Accreditation Status

Crossett Elementary School
Accredited

Crossett Middle School
Accredited

Crossett High School
Accredited-Cited

(Certified teacher adding an additional area of certification)

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-All Status</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Percent Tested</td>
<td>Achieving</td>
</tr>
<tr>
<td>Literacy</td>
<td>Achieving</td>
</tr>
<tr>
<td>Math</td>
<td>Achieving</td>
</tr>
</tbody>
</table>
Act Aspire
English
% of Students Who Met the Readiness Benchmark

State Average 68%
Act Aspire
Math

% of Students Who Met the Readiness Benchmark

State Average 43%
ACT ASPIRE
SCIENCE
% of Students Who Met the Readiness Benchmark

State Average 38%
ACT ASPIRE
READING

% of Students Who Met the Readiness Benchmark

State Average 39%

[Bar chart showing percentage of students who met the readiness benchmark for each grade level, with 3rd grade at 28%, 4th grade at 38%, 5th grade at 37%, 6th grade at 24%, 7th grade at 32%, 8th grade at 20%, 9th grade at 24%, and 10th grade at 45%]
ACT ASPIRE
WRITING
% of Students Who Met the Readiness Benchmark

State Average 30%

- 3rd: 14%
- 4th: 6%
- 5th: 26%
- 6th: 33%
- 7th: 11%
- 8th: 31%
- 9th: 34%
- 10th: 43%
% of Students Who Met Readiness Benchmark Overall

- **CSD**
- **SE Region**
- **State**

- **English**: 64% (CSD), 59% (SE Region), 68% (State)
- **Math**: 39% (CSD), 34% (SE Region), 43% (State)
- **Reading**: 28% (CSD), 28% (SE Region), 39% (State)
- **Science**: 28% (CSD), 26% (SE Region), 38% (State)
- **Writing**: 25% (CSD), 25% (SE Region), 30% (State)
ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLANS

Our goal: Every student learning. Adults driving the school's improvement for the sake of their own students and children.

Check It Out!
Our newest Success Stories:

- **Lead Hill School District in Arkansas**
- **Scott Dual Language Magnet School in Kansas**

Helpful Hints
New features, tips, and resources on using Indistar efficiently:

1. **NEW! Plan Management**
2. **Indicators in Action** Indicators NOW!
3. **Making Indistar Work for You (PDF)**
4. **State Resources Links**
5. **Indistar Connect**

Current Focus
Success Marker #1:
The **Leadership Team** meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.

View All Success Markers
View Leadership Team Video
Crossett School District’s 2016-2017 ACSIP plan is now available in a new format.

Please log in at www.indistar.org and use the following guest log in and password to see our school improvement process, research (WiseWays®), resources and much more.

Guest Log in: guestDAR373
Guest password: guestDAR373

The 2016-2017 ACSIP is located on the link entitled Comprehensive Plan.

To provide feedback to our leadership team or to ask questions about our plan, please send an e-mail to gary.williams@crossettschools.org, barbara.garner@crossettschools.org
Continuing the “Tradition of Excellence” by…

• Providing an Excellent Professional Culture
  • High Expectations
  • Accountability
  • Team Approach
  • Shared Leadership
  • Ethical
  • Trust
  • Nurturing
Continuing the “Tradition of Excellence” by...

- Providing Excellent Support and Feedback
  - Data Driven
  - Timely Feedback
  - Targeted PD (Meaningful)
  - Job-embedded
  - Recognition of students and staff
  - Consistent
  - Collaboration
Continuing the “Tradition of Excellence” by...

• Providing Excellent Instruction
  • High Expectations
  • Detailed Planning
  • Specific and Timely Feedback
  • Strong Content Knowledge
  • Relevant
  • Formative and Summative Assessments
  • Professional Relationships with Students
Continuing the “Tradition of Excellence” by...

• Providing Excellent Teachers and Staff Through Retention, Recruitment, and Development Efforts
  • Clear Goals of CSD
  • Specific and Timely Feedback
  • Able to grow professionally
  • Professional Relationships
  • New Teacher Academy
• As a result students will be equipped with the skills necessary for the “Jobs of Tomorrow.”
District Focus

• Improve collaboration and common language across the District

• Extending Career Readiness/Partnerships
  ◦ UAM-CTC---Workforce Alliance for SE Arkansas Grant
    ◦ Added Career Readiness Course at CHS with ACT NCRC Certification opportunity for students
  ◦ ADE---Teacher Cadet Course at CHS
  ◦ Exploring partnerships with Universities and Technical Centers
• Provide Personalized Student Learning through the use of NWEA MAP testing data

