

Cutter Morning Star Elementary School Improvement
Plan
2026-2027

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 2026-2027 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 Summative Scores- 35% Proficient (did not meet the 3% goal for 2024-2025)
- 2025-2026 ATLAS Summative Scores- 41% Proficient- (met the 3% goal for 2025-2026)

K-2 Grades

- 2024-2025 ATLAS Summative Scores: 47% Proficient
 - Kindergarten- 55% Proficient
 - 1st Grade- 45% Proficient
 - 2nd Grade- 41% Proficient
- 2025-2026 ATLAS Summative: 72%% Proficient
 - Kindergarten-90% Proficient
 - 1st Grade- 58% Proficient
 - 2nd Grade- 68% Proficient

Cutter Morning Star Elementary 2026 ATLAS Scores Literacy Summative/ELA Summative

Grade	Proficiency	All Students Met or Exceeded Prior Year Scale Score	Bottom Quartile Met or Exceeded Prior Year Scale Score
Kindergarten	90%		
1st Grade	58%	80%	100%
2nd Grade	68%	83%	88%
3rd Grade	41%	51%	77%
4th Grade	52%	71%	67%
5th Grade	35%	60%	70%
6th Grade	36%	66%	90%
Totals	54%	68%	82%

Goal:

- **Cutter Morning Star Elementary will see a 5% increase in students who Met or Exceeded Prior Year Scale Score (Growth) in ELA as measured by the 2027 ATLAS Summative Assessment.**

Strategies and Actions:

Category	Details
Assessment Data	● Disaggregate 2025-2026 ATLAS Summative & 2026-2027 Interim data after Fall, Winter, Spring assessments. ● Disaggregate K-3 Literacy Screener Data ● Use results to implement interventions for students below grade level benchmarks.
Assessment Schedule	● State Screener & Diagnostic Assessments: Aug/Sept 2026, ● Interim 1: ○ K-2 Oct/Nov ○ 3-6 Aug/Oct ● Interim 2: ○ K-2 Jan/Feb ○ 3-6 Jan/Feb ● Summative: K-6 April/May. ● Data will be used to assign Tier 2/3 interventions.
Intervention Plans	● 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 ● 35–45 minute pull-out for Dyslexia Intervention (3–5 days/week). ● Academic interventions continue year-round based on classroom performance. ● Afterschool Interventions if needed
3rd and 4th Grade Literacy Block	● Students who scored a Level 1 on the 2026 ATLAS Literacy ELA Summative will be either Retained, Promoted with a Good Cause Exemption, or retest.. Any student who scored a Level1 on the 2026 ELA Summative, whether retained or promoted with a Good Cause Exemption, will be provided with a dedicated 90 minute Literacy Block with specific requirements per DESE. ● Any other services that the students who scored a Level 1 in ELA receive (Special Educaiton, Dyslexia, etc.) will be outside of the

	dedicated 90 minute Literacy Block. • 3rd and 4th Grade ELA Teachers and Administrators will attend a professional learning session hosted by DESE on the requirements for the 90 minute Literacy Block. • Administrators will monitor implementation of the 90 minute Literacy Block for fidelity and adherence to DESE guidelines.
Collaborative Team Functions	• Analyze summative, state screener and interim 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	• ORF Progress Monitoring every 2 weeks/monthly • Common Formative Assessments, • Standards-Based Checklists, • ATLAS Classroom Tool • Sonday System Mastery Checks at the end of 3 lessons • Take Flight monitoring at the end of each book.
Support & Observation	Peer observations offered for: • All Teachers • New teachers, • Teachers needing targeted support. • Follow-up discussions during team time or 1:1. Other Support • 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 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 and school administrators
Leadership & Collaboration Structures	• School-Level Teams (e.g., Guiding Coalition, RTI) meet as needed.

