



# ACSIP

## Arkansas Consolidated School Improvement Plan

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## School Plan

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**CROSSETT SCHOOL DISTRICT**  
**219 Main Street, Crossett, AR 71635**

**Arkansas Comprehensive School Improvement Plan**

**2009-2010**

### MISSION

The *mission of the Crossett School District* is to promote a 'Tradition of Excellence' by providing quality education and by preparing students to succeed in a global society.

### VISION

The *vision 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 achieving excellence.

### CORE BELIEFS

*We believe:*

- Students deserve quality work that is engaging, challenging, and satisfying.
- Students deserve teachers, administrators, and support staff who are caring, competent, and knowledgeable.
- All schools will provide a safe, caring, and orderly environment that is conducive to learning.
- The success of our district will be measured by the ability of our students to be successful in a global community.
- Education is the foundation on which we build the future.
- Education is a privilege and responsibility shared by teachers, students, parents, and community members.
- Effective communication is essential to engage all stakeholders in an effort to support the teaching/learning process.
- Education is a lifelong process of acquiring and applying knowledge.
- Our district should be a community of learning, where the classroom is a cooperative, interactive environment.

Grade Span:

Title I: Not Applicable

School Improvement:

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#### Priority 1: Administrative Support

**Goal:** To provide administrative support for federal programs on all campuses.

**Goal:** Crossett School District will serve identified students in an Alternative Learning Environment located on the Fountain Hill campus. The school is established as a joint effort of the Crossett School District and Hamburg School District. Students, 7-12, from all attendance zones will be served in the Ashley Alternative Learning Environment. There will be certified staff and graduation credits offered.

#### Priority 3: Wellness **L-Wellness**

**Goal:** Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

#### Priority 4: Safe and Drug Free Schools

**Goal:** The goal of the Crossett School District is to improve student behavior and target positive character traits by utilizing funds to support programs that foster a safe and drug free learning environment, resulting in improved academic achievement by all students.

**Priority 5:** ELL Services

**Goal:** Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

**Priority 6:** Restructuring at Crossett High School

**Goal:** Corrective actions will be established in line with ADE guidelines. This will be a two year plan as required by ADE.

**Goal:** A three year restructuring plan will be established in an effort to address CHS' Whole School Intensive- Year 5 status. This plan will comply with the guidelines established by ADE.

Priority 1: To provide Administrative Support for federal programs in the Crossett School District

1. **CROSSETT ELEMENTARY SCHOOL**

Analysis of results for Crossett Elementary School for the prior three years of Benchmark Test Data indicate the following trends:

**2007 – 3rd Grade**

**LITERACY** The three year trend analysis indicates areas of weakness are literary application, content, and style.

**MATH** The three year trend analysis indicates areas of weakness are geometry and measurement

**2008 – 3rd Grade**

**LITERACY** The three year trend analysis indicates areas of weakness in literacy skills, content & style.

**MATH** The three year trend analysis indicates areas of weakness are geometry and measurement

**2009– 3rd Grade**

**LITERACY** The three year trend analysis indicates areas of weakness in practical skills, content & style.

**MATH** The three year trend analysis indicates areas of weakness are geometry and measurement

**2007 – 4th Grade**

**LITERACY** The three year trend analysis indicates areas of weakness are content and literary application

**MATH** The three year trend analysis indicates areas of weakness are geometry, data analysis and probability, and algebra

**2008 – 4th Grade**

**MATH** The three year trend analysis indicates areas of weakness are geometry and measurement

**2009– 4th Grade**

**MATH** The three year trend analysis indicates areas of weakness are geometry and measurement

2. **CROSSETT MIDDLE SCHOOL**

Supporting  
Data:

The **Grade 5 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 6 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 7 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 8 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 5 Mathematics** three-year-trend analysis shows continued weakness in open response in all areas: numbers and operations, algebra, geometry, measurement and data analysis & probability.

The **Grade 6 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.

The **Grade 7 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.

The **Grade 8 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.

3. **CROSSETT HIGH SCHOOL**

**2008-2009 Primary Benchmark Exam, the End-of-Level Literacy Exam**, administered to all 11th grades: The three year trend analysis indicates areas of **weakness are literary and practical.**

**2007-2008 Primary Benchmark Exam, the End-of-Level Literacy Exam**, administered to all 11th grades: The three year trend analysis indicates areas of **weakness are literary and practical.**

**2006-2007 Primary Benchmark Exam, the End-of-Level Literacy Exam**, administered to all 11th grades: The three year trend analysis indicates **areas of weakness are literary and practical.**

Goal To provide administrative support for federal programs on all campuses.

Benchmark **PLAN DEV-A** The composite score will increase for students scoring proficient or above on the state mandated tests to meet the state's 2009-2010 AYP rate of K-5 Math-70.00, K-5 Literacy-71.20, 6-8 Math-64.55, 6-8 Literacy- 67.60, 9-12 Math-64.60, 9-12 Literacy 67.75 or achieve the 10 percent increase in the subgroup populations to make Safe Harbor for the 09-10 school year.

Intervention: Administrative Support				
Scientific Based Research: Barr, Jennifer York. (2004). <b>Reflective Practice to Improve Schools</b> . Corwin Press: Thousand Oaks, CA. DuFour, Rick; DuFour, Rebecca; Eaker, Robert; Karhanek, Gayle. (2004). <b>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn</b> . Solution Tree: Bloomington, Indiana. Stiggins, Rick. (2004). <b>Classroom Assessment for Student Learning</b> . Assessment Training Institute: Portland, OR. Guskey, Dr. Thomas. (2003). <b>Evaluating Professional Development</b> . Corwin Press: Thousand Oaks, CA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hire a Federal Programs Director to coordinate ACSIP process to include Title I research-based programs for student improvement and to complete all program documentation as required by state and federal regulations. This position is paid out of district funds. Action Type: Collaboration	Janice Warren, Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Title 1 - District Federal Programs Director will travel to local, state, and national meetings to stay abreast of programs, regulations, updates, requirements, and changes.(2324 63000-65000 at \$4000.00, and 2213 63000 at \$1000.00.) Action Type: Professional Development	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> </ul>	Title I - Purchased Services: \$5000.00 ACTION BUDGET: \$5000
<b>H-2-PARENTAL ENGAGEMENT C-COLLABORATION</b> Two district TIPS Parent Center Coordinators will work with students and families in grades K-8 and 9-12. <b>(A)</b> The district TIPS Parent Center Coordinators will attend professional development pertaining to parental engagement and will return and work with staff, teachers, administrators. <b>(B)</b> Parent Center Coordinators will attend training workshops on parental engagement and come back and provide professional development for parent facilitators at each school to help them facilitate activities for CAPS Parent Organizations at each school campus. <b>(C)</b> The district will maintain a district-wide parental center, TIPS, providing available resources and opportunities for parental involvement.(This is above the requirements of Act 307 of 2007, and meets the volunteer training requirement of Act 309 of 2009.) Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> </ul>	Title I - Purchased Services: \$500.00 Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$2000
<b>PLAN DEV-F E-1&amp;2-PROGRAM EVALUATION F-PROFESSIONAL DEV</b> Provide scientifically-based researched on-going professional development on (1) setting specific measurable achievement goals and targets for identified students; (2)on developing AYP achievement goals for the subgroups identified; (3) on identifying teaching and learning needs and specific academic problems of low achieving students; (4) on identifying the reasons the LEA's prior plan failed to bring about increased academic achievement; (5) and in providing appropriate activities for increased student achievement. Assist schools in incorporating activities such as extended day and extended year to address student academic needs. Identify technical assistance resources for schools, including district resources, parent resources, educational cooperative resoruces, ADE resources, outside consultants used, higher education/ERZ liaison persons, and business/community group resources. Action Type: Professional Development	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p><b>PLAN DEV-F F-PROFESSIONAL DEV</b> Title II-A funds will be used at school levels to hire a K-6 Literacy Instructional Facilitator (FTE 1.00) to provide professional development to grades K-6 Literacy teachers; assist teachers in mentoring new teachers; conduct data analysis; provide leadership in all content areas for Literacy &amp; Writing; assistance on Classroom Walk-Throughs for administrators; collaborate with administrators on observations and findings; provide relevant resources to determine needs for specific grade levels and/or content areas. (2) Title II-A funds will be used at the district level to provide the Facilitator with <u>on-going professional development</u> in Direct Instruction and Literacy Lab and other best-practice instructional strategies. (3) The Instructional Facilitator will <u>provide professional development for substitute teachers</u> and supervise Direct Instruction Cadre teachers in grades 2-3. (4) The Literacy Facilitator will supervise and <u>provide on-going professional development in the Smart Start Literacy Lab Classes for the Literacy Teachers</u> in grades K and 3-6. (5) The Literacy Instructional Facilitator will serve as a mentor to Literacy Teachers in grades K-6 (FTE 1.00). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Linda Goodwin, Federal Programs Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title II-A - Employee Salaries: \$54768.00 Title II-A - Employee Benefits: \$11844.00 <hr/>ACTION BUDGET: \$66612</p>
<p><b>PLAN DEV-F F-PROFESSIONAL DEV</b> NSLA funds will be used to hire and support a Math Instructional Facilitator (FTE 1.00), who will: (1) provide professional development for teachers in grades 7-12 to improve student achievement in math through the development and improvement of instructional strategies and implementation of best practices in mathematics; (2) mentor teachers in classroom instruction. Title I funds will be used to <u>provide professional development</u> for the Facilitator through participation in the Math Coaches' Consortium at the Southeast Arkansas Educational Service Cooperative and <u>other professional development opportunities</u>. Materials will be purchased that will promote modeling strategies and enhance instructional delivery in mathematics. Action Type: Professional Development</p>	<p>Linda Goodwin, Federal Programs Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$8769.00 PD (State-223) - Purchased Services: \$477.00 NSLA (State-281) - Employee Benefits: \$11020.00 NSLA (State-281) - Employee Salaries: \$47913.00 <hr/>ACTION BUDGET: \$68179</p>
<p><b>PLAN DEV-F F-PROFESSIONAL DEV</b> NSLA funds will be used to hire a Science Instructional Facilitator (FTE .42) to be <u>trained and to provide professional development/mentoring</u> for teachers to provide high quality science curriculum strategies and integrate math &amp; science in grades K-12 to improve student achievement. The Science Instructional Facilitator will serve as a mentor to teachers of science in grades K-12 (FTE 0.42). Title II-A funds will be used to <u>provide professional development for the Facilitator</u> through participation in the Science Coaches' Consortium at the Southeast Arkansas Educational Service Cooperative and other professional development activities. Action Type: Professional Development</p>	<p>Linda Goodwin, Federal Programs Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title II-A - Purchased Services: \$7900.00 NSLA (State-281) - Employee Benefits: \$4870.00 NSLA (State-281) - Employee Salaries: \$21172.00 <hr/>ACTION BUDGET: \$32742.00</p>

