



CC District School Improvement Plan

Steven Green
Superintendent
2023-2024

Policy 5.2: Planning for Educational Improvement

Annual Report to the Public	Timeline
<ul style="list-style-type: none"> The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. 	September Board Meeting
Provide professional development opportunities that allow teacher choice in regards to School Improvement Plan goals Arkansas RISE Science of Reading Training for all 6th grade teachers, Arkansa RISE Science of Reading training online for 7th and 8th grade teachers, Arkansas RISE Science of Reading training for all ELA teachers 6-8th grade (meet ACT 83 guidelines/requirements) Arkansas RISE Science of Reading Training awareness for High School Teachers Approved Science of Reading curriculum Bridge curriculum/testing strategies from ACTaspire to ATLAS	2021-current 2021-current 2021-current 2023-24
Common planning time for content departments <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 	2022-23 2022-23 2022-23
Agendas/minutes & sign-in sheets recorded for department meetings: <ul style="list-style-type: none"> Use Sign-In 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 	Current 2022-2024 2022-2024

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 requirements 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 ATLAS. Use data to determine gaps and deficiencies regarding COVID interruption Use data to determine remediation gaps for students regarding online learning deficiencies and COVID related learning issues. Summer of 2023- Begin bridging process from New Standards to ATLAS and ACTaspire to ATLAS 	2022- current
	2022-2024
	2021-2022
	On Going 2023-2024

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

Action Steps	Timeline
RTI-Tier 2 & 3 and Referrals <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. Monitor COVID related gaps and deficiencies and provide remediation 	2022-Current 2022-current 2022-current 2022-Ongoing
ATLAS Interim 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 use data gathered via classroom assessments, interims, and ATLAS to develop intervention plans and drive classroom instruction per grade level. 	2021-current 2023-24

<p>Teachers use conference period to:</p> <ul style="list-style-type: none"> • Norm writing samples for scoring and compare data: Develop common grade level rubrics for writing in History and English • Discuss classroom results in regards to ACT Aspire interim & unit test data • Meet with Curriculum Coordinator to discuss Comprehension strategies for classroom instruction • Monitor gaps in curriculum with COVID interruption and online learning gaps 	<p>2022-Current</p> <p>2022-Current</p>
<p>Ongoing Emphasis of Checking for Student Understanding & Data driven instruction:</p> <ul style="list-style-type: none"> • Observations and feedback • Professional development • Multi-level questioning within classroom instruction • Online curriculum monitoring and instruction 	<p>2022-current</p> <p>2022-2022</p>

Goal 3: Emphasize Literacy Across all Content Areas

Action Steps	Timeline
<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/reading enrichment strategies • 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 • Focus on "In Need of Support" in reading Campus Wide • Implement SOAR reading grant district wide 	<p>2022- present</p> <p>2022-present</p> <p>2022-present</p> <p>2022-2024</p> <p>2023-2024</p> <p>2023-2024</p>
<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 	<p>2021-current</p>

Use school resources to: <ul style="list-style-type: none"> • Provide teachers with professional development days to develop a common understanding of grading and interventions 	2021-present
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Evaluation of the Goals

Action Steps	Timeline
Ongoing evaluation of this document with administrators and RTI Leadership Team during monthly meetings	2021-current
Professional Development aligned with examining, explaining, and addressing Improvement Plan Goals	2021-current
Feedback and monthly meetings with faculty to discuss progress and needs in regards to Improvement Plan Goals	2021-current
<ul style="list-style-type: none"> • Monitor and plan appropriate professional development with PLC's 	2021- Current

Strengths regarding ESSA results

	Timeline
SQSS (School Quality and Student Success) score was in the 85-90% in Arkansas	2021
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 	2021-24 2019-present
CCHS scores are compatible with regional coop scores <ul style="list-style-type: none"> • Maintain a high "B" rating • Monitor gaps in curriculum to quickly close those for students who need remediation in the COVID environment 	2020-Current

CCES scores are continuing to improve and just missed a 'B' rating School Digger reports show us compatible and ahead of regional coop ratings.	2023-2024
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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 	2021-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 	2021-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 	2021-current

Wellness Support

The health and physical well-being of students directly affects their ability to learn.	Timeline
To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed.	2021-

<ul style="list-style-type: none"> • The SNPAAC shall promote student wellness by monitoring how well the District is doing implementing the Wellness Policy. 	2021-
<ul style="list-style-type: none"> • The SNPAAC shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the cafeteria. 	2021-
<ul style="list-style-type: none"> • The District will hire a School Health Coordinator and a District School Health Coordinator to ensure that each school is in compliance. 	2021-Current
<ul style="list-style-type: none"> • The District will ensure that drinking water is available to all students 	
<ul style="list-style-type: none"> • without charge and will put in "touchless bottle filling stations" at all campuses. 	
<ul style="list-style-type: none"> • The district will work with the SNPAAC to encourage participation in extracurricular programs that support physical activity and the district will work in reducing time youth spend in sedentary activities. 	
<ul style="list-style-type: none"> • The district will annually inform the public of the location of the web address for the Wellness Policy, and shall also place on the website the phone numbers and addresses for the District and School Level School Health Coordinators, as well as names of committee members and the latest three year assessment of the policy. 	