	• Representatives include teachers, support staff, counselors, principals. • Use a shared Google Document for ongoing assessment data tracking. • Grade-level teams meet before school-wide meetings for input.
Professional Learning	• 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. • 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	Meet requirements of Right to Read Act (Act 1063 of 2017). • 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 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 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 Readers & Writers Workshop • Updated Benchmarks Phonics Program • K-2 UFLI Phonics • 3–5: Benchmark Phonics & Word Study, • 6th Grade: Study Sync, • K–6: Sonday System (Dyslexia) • 3–6: Take Flight, (Dyslexia) Supplemental Resources for all grades: • UFLI • Lexia • IXL • Waterford (K-2)
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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 Summative Scores- 32%% Proficient (did not meet the 3% goal for 2024-2025)
- 2025-2026 ATLAS Summative Scores- 39.5% Proficient (met the 3% goal for 2025-2026)

K-2 Grades

- 2024-2025 ATLAS Summative Scores: 44% Proficient
 - Kindergarten- 52% Proficient
 - 1st Grade- 37% Proficient
 - 2nd Grade- 43% Proficient
- 2025-2026 ATLAS Summative 71% Proficient
 - Kindergarten- 83% Proficient
 - 1st Grade- 67% Proficient
 - 2nd Grade- 63% Proficient

Cutter Morning Star Elementary 2026 ATLAS Scores Math Summative

Grade	Proficiency	All Students Met or Exceeded Prior Year Scale Score	Bottom Quartile Met or Exceeded Prior Year Scale Score
Kindergarten	83%		
1st Grade	67%	83%	100%

2nd Grade	63%	88%	100%
3rd Grade	57%	87%	82%
4th Grade	52%	81%	63%
5th Grade	16%	80%	100%
6th Grade	33%	74%	100%
Totals:	53%	82%	91%

Goal:

- **Cutter Morning Star Elementary will see a 5% increase in students who Met or Exceeded Prior Year Scale Score (Growth) in Math as measured by the 2027 ATLAS Summative Assessment.**

Strategies and Actions:

Category	Details
Assessment Data	● Disaggregate 2025-2026 State Summative Assessment data and 2026-2027 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: ● Interim 1: ○ K-2 Oct/Nov ○ 3-6 Aug/Oct ● Interim 2: ○ K-2 Jan/Feb ○ 3-6 Jan/Feb ● Summative: K-6 April/May. ATLAS Summative Assessment will be administered in April/May 2027 ● 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	● 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 2025-2026 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	• 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	Every 2 weeks using: • Common Formative Assessments, • Standards-Based Checklists. • ATLAS Classroom Tool • Update MIPs biweekly
Support & Observation	Peer observations offered for: • All teachers • Teachers needing targeted support. • Follow-up discussions during team time or 1:1. Other Support • 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	• School-Level Teams (Guiding Coalition, RTI 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.
Professional Learning	• 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. - 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. - Dawson Math Specialist will provide professional learning throughout the school year as needed
Math Programs	Cutter Morning Star Elementary School has adopted the Eureka Math² Program as our Math HQIM. Supplemental Math Resources for all grades: - IXL - Waterford Math (K-2)

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 Summative Scores- 38.75% Proficient (Exceeded the 3% goal)
- 2025-2026 ATLAS Summative Scores- 39% Proficient (did not meet the 3% goal)

Cutter Morning Star Elementary 2026 ATLAS Scores Science Summative

Grade	Proficiency	All Students Met or Exceeded Prior Year Scale Score	Bottom Quartile Met or Exceeded Prior Year Scale Score
3rd Grade	51%		
4th Grade	52%	60%	86%
5th Grade	23%	55%	55%
6th Grade	31%	51%	64%

Totals:	39%	55%	68%
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K-2 Grades

K-2 Does Not Assess Science

Goal

- **Cutter Morning Star Elementary will see a 5% increase in students who Met or Exceeded Prior Year Scale Score (Growth) in Math as measured by the 2027 ATLAS Summative Assessment.**

Strategies and Actions:

Strategies/Actions	Details
Assessment Data	● Disaggregate 2025-2026 State Summative Assessment data and 2026-2027 Interim Data after Fall, Winter, Spring assessments.
Assessment Schedule	ATLAS Interim Assessments: ● Interim 1: ○ 3-6 Aug/Oct ● Interim 2: ○ 3-6 Jan/Feb ● Summative: K-6 April/May. ATLAS Summative Assessment will be administered in April/May 2027
Intervention Plans	● 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	● Analyze student data to identify strengths and weaknesses ● Select and develop learning targets aligned to core content priority standards ● Develop and align curriculum maps/pacing guides to essential standards ● 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?)
Progress Monitoring	Every 2 weeks using: • Common Formative Assessments, • Standards-Based Checklists. • ATLAS Classroom Tool
Support & Observation	Peer observations offered for: • All teachers • Teachers needing targeted support. • Follow-up discussions during team time or 1:1. Other Support • Dawson Science 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	• 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.
Professional Learning	• 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.
Science Programs	Cutter Morning Star Elementary School has adopted the Amplify Science Program as our Science HQIM for grades 3-6. Supplemental Science Resources for all grades:

	● IXL ● Waterford Science (K-2)
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Focus Area: Student School Discipline

Current Reality:

According to 2025-2026 School Discipline Data, 38 of the 79 5th and 6th grade students (48%) received some type of office discipline referral. There were 113 office discipline referrals made:

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Goal:

During the 2026–2027 school year, Cutter Morning Star Elementary School will reduce office discipline referrals for 5th and 6th grade students by 5% compared to the 2025–2026 school year.

