



Crossett School District
Annual Report to the Public
October 14, 2013
Dr. Barbara Wood, Superintendent

Academic Accountability and Learning Services

The vision of the Crossett School District is to prepare students to succeed in a global society. To achieve this vision, the district will 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." Our core beliefs drive day-to-day practices to help achieve our mission and vision. We believe:

1. Students deserve quality instruction that is engaging, challenging, and satisfying.
2. Students deserve teachers, administrators, and school personnel who are caring, competent, and knowledgeable.
3. All schools will provide a safe, caring and orderly environment that is conducive to learning.
4. The success of our district will be measured by the ability of our students to excel in a global community.
5. Education is the foundation upon which we build the future.
6. Education is a privilege and responsibility shared by educators, students, parents, and community members.
7. Effective communication is essential to engage all stakeholders (educators, students, parents, and community members) in an effort to support the teaching/learning process.
8. Education is a lifelong process of acquiring and applying knowledge.
9. Our district should be a community of learning that supports cooperative and interactive environments.

Through the core belief lens, financial decisions including local, state, and federal, are made for all accountability structures, instructional supports, and all student support systems.

Crossett School District has one elementary school, one middle school and one high school campus. An alternative learning environment, Gifted and Talented program, after-school tutoring program, HIPPY program, 21CCLC after-school activities are among the services provided to children and families of the Crossett School District.

Under the ESEA Flexibility Waiver, Crossett School District is an Achieving District in Percent Tested, Achieving District in Graduation Rate, Needs Improvement in Literacy and Math with an Overall Status of Needs Improvement. The goal of Crossett School District for 2013-2014 will be to close the performance and growth gaps between the ALL Students Group and the TAGG groups which included economically disadvantaged students, limited English students, and student with disabilities.

Accreditations Report
Crossett School District-Accreditation, 2013-2014

The Crossett School District receives its accreditation status from the Arkansas Department of Education annually and is required to publish the findings of the report. The district strives to employ Highly Qualified teachers for all subject areas to prepare students to be successful for college or career in the 21st century.



Crossett Elementary School-Accredited
Crossett Middle School-Accredited
Crossett High School-Accredited Cited
(certified teacher adding an additional area of certification)

Crossett Elementary School - ACCREDITED

The mission of Crossett Elementary School is to provide a relevant, challenging, and quality education for all students who attend our school. The entire staff of CES is committed to creating and sustaining a positive, safe, and supportive school environment that is responsive to all students physically and emotionally. Our expectations are to encourage the development of each child and to prepare them for a successful future.

Committed to the 'Tradition of Excellence,' CES is an Achieving School in Math and Needs Improvement in Literacy for the 2013-2014 school year. CES will strive to meet standards in Math and Literacy this academic year through consistent, diligent instruction based on the individual needs of our students. The teachers of CES are committed to teaching every child with one common goal.

CES has a plan in place to continue to meet the challenge of educating the students while focusing attention to individual needs of all students. Common Core State Standards are fully implemented in grades K-4 through integrated units. In order to continue the progress, ongoing job-embedded training of our teachers will be the focus for this academic school year. Our parents and community play a vital role in our success. Our parental involvement activities will continue to focus on helping parents understand the curriculum by providing strategies to help their child be successful in school. The goal of CES is to continue the partnership with our parents and community.

- Parental Involvement/Volunteers/Community Involvement - Parent/Teacher conferences throughout the
- Curriculum Night in September to provide parents an overview of different math and literacy activities students do in their classrooms.
- Fall Festival-community event to provide fun activities for parents and students.
- Title I Family Night in November- to provide parents with resources and provide an overview of what it means to be School wide Title I School.
- Dr. Seuss Night an event sponsored by National Honor Society to promote reading and celebrate the birthday of Dr. Seuss through interactive activities.
- Foster Grandparents will support students with reading, math or other tasks in the classroom.
- Parent Teacher Organization (PTO) will continue to support our students by providing funds for our educational field trips, parties, and Fun Day.
- AmeriCorps will help students with academics as well as an AmeriCorps to provide health lessons for students in second grade.