• Continue to expand STEM education programs in District
  • Expanded PLTW LAUNCH-1st through 6th grade
  • Expanded PLTW GATEWAY-7th and 8th grade
  • Added Medical Detectives Course
  • Added Computer Science I & II
  • Added Essentials of Computer Programming at CHS in the Vocational Department

• Professional Growth for Administrators and Instructional Coaches
  • Arkansas Public School Resource Center Training
  • Role-Specific Instructional Management Techniques (R.I.M.)
  • Skillful Observation & Coaching Laboratory Training
IOWA Test of Basic Skills
1st & 2nd Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Language</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Math</td>
<td>37%</td>
<td>51%</td>
</tr>
<tr>
<td>Computation</td>
<td>39%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Act Aspire
% of Students Who Met the Readiness Benchmark
Crossett Elementary School

3rd & 4th Grade

- English: 71%
- Math: 54%
- Reading: 32%
- Science: 29%
- Writing: 11%
Assessments Used for Guiding Instruction

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- PASS- Phonological Skills Screener
- NWEA (MAP) Testing
- Developmental Reading Assessment
- Math-Pre/Post Tests
- Star Testing Accelerated Reader
Gap Analysis
Response to Intervention Team analyzed the data by doing a gap analysis.

The analysis revealed a gap between kindergarten and first grade which created a domino effect of larger gaps between 1st and 2nd grade.

Why were there gaps? How do we fix those gaps?

1. Curriculum being implemented with fidelity
2. Consistency with using program materials
3. Professional learning for teachers
4. Properly using assessment tools

To help close this gap, a plan was created to close the gap by doing the following:
Writing Tier I - Classroom Instruction Modifications

- Raising Writing Scores
  - 4 square Writing strategy K-4
  - Focused Typing Instruction
  - Enrichment Research skills - RTI
Reading Tier I Classroom Modifications

- Phonemic Awareness- K-1
- Consistent Spelling/Phonics Program
- Guided Reading- Reading Comprehension
Math Tier I Classroom Modifications

- Fact Fluency practice
- Math Protocol
- Focused Small Groups
Professional Learning for Teachers

- 4 Square Writing training for teachers
- New Teacher Retreat
- Classroom Management for new teachers
- Literacy Refresher-Focus on Reading Instruction
- Trained Lead Teachers for Project Lead the Way
- Professional Learning Communities
Response to Interventions Tier II Modifications

Targeted RTI time with small group instruction without losing instructional time. Schedule for everyone in the building is:

8:15-8:45

Everyone helps
Response to Interventions Tier III

Additional Reading Recovery Teacher

Pre-First Classroom

Dyslexia Groups
In Summary: Focusing on Students

- Response to Interventions
- Protected Time During the School Day
- Character Education 7 Habits of Happy Kids

- Student Tracking Their Own Data
- Students Setting Goals
School Improvement Goals (ACSIP)

- The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

- The Leadership Team reviews the principal’s summary reports of classroom observations and takes them into account in planning professional development.

- The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

- The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

- All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example)
Crossett Middle School

REPORT TO THE PUBLIC
School Improvement Plan Goals (ACSIP)

- The school monitors progress of the extended learning time programs and other strategies related to school improvement.
- The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- The school tests each student 3 times each year to determine progress toward standards-based objectives.
- All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
Priorities for 2016-2017

- Improve curriculum, instruction, and assessment
- Develop curriculum aligned to the Arkansas State Standards 5-12
- Increase use of learning centers in all classrooms
- Implement ICU Program to reduce student failure in all grades
- Continue collaboration with CES and CHS
- Implement Project Lead the Way in 5th, 6th, 7th, and 8th grades
- Work on Implementation of new Science and Social Studies Standards
- Implement Intentional and Focused Teaching
- Improve the use of Formative Assessment data to monitor student progress
% of Students Meeting ACT Readiness Benchmarks

Crossett Middle School

5th-8th Grade

- English: 71%
- Math: 43%
- Science: 35%
- Reading: 29%
- Writing: 28%
<table>
<thead>
<tr>
<th>ESEA Subgroups</th>
<th>#Achieved</th>
<th>#Tested</th>
<th>Percentage</th>
<th>State Average %Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>58</td>
<td>182</td>
<td>31.87</td>
<td>23.53</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>17</td>
<td>23.53</td>
<td>38.01</td>
</tr>
<tr>
<td>White</td>
<td>147</td>
<td>287</td>
<td>51.22</td>
<td>50.35</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>114</td>
<td>307</td>
<td>37.13</td>
<td>34.76</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>3</td>
<td>11</td>
<td>27.27</td>
<td>31.10</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8</td>
<td>51</td>
<td>15.69</td>
<td>15.13</td>
</tr>
</tbody>
</table>

