

Crossett School District

REPORT TO THE PUBLIC

November 8, 2021

HUGH WILLIS ADMINISTRATION BUILDING





DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Vision

The *Arkansas Department of Education* is transforming Arkansas to lead the nation in student-focused education.

Mission

The *Arkansas Department of Education* provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.



CROSSETT SCHOOL DISTRICT

Vision

The vision of the *Crossett School District* is to prepare students to succeed in a global society.

Mission

The mission of the *Crossett School District* is to provide a safe, caring and mutually respectful environment where each individual values education, is motivated, is accountable, and is focused on a “Tradition of Excellence.”

CROSSETT SCHOOL DISTRICT

FOUNDATION PRINCIPLES

Continuing a “Tradition of Excellence” by:

- Providing an excellent professional culture (expectations of excellence).

- Providing excellent support and feedback.

- Providing excellent instruction.

- Providing excellent teachers and staff through recruitment, retention and professional development efforts.

As a result, students will be equipped with the skills necessary for the “Jobs of Tomorrow.”



- If Crossett School District implements a comprehensive support and accountability system while implementing District goals that include all classrooms providing core, grade level instruction through clear, written and implemented curriculum with a focus on standards, pedagogy, assessments and data and.....

THEORY



-Crossett School District engages in continuous cycles of inquiry and improvement by reviewing District data to identify and address the needs within the district....

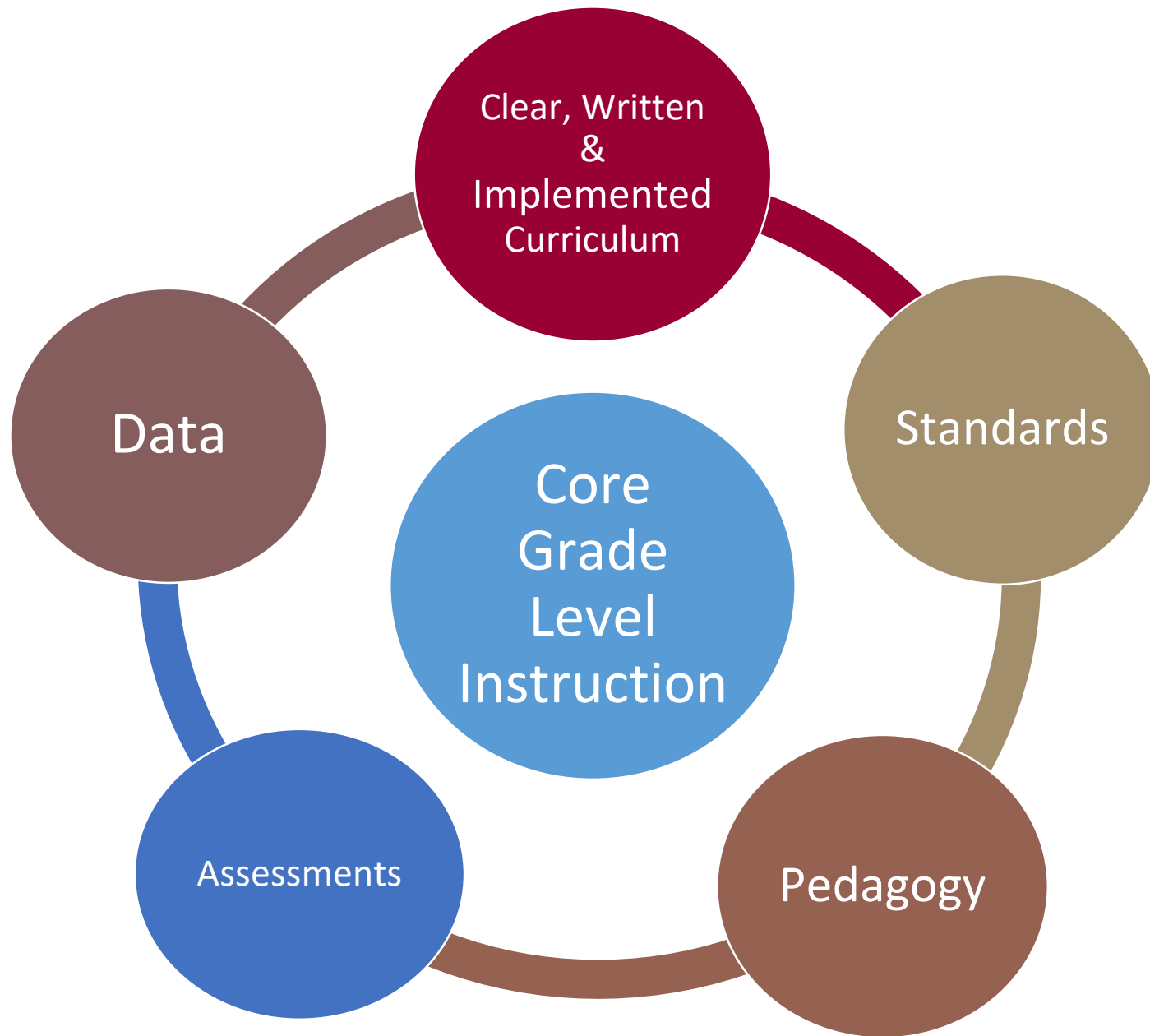
OF



- Then....Crossett School District will...spark student learning resulting in improved academic achievement in all content areas, including improved reading levels and student readiness for college, career and community engagement and close achievement gaps within the District.

ACTION





2019-2020 School Year

- School closed in March 2019 due to Covid.
- Teachers, students and parents were not prepared for school to close.
- Efforts were made to continue learning with our students but it was difficult and often not successful.
- No State testing

2020-2021

- School started late, August 24
- Students had not received guided instruction from a teacher for six months by this time.
- The district had to prepare to offer onsite and remote learning.
- Remote students at all grade levels.
- Teachers delivering onsite and remote instruction
- Teachers learning to use Google Classroom as their Learning Management System.
- Teachers using Zoom to communicate with students and parents.
- Students and teachers missed school due to quarantines.
- Many remote students were not successful in a virtual classroom.
- All state required assessments were administered in 20-21 (ACT, ACT Aspire, ELPA21, K-1 NWEA)

All schools were accredited for the 2020-2021 school year.

Crossett School District has been identified as Level 3, in need of Coordinated Support by the Department of Elementary and Secondary Education based on our reading scores (47.97% In Need of Support) from the 2020-2021 ACT Aspire.

We are required to create a Literacy Plan as a part of our District Level Improvement Plan with the support of specialists from the Southeast Educational Cooperative and the Department of of Elementary and Secondary Education.

We will meet quarterly with DESE and the SE Cooperative to monitor the progress of our literacy plan.

First meeting will be December 10, 2021.



PLAN DO CHECK

1. Set goals for improvement for each school based on the 20-21 ACT Aspire test results.
2. Dedicate federal and state funds to support the District's Literacy Plan (ESA Fund-Every Student Achieves)
3. Document the components of the *District's Tier I*, core grade level instruction for Literacy (approved by DESE)
4. Document the components of the *District's Tier II* support for struggling readers. (Example, Small Group Instruction, Just Words program, Software Program (Lexia Core5)
5. Document the components of the *District's Tier III* support for lowest performing readers. (Example, Dyslexia services; Wilson's Reading System)
6. Progress Monitoring -a very organized process in the collection of data to determine if we are making progress in improving the reading level of our students

Crossett School District ----- District Level Improvement Plan for 21-22

Crossett Elementary School

- Increase the number (**depends on enrollment**) 54/197 to 64) of students **reading on grade level by 20%** on the 2021-2022 ACT Aspire through the delivery of a clear, written and taught curriculum.
- Decrease by 20% the number (116 to 93) of students in the All Group scoring In Need of Support in ELA on the 2021-2022 ACT Aspire.
- Decrease by 20% the number (40 to 32) of Economically Disadvantaged and African American scoring In Need of Support in ELA on the 2021-2022 ACT Aspire
- Decrease by 20% the number (23 to 19) of Students with Disabilities scoring In Need of Support.

Crossett Middle School Goals:

- Increase by 20% the number (124 to 148) of students **reading on grade level** on the 2021-2022 ACT Aspire through the delivery of clear, written and taught curriculum .
- Decrease by 20% the number (284 to 227) of students in the All Group scoring In Need of Support in ELA on the 2021-2022 ACT Aspire.
- Decrease by 20% the number (203 to 157) of Economically Disadvantaged and African American (114 to 80 students) scoring In Need of Support in ELA on the 2021-2022 ACT Aspire;
- Decrease by 20% the number (56 to 45) of Students with Disabilities scoring In Need of Support.

Crossett High School Goals:

- Increase by 20% the number (66 to 79) of students **reading on grade level** on the 2021-2022 ACT Aspire through the delivery of clear, written and taught curriculum .
- Decrease by 20% the number (110 to 88) of students in the All Group scoring In Need of Support in ELA on the 2021-2022 ACT Aspire.
- Decrease by 20% the number (73 to 58) of Economically Disadvantaged and African American (49 to 39) scoring In Need of Support in ELA on the 2021-2022 ACT Aspire; Decrease by 20% the number (23 to 18) of Students with Disabilities) scoring In Need of Support.

CROSSETT ELEMENTARY SCHOOL



2020 - 2021 • Accountability At-a-Glance • Crossett Elementary School

Contact Information

Crossett Elementary School | Crossett School District

Principal: Veronica Robinson | Superintendent: Gary Williams

1100 Camp Rd Crossett, AR 71635-

<http://www.crossettschools.org> | (870) 364-6521

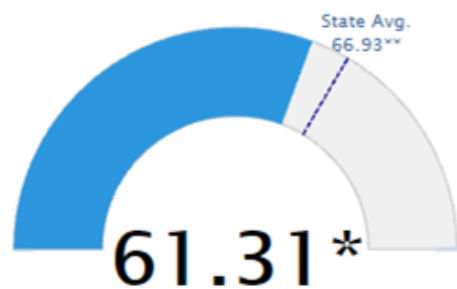
Student Information

Grades	PK - 4	Total Enrollment	586
Black	31.74%	English Learners	1.88%
Hispanic	2.22%	Economically Disadvantaged	67.41%
White	62.63%	Students with Disabilities	11.95%

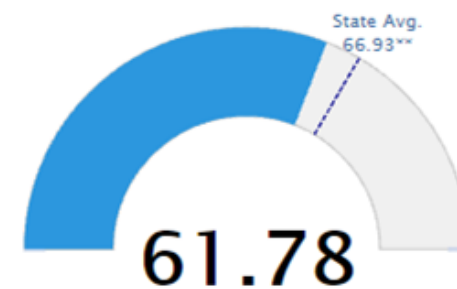
The Public School Rating System (A.C.A. § 6-15-2105) was suspended for the 2020-2021 school year by Act 89 of 2021

School Performance • ESSA School Index Score 2021

Adjusted*
ESSA School
Index Score All
Students



Unadjusted
ESSA School
Index Score All
Students



*To ensure stakeholders can draw reasonable conclusions about school performance, two scores are reported for all students and subgroups of students. This promotes increased transparency and ensures the information on performance is meaningful and comparable as required by Section 1111(c)(4)(E)(ii) of the Every Student Succeeds Act.

Two scores reported (If both scores are equal the school tested 95% or more students):

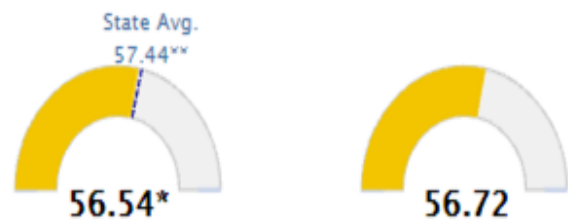
- **Adjusted ESSA School Index score:** The Annual ESSA School Index Score follows the approved [ESSA Business Rules](#).
- **Unadjusted ESSA School Index score:** This score reflects school performance for full academic year students that were tested regardless of whether 95% of students tested. Please see percent tested below. These data should only be used to facilitate discussions regarding the impact of COVID-19.

**State Average of ESSA School Index Scores for Grade Span.

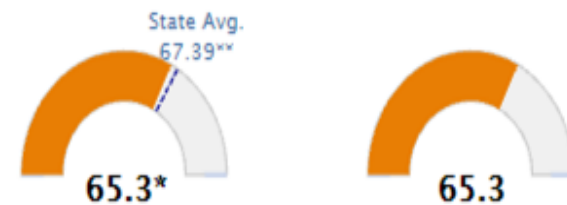
	ELA % Tested	Math % Tested		ELA % Tested	Math % Tested
All Students	93.78%	96.44%			
Black / African American	93.44%	96.72%	English Learners	100.00%	100.00%
Hispanic / Latino	100.00%	100.00%	Economically Disadvantaged	91.78%	95.21%
White	93.63%	96.18%	Students with Disabilities	93.10%	100.00%

Prepared by the Arkansas Department of Education: Division of Elementary and Secondary Education

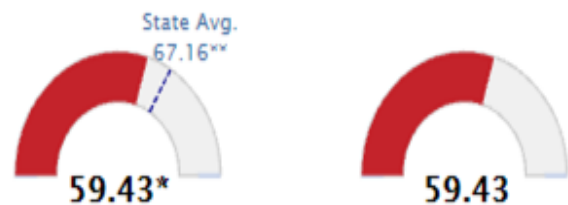
Black/African American



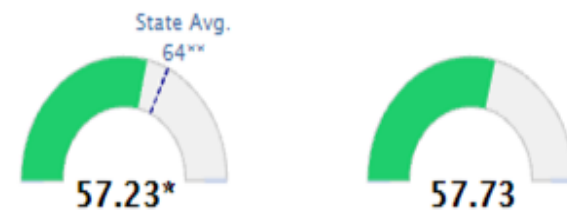
English Learners



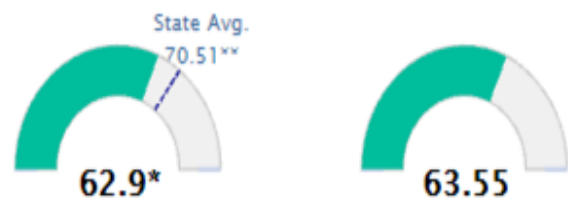
Hispanic/Latino



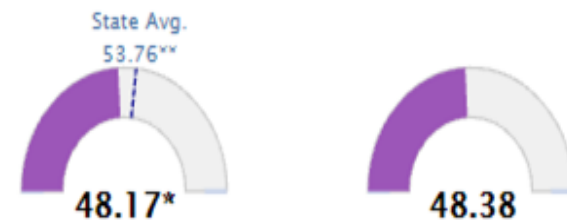
Economically Disadvantaged



White



Students with Disabilities

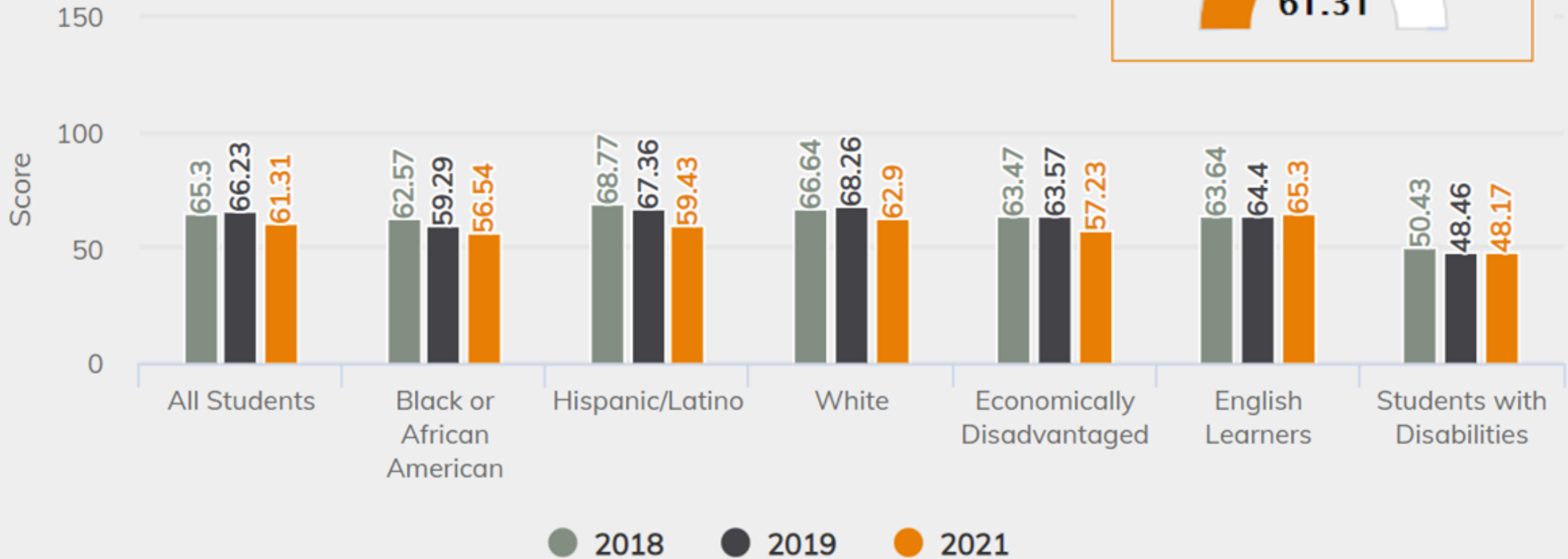
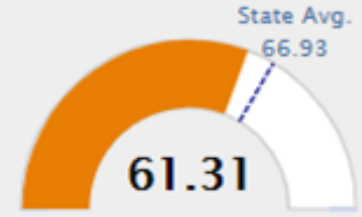


Three Year School ESSA Index Scores By Subgroup

Chart

Data

Overall ESSA Index Score



ESSA Indicator Scores

Gauge Bar

Indicator	Score
Overall ESSA Score	61.31
Weighted Achievement Score	42
Value-Added Growth Score	76.92
School Quality and Student Success Score	54.31

Weighted Achievement-50%

Value Added Growth-35%

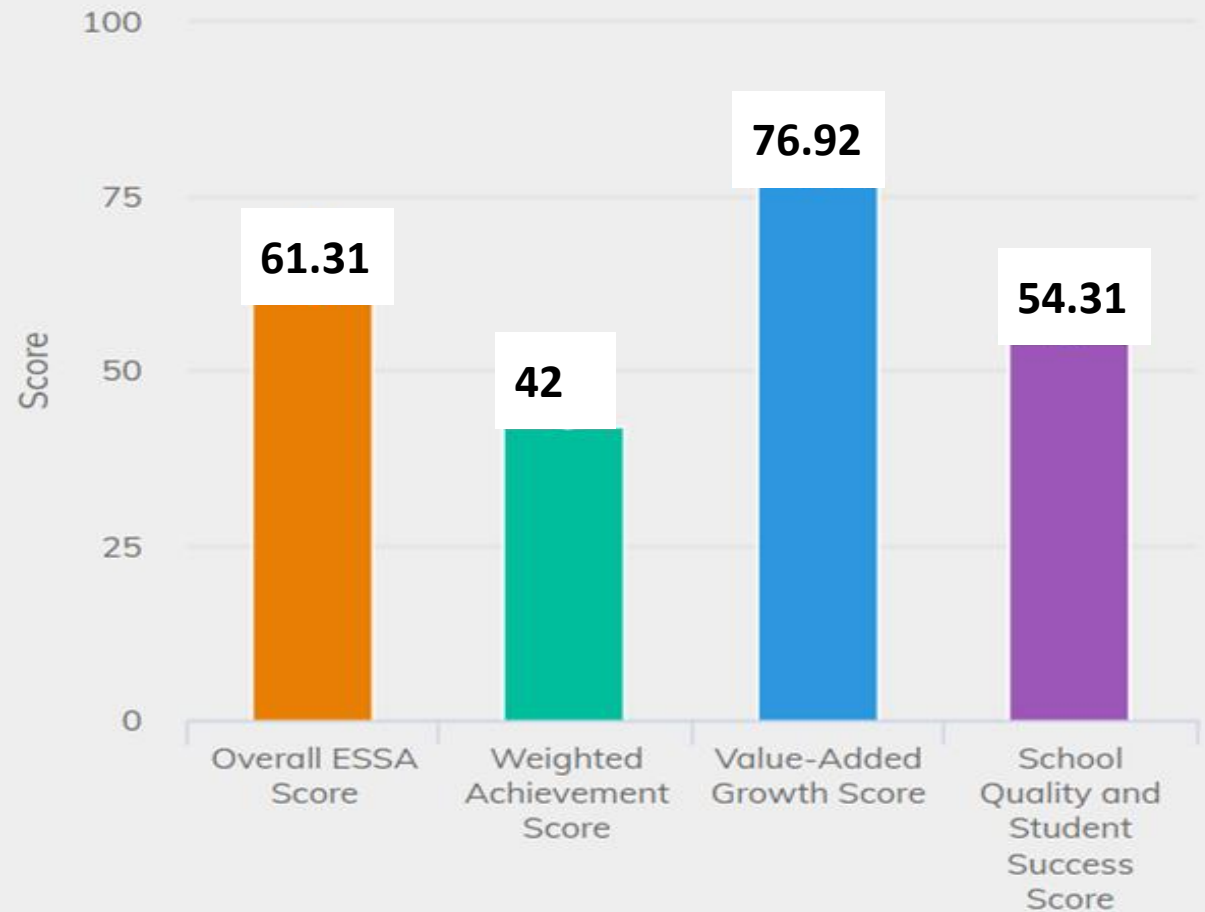
School Quality and Student Success – 15%

Student Engagement (K-11)

Reading at Grade Level (3-10)

Science Achievement (3-10)

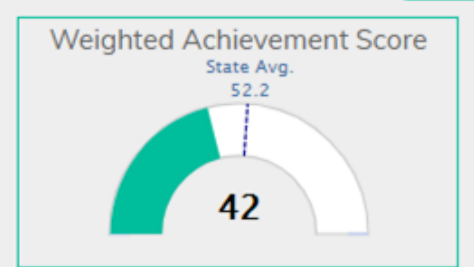
Science Growth (4-10)