Student Recognition

- Weekly student of the month recognition of students for character education.
- Awards ceremonies at the end of the school year to recognize students for their academic achievement
- Fun Fridays for students who have participated in classes, received no referrals to office

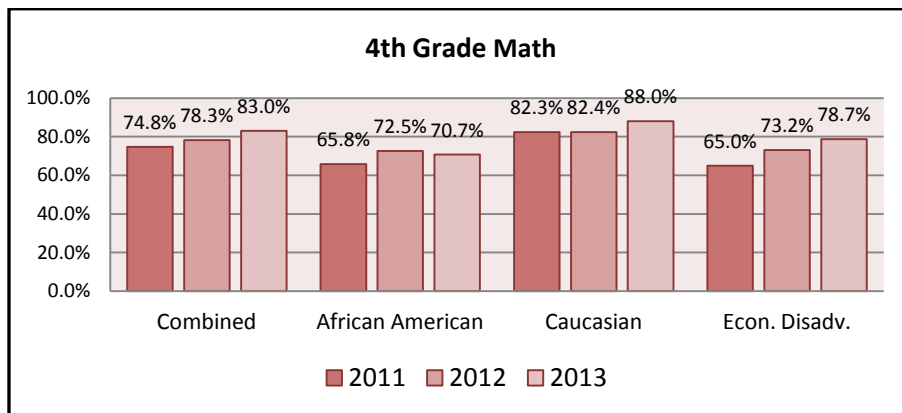
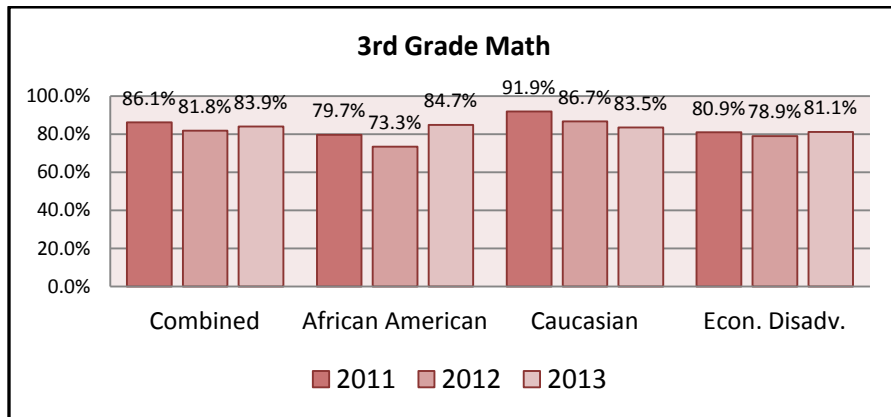
Focused on the Learner