				ACTION BUDGET: \$33942
<p><b>I-TECHNOLOGY INCLUSION</b>(1)Conduct an on-going technology survey to effectively evaluate uses, train staff, and supervise incorporation of technology into school-wide instructional strategies.                  (2)Provide professional development (travel and registration) for key technology trainers among instructional staff.                  (3) The District Technology Committee comprised of representatives from each school will meet quarterly to discuss technology needs and evaluate the technology plan.                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	Janice Warren, Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>I-TECHNOLOGY INCLUSION</b> Equip the Federal Programs Director with technology related to monitoring and assessing program implementation, progress, evaluation and coordination with other programs.                  Action Type: Alignment                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
<p>HIPPY Services will be provided to 60 families in the Crosset School District. Three HIPPY educators will be hired and services purchased from the Southeast Arkansas Educational Cooperative through the support of Title I funds in the amount of \$30,000.                  Action Type: Parental Engagement</p>	Linda Goodwin, Fed Programs Coord	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Purchased Services: \$30000.00  ACTION BUDGET: \$30000
<p><b>PLAN DEV-F A-ALIGNMENT F-PROFESSIONAL DEV</b> Title II-A will be used to: (1) Hire a Literacy Instructional Facilitator, (FTE 1.00)for grades 7 - 12; (2) <u>provide professional development for the Facilitator</u> to work with curriculum alignment and staff development as they relate to professional Frameworks and assessments, Literacy Lab, and mentoring teachers in delivery of instruction.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title II-A - Employee Benefits: \$9123.00 Title II-A - Employee Salaries: \$42187.00  ACTION BUDGET: \$51310
<p><b>A-ALIGNMENT</b> (1) Title I 5% setaside will be used to provide consultants to conduct staff development that features research-based best practices in teaching strategies for minorities and or low socio-economic students. (2) The staff will implement training to align frameworks to benchmarks for low socio-economic students in after-contract hour workshops. (3) Title I funds will be used to purchase materials to support implementation of training that features research-based best practices. <b>(4) Title I funds will be used to provide on-going Everyday Math training through the use of a consultant.</b>                  Action Type: Alignment                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$30000.00  ACTION BUDGET: \$30000
<p><b>A-ALIGNMENT F-PROFESSIONAL DEV</b>                  1)Crossett School District <u>administrators will receive professional development</u> training which includes data disaggregation, instructional strategies, and fiscal management training. State Professional Development funds will be used to provide <u>training through regional inservice opportunities (ASCD, Admin Institute, etc.) and Leadership/Team Building seminars.</u>                  2) State Professional Development funds will be used to conduct <b>Quarterly Leadership</b></p>	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	PD (State-223) - Purchased Services: \$6900.00

<p><b>Seminars on Saturdays and off-contract days.</b> Instructional Facilitators and Administrators will attend the <b>instructional leadership seminars. Consultants will be used to provide training.</b> Action Type: Professional Development</p>				<p>PD (State-223) - Materials &amp; Supplies: \$1200.00 PD (State-223) - Employee Benefits: \$2254.00 PD (State-223) - Employee Salaries: \$9800.00 <hr/>ACTION BUDGET: \$20154</p>
<p>As the need is identified, welfare such as medical services and/or materials, supplies, clothing, tuition, transportation, etc. will be provided for the homeless, delinquent, and neglected children and their families in need. Action Type: Equity</p>	<p>Linda Goodwin, Ass't. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3000.00 Title I - Purchased Services: \$3000.00 <hr/>ACTION BUDGET: \$6000</p>
<p><b>H-2-PARENTAL ENGAGEMENT F-PROFESSIONAL DEV</b> Crossett School District's Staff Development Plan is aligned to Act 999 of 1999 and 2005 Acts and includes only approved activities. <b>(A)</b> All certified personnel contracts include ten (10) days (60 hours) of staff development and in-service. At least six (6) of these hours of required professional development SHALL be in the area of educational technology, additional hours in discipline training, <u>two (2) hours of parental involvement training for teachers</u> and <u>three (3) hours for administrators</u>, including strategies to promote effective parental involvement in the schools (Act 397 of 2009). <b>(B)</b> Any teacher that teaches Arkansas History must obtain two (2) hours of professional development each year in that discipline. All teachers are required to provide their principals with their summer staff development plans which are based on their Professional Growth Plan for approval. <b>(C)</b> Crossett School District administrators will receive professional development training which includes data disaggregation, instructional strategies, and fiscal management training. Action Type: Professional Development</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>SCHOOL CHOICE/SCHOOL IMPROVEMENT OPTIONS</b> Documentation is maintained and continues to be maintained in the school's Title I file for the current school year. The following may be found: 1-Parents are notified through parent letters and media releases of the identification status; 2-Adequately publicized choice options are provided to parents through written notices/letters and media releases; 3-Reasonable time is allowed for parental response; and 4-The District has only one building per grade level; therefore, the 20% set aside is utilized for other eligible Title I expenditures as identified in the Crossett Middle School ACSIP plan. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Janice Warren, Superintendant</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p><b>F-PROFESSIONAL DEV</b> Title II-A funds will be used to <u>provide support and professional development for district literacy instructional facilitators through participation in the Literacy Consortium, contracted with the Southeast Arkansas Educational Cooperative.</u>                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Asst. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>Title II-A - Purchased Services: \$12688.00  ACTION BUDGET: \$12688</p>
<p><b>F-PROFESSIONAL DEV</b> NSLA funds will be used to support curriculum alignment and evaluation of student achievement across the district. Faculty and staff will be paid to attend meetings during off-contract time and materials and supplies will be provided. This action is funded in the school level plans.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>EVALUATION OF THE PLAN C-COLLABORATION</b> Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held in the District Conference Room to approve the ACSIP Plans. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Linda Goodwin, Asst. Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>C-COLLABORATION</b> The ACSIP Approval Process shall be followed at each school: Prior to submitting the ACSIP Plans to the District, the principal will set up faculty meetings to share the ACSIP Plan with faculty and staff. Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc.) shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior submission to the District. An agenda, sign-in sheet and minutes will be kept for documentation. A copy of the documentation will be sent to the Asst. Superintendent.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Asst. Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>F-PROFESSIONAL DEV</b> (1) Crossett School District Instructional Facilitators (Todd, Dodd, Roberts, Culp, &amp; Embry) will receive professional development training which includes data disaggregation and instructional strategies. Title II-A funds will provide <u>training through professional inservice opportunities</u> (ASCD Conferences, AAIMS/AP (State PD funds), Leadership/Team Building seminars) and will support travel expense and registration fees. (2) Crossett School District Principals, Asst. Principals, and other instructional leaders (teachers) will be provided professional development through state and national ASCD conference opportunities with the use of State Professional Development funds for travel and</p>	<p>Linda Goodwin</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>PD (State-223) - Purchased Services: \$3139.42  NSLA (State-281) - \$16000.00</p>