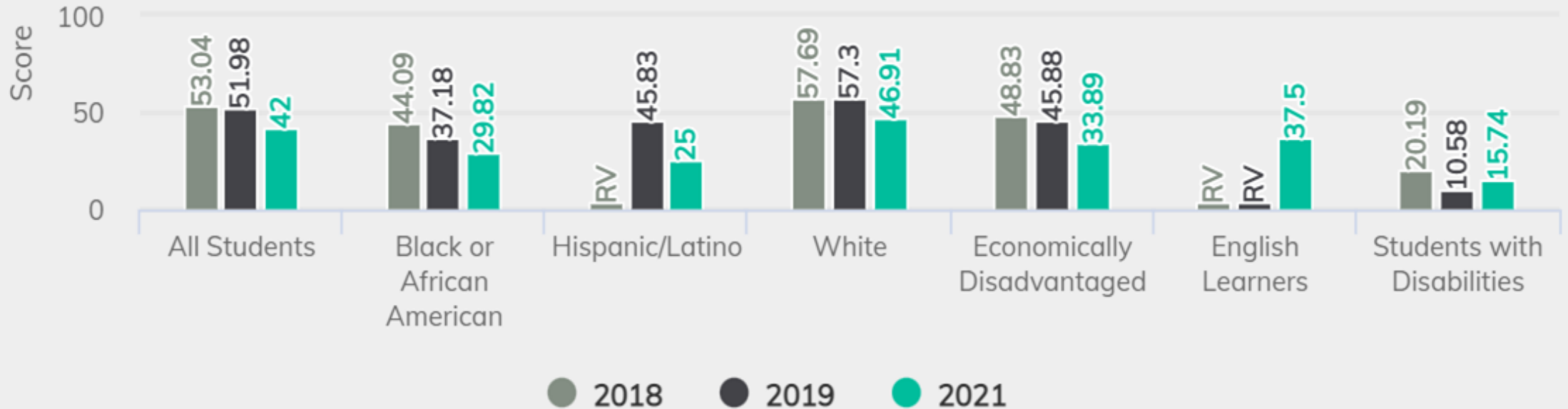
Three Year Weighted Achievement By Subgroup

Chart

Data

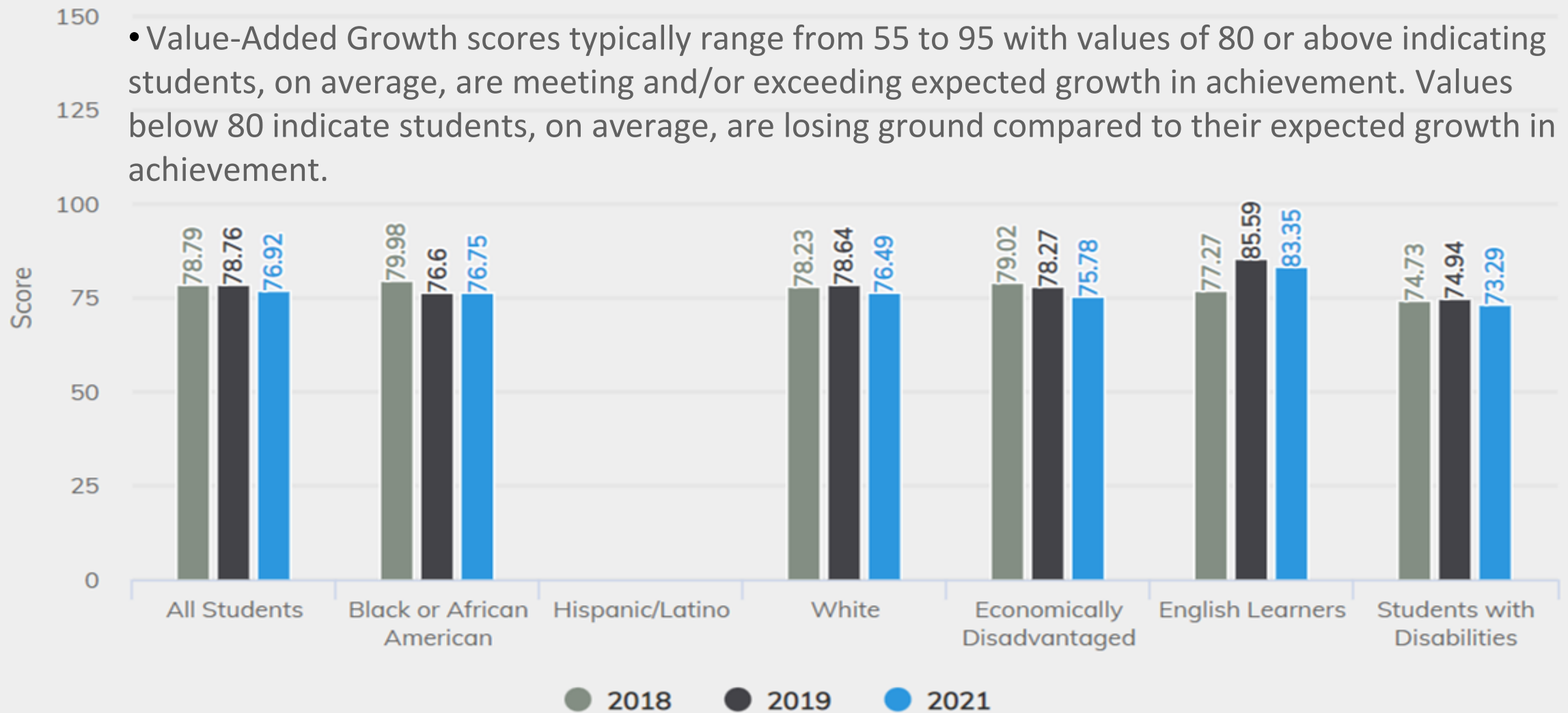


- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).



School Value-added Growth Score by Subgroup for 2018 - 2021

- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.



SQSS Overall Indicator Score by Subgroup

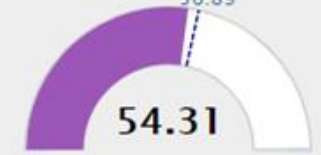
Chart

Data

Overall SQSS Indicator Score

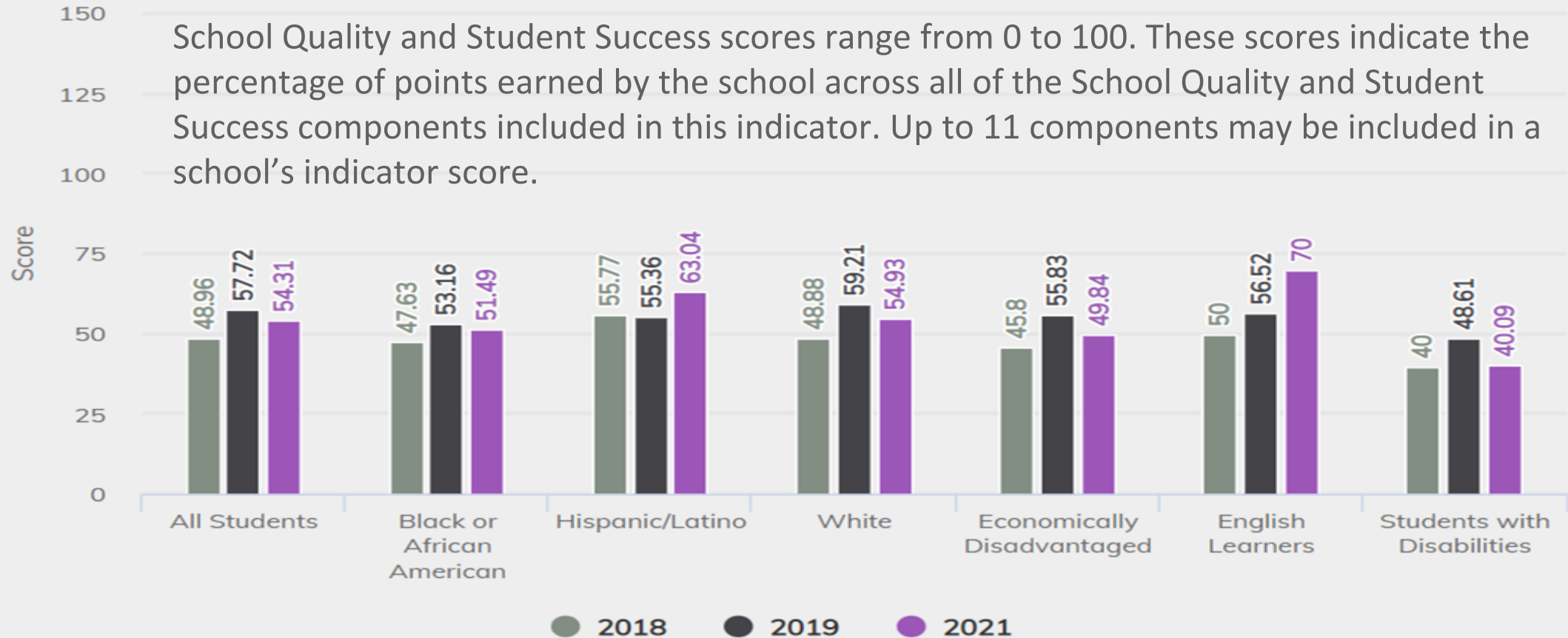
State Avg.

56.89



54.31

School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.

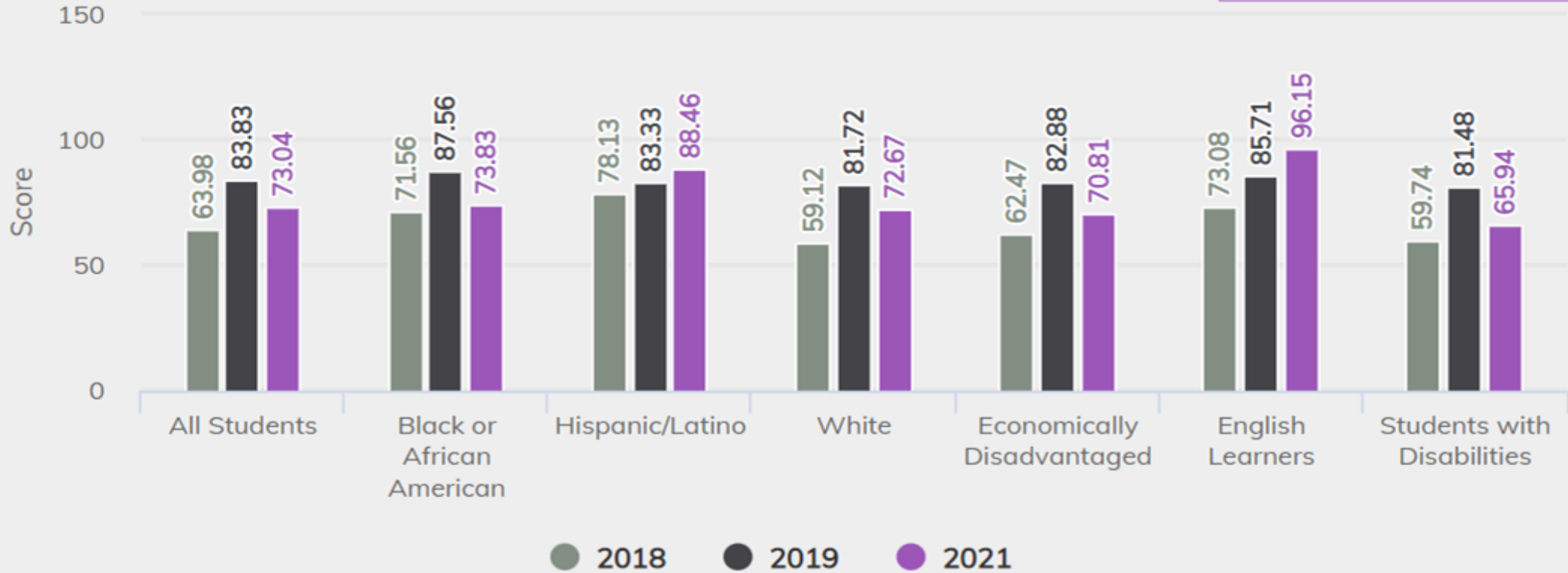
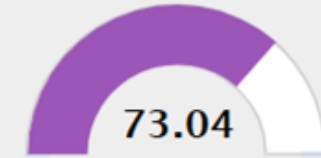


Percent of Points Earned for Student Engagement

Chart

Data

Student Engagement Score

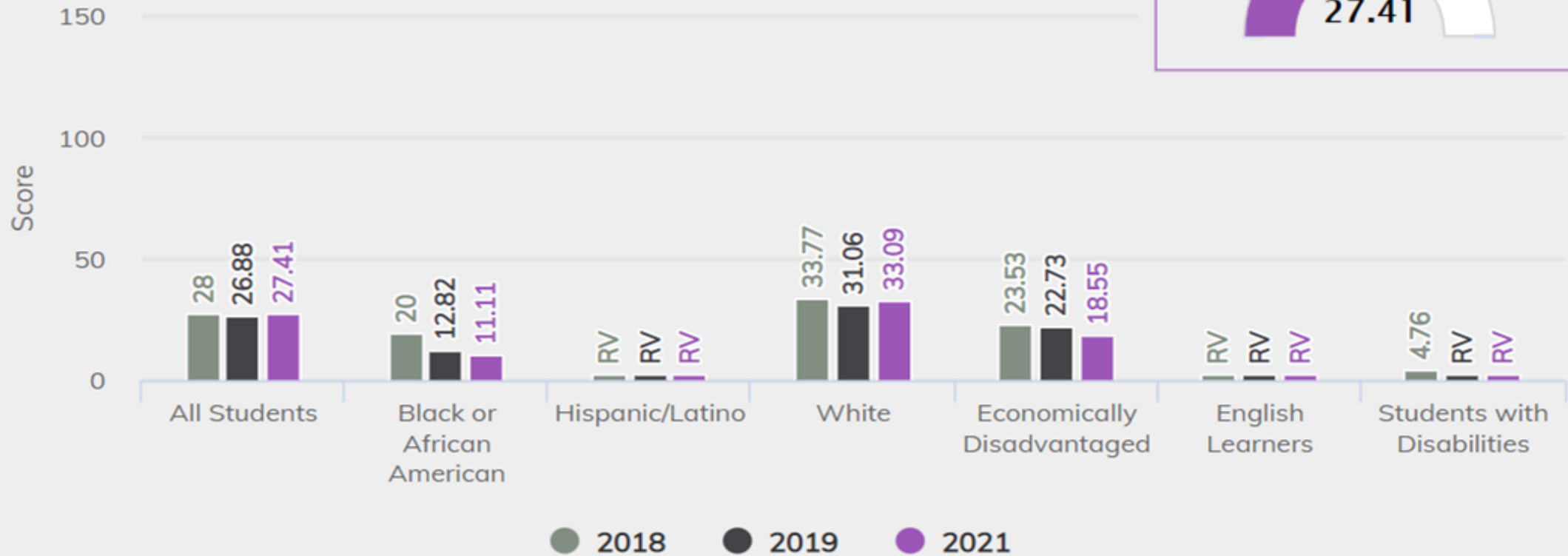
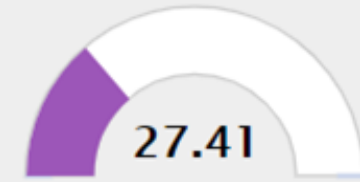


Percent of Points Earned for Reading at Grade Level

Chart

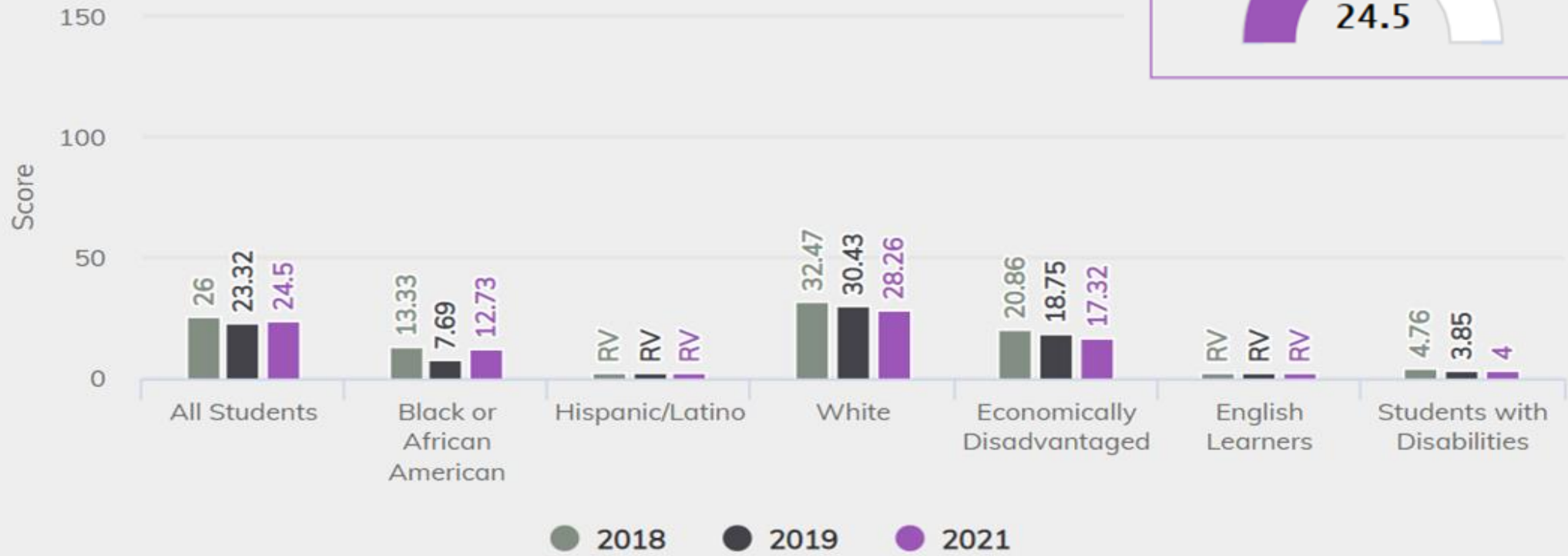
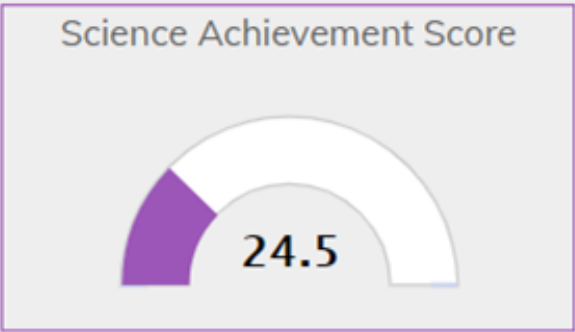
Data

Reading at Grade Level Score



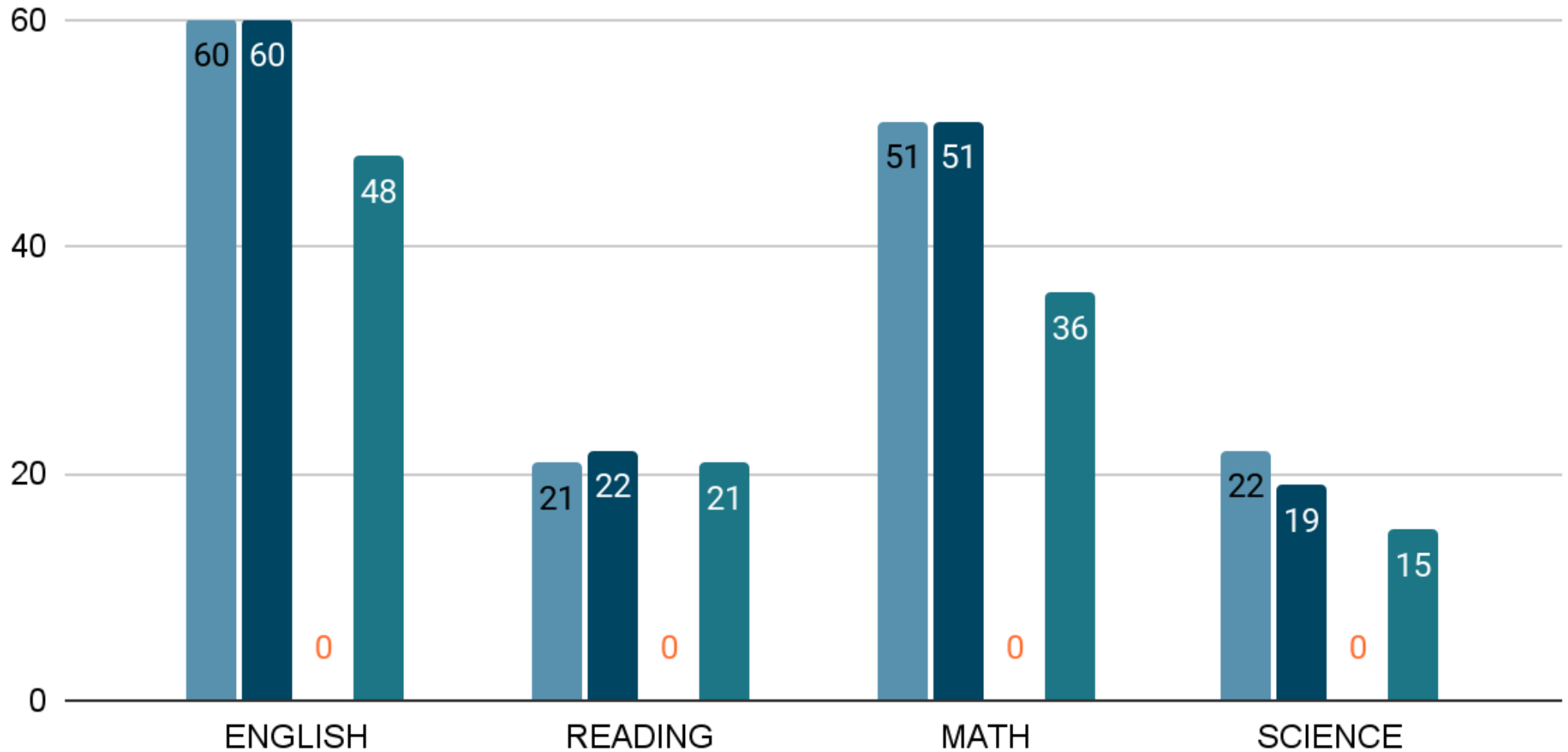
Percent of Points Earned for Science Achievement