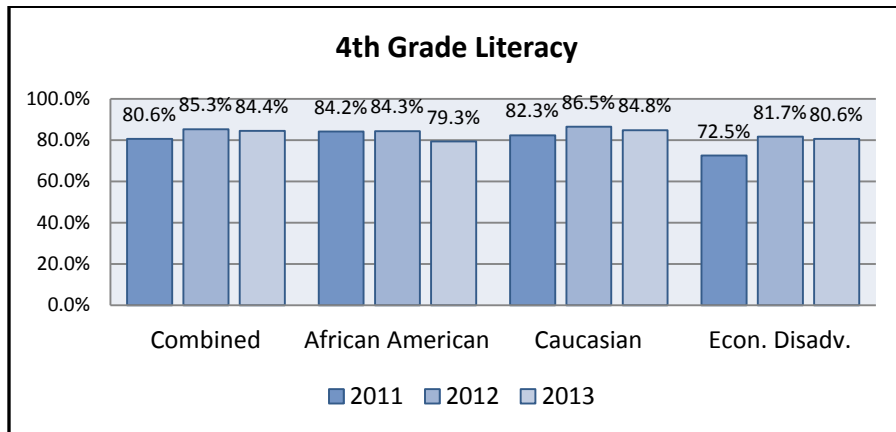
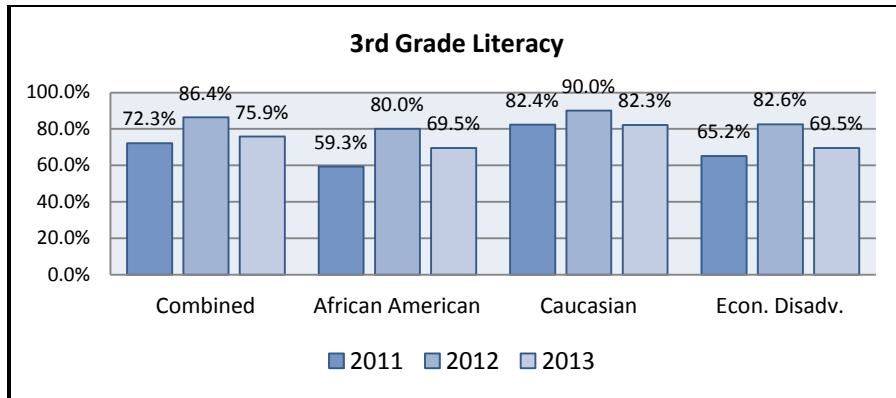
- Systems 44 - technology based interventions will be designed to meet the needs of the learner through differentiated instruction by a licensed teacher. The purpose of Systems 44 is to provide intense, focused instruction for students who are struggling readers.
- To increase growth in Math and continue the achievement success in Literacy, Crossett Elementary received the 21st CCLC grant to fund our after school program. Students are engaged in several different activities to enhance learning on different levels.



- Compass Learning will provide computer based interventions that will be used in the classrooms and in our computer labs. The lessons will be designed for the learner, and it will provide extra support to help students in math, literacy, science and social studies.
- Added Computer Lab, iPads, laptops, computers in the Library provide more technology for students to use for research and other classroom assignments.
- Intervention plans will be focused on individual needs of the students/TLI- The Learning Institute will provide assessments in math, literacy, and science to help inform instructional needs of our students.
- Teachers will engage in weekly Professional Learning Communities which are designed to focus on raising student achievement in the classroom.
- Reading Recovery will continue to assist struggling readers in first grade
- Activity schedule will be designed so that certified teachers can provide interventions to students in math and literacy.
- Educational experiences will be provided through field trips

The following charts show the Math and Literacy trends for the past three years:





Crossett Elementary is committed to doing ‘Whatever It Takes’ to raise student achievement. The tradition of excellence begins with our school. Our main goal is to educate our students so that they will be able to compete in this global society. Our motto: One Team, One Goal, No Limits!

Crossett Middle School - ACCREDITED

Crossett Middle School strives to carry out the mission to educate every student to be a responsible, productive citizen by improving all academic and social skills with an emphasis on literacy and math. CMS is committed to providing its students with the opportunity to become lifelong, independent learners capable of making necessary decisions needed to live and work in a changing society. Maintaining its commitment to educational excellence, CMS continues to bridge the gap between elementary and high school by providing students a variety of opportunities to explore and prepare for their future. Crossett Middle school has been designated as a Diamond School to Watch. The faculty and administrators strive to stress rigor and relevance of our curriculum and instruction. For the 2013-2014 school year, CMS is a fully accredited public school for grades fifth through eighth.

Students are scheduled into eighty-five classes for all classes to maximize opportunities for learning. Remediation is provided for students who failed to score proficient on the 2012-2013 state assessments. Students are provided remediation classes using instructional software. CMS also provides opportunities for students to gain mastery of essential skills through after school tutoring. Formative common assessments are given throughout the year to provide data on individual student progress of mastery of state learning objectives. The assessments are provided by The Learning Institute (TLI) for all grade levels. Students are also placed in Pre-AP classes that engage students in high level instructional strategies and higher order thinking skills. All of these activities have the goal of improving student performance in the classroom and on state assessments.