registration. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				Purchased Services: NSLA (State-281) - \$1380.00 Employee Benefits: NSLA (State-281) - \$6000.00 Employee Salaries: <hr/> ACTION BUDGET: \$26519.42
Ensure compliance at building levels with Title I requirements of attestations, parent/school/student compacts, paraprofessional supervision, highly qualified status, evaluation and development of parental involvement policy, and private school notification. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
<p><b>H-1-PARENTAL ENGAGEMENT C-COLLABORATION</b> (1) The district will hold joint Quarterly Leadership Meetings with the ACE Education Committee and the District Task Force committee to provide joint collaboration with parents, community stakeholders, teachers, etc. to plan for strategies to increase student achievement. (2)The district involves parents and students in the development of the student handbook to engage parents in developing policies and programs to improve student achievement. (3) The district provides administrators who engage public and private preschool program personnel in parental involvement strategies, including early intervention techniques. (4) The district will conduct annual assessments of the effectiveness of Parental Involvement Programs and the efficient use of academic and non-academic activities during the May federal programs/state programs peer review meetings by analyzing the number of parents participating in programs and conferences and the increase in student achievement. (5) The district will ensure parental capacity for involvement in Title I schools through: (A) use of Eagle Folders as take-home information on each student's weekly achievement; (B) use the TIPS center and school and district newsletters to provide materials and training for parents to engage in academic improvement; (C) train through workshops ....teachers, principals, and other staff in the importance of effective communication, value and utility of parent contribution to the educational process; (D) coordinate and integrate various parent involvement programs and activities; (E) ensure (by review of materials sent home and published in local media) that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; (6) provide other reasonable support for parental involvement activities as parents may request (for example, language translation, reasonable transportation, or adjusted meeting times). (7) Ensure the intervention is implemented as designed and that monies were expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports-disaggregated by subpopulations, growth, and strands. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in the 2010-2011 ACSIP plan.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Action Type: Professional Development Action Type: Program Evaluation</p>				
<p><b>E-1&amp;2&amp;3-PROGRAM EVALUATION C-COLLABORATION</b> The process of administrative support will be evaluated by (1) <u>regular monthly reviews of budget/expenditure data</u> to ensure actions and implementation is occurring as designed. (2) administrative checklists related to program priorities and goals; (3) collaboration with principals and teachers in on-going in-district administrator meetings; (4) obtaining feed-back from teachers on program implementation and progress. <u>Program evaluation protocol</u> shall include (1) regular and random classroom <u>walk-thru's</u> by district administrators, principals, and instructional facilitators; (2) <u>instructional logs</u> that will be kept as documentation of observations; (3) inclusion of <u>ACSIP Plan reviews and instructional facilitator reports as regular agenda items</u> on faculty and district administrator meetings; (4) <u>sign-in, minutes, and agendas</u> of administrator and faculty meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>At the May federal programs peer review meeting, <b>annually evaluate</b> the effectiveness of the state categorical funding programs by analyzing student achievement data, including CRT/NRT/Target Test results--disaggregated by subpopulations, growth, and strands--along with Classroom Walk Through records. Ensure the intervention is implemented as designed and that monies allocated were expended as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in the 2010-2011 ACSIP Plan. Action Type: Program Evaluation</p>	Linda Goodwin, Asst. Supt.; Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>Provide orientation/induction for teachers new to the district, including materials and information that will facilitate and assist teachers with personnel policy, school district goals, and community involvement, in order to help them adjust and plan for performance of their instructional duties. Members from the community (Chamber of Commerce, industry, and city government) will attend this meeting. This orientation will be provided on an off-contract day and teachers will be required to attend and compensated with State Professional Development funds. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Janice Warren, Supt. ; Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 08/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>PD (State-223) - Employee Salaries: \$3900.00 PD (State-223) - Employee Benefits: \$897.00</p> <p>ACTION BUDGET: \$4797</p>
<p>Create a local ACSIP Task Force planning committee to advise the schools on how best to close the gap in academic achievement (Ark Code annotated 6-15-1603). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Provide a quality mentoring program for novice teachers. Reimburse teachers (through salaries and benefits) for Praxis assessments and/or college hours to add an area of licensure. Pay for substitutes, provide registration fees, and materials for training, testing, and/or college hours as necessary for teachers and other instructional staff. Action Type: Collaboration Action Type: Professional Development</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p><b>PLAN DEV-F F-PROFESSIONAL DEV</b>ARRA Stabilization funds will be used to hire and support a Math Instructional Facilitator (FTE 1.00), who will: (1) provide professional development for teachers in grades K-6 to improve student achievement in math through the development and improvement of instructional strategies and implementation of best practices in mathematics; (2) mentor teachers in classroom instruction. Title II-A funds will be used to <u>provide professional development</u> for the Facilitator through participation in the Math Coaches' Consortium at the Southeast Arkansas Educational Service Cooperative and <u>other professional development opportunities</u>. Materials will be purchased that will promote modeling strategies and enhance instructional delivery in mathematics. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Linda Goodwin, Asst. Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>State Professional Development funds will be used to provide training on achievement strategies during the required 60 hours using, Professor Joe Martin, author and educational consultant. Each participant will receive a copy of the book "Good Teachers Never Quit." Action Type: Professional Development</p>	<p>Janice Warren, Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Materials &amp; Supplies: \$1035.00 PD (State-223) - Purchased Services: \$5250.00  ACTION BUDGET: \$6285</p>
<p><b>AIP VERIFICATION PROCEDURE</b> District Administration will establish a deadline of September 15, the first parent-teacher conference day, to have all AIP's signed by parents. If the school can't get a parent's signature, the principal will turn it over to the District Social Worker to share the AIP/IRI with the parent and obtain the parent's signature. Principals are required to give a report to District Administration detailing the when, where, and how the remediation will be handled for students with AIP's/IRI. District administrators will do walk-through on site to verify AIP remediation at each campus. Principals will be required to report monthly at District Administrators/Supervisor meetings on the progress of the AIP/Remediation noting barriers to the remediation such as nonattendance, lack of parental involvement, lack of progress of individual students and their response and efforts to overcome the barriers. They are to bring a hard copy of this report to the Administrators Meeting. Minutes and agendas are kept on file in the Assistant Superintendent's office for verification. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Linda Goodwin, Asst. Supt. and Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>

Total Budget:	\$363486.42
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Intervention: Provide leadership to schools in better utilization of formative and summative assessments.

Scientific Based Research: The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Robert Marzano; Results Now, Mike Schomoker

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Continue to utilize the local educational cooperative for Target Tesing in grades 3-11 in the areas of literacy, math, and science. Action Type: Program Evaluation</p>	<p>Linda Goodwin, Asst. Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>

			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
Continue to provide feedback to teachers and administrators on the Target Test data and ways to use the information to prepare our students for the Benchmark and Grade II Literacy Exams. Action Type: Program Evaluation	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Continue to provide training on data analysis and utilize the information to determine areas of professional development and student intervention. Teachers, Instructional Facilitators, and administrators will be trained in the use of D2SC for the retrieving and utilizing the Target Test data. Action Type: Professional Development Action Type: Program Evaluation	Linda Goodwin, Asst. Supt.; Jim Lucas, Principal; Henry Anderson, Principal; Joye Stephenson, Principal; Pam Pevy, Curri	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Use the increased knowledge of data results and evidence of the use and impact of this information on instruction (evident in CWT) for the evaluation of this intervention. Action Type: Program Evaluation	Linda Goodwin, Asst. Supt; Principals Henry Anderson, Jim Lucas, and Joye Stephenson; Pam Pevy, Curriculum Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Students will be given a pre-test, three "Target Tests", and a post-test in literacy. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. Five professional days built into the District calendar and scheduled Professional Learning Community meetings will be utilized for administrators, Instructional Facilitators and teachers to collect the data from each Target Test given. Teachers, Instructional Facilitators, and administrators at each school will use the data collected to evaluate the effectiveness of the use of the Southeast Arkansas Educational Cooperative Target Testing to determine if this the District should continue to use the Target Testing for the 2010-2011 school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Linda Goodwin, Asst. Supt. and Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal Crosssett School District will serve identified students in an Alternative Learning Environment located on the Fountain Hill campus. The school is established as a joint effort of the Crosssett School District and Hamburg School District. Students, 7-12, from all attendance zones will be served in the Ashley Alternative Learning Environment. There will be certified staff and graduation credits offered.

Benchmark **PLAN DEV-A** Students served in the ALE program will reach and maintain adequate yearly progress.

Intervention: **PLAN DEV-E** The administration will provide staff and resources for student intervention programs that eliminate barriers to student learning.

Scientific Based Research: Payne, Ruby, Ph.D. (2004). **A Framework for Understanding Poverty**. ahaProcess, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in ALE will have access to the services of the school nurse, counselors, mental health providers, and other support services provided to other students. Action Type: Equity	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The ALE staff will meet the same professional development requirements as other certified staff and instructional assistants. Action Type: Equity Action Type: Professional Development	Novella Frazier, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Personnel files are kept current at central offices of origination and monitored for license requirements. All staff are required to document inservice hours to place on file with their supervisors. Schedules for all personnel involved with ALE students will be posted and kept on file. Action Type: Program Evaluation	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Highly qualified teachers and paraprofessionals will be hired to maintain a student ratio meeting or exceeding standards. Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Principal for ALE will supervise staff and curriculum. Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
The school district will provide help to ALE students' parents with the school social worker on an as needed basis. The social worker will be employed to work with 7-12 students and families to ensure that basic needs are met. The social worker will assist with medical services, materials, supplies, clothing, and transportation for needy and homeless families. Action Type: Equity	Elaine Simpson, Social Worker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The district will provide ALE staff for the alternative learning environment program. State ALE funds will be used to purchase services from the Ashley Alternative Learning Environment. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ALE (State-275) - Purchased Services: \$109701.00  ACTION BUDGET: \$109701
<b>PLAN DEV-E E-1&amp;2&amp;3-PROGRAM EVALUATION</b> The district will provide for program evaluation for this intervention by (1) monitoring program development and implementation through <u>review and collaboration with ALE staff to ensure implementation</u> of design; (2) review of staffing to insure high-quality teacher placement and appropriate student ratios; (3) review of services offered and collaboration with school nurses, counselors, social workers, and other pupil support personnel to evaluate, and if needed, adjust the program and/or processes; (4) <u>reporting by the ALE principal to district administrators as a means of determining evidence of effective supervision, as well as providing year-end evidence of the impact of the program</u> on student achievement in addition to test scores.	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration					
Action Type: Program Evaluation					
Total Budget:					\$109701
Intervention: <b>PLAN DEV-E</b> Student placement and curriculum in ALE will be determined by an Alternative Placement Team.					
Scientific Based Research: See research in school plans.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Student placement will be determined by the Alternative Education Placement Team. This team will include the schools' counselors, the ALE principal, parent or legal guardian, and a regular classroom teacher. Action Type: AIP/IRI	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Characteristics for placement will be documented as required by the state regulations, 4.02.8, 4.02.8.2. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$	
<b>I-TECHNOLOGY INCLUSION</b> Computer programs will be used to supplement teacher instruction. Action Type: AIP/IRI Action Type: Technology Inclusion	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
<b>E-1&amp;2&amp;3-PROGRAM EVALUATION B-ACAD IMPR PLAN</b> ALE will provide academic support that enables students to continue to make progress toward educational goals in math and literacy. <b>Program evaluation</b> and assessment will be accomplished through (1) administrative review of student placement into program; (2) <u>adjustment of instructional programs based on frequent assessments</u> done with the A+ software program on computers to determine progress; <u>standardized test scores</u> will be used to develop AIPs for each student; (3) <u>summary evaluation of student achievement through test data to determine the impact</u> of the program on student achievement. Action Type: AIP/IRI Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Documentation of all placement conferences will be kept on file. Copies of contracts will be kept on file. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
An agreement with the parent or guardian, teacher, ALE director, and the student will be developed to outline the responsibilities of the school, parent, and student, to provide assurances that the plan for each student is successful. Action Type: AIP/IRI Action Type: Parental Engagement	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
<b>A-ALIGNMENT</b> A curriculum in mathematics, science, social studies and language arts aligned with the regular classroom instruction, or with the standards for tests of GED, will be developed. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$	