Chart Data



3rd Grade ACT Aspire

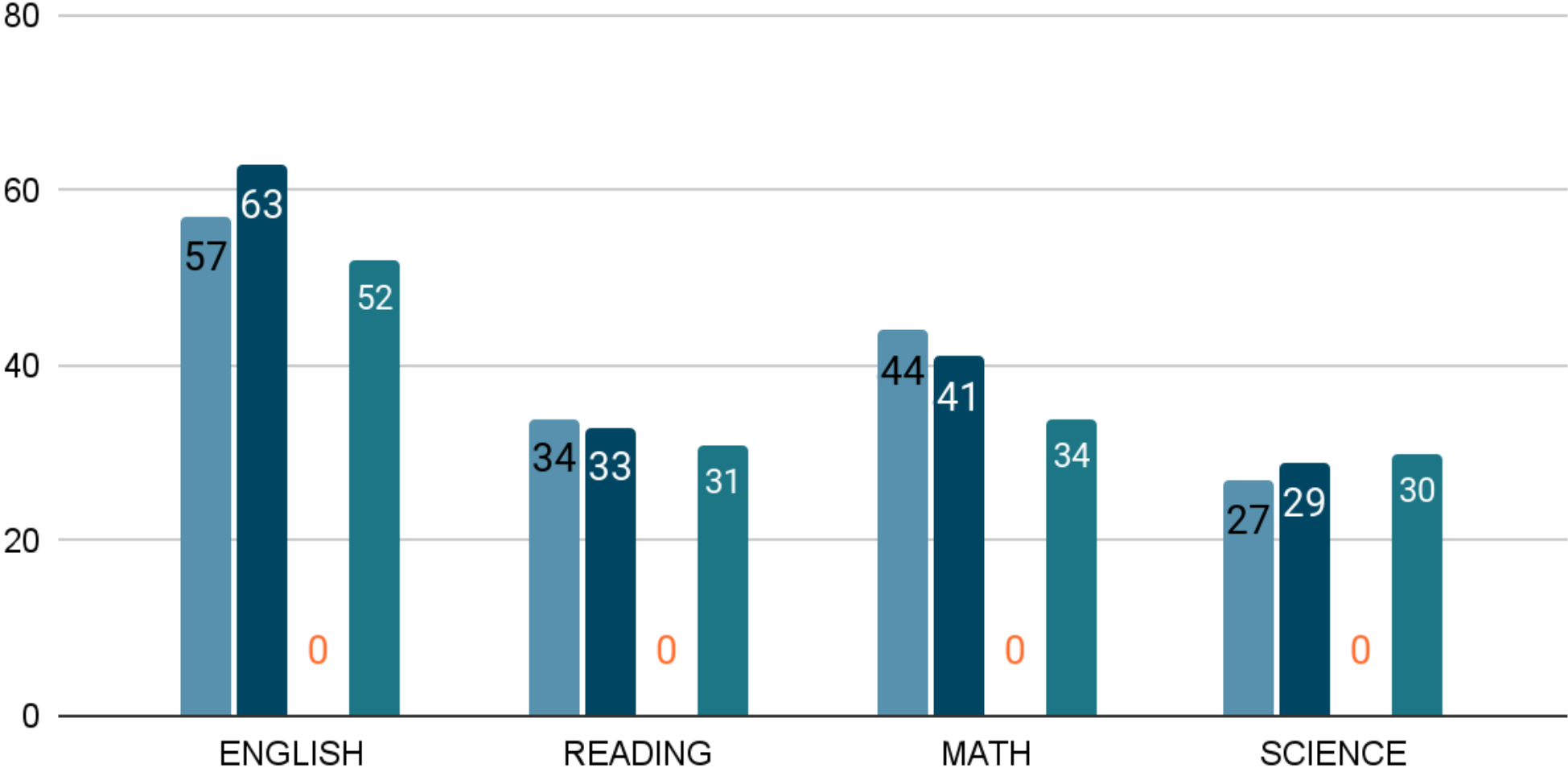
17-18 18-19 19-20 20-21



3rd Grade
Subject
Proficiency
% of Students
Scoring
Exceeding and
Ready

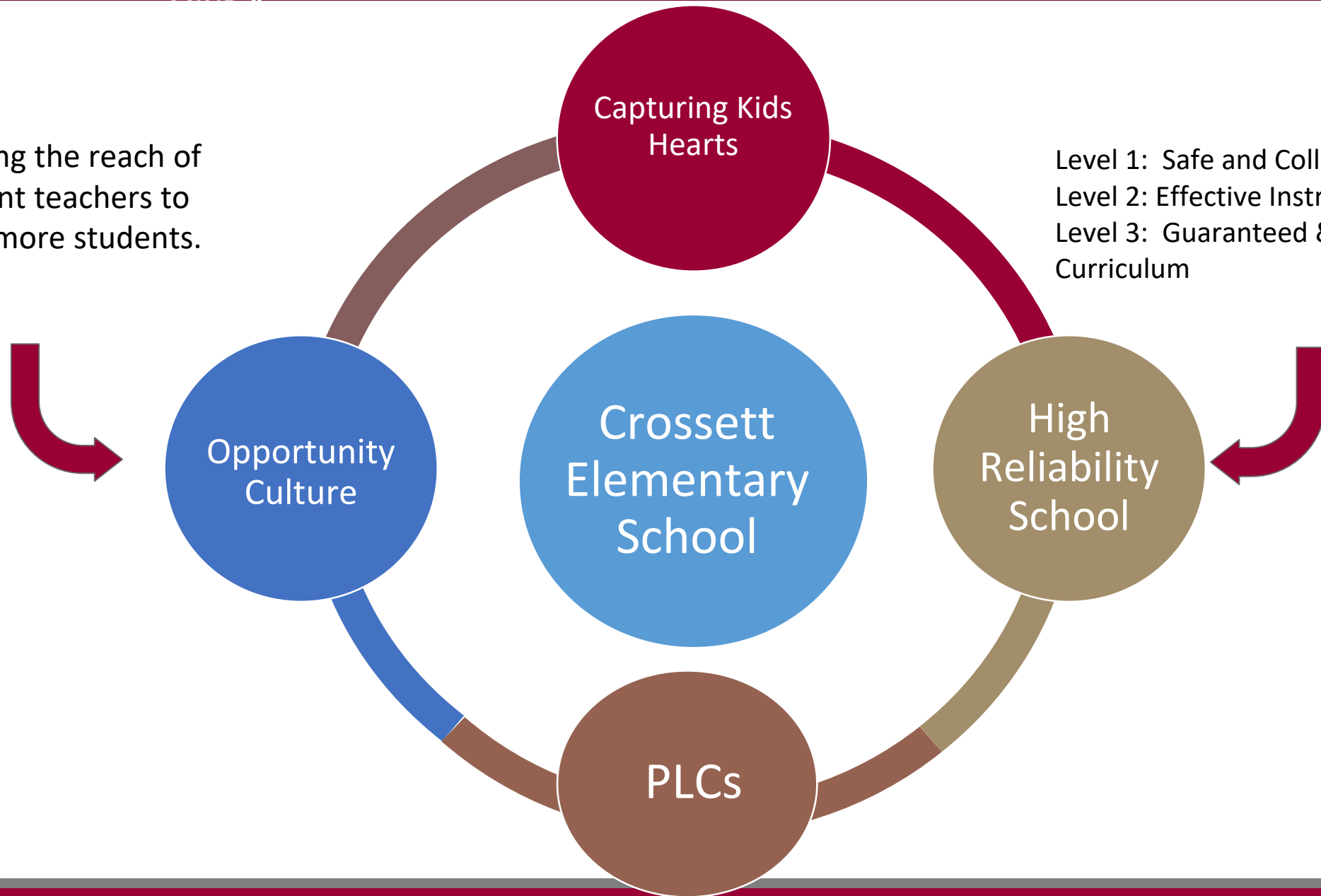
4TH GRADE ACT ASPIRE

17-18 18-19 19-20 20-21



4th
Grade Subject
Proficiency
% of Students
Scoring
Exceeding and
Ready

Extending the reach of excellent teachers to impact more students.



Focus 1: Social Emotional Support for Students

Human Resources

Teachers
Administrators
Counselors
One to One Aides
Mental Health Providers in
the building twice a week

Capturing Kids' Hearts
Social Contracts
Weekenders Backpack
Program
SnapEd: APMC Extension

Physical Resources and Locations

Sensory Room
Car Rider Lines
Bus Lines
Safe Space in Counselor's
Office

GOAL:

**Providing a safe and supportive learning environment for
all students.**

(Level 1 of High Reliability Schools)



Focus 2: Improving Literacy

Tier I Phonics

Wilson Language

- Foundations PreK-3 Grade

95% Group-4th Grade

Geodes K-2

iReads

Heggerty

Sound Wall

Tier II Supports

- Just Words

Tier III Supports

- Wilson Reading System
- Dyslexia Therapy
- Take Flight

Vocabulary

Content specific vocabulary
in Social Studies and Math

Word Origins

Suffixes

Prefixes

Root Words

Meaning

Heggerty-Sound Wall

Multi-classroom leaders/Opportunity Culture

Comprehension

Wit & Wisdom

Small Group Reading

R.I.S.E Professional

Development

GOAL:

Increase by 20%, the number of All Students group reading on grade level.

Decrease by 20% the number of All Students group In Need of Support.

Focus 3: Improving Math

Core Instruction: Eureka Math - Prek-4th Grade

Digital Supports from Great Minds

- In Sync
- Affirm
- EQUIP

Intervention Support:

- REFLEX Math
- 21st CCLC Math Academy
- Schedule Adjustments
- Multi-classroom Leaders/Opportunity Culture

GOAL:

Decrease the number of students scoring “In Need of Support” by 20% with a focus on the group populations of Economically Disadvantaged, African-American, and Students with Disabilities



Focus 4: Recovering Student Learning Loss

Summer School 2021, 2022

21st CCLC

After School Program

Human Resources

- MCLs
- Reach Associates
- Long term subs
- Dyslexia Therapists
 - Take Flight w/group

Online Resources

Great Core Grade Level Instruction

Intervention Protocol led by formative and summative data to determine individual student needs:

CFA
Diagnostic Assessments
WIST
PASS
NWEA
Dyslexia Screeners
Smart Data

Determine the strategies/program to address a student's deficit in learning.

GOAL:

Provide additional resources and time to gain back learning lost and bridge achievement gaps due to Pandemic



Focus 5: Health and Wellness of Staff

Human Resources

School Counselors

Ashley County Extension: Amber Hairston

Mental Health Support through the District Health Insurance

Provide support for Novice Teachers through our Multi-Classroom Leaders and Reach Associates

Provide support for Novice Teachers through SE Educational Cooperative Specialists

GOAL:

Establish a culture and environment that is physically and emotionally safe and conducive to high teacher performance.

Physical Resources and Locations

Counselor's Office
Teacher's Lounge

Programs and Activities

Walk-a-thon

Ashley County Extension Support through Amber Hairston

Mental Health Support through District Health Insurance





Enhancing School Culture

Monday Celebrations

Thankful Thursday

Grateful Gurdy



CES School Level Improvement Plan

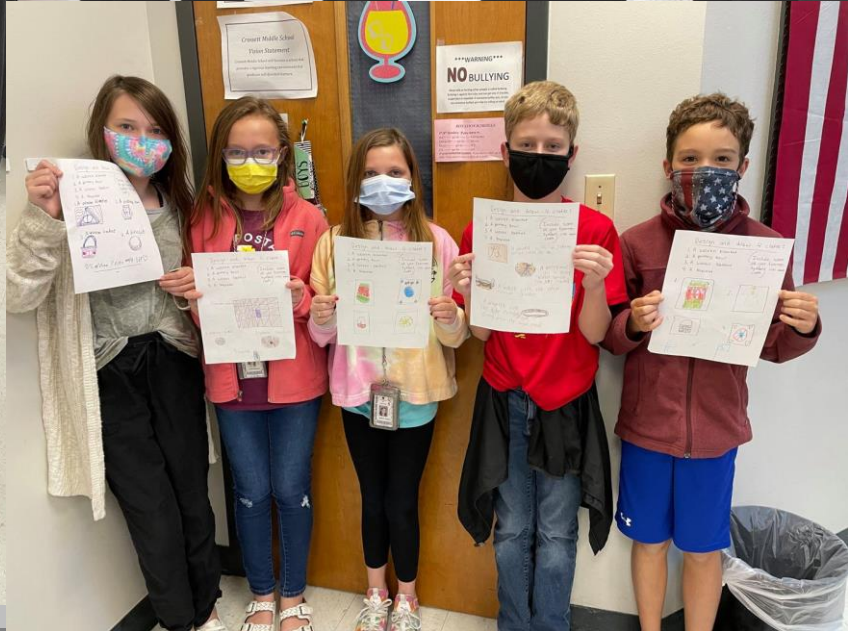
Crossett School District
Crossett Elementary School Level Improvement Plan
2021-2022

If we all keep our commitment, we will be a great team.
T-E-A-M: Together Everyone Achieves More.

We appreciate the support of our School Board. Thank you!



Crosssett Middle School



2020 - 2021 • Accountability At-a-Glance • Crossett Middle School

Contact Information

Crossett Middle School | Crossett School District

Principal: Beth Carter | Superintendent: Gary Williams

100 Coach Ed Johnson Dr Crossett, AR 71635-

<http://www.crossettschools.org> | (870) 364-4712

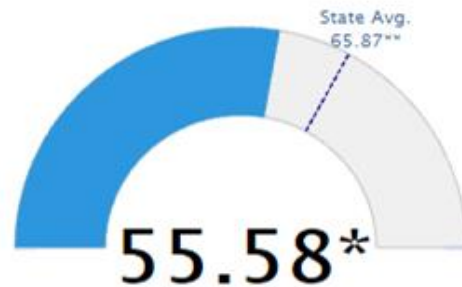
Student Information

Grades	5 - 8	Total Enrollment	505
Black	33.86%	English Learners	1.39%
Hispanic	2.38%	Economically Disadvantaged	62.18%
White	61.39%	Students with Disabilities	12.67%

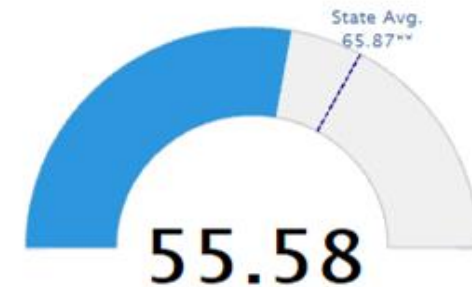
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School Performance • ESSA School Index Score 2021

Adjusted*
ESSA School
Index Score All
Students

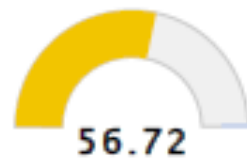
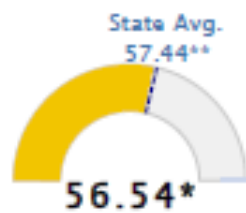


Unadjusted
ESSA School
Index Score All
Students

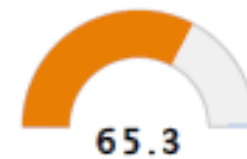
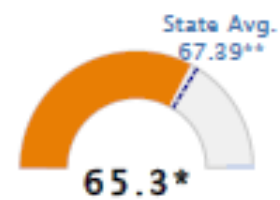


	ELA % Tested	Math % Tested		ELA % Tested	Math % Tested
All Students	93.78%	96.44%			
Black / African American	93.44%	96.72%	English Learners	100.00%	100.00%
Hispanic / Latino	100.00%	100.00%	Economically Disadvantaged	91.78%	95.21%
White	93.63%	96.18%	Students with Disabilities	93.10%	100.00%

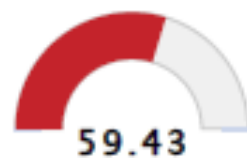
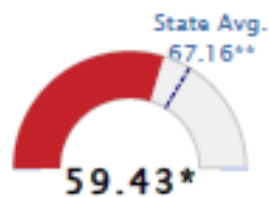
Black/African American



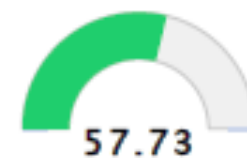
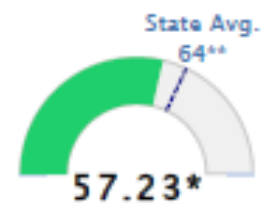
English Learners



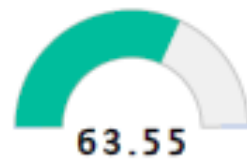
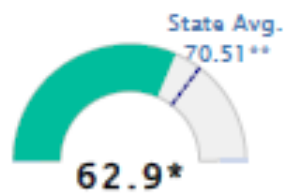
Hispanic/Latino



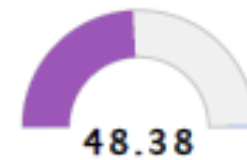
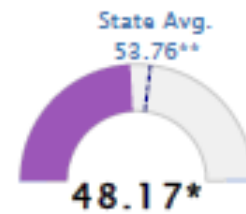
Economically Disadvantaged



White



Students with Disabilities



Three Year School ESSA Index Scores By Subgroup

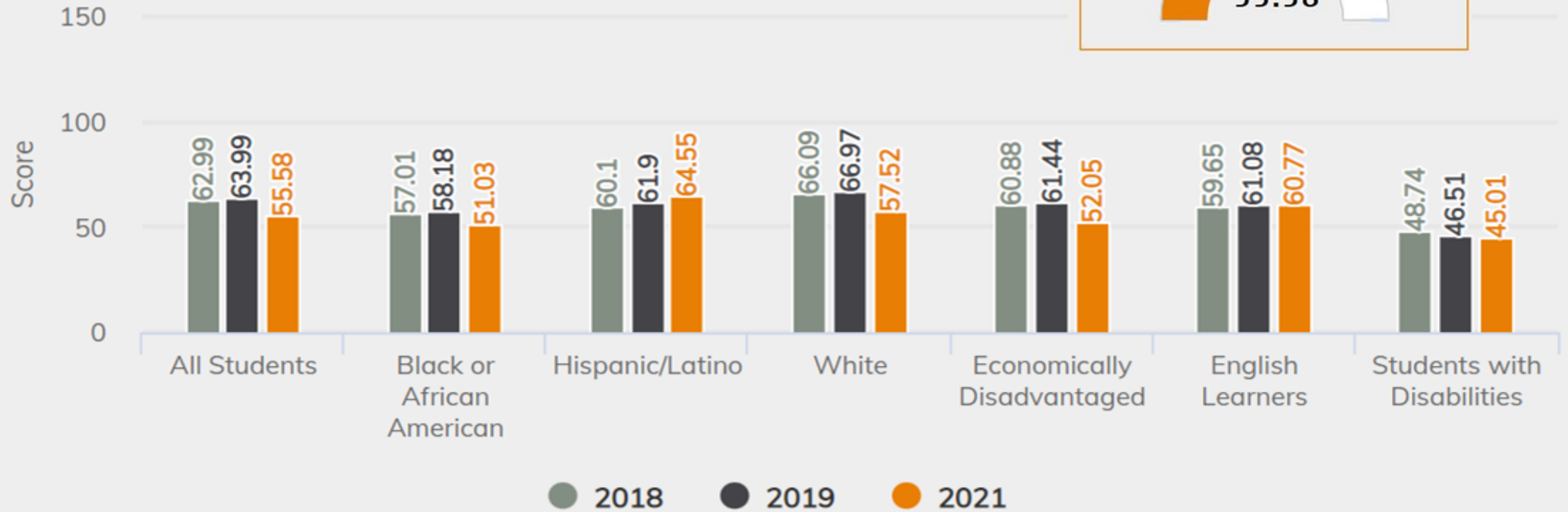
Chart

Data

Overall ESSA Index Score

State Avg.
65.87

55.58



ESSA Indicator Scores

Gauge Bar

Indicator	Score
Overall ESSA Score	55.58
Weighted Achievement Score	32.1
Value-Added Growth Score	75.74
School Quality and Student Success Score	43.14