Programs and Structures for Improving Teacher Effectiveness and Student Achievement:



1. Advisory
2. Teaming
3. Block Schedule
4. Town Hall Meetings
5. Principal Leadership Team
6. Professional Learning Communities
7. Benchmark Rewards and Celebrations
8. The Learning Institute Assessment Modals
9. Parent Involvement Meetings for Literacy and Math
10. Parent Surveys
11. Parent/Teacher Organization (Formally known as CAPS)
12. Faculty Meetings
13. Common Core State Standards Curriculum

Teachers are involved in on-going job-embedded professional development provided through Professional Learning Communities (PLCs). The PLCs are held weekly and provide opportunities for all teachers to analyze student data, develop instructional strategies, and develop common lesson plans and common assessments. The goal for this professional development is to provide research-based instructional strategies to make continuous school improvement. In addition to the job-embedded professional development, teachers also attend workshops provided by experts from our state and nationally-known instructional leaders.

The data that guides decisions about instruction and adjustments to our curriculum are gathered from quarterly assessments, classroom evaluations, observations, criterion and norm referenced testing. CMS is a school designated as In Need of Improvement.

Crossett High School – ACCREDITED-CITED (Certified teacher adding an additional area of certification)

The vision of Crossett High School is to inspire and prepare all students to succeed in an ever changing global society. The mission of Crossett High School is to prepare students to succeed in a global society by supporting them educationally and teaching them character, work ethic, and accountability. This will be accomplished through a partnership with staff, parents, students and the community.

Crossett High School currently has 534 students enrolled for the 2013-2014 school year. The staff consists of 39 certified teachers, two administrators, a Dean of Students and approximately 4 classified staff. There are thirteen new staff member this year: secretary, Wanda Harris; Environmental Science, John Fox; Biology, Rebecca Puelle; English, Mary Beth Kinchen; Geometry /Algebra III, Austin Coleman; Geometry/Pre-Calculus, James Wilkinson; Algebra III, Katherine Kopotic; Speech/Drama, Lindsay Wall; Art, Jacqueline Hennington; US/World History, Savannah Byars; Health-PE/Boys Basketball, Wesley Corkins, Health-PE/Football, Sonny Nason and Civic/Economics, Preston Peeden.

Because of CHS' commitment in the 2012-13 school year to enhance student performance on the 11th grade Literacy End of Course exam, there was an increase in the percent of students scoring proficient and advanced in each sub group and a narrowing of the achievement gap between African Americans, Economically Disadvantaged and the Caucasian subgroups. The Overall Status for CHS in Literacy is Needs Improvement. Math scores saw a decline in performance in 2012-2013 and the Overall Status for math is Needs Improvement. Crossett High School will strive to meet standards in literacy and math this academic year through consistent and diligent planning and instruction based on the individual needs of the students.

Teachers participated in 60 hours of professional development in preparation for the 2013-2014 school year which included 24 hours of training in the Teacher Excellence and Support System which is the Arkansas Department of Education's new teacher evaluation system. Also, several teachers from different content areas are participating in Math Design Collaborative and Literacy Design Collaborative professional development to enhance the implementation of the Common Core State Standards at the secondary level. The Math and Literacy teachers



spent time in the school district this summer under the direction of the Math/Literacy Facilitators working on Common core units of study.

Crossett High School has experienced growth in its Advanced Placement Program with enrollment in AP courses increasing from 69 to 129 students in five years and the number of exams being given increasing from 89 in 2007 to 227 in 2013. Qualifying Scores on the AP exams increased from 5 to 42 from 2007 to 2012 and in 2013 there were 24 Qualifying Scores and 54 students who scored 2 on their exam. Crossett High School staff will continue to focus on increasing student participation and student performance in the Advanced Placement Program.

There were 107 students who took the ACT exam during the 2012-2013 school year. The ACT test composite average for CHS students increased from 17.1 to 18.5 in 2012-2013. Students in the ACT Prep Class are now using the Kaplan ACT 2014 Strategies, Practice and Review book, purchased by a grant written by CHS librarian, Holly Gillum, to help them increase their performance on ACT exam in the 2013-14 school year.