Exit criteria on which to base a student's return to the regular program will be developed. Action Type: Program Evaluation	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: **PLAN DEV-B** Crossett School District recognizes the need to create a culture in our schools that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

- During the **2008-2009** school year, all elementary students received **150 minutes of physical activity per week**.
- During the **2008-2009** school year, the high school students were **restricted in allowed vending time and beverage container size** as related by the school health index.
- During the **2008-2009** school year, BMI results for Crossett school District indicated that **37.9% of the student female population was at risk of being overweight or were overweight**. This is an increase of 1.00% indicated by comparison to the 2007-2008 BMI screening.
- During the **2008-2009** school year, BMI results for Crossett school District indicated that **41.9% of the student male population was at risk of being overweight or were overweight**. This is an increase of 0.07% indicated by comparison to the 2007-2008 BMI screening.
- During the **2007-2008** school year, all **elementary students did receive 150 minutes of physical activity per week**, as related by the School Health Index report.
- During the **2007-2008** school year, **high school students were not restricted in allowed vending time or beverage container size** because of the current contracts, as related by the School Health Index report.
- In **2007-2008**, BMI results for Crossett School District indicated that **41.2% of the student male population was at risk of being overweight or were overweight**. This is a decrease of 2.8% indicated by the 2006-2007 BMI screening.
- In **2007-2008**, BMI results for Crossett School District indicated that **36.9% of the student female population was at risk of being overweight or were overweight**. This is a decrease of .07% indicated by the 2006-2007 BMI screening.
- During the **2006-2007** school year, all **elementary students did receive 150 minutes of physical activity per week**, as related by the School Health Index report.
- During the **2006-2007** school year, **high school students were not restricted in allowed vending time or beverage container size** because of the current contracts, as related by the School Health Index report.
- In **2006-2007**, BMI results for Crossett School District indicated that **44.0% of the student male population was at risk of being overweight or were overweight**. This is an increase of 2.9% indicated by the 2005-2006 BMI screening.
- In **2006-2007**, BMI results for Crossett School District indicated that **37.6% of the student female population was at risk of being overweight or were overweight**. This is a decrease of 1.5% indicated by the 2005-2006 BMI screening.
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Supporting Data:

2008-2009 BMI Data Crossett School District							
Grade (only grades with data shown)	Kg	2	4	6	8	10	Total
Males (#)	72	56	51	72	71	53	375
Healthy and Underweight Males (%)	47.2%	64.3%	58.8%	52.8%	62%	67.9%	58.1%
At Risk for Overweight or Overweight Males (%)	52.8%	35.7%	41.2%	47.2%	38.0%	32.1%	41.9%
Females (#)	73	58	87	56	61	50	385
Healthy and Underweight Females (%)	60.3%	69.0%	58.6%	46.4%	75.4%	64.0%	62.1%
At Risk for Overweight & Overweight Females (%)	39.7%	31.0%	41.4%	53.6%	24.6%	36.0%	37.9%

14. Crossett School District 2007-08 BMI data:

2007-2008 BMI Data Crossett School District							
Grade (only grades with data shown)	Kg	2	4	6	8	10	Total
Males (#)	64	78	68	75	61	50	396
Healthy and Underweight Males (%)	68.8	65.4	64.4	45.3	67.2	52	58.8
At Risk for Overweight or Overweight Males (%)	31.3	34.6	45.6	54.7	32.8	48	41.2
Females (#)	69	73	77	58	79	56	412

Healthy and Underweight Females (%)	71	57.5	63.6	53.4	68.4	62.5	63.1
At Risk for Overweight & Overweight Females (%)	29	42.5	36.4	46.6	31.6	37.5	36.9

15. Crossett School District 2006-07 BMI data:

2006-2007 BMI Data Crossett School District															
Grade	PreK	Kg	1	2	3	4	5	6	7	8	9	10	11	12	Total
Males (#)	33	60	82	56	57	78	89	76	60	71	68	65	36	40	871
Healthy and Underweight Males (%)	48.5	61.7	57.3	57.1	50.9	55.1	43.8	57.9	60.0	62.0	51.5	55.4	66.7	65.0	56.0
At Risk for Overweight or Overweight Males (%)	51.5	38.3	42.7	42.9	49.1	44.9	56.2	42.1	40.0	38.0	48.5	44.6	33.3	35.0	44.0
Females (#)	40	63	64	95	71	66	70	68	60	71	76	61	59	40	904
Healthy and Underweight Females (%)	72.5	61.9	64.1	61.1	64.8	51.5	51.4	70.6	71.7	53.5	64.5	60.7	59.3	77.5	62.4
At Risk for Overweight & Overweight Females (%)	27.5	38.1	35.9	38.9	35.2	48.5	48.6	29.4	28.3	46.5	35.5	39.3	40.7	22.5	37.6

**Goal** Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

**Benchmark** **PLAN DEV-A** Healthier BMI results will be evident by June 30, 2010. There will be a 10% increase in the 2009-2010 BMI results indicating healthier lifestyles are being practiced.

Intervention: Crossett School District will encourage strategies and activities through policy and resources that encourage a non-sedentary, healthier lifestyle				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating," and to "Promote Lifelong Physical Activity." Morbidity and Mortality Weekly Report, Vol 45, No. RR9; 34, 1. Department of Health & Human Services, Centers for Disease Control and Prevention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
District Wellness Policy will be followed by all administrators, staffs, and students. 5.29 - Wellness Policy The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The Board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals: In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these rules will include, but it is not limited to district efforts to 1) Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy; 2) Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3) Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4) Strive to improve the quality of physical education curricula and increase the training of physical education teachers; 5) Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6) Not use food or beverages as rewards for academic, classroom, or sports performances; 7) Ensure that drinking water is available without charge to all students; 8) Establish class schedules, and bus routes that don't directly or indirectly restrict meal access; 9) Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10) Establish no more than nine (9) school wide events which permit	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, and approved by the Principal; 11) Abide by the current allowable food and beverage portion standards; 12) Meet the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria; 13) Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; Crossett High School will restrict access to vending machines when current contract expires in 2009. All other schools are in compliance; 14) Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV; 15) Provide professional development to all district staff on the topics of nutrition and/or physical activity; 16) Utilize the School Health Index available from the Center for Disease Control (CDC) to access how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students; Advisory Committee to enhance the district's efforts to improve the health of our students, School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. sec. 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. sec. 1771 et seq. A.C.A. sec. 20-17-133, 134, &amp; 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106) Date Adopted: April 17, 2006. Action Type: Collaboration Action Type: Wellness</p>				
<p>Implement and encourage participation in extra-curricular programs that support physical activities, i.e. walking challenge, personal fitness classes, aerobics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Building Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Incorporate developmentally appropriate physical activities in after-school programs and child care programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Linda Goodwin, Ass't. Supt.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Parental Engagement Action Type: Wellness</p>	<p>Building Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Staff and parents will be provided inservice on the ADE requirements for health and nutrition. Progress made in improving the health and fitness of our students will be measured by analyzing data from activities and BMI, SHI, and attendance improvements. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Cheryl Cooper, Food Service Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>E-1&amp;2&amp;3-PROGRAM EVALUATION</b> The district will evaluate the wellness intervention by (1) review of participation and <u>implementation of concepts during year through collaboration with principals, teachers, and parents</u> who participated in training; (2) review by <u>administrator and instructional facilitator walk-</u></p>	<p>Linda Goodwin</p>	<p>Start: 07/01/2009</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	<p>ACTION BUDGET: \$</p>

thru's and instructional logs of the wellness policy points including professional development components; (3) documenting physical activity as implemented in after-school and child care programs, and adjusting inclusion of these programs as necessary; (4) document through review of lesson plans, student participation, and health-ed activities that students are encouraged to reduce sedentary activities and are encouraged to participate in extra-curricular physical activities, and adjust efforts if necessary; (5) review with administrative and community planning teams evidence of the effectiveness of this intervention at year end. Program evaluation protocol shall include (1) regular and random classroom walk-thru's by district administrators, principals, and instructional facilitators; (2) instructional logs that will be kept as documentation of observations; (3) inclusion of ACSIP Plan reviews and instructional facilitator reports as agenda items on faculty and district administrator meetings; (4) sign-in, minutes, and agendas of administrator and faculty meetings.

Action Type: Parental Engagement  
Action Type: Program Evaluation

End:  
06/30/2010

• District Staff

ACTION  
BUDGET: \$

Total Budget:

\$0

Priority 4: To provide resources to foster a safe and drug free learning environment that supports academic achievement.

1.

Crossett High School Discipline Data			
Year	Out of School Suspensions	In School Suspensions	Expelled-Weapons or Drug-Related
2008-09	86	525	2
2007-08	74	249	1
2006-07	124	282	2

  

Crossett Middle School Discipline Data			
Year	Out of School Suspensions	In-School Suspensions	Expelled-Weapons or Drug-Related
2008-09	185	440	2
2007-08	66	884	3
2006-07	167	1241	2

  

Crossett Elementary School Discipline Data			
Year	Out of School Suspensions	In-School Suspensions	Expelled-Weapons or Drug-Related
2008-09	12	0	2
2007-08	n/a	n/a	n/a
2006-07	n/a	n/a	n/a

Supporting Data:

In **2008-2009** at **Crossett High School**, there were 86 out of school suspensions, and 525 students assigned to Saturday School. Two students were expelled for possession of weapons.

In **2007-2008** at **Crossett High School**, there were 74 out of school suspensions; there were 249 students assigned to Saturday School. One student was expelled for a drug-related discipline problem.

In **2006-2007** at **Crossett High School**, there were 124 out of school suspensions. There were 282 students assigned to Saturday School. Two students were expelled for drug related discipline problems.

In **2008-2009**, at **Crossett Middle School**, there were 185 out-of-school suspensions, 440 in-school suspensions, and two students were expelled for weapons possession.