Weighted Achievement-50%

Value Added Growth-35%

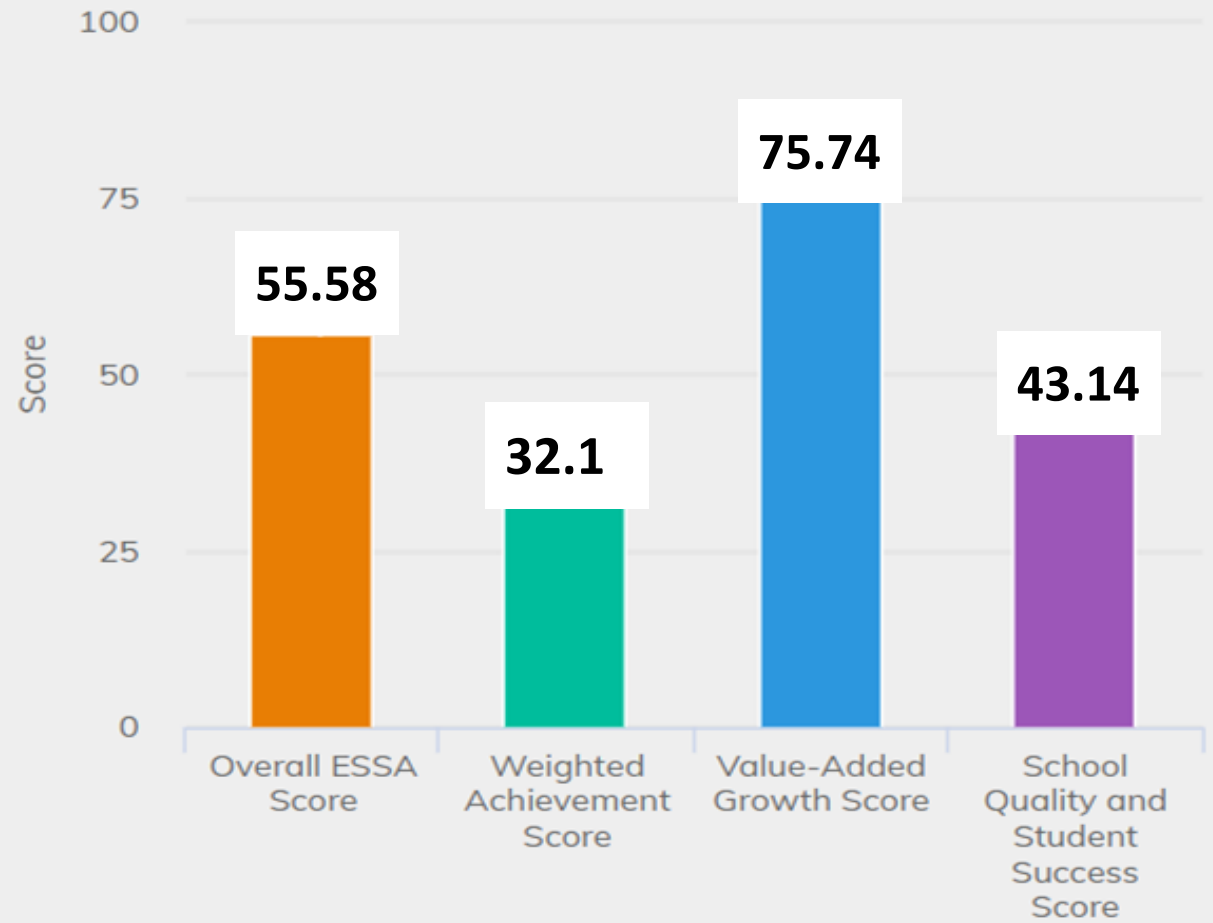
School Quality and Student Success – 15%

Student Engagement (K-11)

Reading at Grade Level (3-10)

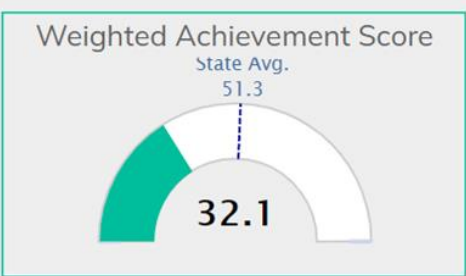
Science Achievement (3-10)

Science Growth (4-10)

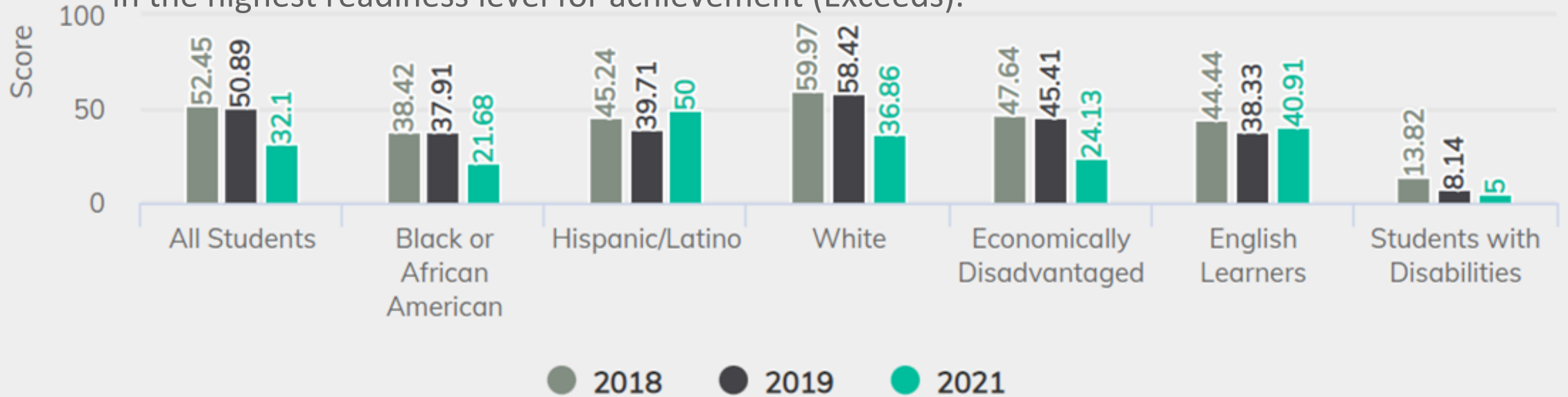


Three Year Weighted Achievement By Subgroup

Chart Data

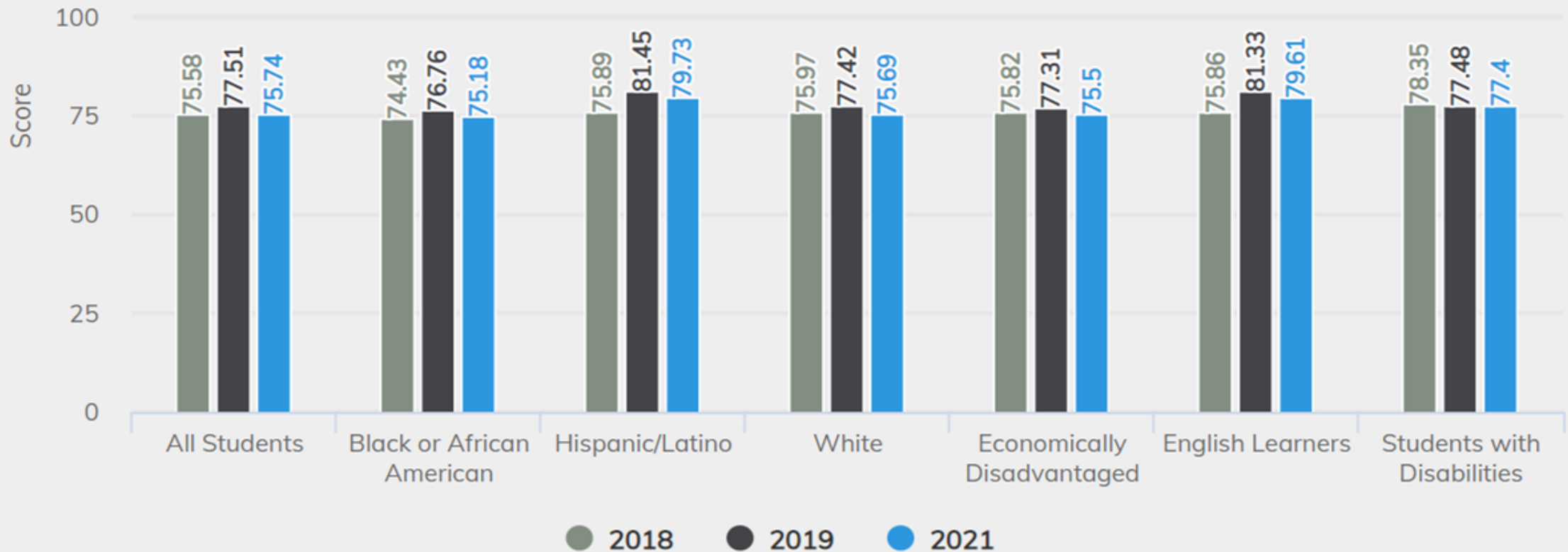


• Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).



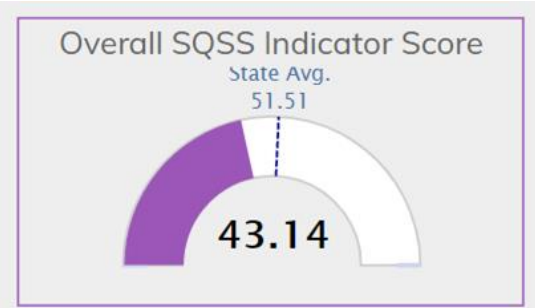
School Value-added Growth Score by Subgroup for 2018 - 2021

- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.

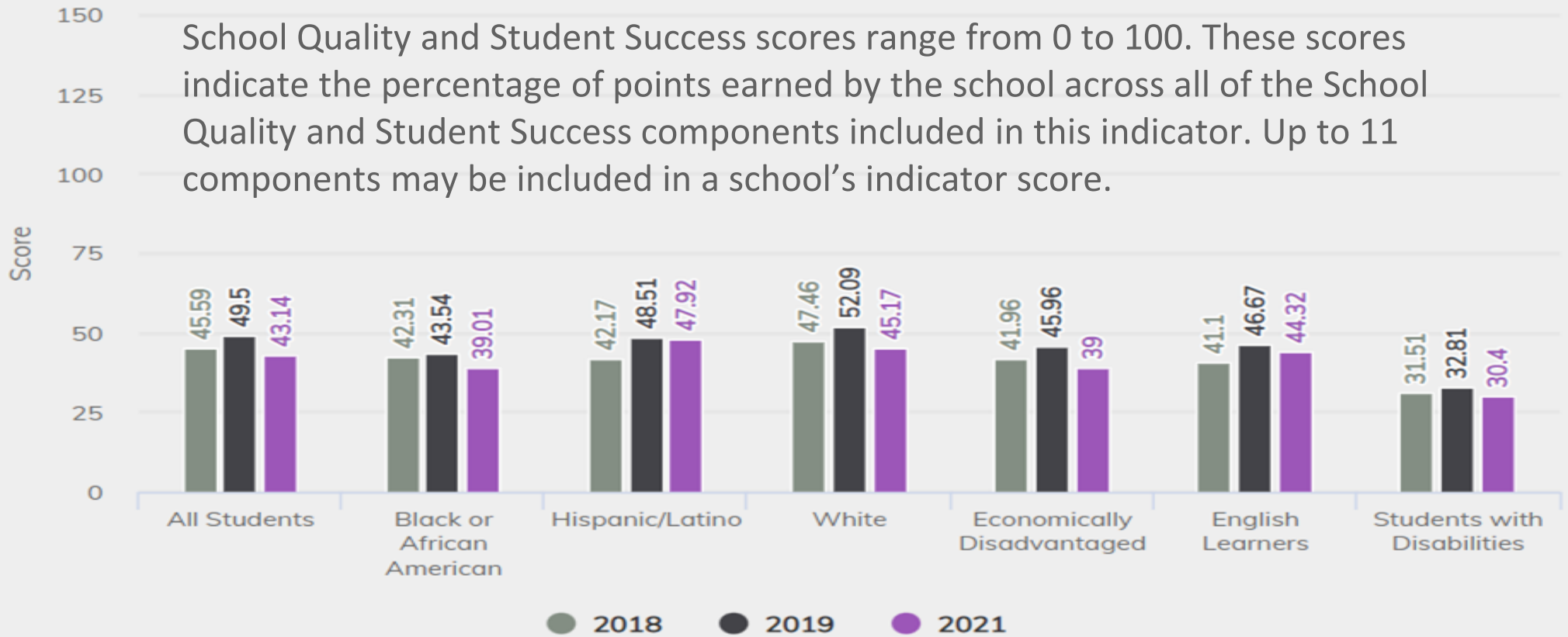


SQSS Overall Indicator Score by Subgroup

Chart Data



School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.

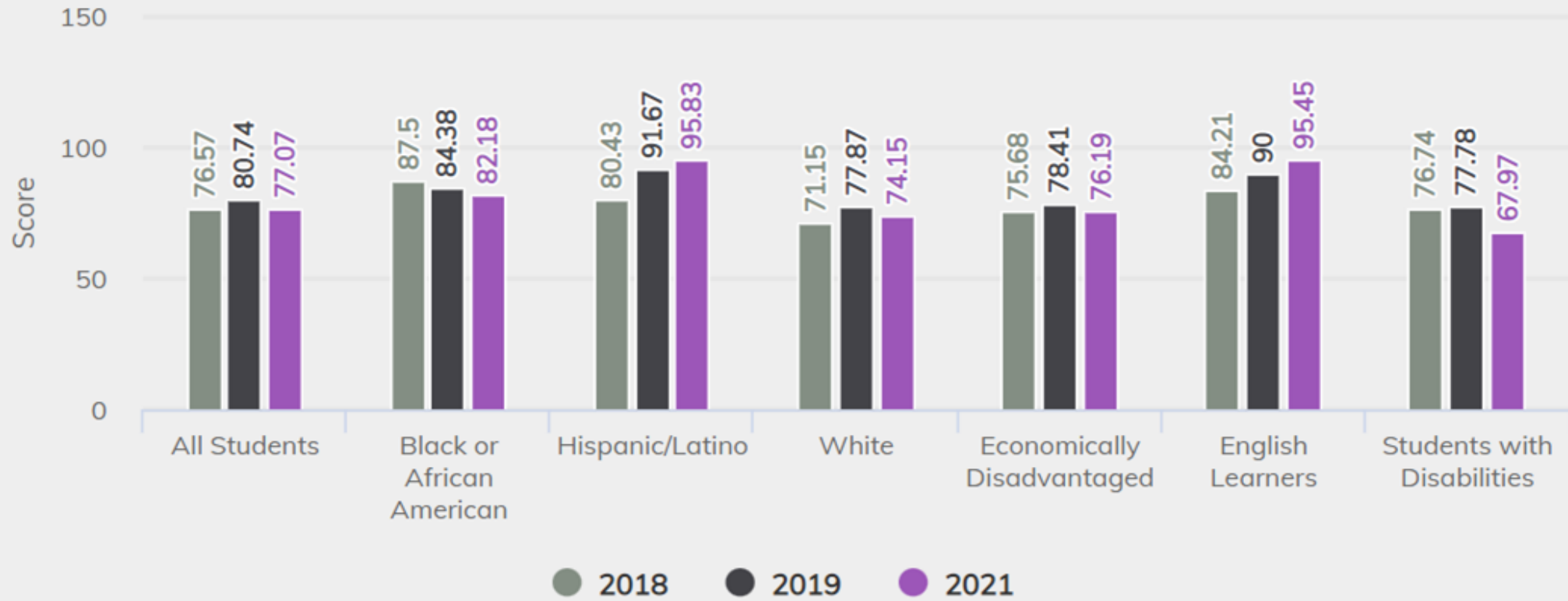


Percent of Points Earned for Student Engagement

Student Engagement Score

Chart

Data

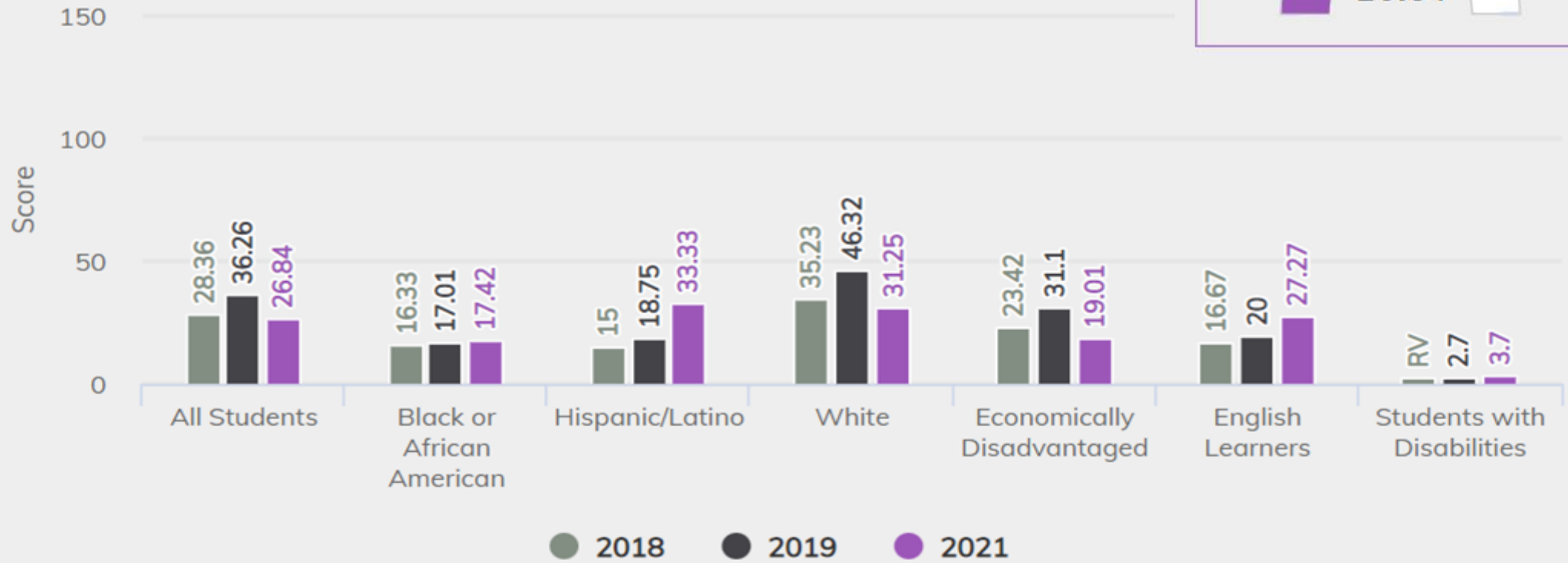
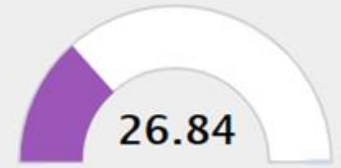


Percent of Points Earned for Reading at Grade Level

Chart

Data

Reading at Grade Level Score

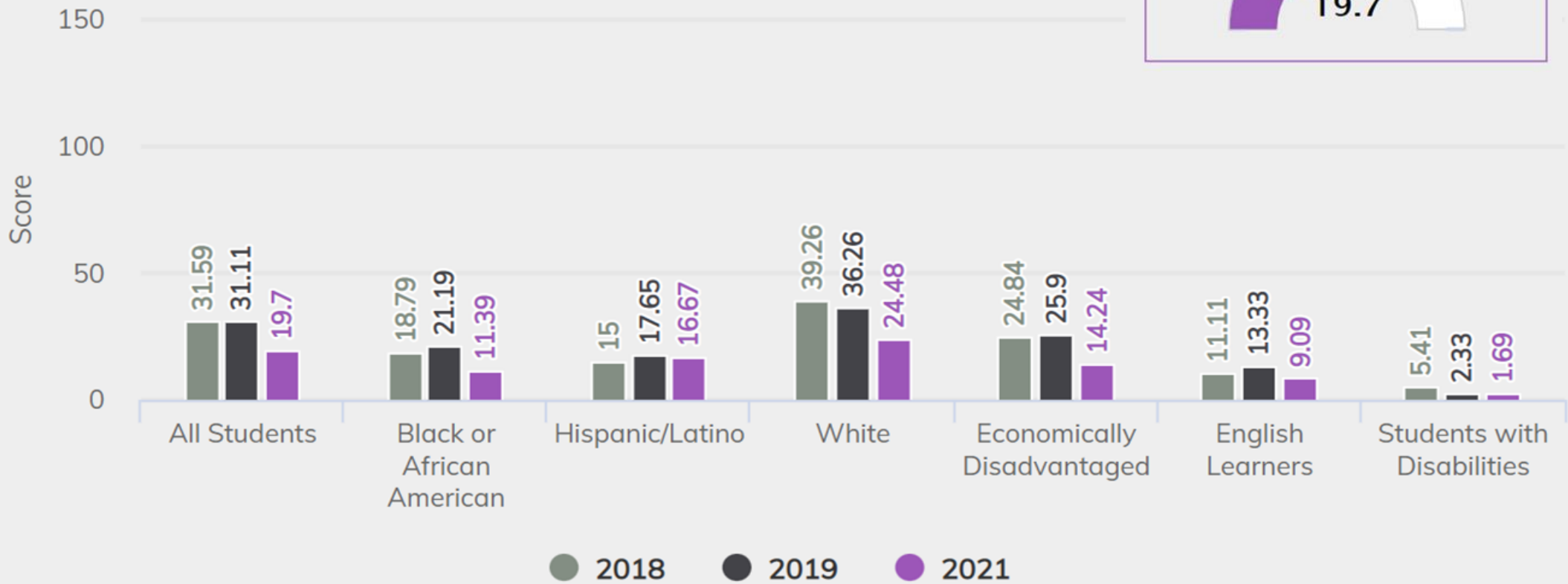
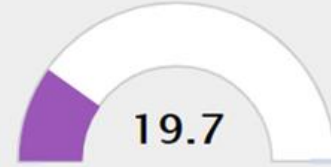


Percent of Points Earned for Science Achievement

Chart

Data

Science Achievement Score



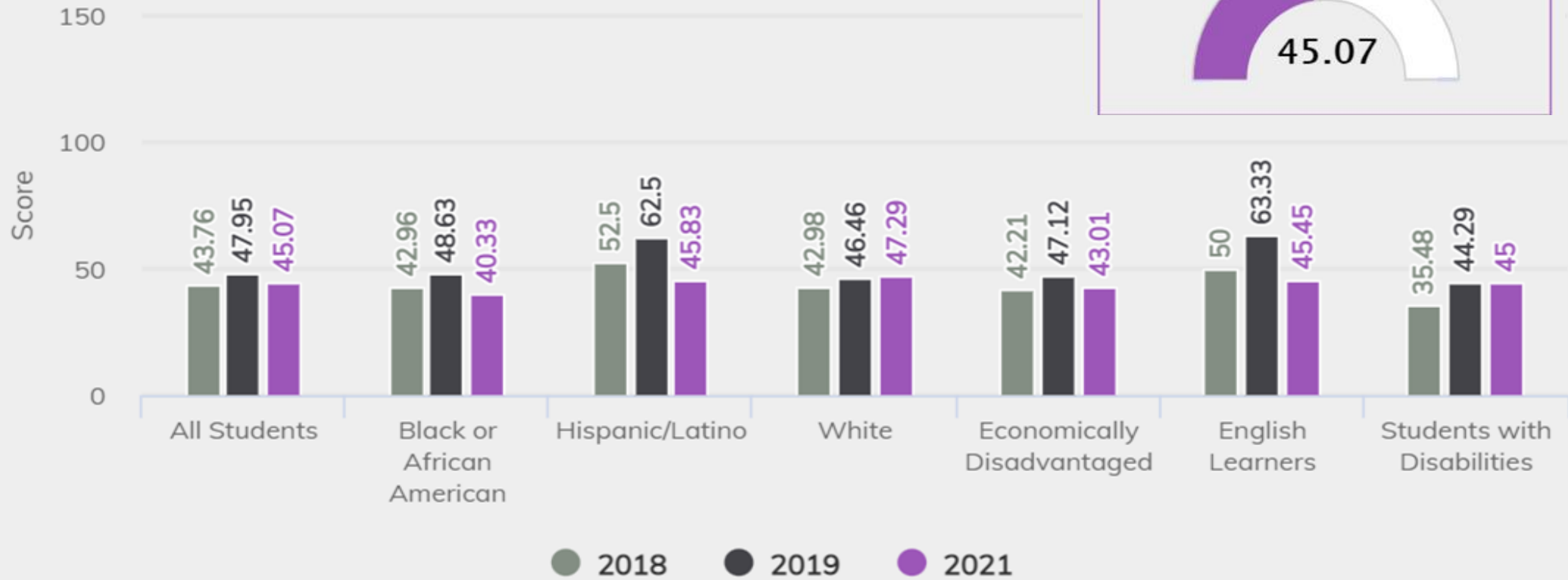
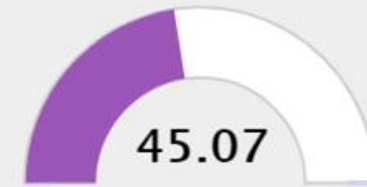
Percent of Points Earned for Growth in Science Achievement