Students at CHS who demonstrate excellence in character traits such as respect, self-discipline, responsibility, citizenship, friendship, fairness, perseverance and courage are recognized each month within the school and at the monthly School Board meeting as being a Student of the Month for CHS.

The Principal's Cabinet, which has student representation from each grade level, has partnered with Arkansas Children's Hospital for the Arkansas Drive Smart Challenge. The students were awarded a \$100.00 grant to fund the many activities that must be accomplished during the month of October. The CHS PC is in competition with students from Magnolia High School to persuade parents, students and community members to "NO TEXT" and "Wear Seat Belts". Student Resource Officer Black is going into the Driver's Education and Health/PE classrooms to present statistics on teenage death rate because of texting/driving and not wearing seatbelts and he is also showing videos that focus on texting and driving.

Crossett High School is committed to the "Tradition of Excellence" that will prepare students to be successful in the 21st Century.

Federal Programs Overview

With the effort to bring the district into a more stable financial situation in regard to local and state operating funds, attention to special funds such as Categorical, Special Education, and Federal sources for programs has been more critical than in years past.

The district has carefully coordinated the use and impact of these special funds for the 2013-2014 school year in a way that helps with the overall fiscal picture for our schools.

Last year's RIF process provided relief in both operating and some special funding. Some of our Federal funds were cut...the allotment from last year's Title I funds dropped by \$62,990; Title VI-B dropped \$17,947. With the relief of some terminated program services, and with cuts in others, even the reduced funding sources were able to absorb some supplemental programs that had been funded by state and local sources.

Using relief in Title I the district has provided an expansion of the 21st Century After-School program grant to include grades seven and eight. The elimination of a prior Title II-A program allowed for those funds to be directed toward a retained curriculum coordinator position dealing with instructional improvement. Title VI-State programs that were cut allowed the remaining funds to be directed toward some technology previously supported by other funds.

Categorical funds also provided the district with ways to cover supplemental efforts previously borne by state and local funds, including nurses who were previously paid from carried-over ARMAC funding, the TIPS Center coordinator, several instructional aides, and a computer lab position.



Significant for the district was the ability to transfer funds from NSLA to the Alternative Learning Program, to cover costs which previously had been funded by state and local funds along with categorical ALE funds (which could not alone cover the entire program).

With a reduction in VI-B funding for Special Education, services for special needs have been streamlined. Local and state funds continue to fund the program at previous levels of service. Despite changes in the way Medicaid will be administered, with the move from purchased service speech therapy to a therapist position the district continues to meet the needs of students requiring related services.

Numerous programs to enhance the quality of education are provided by Crossett School District through special funding.

The careful coordination of funds involves assurances that the funds are directed to allowable expenditures, as well as the evaluation of the impact of these funds as overall support to the educational opportunity our students are afforded. This involves the participation and attention of all levels of the school staff, from classroom paraprofessionals to the superintendent, who work together to effect a learning climate that is both efficient and effective.

The list below is a summary of supplemental and extended educational programs that benefit our students.

TITLE I – Supplemental instruction teachers and classroom paraprofessionals, instructional facilitators, continued HIPPPY program at reduced cost, CES Library upgrade, Welfare and Homeless assistance, Parental Involvement, and After-School Program for grades 7-8.

TITLE II-A – Instructional Improvement Coordinator for District, District-wide professional development travel and fees, Math and Science Consortium training for instructional leaders at the Coop

TITLE VI-STATE – Compass Learning Instructional Technology, Literacy Materials & Supplies
STATE PROFESSIONAL DEVELOPMENT FUNDS – Technology training, Teacher Excellence Support System (TESS) training, Teach for America professional development, and District Statistician services.

NSLA FUNDS – Instructional Facilitators, additional Nurses above what is required by the state, Reading Recovery Teacher, TIPS Center coordinator, High School science and math materials and equipment, Americorp trainees assisting instruction, professional development travel and fees, and transfers to ALE and ELL programs.