**Green Above State Average**  **Red Below State Average**
<table>
<thead>
<tr>
<th>ESEA Subgroups</th>
<th>#Achieved</th>
<th>#Tested</th>
<th>Percentage</th>
<th>State Average %Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>58</td>
<td>182</td>
<td>31.87</td>
<td>23.53</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>17</td>
<td>23.53</td>
<td>38.01</td>
</tr>
<tr>
<td>White</td>
<td>147</td>
<td>287</td>
<td>51.22</td>
<td>50.35</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>114</td>
<td>307</td>
<td>37.13</td>
<td>34.76</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>3</td>
<td>11</td>
<td>27.27</td>
<td>31.10</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8</td>
<td>51</td>
<td>15.69</td>
<td>15.13</td>
</tr>
</tbody>
</table>

Green Above State Average
Red Below State Average
Strategies to Improve Reading

Small Group Reading Instruction in Classroom (Tier I)
ACT Aspire Success for Strategies Guide (Tier I)
Small Group Reading Instruction in Advisory (Tier II)
Research-Based Reading Class (Tier II)
Drop Everything and Read in Advisory (Tier II)

A day in Advisory to work on Literacy and Reading. (Tier II)
Implementation of Intensive Care Unit (Tier III)
Administer the Gates-MacGinitie Reading Assessment 3 Times a Year to Monitor Student Progress
Administer NWEA Map Assessment 3 Times a Year to Monitor Student Progress
Strategies to Improve Writing

Classroom Writing Assignments Resembling ACT Aspire Assessment Prompts (Tier I)
Implement Comprehensive Literacy Writing Across the Curriculum (Tier I)
ACT Aspire Success for Strategies Guide (Tier I)

Research-based Instructional Strategies to Strengthen Writing Skills (Tier I)
Small Group Instruction in the Classroom (Tier II)
Implementation of Intensive Care Unit (Tier III)
Strategies to Improve Math

Provide Math Instruction Every Day (Tier I)

Provide Math Instruction in Small Groups in the Classroom (Tier I)

One Day In Advisory for Additional Math Help (Tier II)

Use Compass Learning Software to Provide Additional Individual Instruction (Tier III)

Implementation of Intensive Care Unit (Tier III)

Assess Student Progress using the NWEA Map Assessment Given Three Times a Year
Strategies to Improve Science

Implement Project Lead the Way in 5\textsuperscript{th}, 6\textsuperscript{th}, 7\textsuperscript{th}, and 8\textsuperscript{th} Grades (Tier I)

ACT Aspire Success for Strategies Guide (Tier I)

Provide Small Group Instruction to Meet Individual Student Learning Needs (Tier II)

Implementation of Intensive Care Unit (Tier III)

Use Research-Based Instructional Strategies to Improve Student Understanding and Use of Graphs, Charts, and Scientific Data (Tier I)

Assess Student Progress using the NWEA Map Assessment Given Three Times a Year

Develop Curriculum that Teaches The Arkansas State Science Standards
Highlights

- 55 Students were inducted in the 7th and 8th Grade BETA Club
- 50 Students were inducted in the 5th and 6th Grade Beta Club
- Re-Designated as a Diamond School to Watch, a National and State Award
Crossett High School
Report to the Public
The school will provide all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.

All professional learning teams will prepare agendas for their meetings that focuses on student data.

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting).

The school will provide all staff high quality, ongoing, job embedded, and differentiated professional development.

The school will test each student at least 3 times each year to determine progress toward standards-based objectives.
Continue to improve in the development of curriculum that is aligned to the AR State Standards 9-12 in all content areas to increase student learning.

Improve classroom assessments, both formative and summative to track student progress to meet the individual academic needs of students.

Use data to develop and implement a student remediation program that addresses the lowest performing academic areas.

Provide timely and effective feedback to student, teachers, and parents to improve student learning.

Provide staff with professional development that focuses on planning, and delivery of instruction that leads to student success in the classroom.
Increase the percent of the students scoring “Ready” on the ACT Aspire exam by addressing the lowest performing areas.

Improve ACT Scores for 11th grade students by addressing the lowest performing areas.

Focus on the recruitment and retention and development of staff.

Continue collaboration efforts with CMS and CES.