Chart

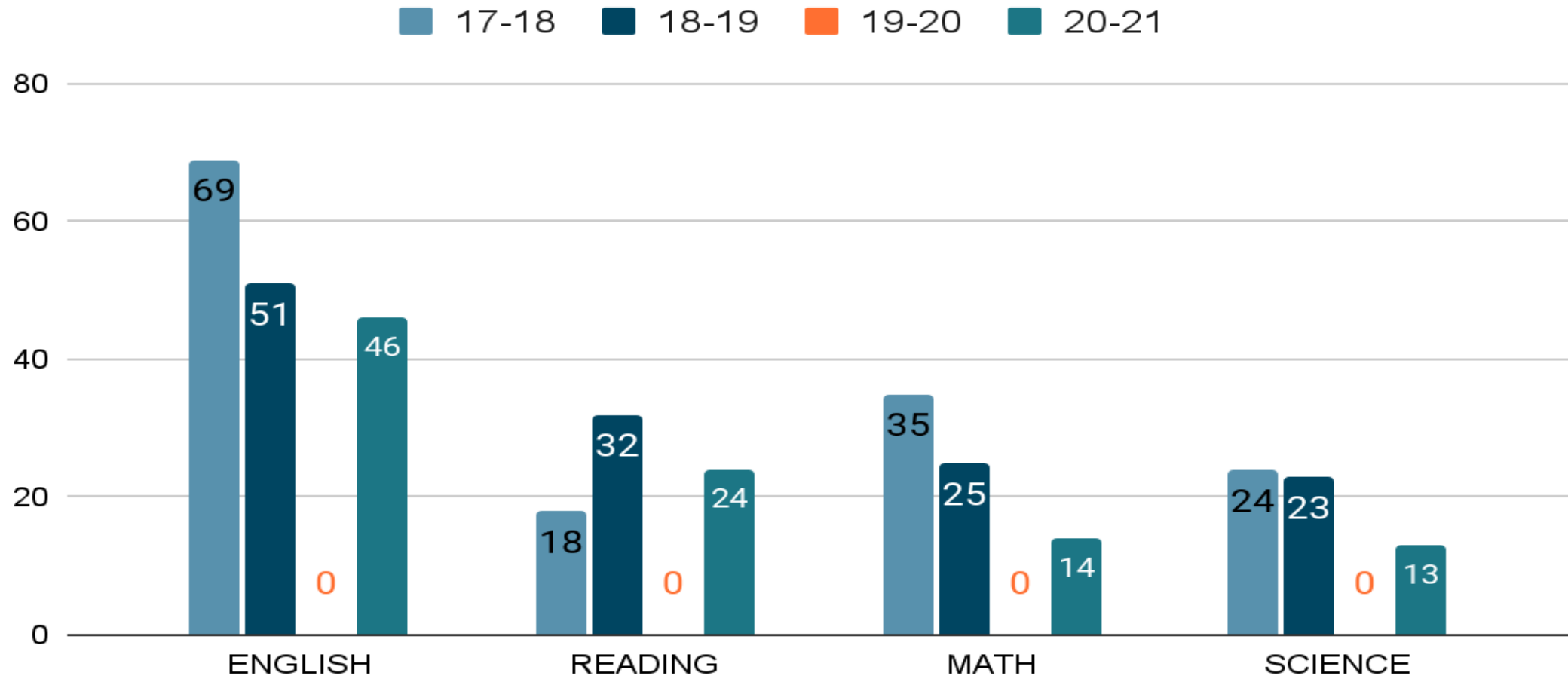
Data

Growth in Science Achievement

Score

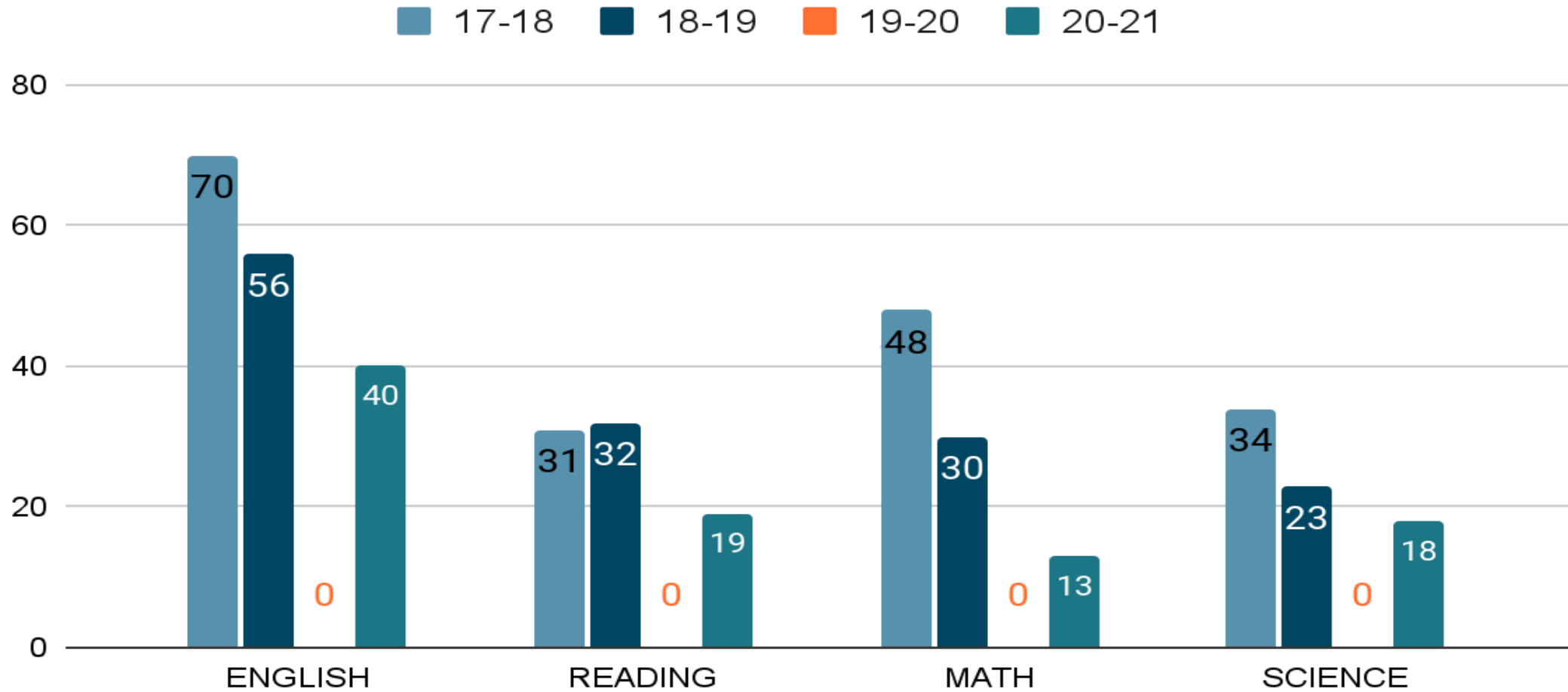


5TH GRADE ACT ASPIRE



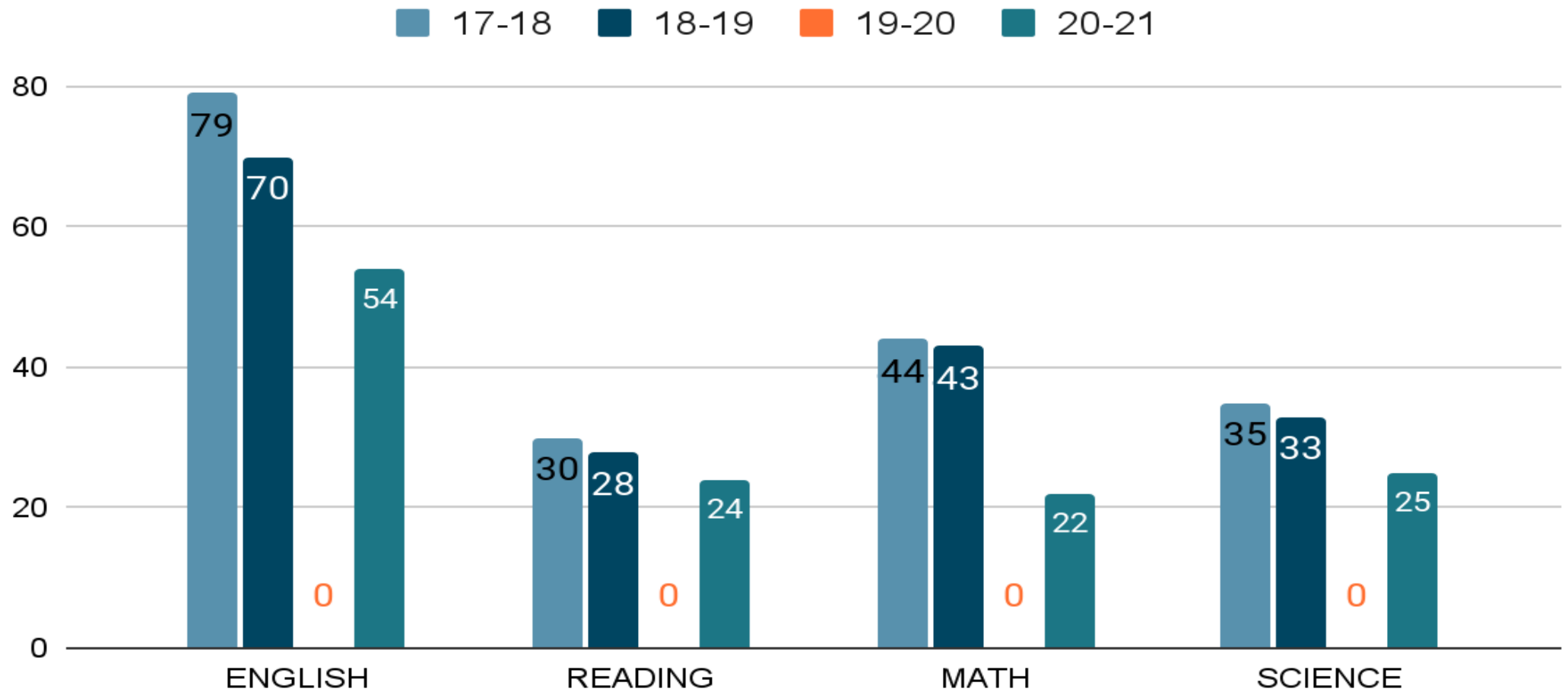
5th Grade Subject Proficiency
% of Students Scoring Exceeding and Ready

6TH GRADE ACT ASPIRE



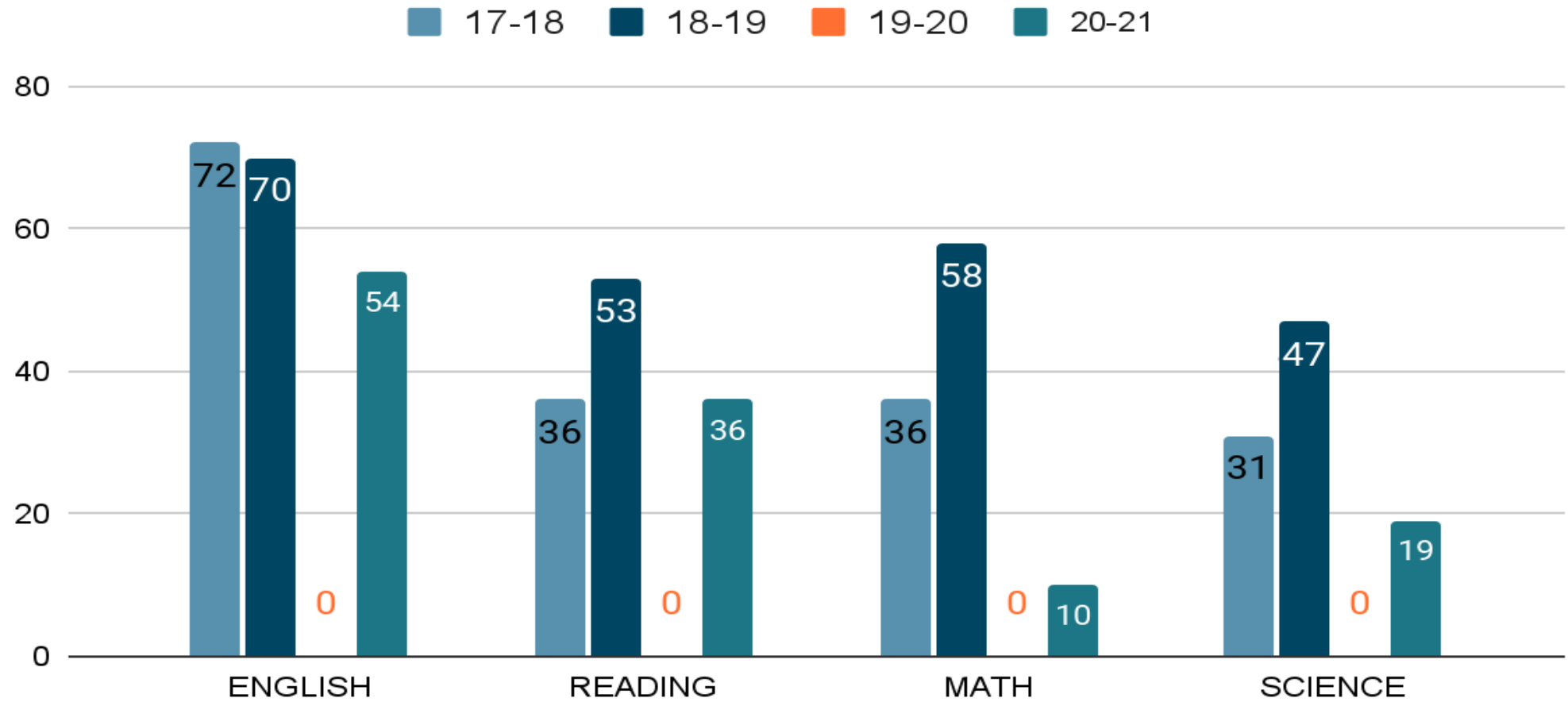
6th Grade Subject Proficiency
% of Students Scoring Exceeding and Ready

7TH GRADE ACT ASPIRE



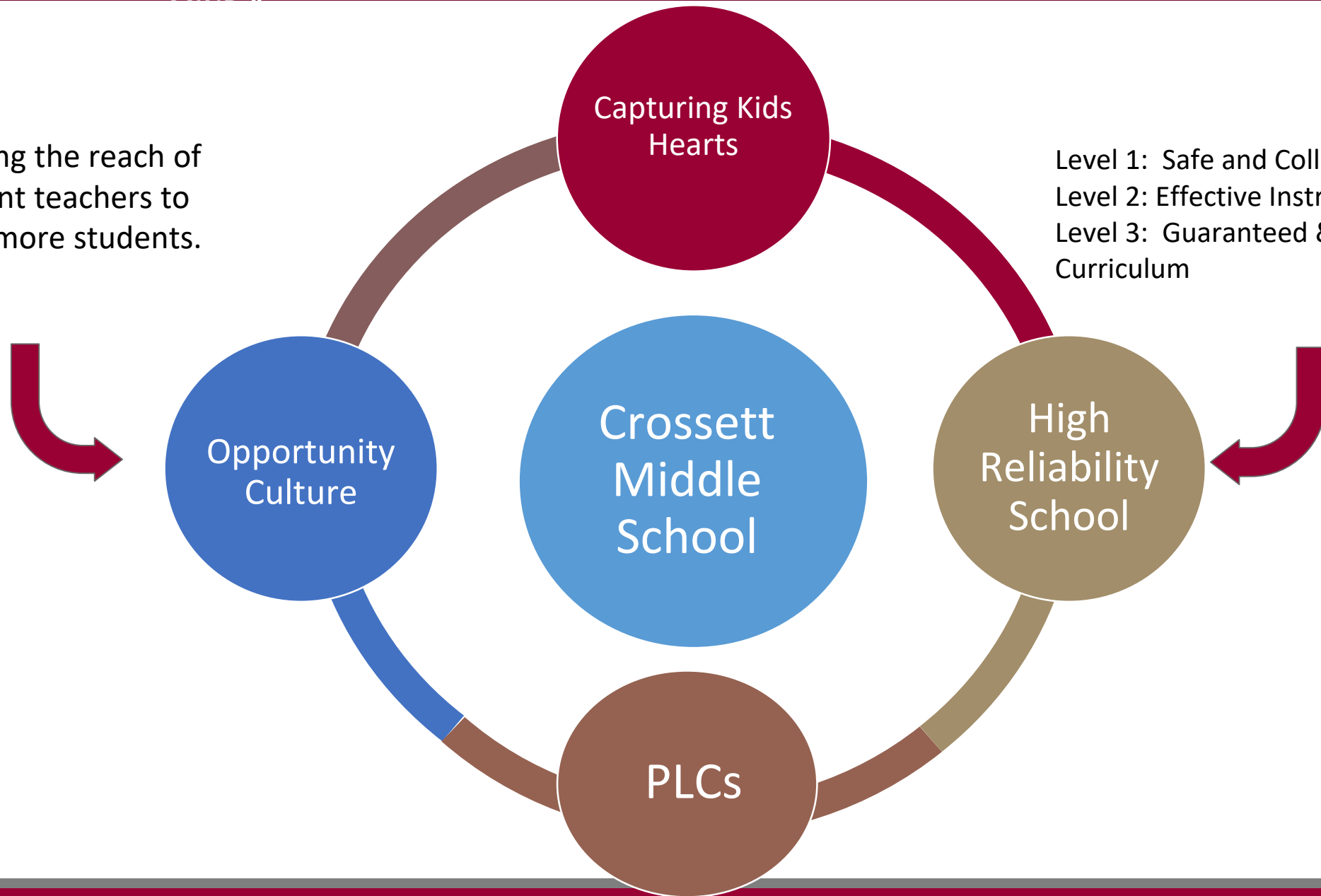
7th Grade Subject Proficiency
% of Students Scoring Exceeding and Ready

8TH GRADE ACT ASPIRE



8th Grade Subject Proficiency
% of Students Scoring Exceeding and Ready

Extending the reach of excellent teachers to impact more students.



Level 1: Safe and Collaborative Culture
Level 2: Effective Instruction
Level 3: Guaranteed & Viable Curriculum

Professional Learning Communities

Regional Cohort- A team from CMS is attending 3 sessions during the 2021-2022 school year

- We have a practitioner working with our school to help engage all teachers in the learning process

Our Guiding Coalition is leading professional development for our staff

We are identifying essential standards and unpacking them to understand what the students have to know and be able to do

We are meeting weekly to discuss data and students' learning

Mission, Vision, Collective Commitments, and Goals

- We have created a new mission and vision statement
- We have started our Collective Commitments for staff and students. Our next step is parent collective commitments
- We have started grade level goals based on MAP data to increase student achievement



Capturing Kids' Hearts

Teachers are taking 5-10 minutes every morning to complete part of the lesson

They have social contracts posted that were mutually agreed upon with each block

The 4 questions are posted and asked in class when needed

The principal is attending professional development with Jason McCowan each month

We have the word of the month posted around the school and we are announcing over the intercom

We are selecting out Spotlight students based on the word of the month



Becoming a Highly Effective School



Literacy Interventions

- Mrs. Rice and Mrs. Whited- Dyslexia Interventions
- 95% group during advisory: 5th and 6th grades

Math Interventions

- Mrs. Martin pulling groups and pushing into the classrooms
- Reflex Math

Classroom Observations

- Principal and Assistant Principal are providing feedback to teachers

Guaranteed and Viable Curriculum

- Eureka Math, Illustrative, Wit and Wisdom, Summit

Collaboration with MCLs

- MCLs are coaching in new teachers' classrooms and providing feedback and suggestions

CMS School Level Improvement Plan

Crossett Middle School Level Improvement Plan 2021-2022

If we all keep our commitment, we will be a great team.
T-E-A-M: Together Everyone Achieves More.

We appreciate the support of our School Board. Thank you!