ALE FUNDS – (supported by transfer from NSLA) Director and Staff salary and benefits

ELL FUNDS – (supported by transfer from NSLA) English Language Learning assistant for all schools

TITLE VI-B – Salary and benefits for special education paraprofessionals and teachers, as well as student related services such as physical/occupational therapy, special education director services, and pre-school needs.

ARMAC – Funds received as reimbursement for Medicaid filing services, used to provide a Social Worker

MEDICAID – Reimbursement for services, spent for related services to students

Special Education

On May 28, 2013, Crossett School District was issued a notification of its status towards meeting the State's targets under the Individuals with Disabilities Education Improvement Act of 2004. Local Educational Agencies can fall into any of the following categories:

Meets requirements and purpose of Part B;

Needs assistance in implementing the requirements of Part B;



Needs intervention in implementing the requirements of Part B;
Needs substantial intervention implementing the requirements of Part B.

These reports are always provided in the spring and are based upon the previous school year's performance. The State Performance Plan compliance indicators used in making determinations were:

Indicator 4b: Suspension/Expulsion

Indicator 09: Disproportional-Eligibility

Indicator 10: Disproportional-Disability Category

Indicator 11: Child Find-Timely Evaluation

Indicator 15: Identification and Correction of Noncompliance: Timely correction within one year of citation, of noncompliance identified by the ADE by monitoring of other means

Indicator 20: Timely and Accurate Data Reporting: All required data elements (Via APSCN/MySped Resource) were accurate and submitted on time

Our department is proud to announce that our district "Meets Requirements," for its third year in a row in all of the Compliance Indicators in the State's Performance Plan.

On March 5, 2013, the ADE Special Education Unit acknowledged receipt and accepted our district's plan to address the State's concern with our LEA's Policies, Procedures and Practices of Special Education Programs as it relates to Indicator 4A: Suspension and Expulsion. This was a result of a significant difference between the rate of suspension/expulsions exceeding ten days within a school year for students with disabilities and that of general education students. A significant amount of our plan to the state was to utilize to the maximum extent possible other alternatives to suspension. We are aware that we must make the right decision of whether or not to gear up or give up on addressing the needs of our students with significant behavioral issues.

In addition, as a part of our school improvement, the district has funded one of our very own assistant principals to become a certified trainer by the Professional Crisis Management Association. The heart of this program is Positive Behavior Support. This program is designed to preserve individual dignity and relationships and was highly recommended for our district by our behavior consultant on last school year. Our goal is to have all necessary staff members trained in this approach by the beginning of next school year. In addition, this month three of our special education staff members will be traveling to Conway to participate in training provided by Dr. Erin Hartwig on Functional Behavior Assessment and Behavior Planning Development. This was by special invitation from the Arkansas Department of Education.

This year, our department purchased ten iPads to be used on one of our special needs buses to determine whether or not it would make a difference with the student misconduct. As of date, no disciplinary referrals have been made from the bus. Instead, student misbehavior has been redirected to more academic reinforcement activities and the opportunity to more exposure to technology in preparation for the PARCC assessment.

As of October 1, 2013, our department services a total of 172 students with special education needs and is operated by nine special education teachers, three speech/language pathologists, a special education supervisor, one secretary, fifteen paraprofessionals, one sign language interpreter and a psychological examiner. In addition, related services purchase contracts are used for occupational therapy and physical therapy services. Due to the hard work and dedication of our staff, the costs associated with operating our program are offset by Medicaid reimbursement, catastrophic reimbursement, LEA supervisor funding and Title VI-B.

Through child find activities, our program extends its services to private school and homeschooled students identified as eligible under the Individuals with Disabilities Education Act. We strive to insure a free and appropriate education for all of our students in their least restrictive environment. It is sometimes challenging, but we do everything that we can to nudge our little eagles to fly.