In **2007-2008**, at **Norman Junior High School**, there were 66 out of school suspensions. There were 884 students assigned to Saturday School. Four students were expelled - three were drug-related and one weapon related.

In **2006-2007** at **Norman Junior High School**, there were 167 out of school suspensions. There were 1241 students assigned to Saturday School. Two students were expelled - one drug related and one weapon related.

In **2008-2009** at Crossett Elementary School there were 12 out-of-school suspensions, and no in-school suspensions. Two students were expelled for weapons possession. Data is not available for the two prior years for Crossett Elementary.

2. The following data from the 2008-2009 APNA indicated student lifetime use of any drug with these percentages at the following grade levels:

**Arkansas Prevention Needs Assessment** (*most recent three years*)

Grade	2006-07	2007-08	2008-09
6	21.4	17.2	20.5
8	27.5	41.8	40.6
10	29.6	33.7	51.0
12	50.6	43.5	39.6

Based on these results there was a markedly significant increase for 10th grade students over the past three years, while other grades show slight declines from either, and in some cases both, of the prior two years.

3. >

2008-2009 - Random drug testing of athletes indicated one student was tested with no positive results.

2007-2008 - Random drug testing of athletes indicated seven students were tested with no positive tests.

2006-2007 - Random drug testing of athletes indicated four students were tested with no positive tests.

Crossett High School Dropout Data					
Year	Avg Enrollment	Total Dropouts	10th Grade	11th Grade	12th Grade
2007	436	18	9	4	5
2006	434	3	1	2	0
2005	443	7	2	2	3

The average enrollment for the Crossett High School in 2007 was 436 students. Eighteen students dropped out of school and these included the following: Nine 10th grade students, four 11th grade students and five 12th grade students.

The average enrollment for the Crossett High School in 2006 was 434 students. Three students dropped out of school and these included the following: one 10th grade student and two 11th grade students.

The average enrollment for Crossett High School in 2005 was 443 students. Seven (7) students dropped out of school and these included the following: two - 10th grade students, two - 11th grade students and three - 12th grade students.

- 4.

**Goal** The goal of the Crossett School District is to improve student behavior and target positive character traits by utilizing funds to support programs that foster a safe and drug free learning environment, resulting in improved academic achievement by all students.

**Benchmark** **PLAN DEV-A** By the end of the year 2010, student use of appropriate social skills in the classroom will be evidenced by a lower number of student incident reports.

**Intervention:** Crossett School District will provide programs and educational activities that promote a healthy, safe and drug free lifestyle for all students and teachers.

Scientific Based Research: Boynton, M. & Boynton, C. (2006) The Educator's Guide to Preventing and Solving Discipline Problems. Alexandria VA: Association for Supervision and Curriculum Development. Jackson, C. (2005). Mix it up: Talking across boundaries. Teaching Tolerance, Issue 28. James, P. (2005-2006) Resources for promoting online citizenship. Educational Leadership, Vol. 63, no. 4. Lee, C.D., et al (2003). Every eye shut ain't sleep: study how people live culturally. Educational Researcher, 32 (5), 6-13. Violence, drug prevention, and school safety. (n.d.) Research Triangle Institute International [RTI], February 21, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will be provided with drug education materials in each discipline for use in the classroom.                      Action Type: Alignment                      Action Type: Collaboration</p>	Media Center	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p><b>T-IVA REQ A-1 &amp; A-3 E-1&amp;2&amp;3-PROGRAM EVALUATION</b> A committee of teachers and administrators will <u>evaluate the program</u> by monitoring and reporting the effectiveness of the existing discipline program by comparison of discipline referrals. <u>Program evaluation protocol</u> shall include (1) regular and random classroom <u>walk-thru's</u> by district administrators, principals, and instructional facilitators; (2) <u>instructional logs</u> that will be kept as documentation of observations; (3) inclusion of <u>ACSIP Plan reviews and instructional facilitator reports as agenda items</u> on faculty and district administrator meetings; (4) <u>sign-in, minutes, and agendas</u> of administrator and faculty meetings.                      Action Type: Collaboration                      Action Type: Parental Engagement                      Action Type: Program Evaluation</p>	Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>T-IVA REQ A-1</b> Workshops will be conducted on helping students improve character with incentives and rewards for attending.                      Action Type: Parental Engagement</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p><b>T-IVA REQ A-4</b> CSD will incorporate Red Ribbon Week, Alcohol/Drug Awareness, Character Education, Prime Time, Smart Choice/Better Choices, and Parental Involvement into its school plan. L.A.W. (Let's All Work Together) Materials will be purchased with Title IV-A to educate and involve Parents in the effort.                      Action Type: Alignment</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>T-IVA REQ A-2 &amp; REQ D</b> CSD will conduct a Drug Awareness Needs Assessment of parents, teachers and students. This <b>evaluative</b> assessment will be used to determine what steps are appropriate to address the issues and needs.                      Action Type: Collaboration                      Action Type: Parental Engagement                      Action Type: Program Evaluation</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>Crossett High School and Norman Junior High School offers students membership in numerous clubs, however, the Beta Club is strictly a service organization. Members work together in a team effort to fulfill the needs of their school and community through volunteer service. The goal of this club is to build character, initiative, and leadership skills.                      Action Type: Collaboration                      Action Type: Equity</p>	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Programs <b>such as D.A.R.E.</b> and/or assemblies will address the consequences of inappropriate behavior involving drugs and alcohol. These programs will encourage students to abstain from illegal substances and report the statistics relating to the fatality rate and legal aspects of making poor choices.                      Action Type: Collaboration</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	ACTION BUDGET: \$

<p>Action Type: Equity Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
<p>Students will participate in surveys measuring at-risk behavior and acquisition of knowledge about drug and violence prevention and character building. Action Type: Program Evaluation</p>	<p>Counselors, Grades 6 - 12</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Title IV-A funds will be used to purchase the upgrade of the "School Messenger" parent notification system at Crossett High School, Norman Middle School and Crossett Elementary School. This will enable the schools to notify the parents of discipline problems, absences, emergency notifications by phone, schedule changes, or meetings. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Ass't. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title IV-A - Materials &amp; \$2124.00 Supplies:  ACTION BUDGET: \$2124</p>
<p><b>T-IVA REQ A-1</b> Training will be provided to the administrators and office staff in using the School Messenger system. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Linda Goodwin, Ass't. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Counselors will attend Strategic Prevention Framework Training provided by the Southwest Prevention Center of Oklahoma. This is being sponsored locally by Phonex Youth Services. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Linda Goodwin, Ass't. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Counselors will provide Strategic Prevention Framework Training for the faculty and staff at each school needed to implement a plan for prevention and intervention programs to combat alcohol, other drug use, and violence in our schools and community. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Linda Goodwin, Ass't. Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-2 &amp; A-3 &amp; REQ D E-1&amp;2&amp;3-PROGRAM EVALUATION</b> The district will provide for on-going and overall evaluation of this intervention by (1) committee and administrator <u>review of program implementation as needs assessment and survey results are available</u>; (2) program <u>adjustments as activities are applied to the discovered needs of the student population</u> in health, safety, and drug-free issues; (3) <u>reporting on the programs</u> as they are implemented by building-level administrators and other pupil-support personnel through classroom walk-thru's, instructional logs, and committee reviews. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	<p>Linda Goodwin</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

The district will support the WatchDOGS program at Crossett Elementary School and Crossett Middle School using Title IV-A funds for the purchase of materials and supplies to implement the program and engage parents in the process of creating a safe environment and fostering positive attitudes. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	Title IV-A - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
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Total Budget:	\$3124
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Intervention: Crossett School District will provide educational opportunities to help all students better understand inappropriate behavior and be responsible for their choices and actions.

Scientific Based Research: Character Education Project Abstract: Arkansas Department of Education Abstract (n.d.) Ed. Gov. retrieved February 22, 2006, from <http://www.ed.gov/print/programs/charactered/grantees/ar.html>. Clarke, Bill (2006) Breaking through to reluctant readers. Educational Leadership, 63 (5) 66-69. Safe and Drug-Free Schools and Communities Act (SDFSCA). (n.d.) Research Triangle Institute International [RTI], retrieved February 22, 2006 from <http://www.rti.org/printpg.cfm?objectid=7FBBF81F-42F8-4796-BDFFC8D51AC7A4B4>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide activities that address consequences of violence and illegal drug use; promote a sense of responsibility; and teach students the skills to recognize social and peer pressure so that they might resist drug use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Develop and implement character education programs that consider the views of parents regarding illicit drugs, truancy, and other behavioral problems, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, ultimately resulting in the resolution of conflicts without violence. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Incorporate activities that teach the dangers of drugs while engaging students in the learning process that reinforces prevention activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Crossett School District will provide information and placement in programs that respond to the needs of students who are faced with domestic violence or child abuse. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>T-IVA REQ A-1</b> Crossett School District will utilize Title IV-A funds to provide professional development by Clifford Hawkins, Southeastern Arkansas Prevention Resource Officer, and training of, and involvement of, school personnel, parents, and interested community members in prevention, education, early identification, and intervention, mentoring, or rehabilitation	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	Title IV-A - Materials & Supplies: \$320.00

