



CCMS School Improvement Plan

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Goal 1: Implementation of Aligned Curriculum and Assessments

Action Steps	Timeline
<p>Implementation of new curricula in:</p> <ul style="list-style-type: none"> • Language Arts, Science, Math and Social Studies • Evaluations based on classroom observations and unit plans/assessments • Administration assist with facilitation of professional development and department meetings • Online delivery of curriculum: Edmentum, No Red Ink, Grammarly, iReady • Leader in Me Curriculum: Social Emotional Learning and Trauma Informed Instruction • Adjust curriculum in summer workshops in preparation for new ATLAS testing 	<p>2017-18 Science 2017-18; 19-20 English 2020-2021 Math 2019-2020 Soc. Studies (6th grade) 19-20 SS 7 & 8th 2020-21 (6-8th grade) 2021-2023 2023-2024</p>
<p>Provide professional development opportunities that allow teacher choice in regards to School Improvement Plan goals RISE Training for all 6th grade teachers, RISE training online for 7th and 8th grade teachers, RISE training for all ELA teachers 6-8th grade (meet ACT 83 guidelines/requirements) Provide professional development based on structure, goals, and growth associated with ATLAS testing</p>	<p>2018-current 2018-current</p>
<p>Common planning time for content departments</p> <ul style="list-style-type: none"> • Meet bi-monthly: PLCs • Create and use common formative assessments: Writing in English and History have common rubric per grade level • Administrators discuss with departments how they are addressing changes/obstacles, ATLAS goals, online curriculum goals, attendance goals 	<p>2018-19 2020-2021 2020-2021; 2021-2022; 2022-2023 2023-2024</p>

<p>Agendas/minutes & sign-in sheets recorded for department meetings:</p> <ul style="list-style-type: none"> • Use Google form to document meeting minutes/agenda/next steps/follow ups - shared with teachers and administrators • Vertical and horizontal curriculum alignment meetings: Align curriculum vertically for each core subject • Dyslexia intervention training and meeting 4x per year • Meetings may be held virtually 	<p>2019-20 2020-2021; 2021-2022</p> <p>2020-2021; 2022-2023 2023-2024</p>
<p>Professional Development allotted as needed to teachers who are receiving new curriculum</p> <ul style="list-style-type: none"> • Determine number of summative assessments per semester/grade • Administrators will assist in the meeting process • Professional development days will be provided to departments after completed agendas are presented to show proof of effectively utilizing common planning time • PD for teachers in areas that need improvement on ACT Aspire. • Parental Training for Virtual Students • Professional development provided to all departments for classroom assessment and interims in preparation for ATLAS • To understand implementation and align with ATLAS requirements 	<p>2017- current</p> <p>2020-2021; 2021-2022; 2022-2023 2023-2024</p>

Goal 2: Collect and Analyze Data to Evaluate and Improve Instruction

Action Steps	Timeline
<p>RTI-Tier 2 & 3 and Referrals</p> <ul style="list-style-type: none"> • Administrators meet every 4 weeks with the math and English departments to discuss and address students' needs and roster changes as well as once a month with the science department. • Dyslexia referrals will be made by the Dyslexia Committee which meets once per month. Referrals will comply with District Dyslexia Plan • Dyslexia/Sped departmental leaders will be included in the referral process and RTI-Tier 2 & 3 process and procedures. 	<p>2018-2019</p> <p>2019-current 2019-current</p>

<p>Literacy Focus</p> <ul style="list-style-type: none"> • Use planning period to design literacy opportunities in math, science, and social studies departments with assistance from administrators • Utilize advisory from local educational cooperative for writing enrichment and <i>Science of Reading</i> • Implement Reading across the curriculum in collaboration with Media Specialist • Develop/utilize online curriculum that enhances literacy opportunities, fill in gaps between grade level and reading level in students • A GAP course for Literacy will be added to the schedule for loss of learning with an emphasis on <i>Science of Reading</i> 	2018- present
	2019-present
	2019-present
	2020-2021
	Grades 6-8; 2021-2022; 2022-2023 2023-2024
<p>Rubric Implementation-Cross Curricular Rubric implementation for ELA</p> <ul style="list-style-type: none"> • Effective and student friendly • Utilize Social Studies created rubrics that are common with rubrics used in English classrooms • ** new assessment writing rubric via ATLAS 	2018-current
<p>Use school resources to:</p> <ul style="list-style-type: none"> • Provide teachers with professional development days to develop a common understanding of grading and interventions 	2019-present

Evaluation of the Goals

Action Steps	Timeline
Ongoing evaluation of this document with administrators and RTI Leadership Team during monthly meetings	2018-current
Professional Development aligned with examining, explaining, and addressing Improvement Plan Goals	2018-current
Feedback and monthly meetings with CCMS faculty to discuss progress and needs in regards to Improvement Plan Goals	2018-current

Strengths regarding ESSA results

	Timeline
SQSS (School Quality and Student Success) score was in the 85-90% in Arkansas	2017
CCMS score less than a point away from an A <ul style="list-style-type: none"> 75.59 is cut score for an A <ul style="list-style-type: none"> 72.49 CCMS score 2018 74.62 CCMS score for 2019 No scores to be reported for 2019-2020: CCMS will use interim assessment data to drive instruction and interventions 	2017-18 2018-2019 2019-present

Areas to Monitor Regarding ESSA Results

	Timeline
Increasing "Weighted Achievement" score <ul style="list-style-type: none"> Focus on addressing and increasing math and literacy scores. Research and address supports for specific sub-groups in need such as cultural awareness and instructional practices Continue mentoring with a focus on at-risk students Improve attendance rates campus wide 	2018-current
Increasing "Value Added Growth" score specifically focusing on sub-group based off of ESSA data <ul style="list-style-type: none"> More emphasis on low SES population Value added growth Focus on math and ELA growth More emphasis on Science scores 	2018-current
Continue to focus on sub-groups and their scores based off of ESSA data <ul style="list-style-type: none"> Continued support through RTI Process & ESL Services Administrators holding meetings with teachers about student needs in regards to remediation and tutorials, while determining if there are patterns within sub-groups 	2018-current