Gifted and Talented

We believe that the definition of gifted and talented children or youth should include those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts will be evidenced through an interaction of



above average intellectual ability and evidence of potential for task commitment, motivation, logical reasoning and creative ability. The unique needs of each individual must be taken into account in the planning of the program for the gifted. We believe that educational opportunities must be provided for every eligible student regardless of race, creed, color, sex or economic status. The basic purposes of the gifted education program are to broaden and improve learning experiences for the gifted student through the development of keener decision-making, problem solving, creative, critical, and divergent thinking skills. The program should enhance the student's self-esteem and enable him/her to become a producer as well as a consumer of knowledge.

GOALS

- *To provide for educational needs of each identified student.
- *To establish a positive relationship, bridging the gifted/talented program with the existing regular classroom program.
- *To expose students to areas of study beyond those offered in the regular classroom.
- *To provide a learning environment that promotes individualized intellectual opportunities and challenges.
- *To develop an affective curriculum to insure sound social and emotional development.

PROGRAM

Grades K-2: Teachers in grades K-2 have been trained in Talents Unlimited, a special program designed to promote creativity and higher order thinking skills in the regular classroom. Enrichment activities are also provided by the CSD Gifted Program staff.

Grades 3-8: Identified students attend G/T classes each week. Special emphasis is placed upon higher order thinking, decision making, problem solving, forecasting, planning, research, and communication skills within these classes.

Grades 6-12: Identified students may enroll in one or more, Pre-Advanced Placement or Advanced Placement courses. Teachers at the secondary have had special training to teach these classes.

Other Program Options/Extracurricular Activities:

Governor's Academic Quiz Bowl, History Day, Governor's School, and the Duke Talent Identification Program.

Technology

Crossett School District's Technology Department is under the management of Lisa Sharp with assistance from Cindy Hamm and Tia Taylor. The main focus of the department for the past two years has been to prepare the district for online student testing which is being mandated by the state. In the spring of 2014 the district will pilot these online computer assessments when a small percentage of the total student population in grades 3-11th will take the new Common Core based PARCC assessment (Partnership for Assessment of Readiness for College and Careers) online.

To prepare for online assessments Crossett School District:

1. Increased the broadband or bandwidth
The broadband/bandwidth will be increased from 20mbps to 50 mbps with Windstream which is slated to be completed by November. This increase to 50 mbps will be shared by all the schools. The school broadband connections at the schools were 1.5mbps or 3mbps in 2008/2009 to give the reader some background in the district's growth in this area.
2. Replaced older computers in the district.
The district will have test devices available for the students to use that meet the suggested requirements of PARCC – not just the minimum requirements. Last year the district purchased 240 student computers in all the schools with devices that meet the requirements of the online testing. Some older labs were replaced and new labs were added with these 240 computers.



3. The last step in this preparation will not be available until December of this year when the district will look at the caching model that will be available to implement to help “ease” the strain of the broadband/bandwidth during PARCC testing and provide testing stability. No costs associated with this.

Last summer CSD had three major projects:

- 1) Equipped Crossett High School with Wireless access throughout the building for instructional use. The wireless access allows the school the option of offering the High School students to BYOD, bring their own device to use for instructional class time.
- 2) All switches in the district were replaced with managed Gig switches (about 50 devices). This allows the District to operate faster inside the buildings and diagnose bottlenecks.
- 3) Microsoft Office and other necessary software were loaded on 240 new computers.

Breakdowns of the devices and numbers that must be managed by the CSD Technology Department include:

1400+ computers/laptops in the district

13 servers

100 iPads/Carts with Macbooks/Macbook Air to manage these – (several sets of these iPads were furnished with grants from the Education Alliance and 21st Century)

SmartBoards in all instructional classrooms

Elmo or other brand document cameras in most classrooms

Chromebooks (soon with grant from Plum Creek)

From a technology standpoint the Crossett School District feels very good about what can be offered to the students and staff in the district. The district has the foundation for growth and would like to see growth in the areas of hardware devices such as Chromebooks and iPads and possibly Google for Education in the realm of software and “Bring your own Device”.