Crossett High School



2020 - 2021 • Accountability At-a-Glance • Crossett High School

Contact Information

Crossett High School | Crossett School District

Principal: Anthony Boykin | Superintendent: Gary Williams

301 W 9th Ave Crossett, AR 71635-

<http://www.crossettschools.org> | (870) 364-2625

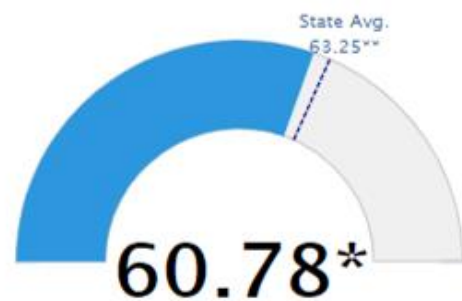
Student Information

Grades	9 - 12	Total Enrollment	478
Black	34.10%	English Learners	3.14%
Hispanic	4.18%	Economically Disadvantaged	48.95%
White	59.62%	Students with Disabilities	10.46%

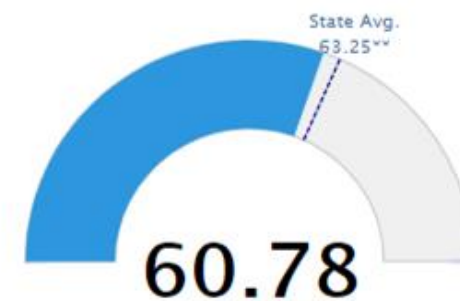
The Public School Rating System (A.C.A. § 6-15-2105) was suspended for the 2020-2021 school year by Act 89 of 2021

School Performance • ESSA School Index Score 2021

Adjusted*
ESSA School
Index Score All
Students



Unadjusted
ESSA School
Index Score All
Students

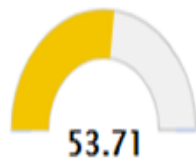
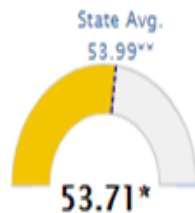


	ELA % Tested	Math % Tested		ELA % Tested	Math % Tested
All Students	97.83%	97.39%			
Black / African American	98.61%	97.22%	English Learners	100.00%	92.31%
Hispanic / Latino	100.00%	93.75%	Economically Disadvantaged	96.80%	96.80%
White	97.04%	97.78%	Students with Disabilities	100.00%	100.00%

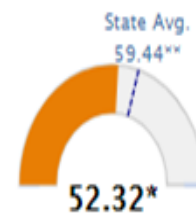
Prepared by the Arkansas Department of Education: Division of Elementary and Secondary Education

**State Average of ESSA School Index Scores for Grade Span.

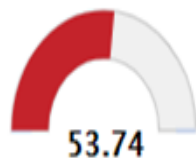
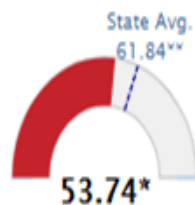
Black/African
American



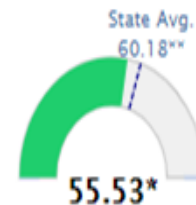
English
Learners



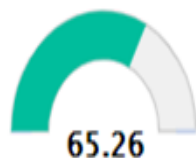
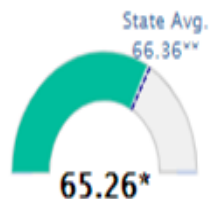
Hispanic/
Latino



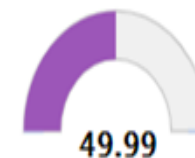
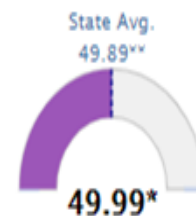
Economically
Disadvantaged



White



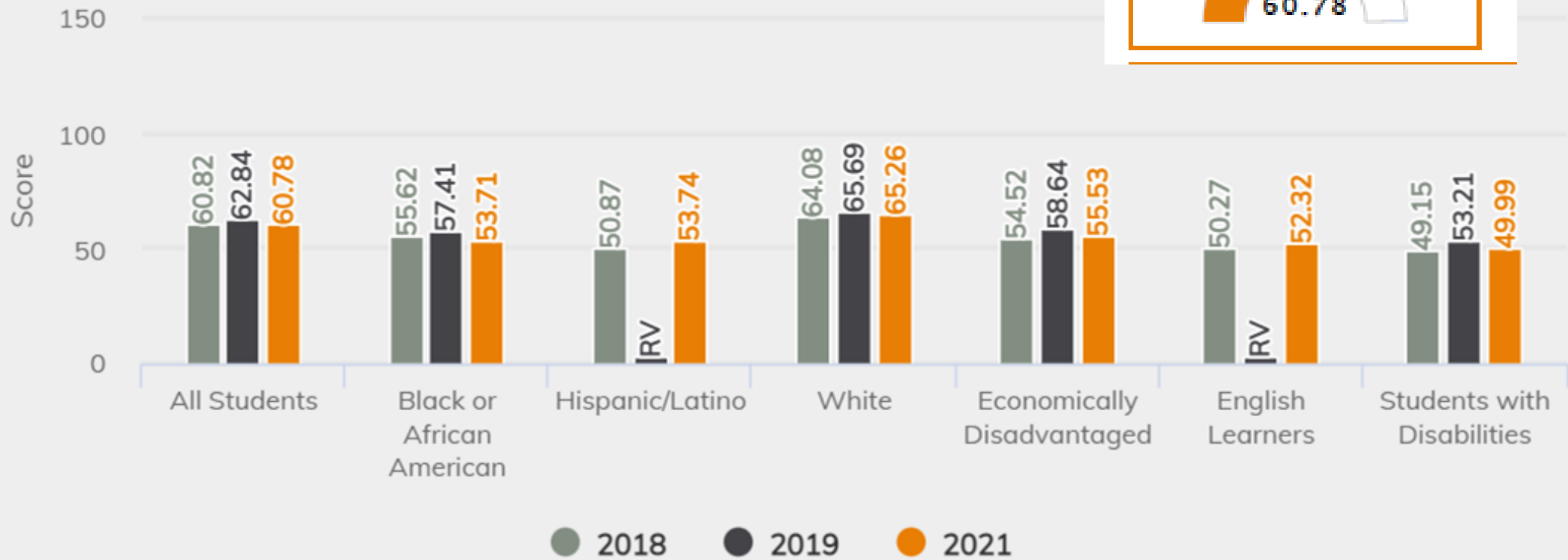
Students with
Disabilities



Three Year School ESSA Index Scores By Subgroup

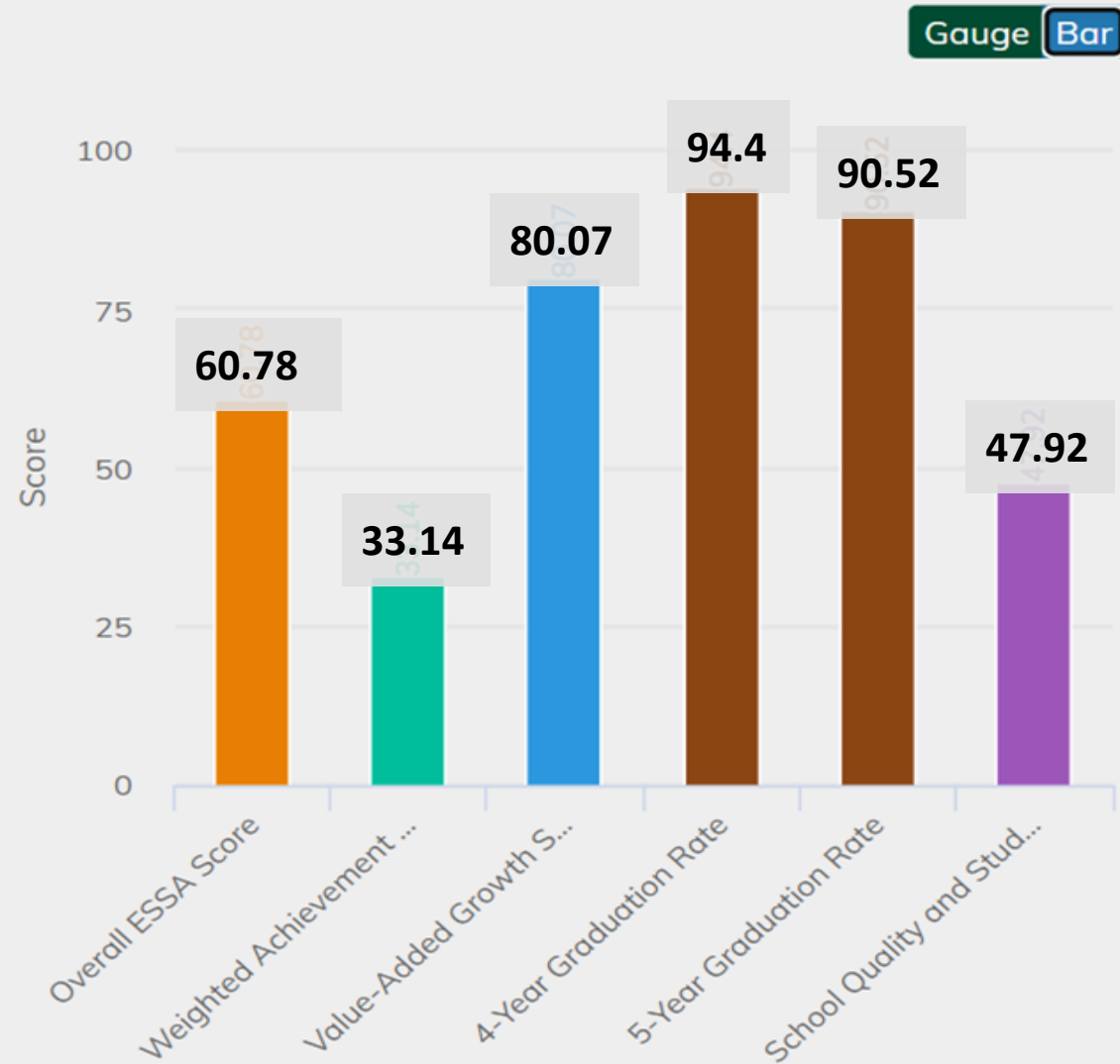
Chart

Data



ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	60.78
Weighted Achievement Score	33.14
Value-Added Growth Score	80.07
4-Year Graduation Rate	94.4
5-Year Graduation Rate	90.52
School Quality and Student Success Score	47.92



Weighted Achievement-35%

Value Added Growth-35%

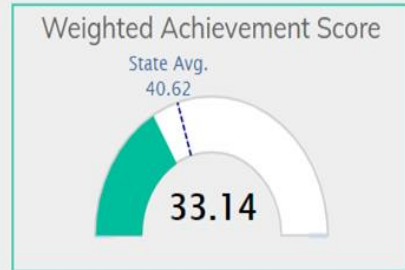
Graduation Rate-15%

School Quality and Student Success –
15%

Three Year Weighted Achievement By Subgroup

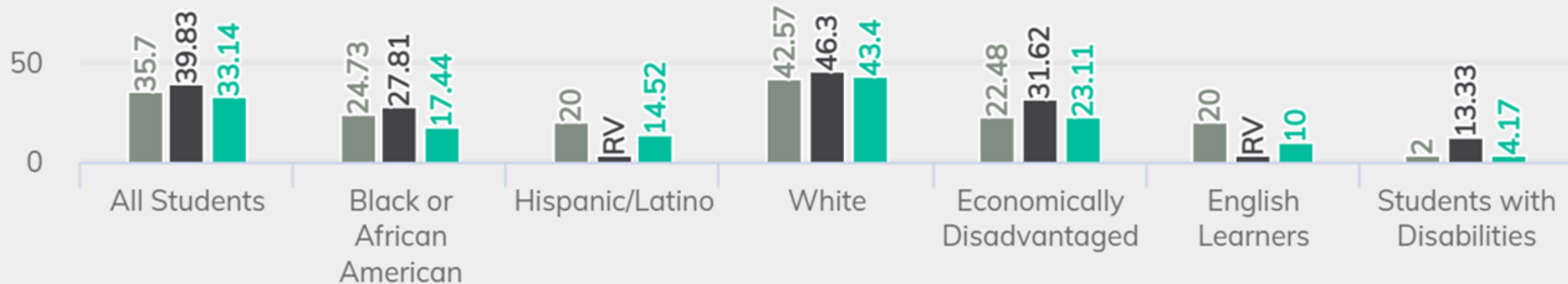
Chart

Data



150 • Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).

Score

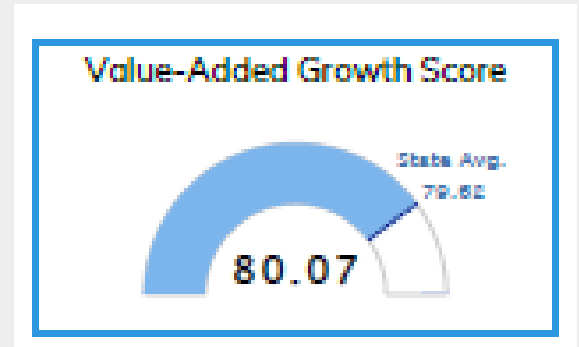


● 2018 ● 2019 ● 2021

Distribution of School-Level Value-Added Growth Scores

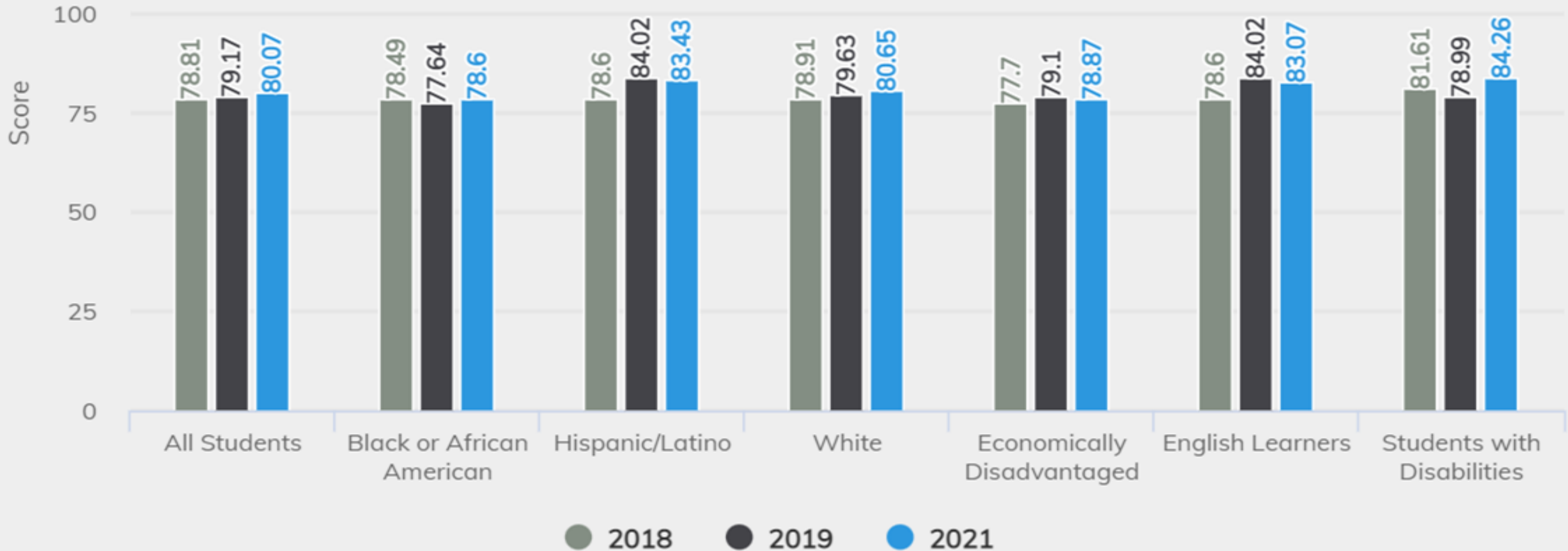
Chart

Data

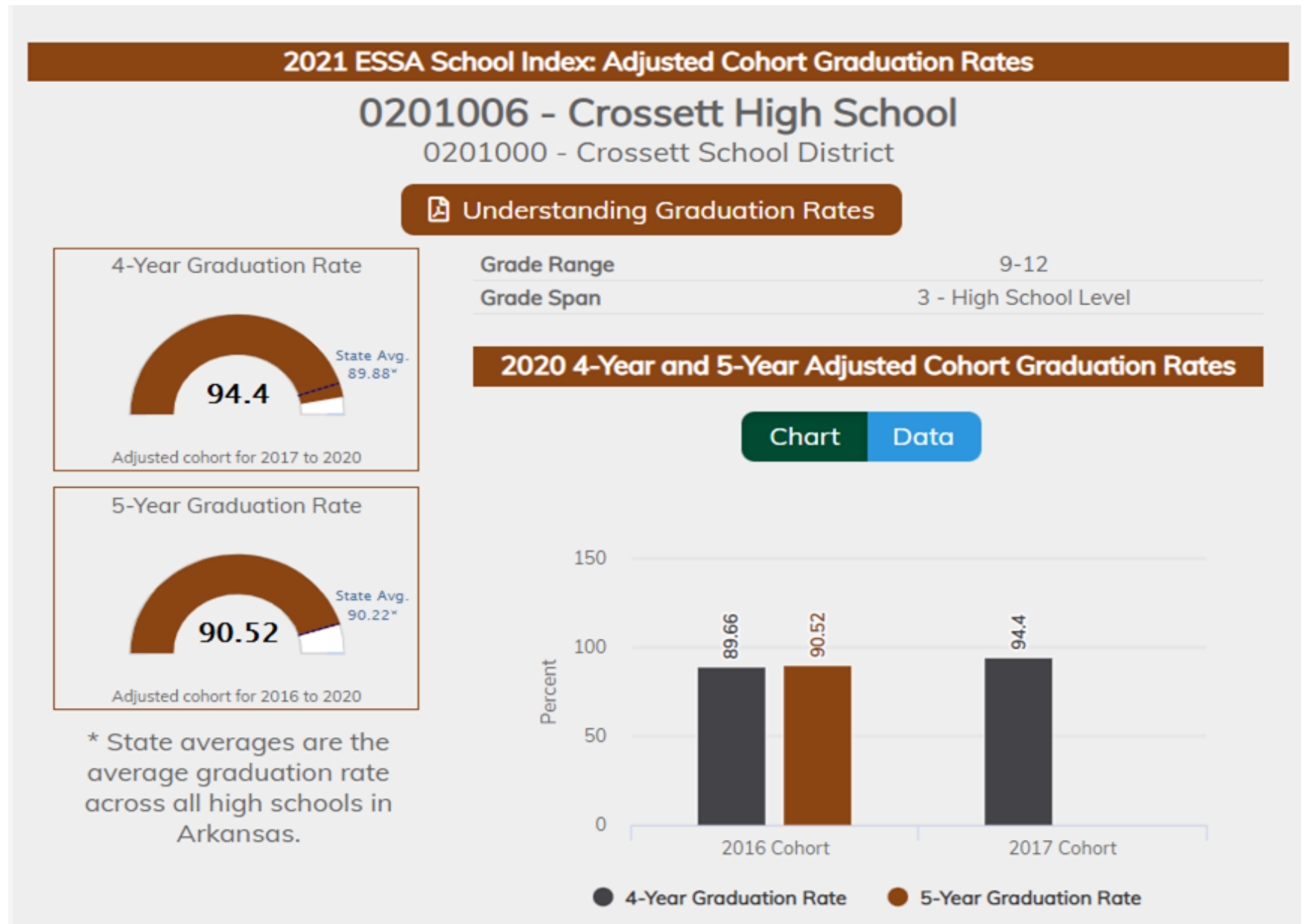


School Value-added Growth Score by Subgroup for 2018 - 2021

- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.



- 4-Year and 5-Year Graduation Rates range from 0 to 100 with 0 indicating none of the students expected to graduate in the 4-year or 5-year time frame graduated as expected. Scores of 100 indicate all students expected to graduate in the 4-year or 5-year time frame graduated as expected.