Plan to Accomplish the Goal:

Strategy/Action	Details
SOAR Matrix & Positive Behavior Plan	● 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. ● The counseling program will implement evidence based classroom lessons focused specifically on the impact of their choices, small group counseling, individual student support, and collaboration with teachers and families.
Leadership & Collaboration Structures	School Level Teams (Guiding Coalition, Intervention Teams) meet as needed to: ● 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.

Parent, Family and Community Engagement Plan

Family and Community Engagement: Jointly Developed	 Committee Members: ● Laura Baber – Principal ● Dawn Coffman – Elementary FACE Facilitator/Counselor ● Jana Harrison – Assistant Principal ● Tony Harrison – Parent/Teacher
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	• Courtney Post – Parent and President of the Eagle Parent Involvement Committee (EPIC) • Meagan Burks – Parent • Norinda Harrison- Parent  Family and Community Engagement Committee Responsibilities: • 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: • 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.
Family and Community Engagement: Communication	 Plan Availability and Accessibility: • The Parent and Community Involvement Plan will be: ○ 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: ○ Parent-friendly language ○ Appropriateness for all families  Included Materials in Parent Communications: • Volunteer survey • Volunteer opportunity information • Ideas for parent involvement • Calendar of events • Distributed through: ○ Beginning-of-year packet ○ Principal newsletters ○ Parent communications  Communication Methods: • Events and opportunities shared via: ○ District/school calendar ○ Website ○ School/district app ○ Social media ○ Parent Square • Two-way communication supported through: ○ Email ○ Phone

	○ Parent Square  Parent-Teacher Conferences: ● Scheduled twice a year (once each semester) ● Additional conferences can be scheduled as needed ● Flexible formats available: ○ In-person ○ Phone ○ Home visit  Academic Progress Reporting: ● Progress reports sent at mid-quarter ● Report cards sent at the end of each quarter
Family and Community Engagement: Building Staff Capacity	 Professional Development for Staff: ● 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: ○ 2 hours of professional development focused on effective parental involvement strategies. ○ This training will occur at least once.  Use of Parent Feedback: ● 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: ● Teachers will serve on: ○ 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.
Family and Community Engagement: Building Parent Capacity	 Parent-Teacher Conferences: ● Scheduled twice per year: October and March ● Conferences include: ○ Curriculum information ○ Student assessment results ○ Explanation of assessment processes  Ongoing Curriculum Communication: ● Shared regularly through: ○ Weekly/monthly classroom newsletters ○ School newsletters ○ School website  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: ○ Parent Square ○ 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 K-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: • We may 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., YMCA, Garland County Library, Jackson House, Mid America, Malvern National Bank, Local School Counseling Options, 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.
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	● 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.
Family and Community Engagement: Annual Title I Meeting	🎬 Cutter Morning Star Elementary School will hold its annual Title I meeting prior to the October school board meeting. 🎬 The meeting will be held in the District Board Room. 🎬 Parents will be informed about: ● The requirements of Title I ● The school's participation in Title I ● Parents' rights to be involved in the Title I program 🎬 During the public meeting, the school will: ● Disseminate important information ● Review the Parent and Family Engagement Policy with attendees
Family and Community Engagement: School-Parent Compact	🎬 Survey data will be used to inform: ● The Parent Compact ● The plans and goals of the Family and Community Engagement Committee 🎬 Parents will have access to student information through: ● Progress reports at each mid-term ● Report cards every nine weeks 🎬 Formal Parent-Teacher Conferences will be held: ● Twice per year ● Additional conferences may be scheduled at the request of the teacher or parent ● Conference formats include:

	○ In-person ○ Virtual ○ Phone ○ Home visits, when appropriate  Parent communication tools will include: ● Staff phone numbers and email addresses ● Parent Square (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.

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.