<p>referral, as related to drug and violence prevention.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$320</p>
<p><b>T-IVA REQ A-1</b> Teachers and students will receive training in procedures for fire drills and tornado/inclement weather; these will include monthly drills. Fire marshalls will be appointed from the student body to assist in the evacuation of the building.                  Action Type: Collaboration</p>	<p>Principals</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-3</b> The Crossett School District will create and utilize a crisis management team, along with procedures to follow in the event of an emergency on campus. Local Funds will be used to purchase surveillance equipment to be used for security purposes.                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Phil Kelley,                  Maintenance/Transportation Director</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-4</b> The STEPS program will be utilized and updated on a regular basis to insure the cooperation of students and parents regarding the educational choices and decisions of the student. The students will be given all of the information regarding credits, graduation requirements, and course offerings to insure that the student has taken all the required courses according to their goal for the future.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Safe &amp; Drug Free Coordinator</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-2 &amp; A-3 E-1&amp;2&amp;3-PROGRAM EVALUATION</b> Members of the Safe and Drug Free School Environment Team will meet to <u>evaluate</u> the validity of each action by analyzing each action for its effectiveness in providing a safe environment for students and teachers. <u>Adjustments</u> to programs and activities will be made as needed.                  Action Type: Program Evaluation</p>	<p>Linda Goodwin, Safe&amp; Drug Free Coordinator</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-1 &amp; REQ D</b> Counselors will attend training on how to use the Arkansas Prevention Needs Assessment Student Survey Results for Grades 6, 8, 10, and 12 to plan effective prevention efforts for Crossett students.                  Action Type: Professional Development</p>	<p>Linda Goodwin, Fed. Prog. Coord.</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>T-IVA REQ A-3</b> The plan for character education will be reviewed annually and improvements made according to the recommendations of the school improvement teams and evaluation results.                  Action Type: Program Evaluation</p>	<p>Linda Goodwin, Fed. Prog. Coord., School Counselors</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>

			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<p>(1) Title IV-A funds will be used to purchase Project Wisdom materials to support Character Education "Word of the Month". Project Wisdom is used daily at Crossett High School and Norman Middle School. Counselors give teachers a copy of the quotes that are used. The literacy teachers incorporate the Project Wisdom quotes into their writing assignments. (2) The 5th grade counselor will meet monthly with classes to teach character education using materials to promote positive character and good manners. (3)The counselors and classroom teachers will teach anti-bullying strategies to all stuents. Signs will be placed in classrooms, restrooms, halls, offices, and other areas where students are present. The counselor will incorporate anti-bullying issues into monthly counseling sessions as well as individual students sessions when needed. Teachers will refer students with bullying issues to the counselor for in-depth counseling when necessary.                  Action Type: Program Evaluation                  Action Type: Technology Inclusion                  Action Type: Wellness</p>	Scott Sasser, Counselor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	Title IV-A - Materials & \$600.00 Supplies: <hr/> ACTION BUDGET: \$600
<p><b>T-IVA REQ A-1 &amp; A-4 &amp; REQ D &amp; REQ E</b> Title IV-A Funds will be used to pay for the District Social Worker and Parent Involvement Coordinators to attend professional development training on interacting with students and parents in support of youth drug and violence prevention activities implemented in the district.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Wellness</p>	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	Title IV-A - Purchased \$2472.00 Services: <hr/> ACTION BUDGET: \$2472
<p>During National School Bus Safety Week, a bus safety program will be presented to students to promote safe transportation of Crossett students. Title IV-A funds will be used to purchase materials and supplies to support the program on Safe Bus Transportation.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement</p>	Phillip Kelley	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	Title IV-A - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
<p><b>T-IVA REQ A-2 &amp; REQ D &amp; REQ E E-1&amp;2&amp;3-PROGRAM EVALUATION</b> The district will provide for evaluation of this intervention by (1) <u>administrator and school improvement committee review</u> of the various programs provided on school bus safety, tornado and fire drill training, prevention education, character education, student drug education and peer pressure education; (2) <u>agenda and documentation on crisis management team meetings</u> throughout the year; (3) <u>documentation of the STEPS program participation, referral and placement data</u> on domestic abuse programs. <u>Adjustments</u> to programs and procedures related to actions in this intervention will by made when analysis of review data determines changes are needed. <u>Year-end review of this data will determine changes in these efforts and actions for next year based on the effectiveness</u> of these actions on the goal and priority addressed.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$3892

Priority 5: The district will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners.

1.

ELDA Crossett School District 2009					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	Intermediate	Intermediate	Intermediate	Beginning
1	4	Intermediate	Intermediate	Intermediate	Intermediate
2	4	Advanced	Intermediate	Intermediate	Beginning
3	4	FEP	FEP	Beginning	Beginning
4	3	FEP	FEP	FEP	Advanced
5	3	FEP	Advanced	Advanced	Advanced
6	2	FEP	FEP	Advanced	Advanced
7	3	Advanced	FEP	Intermediate	Intermediate
8	1	FEP	FEP	Intermediate	Advanced

2.

ELDA Crossett School District 2009							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	2	160	164	155	131	158	153
1	4	164	156	142	143	153	151
2	4	181	144	165	138	173	157
3	4	749	882	575	577	662	696
4	3	796	886	832	685	814	800
5	3	769	756	779	786	774	773
6	2	817	921	790	752	804	820
7	3	783	865	626	718	704	748
8	1	872	934	687	827	780	830

Supporting Data:

3.

ELDA Crossett School District 2008					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	1	Advanced	Advanced	Intermediate	Beginning
1	6	Intermediate	Intermediate	Intermediate	Beginning
2	3	Advanced	Advanced	Advanced	Advanced
3	3	FEP	FEP	Advanced	Intermediate
4	2	Intermediate	FEP	Advanced	Advanced
5	3	FEP	FEP	Advanced	Intermediate
6	1	Advanced	Advanced	Beginning	Beginning
7	1	Advanced	FEP	Intermediate	Intermediate

10	1	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>
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4.

ELDA Crossett School District 2008							
<i>Mean Scores per Grade and Per Test</i>							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	4	184	176	154	134	169	163
1	4	172	151	142	136	157	150
2	4	191	176	177	164	185	177
3	3	766	920	703	659	734	762
4	3	632	937	764	752	698	771
5	2	746	860	717	597	732	731
6	3	738	814	576	654	657	696
7	1	845	936	675	726	760	796
10	1	789	855	594	617	692	714

5.

ELDA Crossett School District 2007					
<i>Levels for Mean of Student Scores per Test</i>					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	FEP	FEP	FEP	FEP
1	6	<i>Beginning</i>	Intermediate	<i>Beginning</i>	<i>Beginning</i>
2	3	FEP	FEP	FEP	Advanced
3	3	Advanced	FEP	Intermediate	Intermediate
4	2	Advanced	Advanced	Intermediate	Intermediate
5	3	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>
6	1	FEP	Advanced	<i>Beginning</i>	Intermediate
9	1	Intermediate	Advanced	<i>Beginning</i>	<i>Beginning</i>
10	1	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>

6.

ELDA Crossett School District 2007							
<i>Mean Scores per Grade and Per Test</i>							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	1	215	222	196	211	208	211
1	6	142	151	135	132	139	140
2	3	212	217	224	197	218	213
3	3	674	916	636	635	656	715
4	2	679	851	642	614	661	696
5	3	675	726	587	571	631	640
6	1	884	776	616	693	750	742
9	1	692	844	521	568	607	656

10	1	569	621	403	403	486	499
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7.

**LMS - Language Minority Students Enrolled**  
**LEP - Limited English Proficient**  
**ASSESSMENTS**  
**LAS / MACII / ELDA**  
**Benchmark - Augmented Benchmark Exam 3-8 and**  
**EOC Literacy Grade 11**  
**NRT - Norm Referenced Test**

<b>DISTRICT Home Language Survey Report</b>			
Year	2006-07	2007-08	2008-09
Total Lang Minority Students	45	61	67
K-5 Lang Minority Students	27	32	33
6-12 Lang Minority Students	18	29	34
K-5 Limited Eng Proficient	15	20	22
K-5 Limited Eng Prof PCT	55.5%	62.5%	66.6%
6-12 Limited Eng Proficient	3	6	7
6-12 Limited Eng Prof Pct	16.6%	20.6%	20.6%
Retained K-6	0	0	2
Retained 7-12	0	0	0
Title I Program Eligible	16	23	28
Title I Prog Elig Pct	88.8%	88.5%	96.5%
Migrant	0	0	2
LAS/MACII/ELDA Assessments	20	26	29
Benchmark Assessments	9	9	20
NRT Assessments	13	18	8

1.

<b>BENCHMARK Results for LEP Crossett School District 2008-2009</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>High School</b>	<b>Algebra</b>	no students	no students	no students	no students
<b>High School</b>	<b>Geometry</b>	no students	no students	no students	no students
<b>High School</b>	<b>Gr 11 Literacy</b>	no students	no students	no students	no students
<b>3rd Grade</b>	<b>Math</b>	0	1	2	1
	<b>Literacy</b>	0	2	2	0
<b>4th Grade</b>	<b>Math</b>	0	0	0	3
	<b>Literacy</b>	0	0	2	1
<b>5th Grade</b>	<b>Math</b>	0	1	1	1
	<b>Literacy</b>	0	3	0	0
	<b>Science</b>	0	2	1	0
<b>6th Grade</b>	<b>Math</b>	0	0	2	0
	<b>Literacy</b>	0	2	0	0

7th Grade	Math	2	0	1	0
	Literacy	1	1	1	0
	Science	1	2	0	0
8th Grade	Math	0	0	1	0
	Literacy	1	0	0	0

2.

<b>BENCHMARK Results for LEP Crossett School District 2007-2008</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
3rd Grade	Math	0	0	1	2
	Literacy	0	1	0	2
4th Grade	Math	1	1	1	0
	Literacy	0	1	2	0
5th Grade	Math	1	1	0	0
	Literacy	1	1	0	0
6th Grade	Math	1	0	1	1
	Literacy	1	1	1	0
7th Grade	Math	0	0	1	0
	Literacy	0	1	0	0
8th Grade	Math	1	0	0	0
	Literacy	1	0	0	0

1.

<b>BENCHMARK Results for LEP Crossett School District 2006-2007</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
High School	Algebra	no students	no students	no students	no students
High School	Geometry	no students	no students	no students	no students
High School	Gr 11 Literacy	no students	no students	no students	no students
3rd Grade	Math	0	1	1	1
	Literacy	0	3	0	0
4th Grade	Math	1	1	0	0
	Literacy	0	2	0	0
5th Grade	Math	2	1	0	0
	Literacy	1	2	0	0
6th Grade	Math	0	1	0	0
	Literacy	0	1	0	0
7th Grade	Math	no students	no students	no students	no students
	Literacy	no students	no students	no students	no students
8th Grade	Math	no students	no students	no students	no students
	Literacy	no students	no students	no students	no students

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark **PLAN DEV-A** The composite score will increase for Limited English Proficient (LEP) students scoring proficient or above on the state mandated tests to meet the state's 2009-2010 AYP rate of K-5 Math-70.00, K-5 Literacy-71.20, 6-8 Math-64.55, 6-8 Literacy- 67.60, 9-12 Math-64.60, 9-12 Literacy 67.75 or achieve the 10 percent increase to make Safe Harbor for the 09-10 school year.