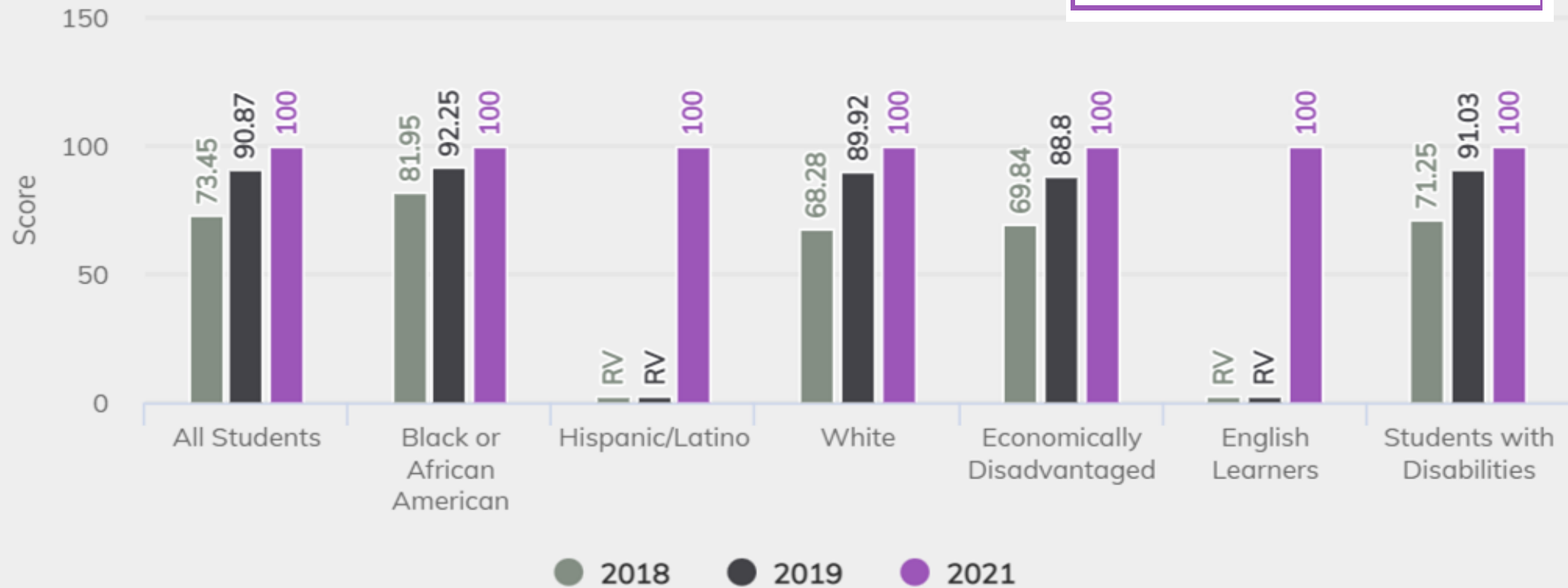
Percent of Points Earned for Student Engagement

Chart

Data

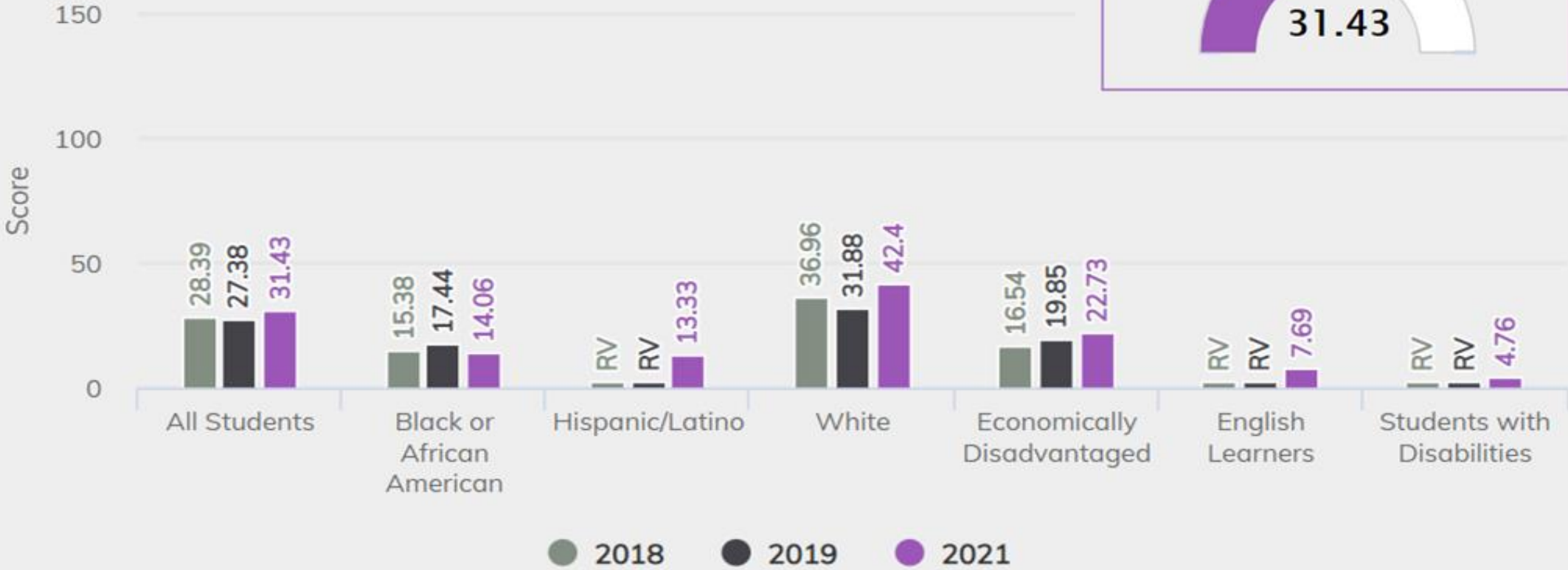
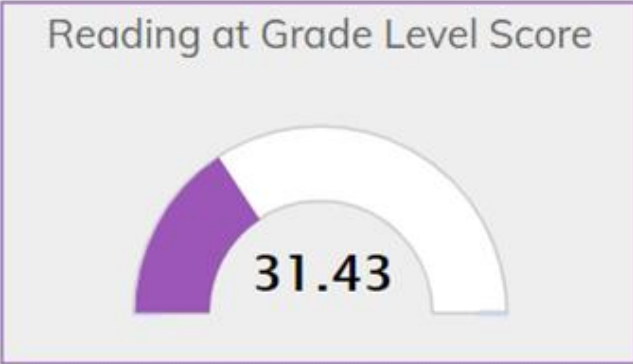
Student Engagement Score

100



Percent of Points Earned for Reading at Grade Level

Chart Data



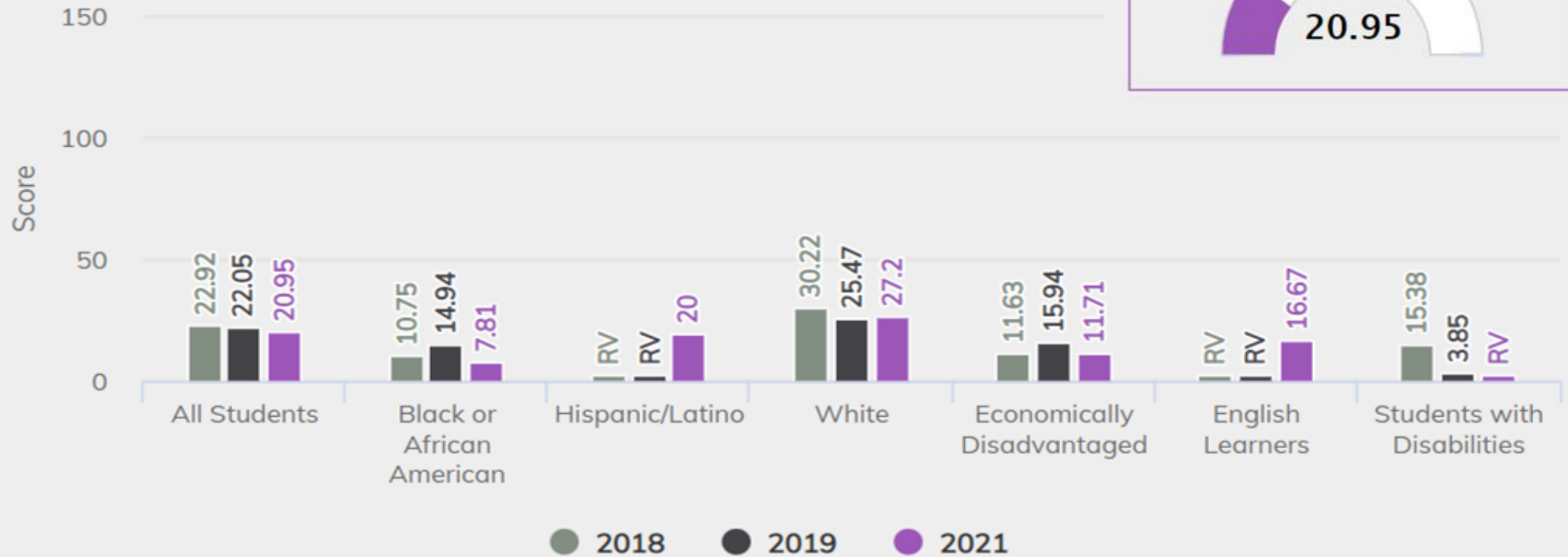
Percent of Points Earned for Science Achievement

Chart

Data

Science Achievement Score

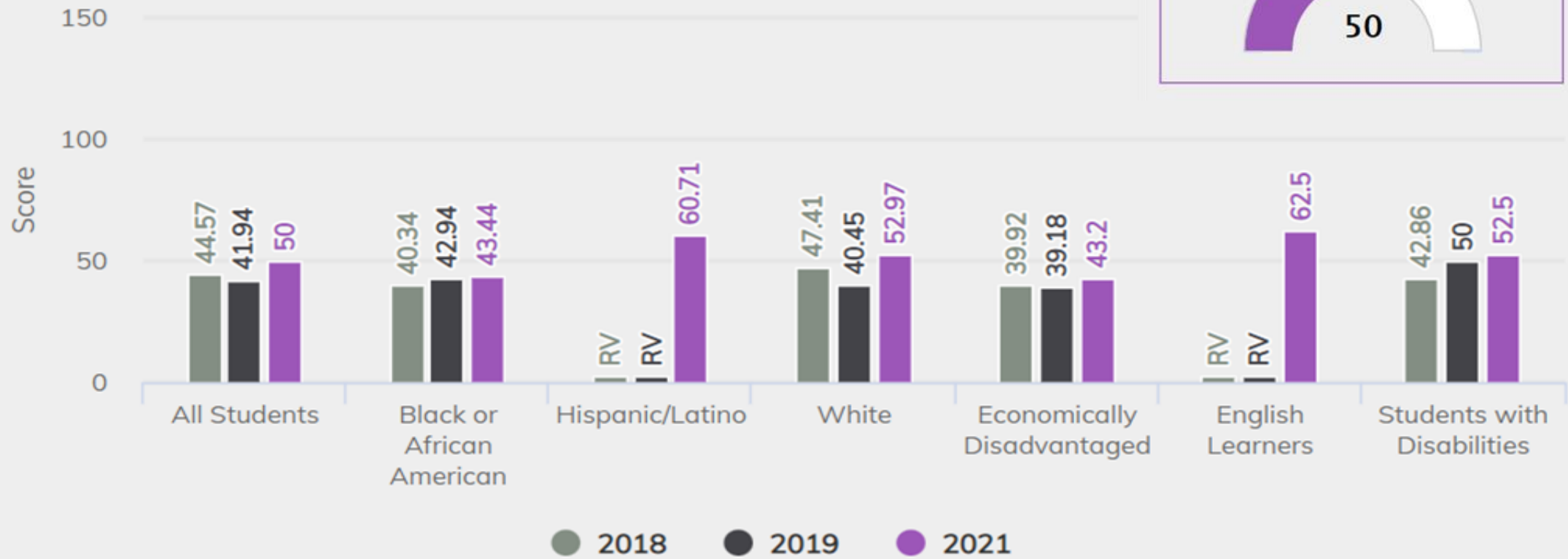
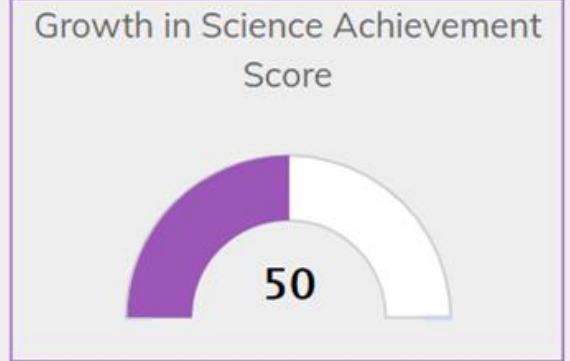
20.95



Percent of Points Earned for Growth in Science Achievement

Chart

Data

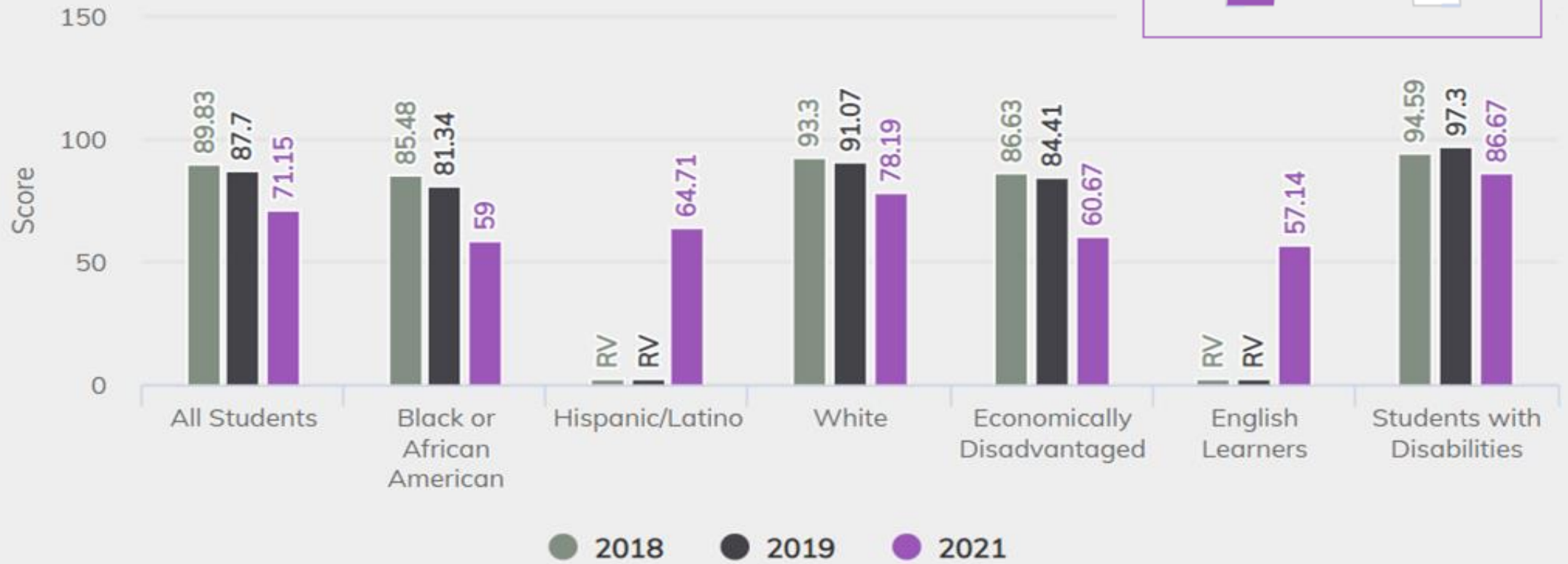
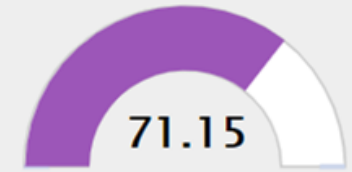


Percent of Points Earned for On-Time Credits

Chart

Data

On-Time Credits Score

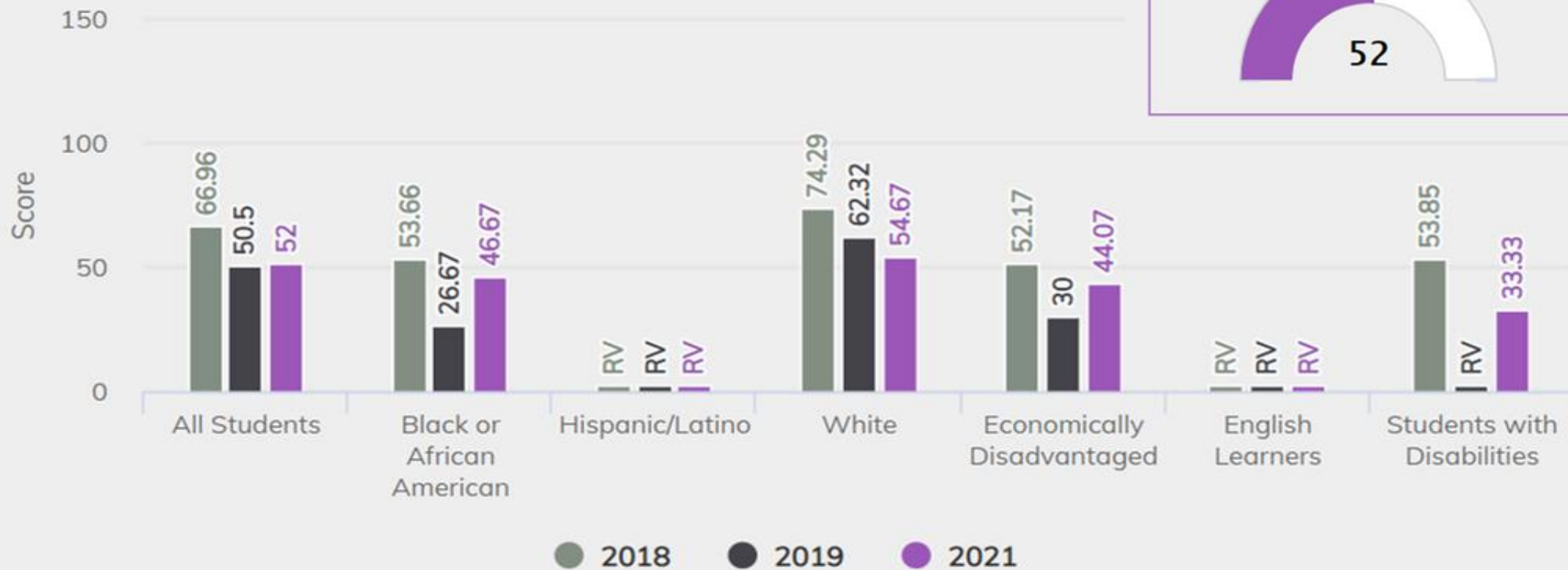
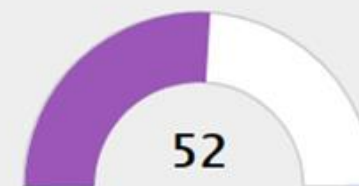


Percent of Points Earned for GPA 2.8 or Higher on 4.0 Scale

Chart

Data

GPA 2.8 or Higher on 4.0 Scale
Score

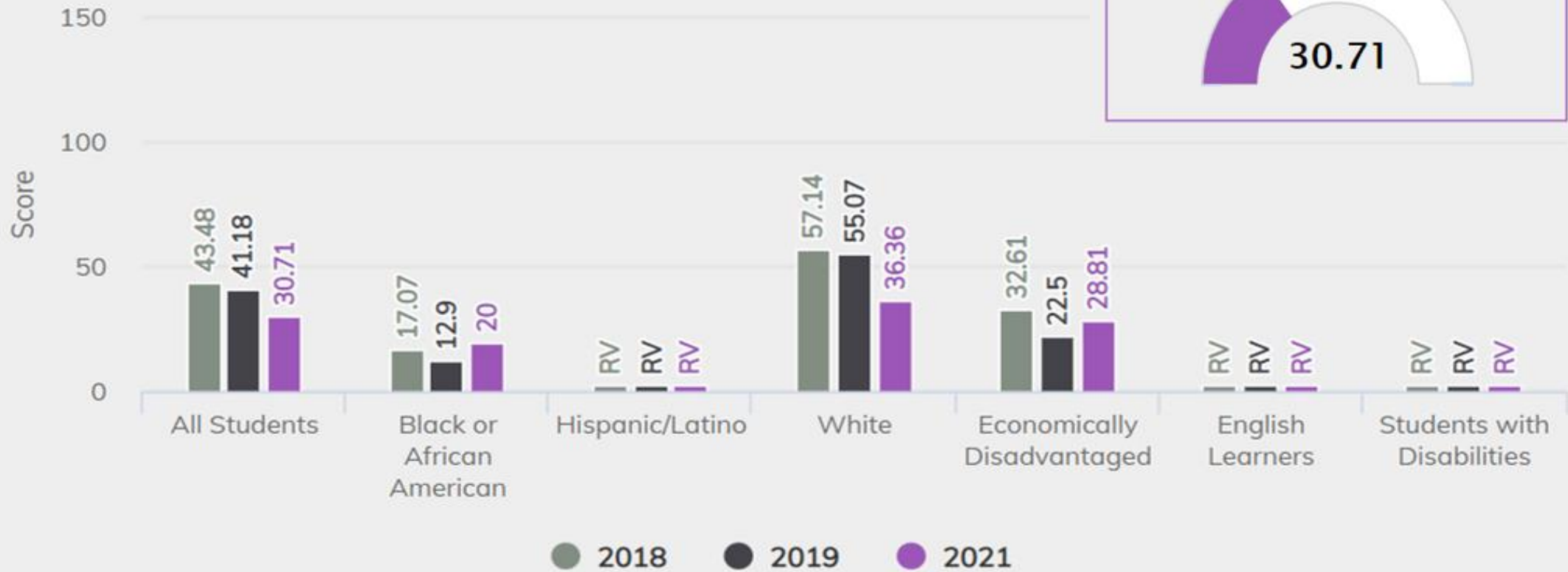
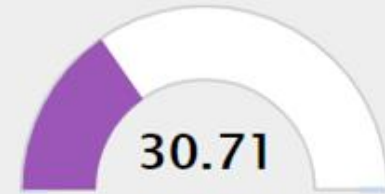


Percent of Points Earned for ACT Composite of 19 or Greater

Chart

Data

Points Earned for ACT Composite of 19 or Greater



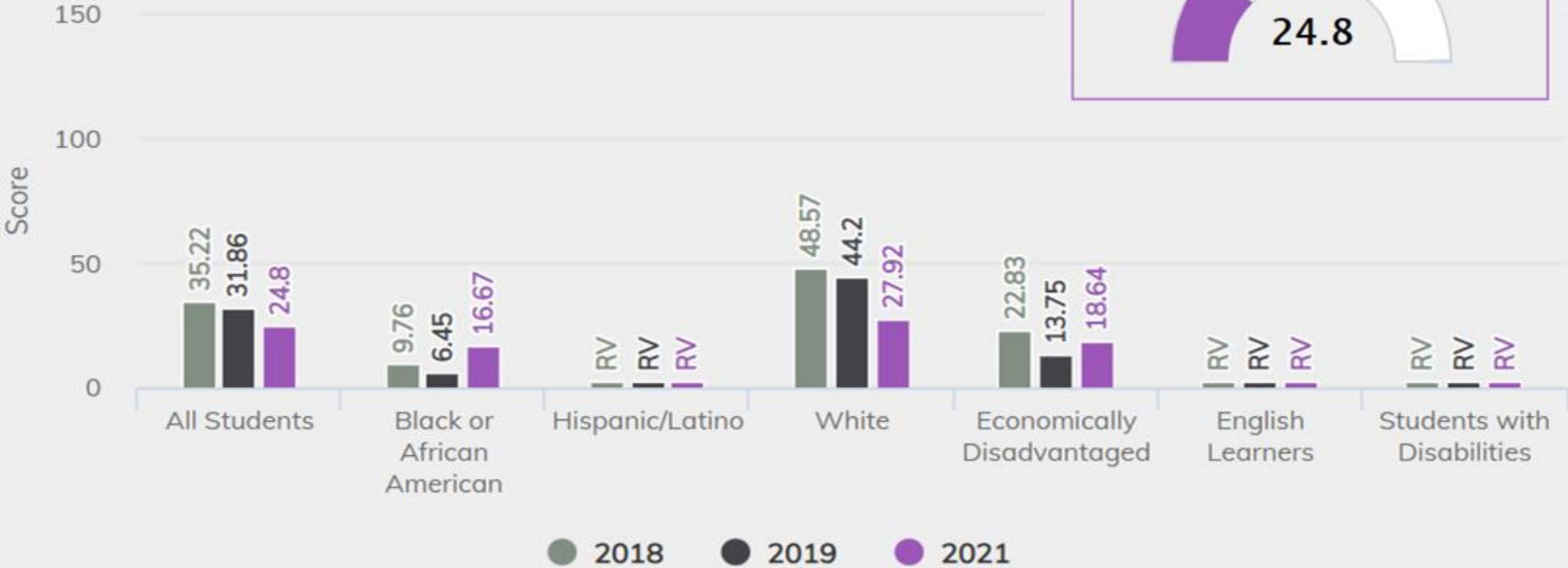
Percent of Points Earned for ACT Readiness Benchmark