Increase the information provided to students and parents about college and career opportunities by implementing the CAPS program; bringing business and industry into the classrooms; bringing higher-ed institutions into the school.
% of Students Meeting ACT Readiness Benchmarks

Crossett High School

9th-10th Grade

- English: 41%
- Writing: 32%
- Reading: 22%
- Math: 14%
- Science: 12%
Strategies to Improve Math

Full Time Math Facilitator

MAP testing to clarify the individual academic needs of students

In-School Remediation

Participate in the Math consortium at the SE Cooperative

Weekly Professional Learning Communities to look at formative, summative, and MAP student data

Provide opportunities for teachers to work together in same Math content areas

Provide teachers with professional development in understanding the Depth of Knowledge questioning levels on the ACT Aspire test.
Strategies to Improve Reading/Writing

Full Time Literacy Facilitator
Provide all teachers with ACT Aspire scoring Rubrics
Weekly Professional Learning Communities to look at formative, summative, and MAP student data
Provide opportunities for teachers to work together in same English content areas MAP testing to clarify the individual academic needs of students

In-School Remediation
Increase the use of Formative assessment to guide the instruction in the classroom
Encourage independent reading for all students
Provide teachers with professional development in understanding the Depth of Knowledge questioning levels on the ACT Aspire test.
Strategies to Improve Science

In-School Remediation

Increase the use of Formative assessment to guide the instruction in the classroom

Participate in the Science consortium at the Southeast Cooperative

Weekly Professional Learning Communities to look at formative, summative, and MAP student data

Provide opportunities for teachers to work together in same Science content areas

Provide teachers with professional development in understanding the Depth of Knowledge questioning levels on the ACT Aspire test.
Instructional Facilitators and administrators will be in classrooms daily providing instructional support to teachers.

Focus on personalized student learning based on the results of the NWEA MAP test.

Implementation of an Remediation Program during the school day.

Writing in all areas being scored using the ACT Aspire rubrics.

Free ACT Tutoring in English

Provide professional development through Specialists from the Southeast Education Cooperative (Math, English, and Science)

Implement independent reading requirement: 20 minutes, three nights a week with students writing a summary each night and develop a presentation at the end of the 9 weeks.

Assess students reading levels and determine next steps to improve reading skills.
Crossett High School Advanced Placement Program

SETTING THE STANDARD FOR A “TRADITION OF EXCELLENCE”
AP SCHOLARS

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

Mylon Boston
Devin Chavis
Trey Deal
Morgan King
Allison Schwartz
Takaija Smith
AP SCHOLARS with Honor

Jon Davis
Shari Evangelist
Lizbeth Juarez
Ashley Keith

Granted to students who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams.
Team competed in their first competition at Monticello and the following students qualified for state: Jessi Tran-finalist, Mary Willink, Shari Evangelista, Katelyn Wall, Courtney Forman and Emily Rush were all finalists. Shelby Burnside and Meredith Austin were semi-finalists.
The following students passed the *Athletic Injury Clinic* provided by Dr. MacDonald: Felicity Fisher, Emily Gonzales, Ila Toon, Madison Taunton, K’Lee Davis, Cynthia Goree, Haylee Powell, Orlanda Mondragon, Meredith Austin, Haileigh Roland, and Desmine Manning.

The following students placed at the County Fair: Paige Thompson—1\textsuperscript{st} Light weight commercial heifer, grand champion commercial heifer, and Sr. Beef showmanship Champion. (2) Danni Dolan—grand champion hen, reserve champion cock, Sr. showmanship champion, and Overall showmanship champion, (3) Michael Haen—2 First place rabbits, and 2\textsuperscript{nd} place rooster, and Anna Rice---1\textsuperscript{st} place rabbit.
1ST YEAR

TEACHER CADET COURSE

TEACHER

STEPHANIE BROOKS
Students taking Virtual Arkansas during the 2015-2016 and 1\textsuperscript{st} semester of 2016-2017

155 Students

Students taking Con-Current courses for college credit during the 2015-2016 and 1\textsuperscript{st} semester of 2016-2017

225 students

Lt. Governor, Tim Griffin visited Crossett High School and spoke to students.

CAPS program-Student Advisory Program

CHS student scored 32 on ACT Exam

Academic achievements—student received the Governor’s Distinguished Scholarship

Academic achievements—student being selected to the scholars program at U of A
Essentials of Computer Programming

Teacher-Janla Gardner
New Courses to Prepare Students for Career Readiness

College and Career Readiness
Career 101
Teacher: Dawn Roy

Partnership with UAM CTC Workforce Readiness Grant

Students have the opportunity to receive nationally recognize skill certification through the NCRC exam.