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.				
Scientific Based Research: Harmer, J. (2005) The Practice of English Language Teaching. Pearson Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide ELL program coordination and instruction utilizing professional services with Title I funding. <b>PLAN DEV-D</b> An ELL assistant will be contracted through Title I Purchase Services to address the tutoring needs of English Language Learners for regular programs. The ELL Assistant will be under the supervision of a certified teacher and will help ELL students with academics and socialization. The ELL Assistant will serve as a liaison between the school and the ESL parents. State categorical ELL funds will be used to provide services for after-school, and summer programs including transportation services. <u>On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports.</u></p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$3000.00</p> <p>ELL (State-276) - Purchased Services: \$8500.00</p> <p>Title I - Purchased Services: \$20500.00</p> <hr/> <p>ACTION BUDGET: \$32000</p>
<p>Provide assessments and instructional materials for ELL program to enhance effectiveness of the intervention. Provide training for staff of ELL students. Select and purchase age-appropriate materials for ELL students and purchase assessment activities, if needed, which will identify learning needs.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that monies allocated were expended as intended. Provide evidence of the impact of student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2010-2011.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$33000

Priority 6: The Crossett School District has prepared a plan, due to the fact that Crossett High School--after one full year of corrective action--failed to make AYP. Necessary arrangements have been made to restructure the internal organization of the school. The Crossett School District will provide technical assistance and administrative support for actions to be implemented--based on the Smart Accountability Plan--in the Crossett High School Restructuring Priority as stated in the CHS ACSIP Plan. As a result being in Whole School Intensive Improvement- Year 5, CHS will determine if the corrective actions established have been effective and will establish a three year restructuring plan that complies with ADE's guidelines.

**1. LITERACY SUPPORTING DATA**

**11th Grade EOC Literacy Exam Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

11th	# Students	1	2	3	4
2007	126	46	30	57	28
2008	152	49	26	68	24
2009	125	42	17	61	29

On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in **2006–2007** data, the lowest identified area of the combined population in reading multiple choice was a question regarding the best support of an author's argument in a passage with only 27% choosing the correct answer.

The lowest identified area in writing-multiple choice questions was a question concerning the best transition for linking a sentence with only 43.7% choosing the correct answer.

The lowest identified areas of the African-American populations were reading the content area and writing in the content style.

The lowest identified area for Caucasians was in reading content and writing content and style.

The three year trend analysis indicates areas of weakness are literary and practical.

Supporting Data:

1. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in **2007–2008**, the lowest identified area of the combined population was reading comprehension open response.

The lowest identified areas of the African-American populations were reading in the content area and writing in content and style.

The lowest identified area for Caucasians was in reading content.

The three year trend analysis indicates areas of weakness are literary and practical.

2. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in **2008–2009**, the lowest identified area of the combined population in reading was question 18 with 40.8% choosing the correct answer. The weakest strands were 9.5, 9.3, and 9.2. On literacy passages, the school average was 65% with the state average being 68%.

The lowest identified area of the combined population in writing multiple choice were questions 2 and 3 with only 36% choosing the correct answer. The weakest strand was the Writing Content Domain with our scores on Prompt 1 being 6.3 and Prompt 2 being 6.0. The state averages were 6.3 and 6.1, respectively.

In open-response questions, the content passages and practical passages were the weaker areas with 9.1 on both being the school average. The state averages were 9.6 and 10.1, respectively. Strands W.6.3 and W.6.5 were the school's weakest.

The lowest identified areas of the African-American, Socio-economic,

and Caucasian populations were the same as the combined population results.

The three year trend analysis indicates areas of weakness are literary and practical.

3. In **2006–2007**, the average composite score on the ACT test was 18.9.

In **2007–2008**, the average composite score was 18.8.

In **2008–2009**, the average composite score was 19.

4. The graduation rate for **2006–2007** was 73.9%.

The graduation rate for **2007–2008** was 73.9%.

The graduation rate for **2008–2009** was 73.9%.

5. **MATH SUPPORTING DATA**

**Algebra I EOC: Number/Percent of Students Scoring Proficient or Advanced: Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	25/31.3%	7/16.7%	18/48.6%	13/25.5%
2008	71/60%	22/43%	48/75%	37/54%
2009	76/73%	27/66%	49/79%	31/66%

1. Algebra I EOC 2007

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

2. Algebra I EOC 2008

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students

were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

### 3. Algebra I EOC 2009

The Algebra I strands identified as the weakest areas for the combined population and the sub-groups of African-American and Economically Disadvantaged were non-linear functions and data interpretation and probability.

CHS on average correctly answered 60% of the multiple choice questions for the Non-Linear Functions strand, whereas on average, the state answered 61% correctly.

For the strand of Data Interpretation and Probability, CHS on average, selected the correct answer on 62% of the questions.

The Combined Population and the sub-groups of African American and Economically Disadvantaged at CHS scored below the average of the state on multiple-choice questions in each of these strands.

CHS correctly answered an equal percentage or a larger percentage of questions than the state on the strands of Language of Algebra, Solving Equations and Inequalities, and Linear Functions.

The Open Response questions showed an overall weakness in every strand, but the strands of Language of Algebra, Non-Linear Functions, and Data Interpretation and Probability were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

### 4. **Geometry EOC: Number/Percent of Students Scoring Proficient or Advanced: Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	54/25.9%	13/24.5%	41/59.4%	22/39.2%
2008	120/44%	33/26%	85/62%	51/33%
2009	69/49%	10/18%	55/69%	24/37%

#### 1. Geometry EOC 2007

The lowest identified areas for the combined population were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

#### 2. Geometry EOC 2008

The lowest identified areas for the combined population were:

Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

### 3. Geometry EOC 2009

The Geometry strands identified as the weakest areas for the combined population and the sub-groups of African-American, and Economically Disadvantaged were Triangles, Measurement, and Relationships between two and three-dimensions.

CHS on average, correctly answered 50% of the multiple choice questions for the Triangle strand whereas on average the state answered 60% correctly.

For the strand of Measurement, CHS on average, selected the correct answer on 51% of the questions, whereas the state average indicated a correct answer on 61% of the questions.

Looking at the strand of Relationships between two and three-dimensions, CHS correctly answered 52% of the multiple choice questions, but the state average of correct responses was 61%.

In each of the strands on multiple-choice questions, the Combined Population and the sub-groups of African-American and Economically Disadvantaged at CHS scored below the average of the state.

The open response questions showed an overall weakness in every strand, but the strands of Triangles, Relationships between two and three-dimensions, and Coordinate Geometry and Transformation were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

### 4. The students tested on the ACT test showed in 2006-2007, the average composite score was 18.9.

In 2007-2008, the average composite score was 18.8.

In 2008-2009, the average composite score was 19.

### 5. The graduation rate in 2006-2007 was 73.9%.

The graduation rate in 2007-2008 was 73.9%.

The graduation rate in 2008-2009 was 73.9%.

**Goal** Corrective actions will be established in line with ADE guidelines. This will be a two year plan as required by ADE.

**Benchmark** Corrective Actions and their effectiveness will be determined by AYP and/or student success as identified on EOC tests, ACT scores, and graduation rate.

Intervention: CHS will establish corrective actions in accordance with ADE guidelines for schools in Whole School Improvement - Year 3 and Year 4
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Scientific Based Research: Dufour, Richard, Eaker, Robert, Dufour, Rebecca. (2005). On Common Ground: The Power of Professional Learning Communities. Solution Tree. Hargreaves, Andy and Fullan, Michael, Editors. (2009). Change Wars. Solution Tree.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Offer after-school tutoring sessions for students to receive additional assistance on their classwork. Supported by NSLA funds in the School Plan. Action Type: AIP/IRI Action Type: Alignment	Janice Warren, Superintendent/ Kevin Hancock, Principal/ CHS Teachers	Start: 07/01/2007 End: 06/30/2009		ACTION BUDGET: \$
Students will be instructed in Writing on Command to improve writing content and style. Teachers will be trained in implementation of this program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Patsy Roberts, Literacy Instructional Facilitator/ Sarah Stratton, CHS Teacher	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Students will be given constructed response tests designed by Q-Write three times a year in Algebra, Geometry, and 11th grade Literacy. These tests will be used to determine instruction gaps and remediation needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Patsy Roberts, Literacy Instructional Facilitator/ CHS Teachers/ Vicki Dodd, Math Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Outside consultant (JBHM) will be hired to conduct Classroom Walk Throughs and staff development on research-based best practices focusing on minorities and low socio-economic students. Action Type: Equity Action Type: Professional Development	Linda Goodwin, Assistant Superintendent	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Eight math and literacy teachers and Instructional Facilitators will participate in a week-long curriculum alignment workshop led by JBHM. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kevin Hancock, Principal/ Vicki Dodd, Math Instructional Facilitator/ Patsy Roberts, Literacy Facilitator/ CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Purchase 25 JEDI Study Buddy devices for math and reading remediation at a cost of \$6875.00. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jackie Porter, Technology Coordinator/ Patsy Roberts, Literacy Instructional Facilitator	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Purchase Buckle Down and Arkansas ACTAAP Preparation Workbooks for use in enrichment classes. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Kevin Hancock, Principal/ Vicki Dodd, Math Instructional Facilitator	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
The District will hire a Literacy Instructional Facilitator (FTE .50) as a mentor to provide training to all teachers who will participate in Comprehensive Literacy. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Janice Warren, Superintendent/ Linda Goodwin, Assistant Superintendent/ Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

The District will hire a Math Instructional Facilitator to assist in data analysis and lesson modeling. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Janice Warren, Superintendent/ / Henry Anderson, Principal/ Patsy Roberts, Literacy Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal A three year restructuring plan will be established in an effort to address CHS' Whole School Intensive- Year 5 status. This plan will comply with the guidelines setablished by ADE.