Chart

Data

ACT Readiness Benchmark

24.8

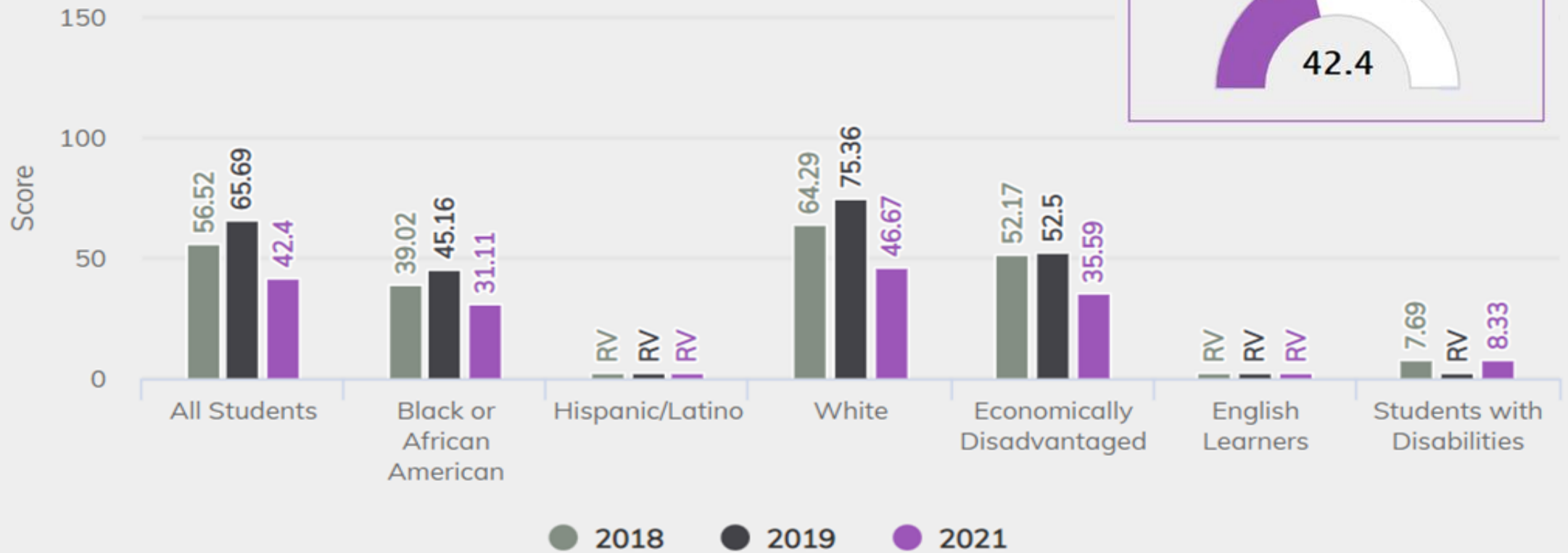
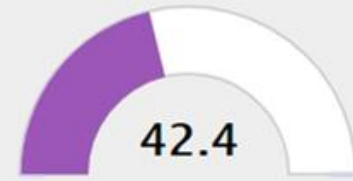


Percent of Points Earned for AP/IB/Concurrent Credit Course(s)

Chart

Data

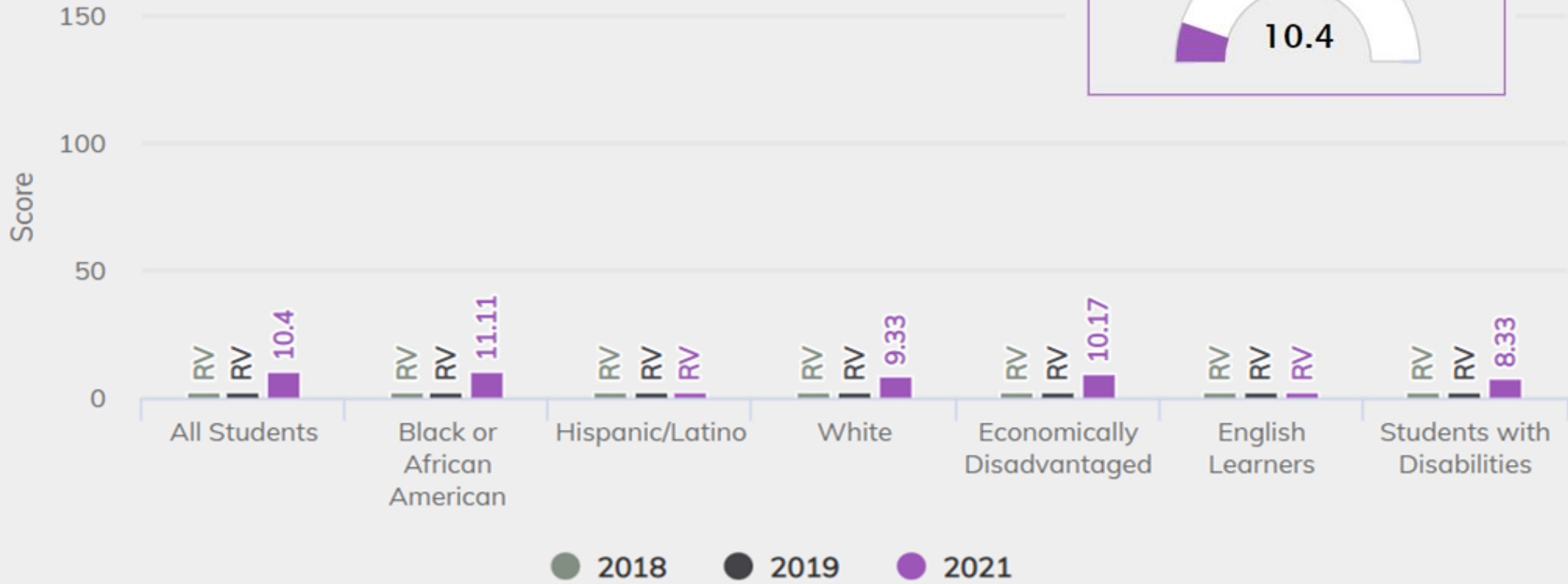
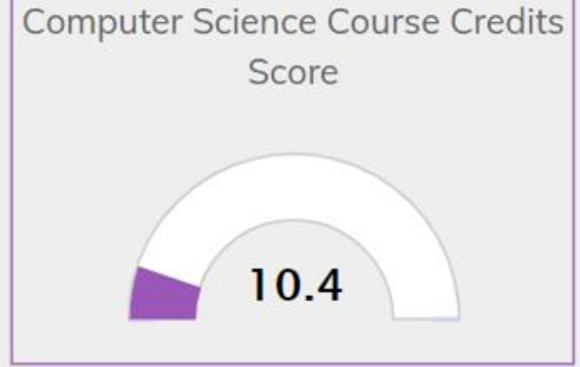
AP/IB/Concurrent Credit Course(s)
Score



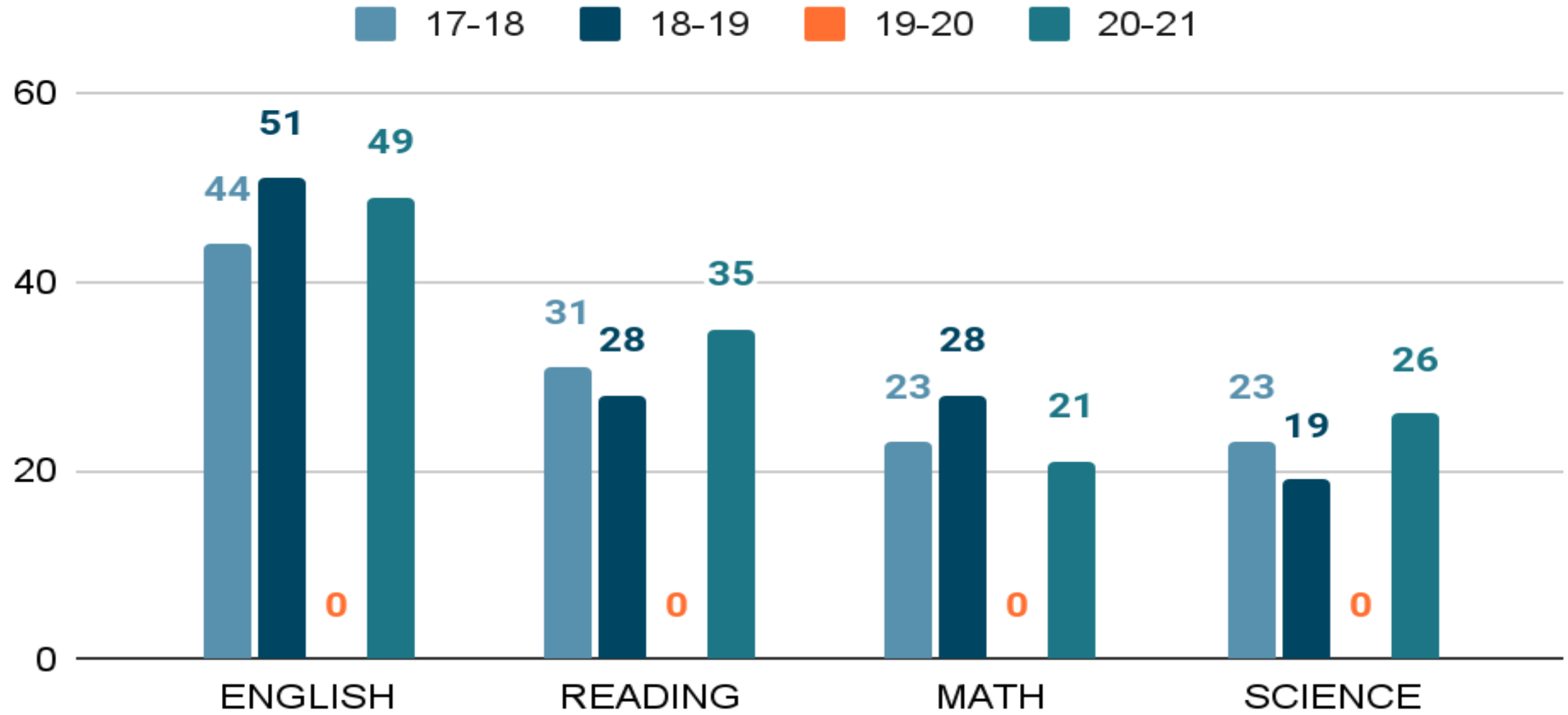
Percent of Points Earned for Computer Science Course Credits

Chart

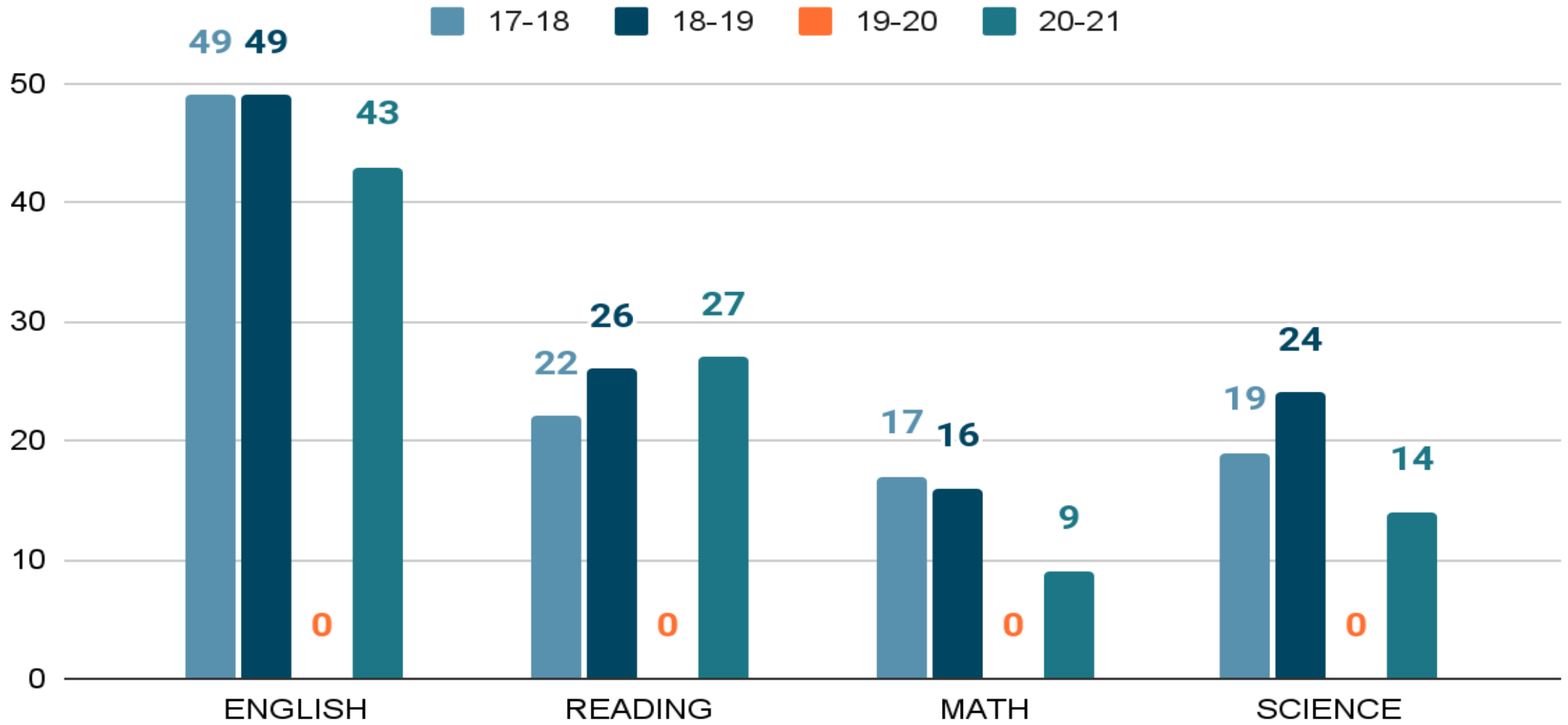
Data



9TH GRADE ACT ASPIRE



10TH GRADE ACT ASPIRE



AP QUALIFYING SCORES OF 3 OR BETTER

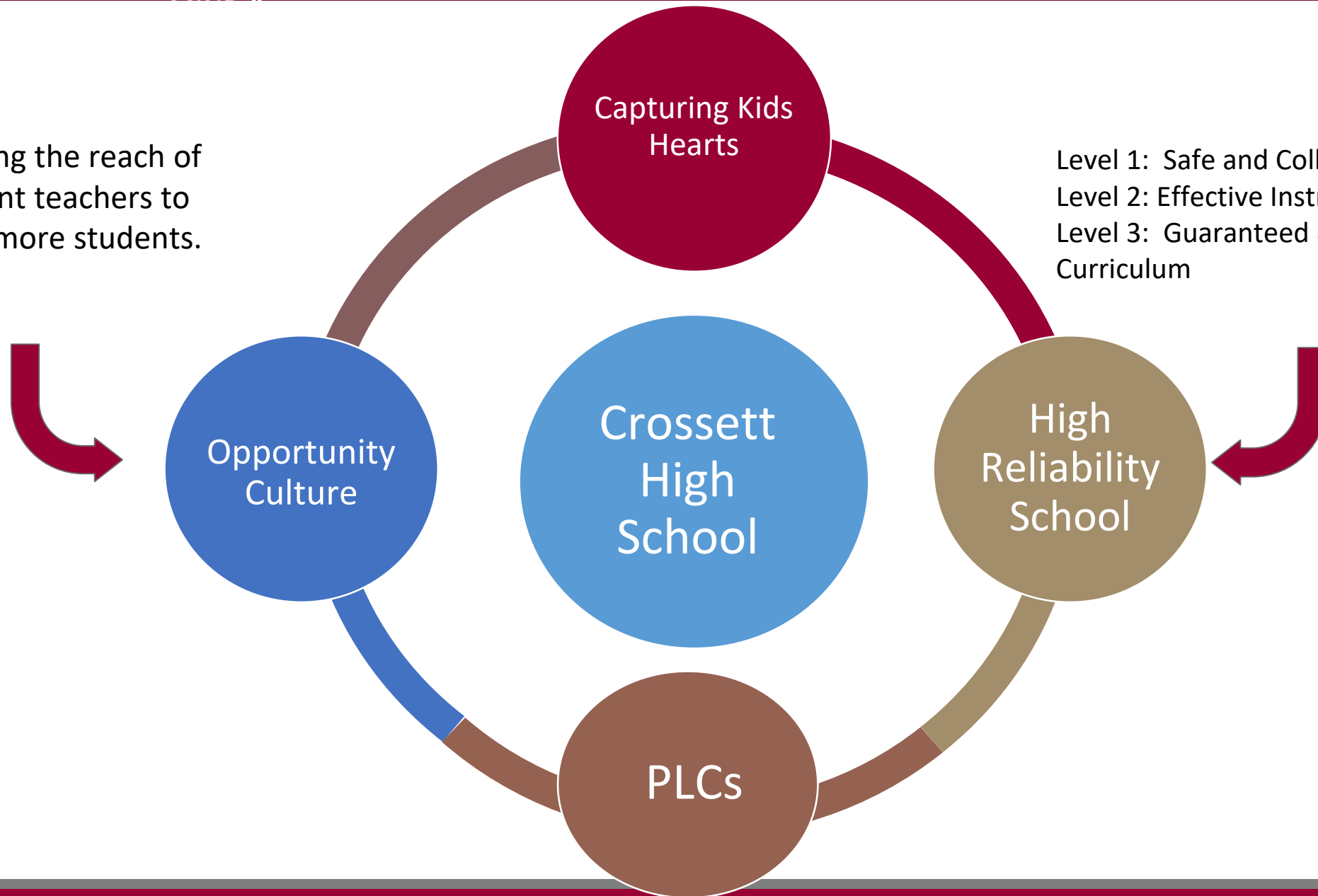


2020-2021 AP Scholars

Granted to students who receive scores of 3 or higher on three or more AP exams.

KENNETH RIAL
RAINIE RODGERS

Extending the reach of excellent teachers to impact more students.



Level 1: Safe and Collaborative Culture
Level 2: Effective Instruction
Level 3: Guaranteed & Viable Curriculum

CHS School Level Improvement Plan

Data Driven Goals

Increase **Reading Aspire/ACT** grade level proficiency scores by 10% for all students by May 2022.

- 9th grade should increase from 35% - 45% as measured by Aspire
- 10th grade should increase from 27% - 37% as measured by Aspire
- 11th grade should increase from 14%-24% as measured by ACT

Increase **Math Aspire/ACT** grade level proficiency scores by 10% for all students by May 2022.

- 9th grade should increase from 21%-31% measured by Aspire
- 10th grade should increase from 9%-19% measured by Aspire
- 11th grade should increase from 9%-19% as measured by ACT

How will goals be achieved?

All conversations focus on the Four Questions:

1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students have not learned it?
4. What do we do when students have learned it?



Response to Intervention (RTI)

- Restructuring of schedule
 - Monday - Mentoring Day
 - Leadworthy Character Lessons
 - Progress Check-In and Goal Setting
 - Tuesday- Assessment/Reassessment day
 - Based on student academic performance and attendance
 - Wednesday & Thursday - Data-driven remediation day
 - Friday - Extension/Enrichment day



How will goals be achieved?

- Comparative Data shows that we are on target or above the other districts around us in regards to ACT Aspire Data.
- Multi-Classroom Leaders (MCL) structure in place this year with English, Social Studies, Math and Science. Opportunity Culture.
 - MCL's help lead and follow-up on work when Solution Tree Associates are not on campus.
 - MCL's model lessons for teachers followed by conversations around that to grow with instructional best practices



- Collaborative Teams are meeting regularly, 2x week (T/Th)
 - Clear understanding of Essential Standards
- ELA/SS: Well on our way to understanding the common formative assessments.
 - We are also aware of the need to use the data from the CFA to determine next steps: intervention, enrichment, and teacher reflection.
 - Critical Reading course and Take Flight
- Math/Science:
 - Unpacking standards, clarity, pacing of units
 - Collaborating on RTI
 - Collaboration on Common Formative Assessments
 - CFA's are and will continue to be apparent in Alg I courses.
 - Restructuring of schedule
 - Critical Algebra and Algebra I
 - Geometry



Social Emotional Support

- Capturing Kids' Hearts
 - Through experiential, expert training, and SEL curriculum for students, and personalized support, Capturing Kids' Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness.
 - Social Contracts
 - Leadworthy Character lesson plans



Recovering Learning Loss

- Summer School
- Response to Intervention (RTI) period: E.A.G.L.E. Time
- Critical Algebra course
- Critical Reading Class
- Added a Dyslexia Specialist



Parent/Community/Student Involvement

- Level 1 High Reliability survey
- Newsletter published
- Eagle Ambassadors
- Top Eagle Award
- Coffee and Donuts with the Principal
- “Show Up and Show Out”



Staff Culture/Involvement & Health

- ACMC Extension
- Level 1 High Reliability survey
- Principal's Weekly Memo
- Leadership Team
- Advisory Team
- Coffee and Donuts with Principal
- Thankful Thursdays
- FriendsGiving
- December activities: Ornament Exchange, Ugly Sweater competition, Secret Santa, family meal, hall decoration



CHS School Level Improvement Plan

Crossett School District

Crossett High School Level Improvement Plan
2021-2022

If we all keep our commitment, we will be a great team.
T-E-A-M: Together Everyone Achieves More.

We appreciate the support of our School Board. Thank you!

