.
- Teachers need consistent use of data to inform instruction.

School-Level Strategies

1. Implement a schoolwide science literacy initiative.
2. Utilize bi-weekly science PLCs.
3. Monitor implementation of inquiry-based instruction.
4. Use benchmark data to identify standards requiring reteaching.

Department-Level Strategies

1. Implement Claim-Evidence-Reasoning (CER) protocols.
2. Increase laboratory and hands-on learning experiences.
3. Analyze standards mastery every two weeks.
4. Utilize common formative assessments.

Areas of Focus

- Increase rigor and standards-aligned Tier 1 instruction.
- Strengthen scientific literacy, vocabulary, and academic discourse.
- Implement Claim-Evidence-Reasoning (CER) strategies across science courses.
- Utilize common assessments to identify and address standards gaps.
- Increase laboratory and inquiry-based learning opportunities.
- Use PLC data cycles to monitor student progress and intervention effectiveness.

Success Indicators

- Overall Science Achievement increases from 43% to 46%.
 - Overall Science Growth increases by 3% over the previous year.
 - Biology Achievement increases from 24% to 27%.
 - Bottom 25% Growth remains at or above 81%.
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Goal 3: English Language Arts Achievement and Growth

SMART Goal

By May 2027, the percentage of students in Grades 7–10 demonstrating achievement in English Language Arts will increase from 38% to 41%, representing a minimum 3-percentage-point increase in overall achievement. During the same period, the percentage of students demonstrating annual growth will increase from 52% to 55%.

The school will prioritize strengthening Tier 1 ELA instruction, particularly in Grades 7, 9, and 10, while maintaining strong growth among students in the Bottom 25%.

Baseline Data

Grade	Current Achievement	Current Growth	Bottom 25% Growth
7th	41%	43%	50%
8th	43%	61%	93%
9th	30%	39%	70%
10th	36%	55%	64%
Overall	38%	52%	70%

Bottom 25% Target

The school will maintain the current strong performance of the Bottom 25% and work toward increasing Bottom 25% growth by 3% over the previous year..

Priority Area

9th Grade ELA will be identified as a priority area because it currently has the lowest achievement (30%) and lowest overall growth (39%). The school will provide targeted support to improve students' transition into high school literacy expectations.

Root Cause Analysis

- Bottom 25% of students demonstrate stronger growth than the overall population.
- Intervention systems are producing positive results.
- Tier 1 literacy instruction requires strengthening.
- Reading comprehension, vocabulary development, and writing proficiency need greater emphasis.

Key Strategies

School Level

1. Establish consistent schoolwide literacy expectations across Grades 7–10.
2. Implement a common ELA data cycle through PLCs every two weeks.
3. Monitor student achievement and growth by grade, standard, subgroup, and intervention status.
4. Conduct instructional walkthroughs focused on rigorous reading, writing, vocabulary, and student discourse.
5. Use common formative assessments to identify standards requiring reteaching.

Grade/PLC Level

1. Identify priority standards based on assessment data.
2. Develop common formative assessments aligned to priority standards.
3. Analyze student work and identify common misconceptions.
4. Create flexible student groups for reteaching and enrichment.
5. Monitor the progress of students who are not demonstrating growth.

Classroom Level

1. Provide explicit instruction in reading comprehension and academic vocabulary.
2. Increase opportunities for students to cite textual evidence.
3. Incorporate writing-to-learn and constructed-response activities.
4. Use frequent checks for understanding and exit tickets.
5. Provide targeted small-group instruction based on current student data.
6. Have students track their own ELA growth and set individual learning goals.

Success Indicators

- Overall ELA growth increases by 3% over the previous year.
 - Overall achievement increases to 41%.
 - 7th Grade achievement reaches 44%.
 - 8th Grade achievement reaches 46%.
 - 9th Grade achievement reaches 33%.
 - 10th Grade achievement reaches 39%.
 - Bottom 25% growth remains at or above 65%.
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Goal 4: Data Systems and Data-Driven Decision Making

SMART Goal

By December 2026, the school will implement a unified data system in which:

- 100% of PLCs utilize disaggregated student data monthly.
- 100% of teachers use data to inform lesson planning.
- RTI decisions are documented and reviewed every six weeks.
- Data is consistently used to accelerate student achievement and growth.

Rationale

Data must move beyond reporting and become an instructional decision-making tool that informs classroom instruction, intervention placement, and enrichment opportunities.

School-Level Strategies

1. Implement a centralized data dashboard.
2. Train staff in data analysis protocols.
3. Establish monthly leadership data reviews.
4. Monitor fidelity of PLC implementation.

PLC Data Cycle

Every two weeks, PLC teams will:

1. Review assessment data.
2. Identify standards below mastery.
3. Determine reteaching needs.
4. Plan interventions and enrichment.
5. Monitor effectiveness during the next cycle.

Data Dashboard Components

- Executive Summary
- Math Dashboard
- Science Dashboard
- ELA Dashboard
- Student Growth Tracker
- RTI Tracker
- Teacher Performance Dashboard

Success Indicators

- PLC documentation demonstrates data use.
 - RTI placement decisions are data-based.
 - Teachers use data to adjust instruction.
 - Growth targets are monitored throughout the year.
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