Benchmark Restructuring plans will be evaluated in regards to student achievement in the areas of EOC test scores (AYP), ACT test results, and graduation rate.

Intervention: CHS will establish a plan of action that will address restructuring with a focus on obtaining AYP.				
Scientific Based Research: Stronge, James H., Hindman, Jennifer L. (2006). The Teacher Quality Index. Association for Supervision and Curriculum Development, Alexandria, Virginia. Muhammad, Anthony. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. Zoul, Jeffrey. (2006). Improving Your School One Week at a Time. Barr, Parrett. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Solution Tree, Bloomington, IN. Marzano, Robert. (2009). Designing and Teaching Learning Goals and Objectives: Classroom Strategies That Work. Marzano Research Laboratories. Reeves, Douglas, Ph.D. (2007). Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Newsletters will be distributed monthly to parents in an effort to keep them aware of school activities, educational activities, scholarships, and various opportunities available to CHS students. Action Type: Equity Action Type: Parental Engagement	Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Highly-qualified tutors will be hired using NSLA funds for purchased services to provide tutoring after school for students who are not on grade level and/or have an AIP. NSLA funds will support this action, allocated in the school plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Janice Warren, Superintendent/ / Henry Anderson, Principal/ Patsy Roberts, Literacy Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Weekend Credit Recovery will be used to address students who failed 1st semester classes. Priority will be given to seniors in an effort to assist them in graduating on time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
CHS Guidance office will hold seminars in the fall and spring allowing parents to be involved in course selection, career planning, and preparation for post-secondary studies.(ACT 307 #5) A Global Career Development Facilitator (FTE .33) will be employed to provide one-on-one guidance and planning toward career choices for students at CHS. NSLA Funds will be used to support this action as allocated in the school plan. Action Type: Equity Action Type: Parental Engagement	Scott Sasser, Counselor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>All CHS mathematics teachers will participate in the week-long state mandated training for Transition to College Math. Action Type: Professional Development</p>	<p>Henry Anderson, Principal/ Vicki Dodd, Math Instructional Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In an effort to address Reading Comprehension deficiencies, we will establish Reading Camps during the summer. There will be 2 – 3 week sessions. NSLA funds will support this action as allocated in the school plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>	<p>Henry Anderson, Principal/ Patsy Roberts, Literacy Instructional Facilitator/ CHS Literacy Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In order to address African-American males' identified academic deficiencies, the staff will engage in small group discussion sessions. This action will be supported by NSLA funds as allocated in the school plan. Action Type: Alignment Action Type: Collaboration</p>	<p>Henry Anderson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In an effort to address deficiencies identified by 8th grade benchmark results, CHS will establish a ninth grade academy. This academy will use a teaming approach for the core classes and through this approach address common deficiencies in mathematics. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Henry Anderson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>CHS Building Curriculum Team and Instructional Facilitators will create a Weekend Recovery/Summer School curriculum relevant to courses that will be taught. This curriculum will include pre-assessment, mid-session assessment, and post-assessment. This action will be supported by NSLA funds as allocated in the school plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Patsy Roberts, Literacy Instructional Facilitator/ Vicki Dodd, Math Instructional Facilitator/ Administrators/ Janice W</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Students who have less than a previous ACT composite score of 26 will be afforded an opportunity to take ACT Prep/Review. Their gains will be recorded and on file in counselor's office. A parent and student report will be given to each participant and a general report given in the school newsletter. NSLA funds will be used to support this action as allocated in the school plan. Action Type: AIP/IRI Action Type: Equity</p>	<p>Henry Anderson, Principal/ Sharron Reynolds, Counselor/ Scott Sasser, Counselor/ Vicki Dodd, Math Instructional Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Hire an individual to maintain the availability of the computer lab 7 periods per day to provide students with more math, reading comprehension and writing practice. NSLA funds will be used to support this action as allocated in the school plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Vicki Dodd, Math Instructional Facilitator/ Patsy Roberts, Literacy Instructional Facilitator/ Kenny Leigh and Lisa Shar</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Grade level summits will be held throughout the year to survey student needs, gather suggestions, plan student events and provide students with an opportunity to speak clearly about what they want from their school. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Administrators, Teachers, and Counselors</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Involve CHS math teachers in NCTM Conference in an effort to acquire and enhance math instructional strategies and techniques. NSLA funds will support this action as allocated in the school plan. Action Type: Professional Development</p>	<p>Henry Anderson, Principal/ Vicki Dodd, Math Instructional Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Crossett High School is in Whole School Intensive Improvement Year 5 and the following may be found: 1) Parents were notified through mailed written notices (letters) and media releases that Crossett High School is in Whole School Intensive Improvement Year 5; 2) Adequately publicized option to parents through media releases; and 3) Parents declined school choice services in the Crossett High School due to one building being available per grade level. Parents made no response to the mailed written notices about Crossett High School Improvement Status. Action Type: Equity Action Type: Parental Engagement</p>	<p>Henry Anderson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>In an effort to address Math deficiencies, we will establish Math Camps during the summer. There will be 3 – 2 week sessions. NSLA funds will be used to support this action as allocated in the school plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>	<p>Henry Anderson, Principal/ Vicki Dodd, Math Instructional Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Business Representative	Teresa Walsh	Public Relations	School Improvement Committee
Classroom Teacher	Aubrey Morrison	Teacher	Federal Programs District Advisory
Classroom Teacher	Charre Todd	Teacher	Federal Programs District Advisory/District School Improvement Committee
Classroom Teacher	Donna McDonald	Teacher	Federal Programs District Advisory
Classroom Teacher	Jan Hambrick	Teacher - Crossett Elementary School	Federal Programs District Advisory/School Improvement Committee
Classroom Teacher	Lynn Parker	Teacher	Federal Programs District Advisory
Classroom Teacher	Sandy Riley	Teacher	Federal Programs District Advisory
Community Representative	Brittany Carter	Student	Federal Programs District Advisory
Community Representative	Cecil Ritter	ACE / Task Force	District School Improvement Committee
Community Representative	Edwin Browning	Student	Federal Programs District Advisory
Community Representative	Freddie Loggins	Retired Teacher	Federal Programs District Advisory/School Improvement Committee
Community Representative	India Holt	Public Relations First National Bank	District School Improvement Committee
Community Representative	Pam Ferguson	Director of Chamber of Commerce	District School Improvement Committee
District-Level Professional	Elaine Simpson	Social Worker	Federal Programs District Advisory/School Improvement Committee
District-Level Professional	Linda Goodwin	Federal Programs Coordinator/Asst. Supt.	Federal Programs District Advisory/School Improvement Committee
District-Level Professional	Pam Pevy	Elementary Curriculum Director	Federal Programs District Advisory/School Improvement Committee
Non-Classroom Professional Staff	Barbara Garner	Asst. Principal - Crossett Middle School	Federal Programs District Advisory/School Improvement Committee
Non-Classroom Professional Staff	Cindy Griffis	Title I Aide - Crossett Elementary School	Federal Programs District Advisory
Non-Classroom Professional Staff	Felicia Dickey	Special Programs Secretary	Federal Programs District Advisory/District School Improvement Committee
Non-Classroom Professional Staff	Jeff Mock	NMS Asst. Principal	District School Improvement Committee
Non-Classroom Professional Staff	Jenny Allen	District Parent Facilitator	Federal Programs District Advisory/School Improvement Committee
Non-Classroom Professional Staff	Rosemary Fryer	Crossett Elementary School	Federal Programs District Advisory

Non-Classroom Professional Staff	Scott Sasser	Counselor	Federal Programs District Advisory/School Improvement Committee
Non-Classroom Professional Staff	Shirley Scott	District Parent Coordinator	Federal Programs District Advisory/District School Improvement Committee
Non-Classroom Professional Staff	Stephanie Cole	Special Education Supervisor	Federal Programs District Advisory/District School Improvement Committee
Non-Classroom Professional Staff	Tammy Embry	Elementary Math Instructional Facilitator	Federal Programs District Advisory/District School Improvement Committee
Non-Classroom Professional Staff	Teodis Ingram	CHS Asst Principal	District School Improvement Committee
Non-Classroom Professional Staff	Vicki Dodd	Secondary Math Instructional Facilitator	Federal Programs District Advisory/District School Improvement Committee
Parent	Amanda Kelley	Parent / Elem Parents Group President	Federal Programs District Advisory/District School Improvement Committee
Parent	Gina Brockwell	Parent	Federal Programs District Advisory/District School Improvement Committee
Parent	Iris Phifer	Parent - Crossett High School	Federal Programs District Advisory/School Improvement Committee
Parent	Jana Chandler	Parent	Federal Programs District Advisory/District School Improvement Committee
Parent	Jennifer Gilbert	Classroom Assistant Crossett Elementary School	Federal Programs District Advisory
Parent	Maggie Evans	Parent - Crossett Elementary School	Federal Programs District Advisory/School Improvement Committee
Parent	Melissa Head	Parent / Instructional Asst	Federal Programs District Advisory
Parent	Paula McDougald	Parent / Hastings Parent Org President	Federal Programs District Advisory/District School Improvement Committee
Parent	Regina Hodge	Parent	Federal Programs District Advisory/District School Improvement Committee
Parent	Sheila Huntsman	Parent - Crossett High School	Federal Programs District Advisory/District School Improvement Committee
Principal	Henry Anderson	High School Principal	Federal Programs District Advisory/District School Improvement Committee
Principal	Jim Lucas	Principal, Norman Middle School	Federal Programs District Advisory/School Improvement Committee
Principal	Joye Stephenson	Principal - Crossett Elementary School	Federal Programs District Advisory/School Improvement Committee