



CCES School Improvement Plan 2023-2024

Debbie Asberry, Principal
Lori Laman, Assistant Principal
Bobbi Skipper, Counselor

Goal 1: Implementation of Aligned Curriculum and Assessments

Action Steps	Timeline
<p>Implementation of curricula in:</p> <ul style="list-style-type: none"> Core subjects Phonics First/Structures Instruction & Intervention in K-5 classrooms Evaluations based on classroom observations and unit plans/assessments Administration assist with facilitation of professional development and grade level/department meetings Online delivery of curriculum: iReady, Edmentum, IXL, & Reflex Math Reading: Benchmark Education (K-2) & Wonders (3-5) Character Strong: SEL Program Summer workshops to adjust curriculum in preparation for new ATLAS testing 	<p>2019-20 Science 2019-20 Math 2019-20 Phonics First & Structures 2021- current</p> <p>2020-2021 2022 - current 2023-2024 2023-2024</p>
<p>Provide professional development opportunities that allow teacher choice in regards to School Improvement Plan goals</p> <ul style="list-style-type: none"> RISE Training for all K-5 Teachers (meets ACT 1063 and SB62 guidelines/requirements) Literacy (Benchmark Education & Wonders) Provide professional development to identify Essential Standards, map out and pace units, create learning targets, assessments as well as proficiency scales. Provide professional development to develop, review, refine, analyze and share standards-aligned curriculum and lessons, ensuring equitable learning outcomes for students associated with ATLAS testing. 	<p>2019-current</p> <p>2022- current 2023- 2024</p> <p>2023-2024</p>
<p>Common planning time for content & grade level departments</p> <ul style="list-style-type: none"> Meet bi-monthly: PLCs Create and use common formative assessments Administrators discuss with departments how they are addressing changes/obstacles, ACT Aspire goals, online curriculum goals, attendance goals 	<p>2018-current 2021-current 2021-current</p>
<p>Agendas/minutes & sign-in sheets recorded for department and/or grade level meetings</p> <ul style="list-style-type: none"> Document meeting minutes/agenda/next steps/follow ups - share with teachers and administrators 	<p>2018-current</p>

Professional Development allotted as needed to teachers who are receiving new curriculum <ul style="list-style-type: none"> To understand implementation and align with ATLAS and bridge from ACT Aspire requirements Administrators will assist in the meeting process Determine the number of summative assessments per grade level Professional development days will be provided to departments after completed agendas are presented to show proof of effectively utilizing common planning time 	2023- ongoing
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Goal 2: Collect and Analyze Data to Evaluate and Improve Instruction

Action Steps	Timeline
RTI-Tier II & III and Referrals <ul style="list-style-type: none"> Dyslexia screeners will be given to all K-2 students, new students, and any 3rd-5th struggling students. Dyslexia referrals will be made by the Dyslexia Committee which will meet bi-monthly. Referrals will comply with the District Dyslexia Plan. Administrators meet bi-monthly with the content teachers to discuss and address students' needs and roster changes 	2016-current 2019-current
Formative Assessments <ul style="list-style-type: none"> Teachers review results and analyze data with individual students. Teachers collaborate regarding diagnostic testing to discuss grade level results and future impacts on instruction or need for remediation. 	2018-current
Shift from ACT Aspire Assessments to ATLAS Assessments <ul style="list-style-type: none"> Teachers review results and analyze data with individual students. Teachers collaborate regarding interim data to discuss grade level results and future impacts on instruction or need for remediation. Teachers will gather data via classroom assessments, interims, and ACT Aspire to develop intervention plans and drive classroom instruction per grade level. Teachers will use ATLAS classroom assessments in Math and ELA, as needed. Teachers will give ATLAS Interims in Science twice per year. 	2023- 2024 2023-2024
Teachers use planning period to: <ul style="list-style-type: none"> Norm writing samples for scoring and compare data Discuss classroom results in regards to ACT Aspire & unit test data Engage in intentional curriculum planning and documentation, inclusive of essential standards, curriculum maps, pacing plans, and lesson plans, to ensure continuity of instruction in a blended learning model. Develop a plan to utilize the state-provided diagnostic assessment system selected by the district for grades K-5. 	2018-2024

<ul style="list-style-type: none"> Meet with Curriculum Coordinator to discuss Comprehension strategies for classroom instruction based on Science of Reading 	
Ongoing Emphasis of Checking for Understanding <ul style="list-style-type: none"> Observations and feedback Professional development DOK level questioning within classroom instruction 	2017-current 2021- current

Goal 3: Emphasize Literacy Across all Content Areas

Action Steps	Timeline
Literacy Focus <ul style="list-style-type: none"> Use planning period to design literacy opportunities in math, science, and social studies classes based on Science of Reading Implement Rise Strategies across the curriculum by using curriculum from the state approved curriculum list and components from Science of Reading trainings Focus on "In Need of Support" in reading 	2019-current 2022- current
Rubric Implementation-Cross Curricular Rubric Implementation for ELA <ul style="list-style-type: none"> Effective and student friendly Create writing rubrics that are common with ATLAS assessments 	2023-2024
Use school resources to: <ul style="list-style-type: none"> Provide teachers with professional development days that are based on the Science of Reading to develop common understanding of grading and interventions 	2021- current

Evaluation of the Goals

Action Steps	Timeline
Ongoing evaluation of this document with administrators and RTI Leadership Team during monthly meetings	2019- current
Professional Development aligned with examining, explaining, and addressing Improvement Plan Goals	2019- current
Feedback and monthly meetings with CCES faculty to discuss progress and needs in regards to Improvement Plan Goals	2019-current

Strengths regarding ESSA results

	Timeline
SQSS (School Quality and Student Success) score was 85-90% in Arkansas.	2021-current
CCES score less than 0.6 point away from an A <ul style="list-style-type: none"> 72.17 cut score for a B 71.57 CCES score Improve ESSA results with all category review 	2021-2022 2023

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 	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 growth 	2022 - 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