



ACIP

Russellville High School

Russellville City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

One of the first references to a public school in the town of Russellville was the "Old Franklin Institute", located on what is now West Lawrence Street in 1869. The school survived in the same building until 1890, when it was deemed inadequate for the educational needs of a growing Russellville. In 1890 a two-story frame building, consisting of an auditorium and four classrooms was constructed at the present site of the old College Avenue Elementary School. This new school opened on September 1, 1890 with 106 pupils and remained in existence for the next ten years when in the spring of 1901 the people of Russellville voted on school bonds worthy \$7500 to construct a new brick school house. School began in the new schoolhouse in September of 1901 and the first high school graduating class was in May of 1905 and consisted of three graduating class members. In the early 1900's schools across the state were experiencing financial difficulties and Franklin County was no exception. The state legislature established county school systems in 1907 and the city of Russellville was designated as the location of the high school for all of Franklin County. When the new building was completed and school began in September of 1908, the Franklin County High School absorbed the high school grades of the Russellville High School with the student body totaling 75 students. By 1928, Russellville had three schools; the two-story brick Russellville Grammar school, the Reedtown Elementary School which was a segregated school for African Americans, and Franklin County High School. In March of 1929 a joint meeting of the Russellville City Board of Education, Russellville City Council, and the Franklin County Board of education was held for the purpose of moving Franklin County High School into the Russellville City School System. The proposal passed unanimously and Russellville City Schools had a grammar school and high school, with the Reedtown School remaining with the county until May 20, 1952 when another joint meeting of the city and county school boards met and it was agreed that the Reedtown School would become part of the Russellville City Schools. Ten years later in 1962 a new high school was built on the current location, housing students in grades nine through twelve and totaling near 450. The Reedtown School was integrated into the elementary, middle and high schools of the Russellville City School system in 1965. One of the unique features of the high school stems from the rich tradition of custom that has survived for generations, even through drastic demographic shifts in the past ten to fifteen years. Freshmen entering the high school are immediately drawn to the traditions of Russellville. One such custom began in 1937 with E.L "Prof" Williams, who served as principal from 1937 until 1957. The slogan "Excellence, A Russellville Tradition" was coined along with the school's symbol. A visitor to a school event may be surprised when the Alma Mater is played. The crowd stands in unison, extends their right arms pretending to hold a torch. This torch is a symbol at Russellville High School. At each graduation ceremony the outgoing graduating students ceremoniously pass this torch to the underclassmen to carry on the Russellville traditions that have made this school so unique. Other unique features of Russellville High School include a tradition of low teacher attrition, professionalism and a sense of caring for students among the faculty. Many teachers who begin a career in the Russellville City School system often retire here after more than thirty years of service. The school's relationship to central office leadership is also unique. The high school principal is given the responsibility of recruiting, interviewing and making recommendations for all job postings to the superintendent of schools. Some of the special challenges that have faced Russellville High School have come about as the community has undergone a drastic demographic change. Fifteen years ago, the profile of the school showed a student body consisting approximately 80% Caucasian, 15%black and 5% Hispanic, Indian, Asian and other minority. Today the school profile shows approximately 49% Caucasian, 43% Hispanic, 6%African American and 1% other. Fifteen years ago the percentage of students who participated in the Child Nutrition Program's Free and Reduced lunch program was less than 20%. Today the school profile shows that 62% of the student body participates in the Free and Reduced lunch program. The increase in the number of English Language Learners (ELL) has caused our faculty to make drastic changes in teaching methodology. The high school faculty adopted differentiated instruction out of necessity, before the phrase was formally coined by our state department of education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

MISSION

"Pursuing Excellence...

Impacting the lives of our students, our community, our world"

VISION

RCS will be recognized as a leader in our state for excellence in academic growth. We will reach all students through relationships, character building, and strong community involvement, while providing first class facilities, technologies, and engaging educational experiences.

BELIEFS

Excellence: We believe excellence is obtained by striving for improvement each and every day.

We believe that learning occurs best when every student is engaged in differentiated instruction and authentic learning every day.

We believe that all students can learn, achieve, and succeed given a supportive and challenging learning environment.

We believe that a safe and nurturing environment promotes learning.

Relationship: We believe in building strong relationships with students, faculty, parents, and the community.

We believe quality people who are motivated and effective are our system's most important resource.

We believe that students "don't care how much you know until they know how much you care".

We believe that fine arts, academic clubs, and athletic experiences facilitate personal growth, leadership, and positive relationships.

Character: We believe that good character is the foundation of a responsible and productive citizen.

We believe that respect for others and self are paramount to achievement and success.

We believe that every person is a teacher and role model through his/her actions.

We believe the development of character is equal in importance to academic growth and critical to developing responsible citizens.

Community: We believe that education is a partnership among schools, families, and community.

We believe that children are our community's most valuable asset.

We believe our diverse population should be celebrated, and we should view these diversities as a chance for growth and a deeper understanding of the community and those around us.

We believe that by effectively reaching and teaching students, parents, and the community, we can change the world around us.

We believe that our schools' success identifies our community and is vital to its future.

Russellville High School is a comprehensive high school, offering opportunities for students in both the academic and the career technical fields. The school has two counselors, one who focuses on the emotional, intellectual and physical needs of students in grades nine and ten, and the other focuses on the comprehensive needs of students in grades eleven and twelve. The school believes and practices a

collaborative effort involving parents in supporting students to achieve their life's goals. The school offers over 100 different academic, career technical, and athletic course offerings with highly qualified teachers. These course offerings include dual enrollment academic and career technical courses where students simultaneously earn college and high school credit. The school also offers more than 24 student clubs and organizations, which provide students an opportunity to expand their interest horizons. Many of these clubs and organizations are service oriented, requiring students to participate in a myriad of service activities to include the American Red Cross blood drive, canned food drives, clothing drives, and working with those in local nursing homes and hospitals. Russellville High School offers students an opportunity to participate in several competitive athletic and academic activities to include the BEST Robotics competition, football, basketball, baseball, golf, soccer, softball, volleyball, cheerleading, JROTC, tennis, cross country and track. There are also many opportunities offered to the students in the area of performing arts including marching and concert band, drama and chorus. Students are encouraged to take advantage of one or more of these extracurricular activities that enhance the overall high school experience and aid in preparing the student to transition to their next desired level, whether that be the work force, military, junior college or a university. Russellville High School serves a wide array of special populations through all of its programs and policies to include migrant, immigrant, homeless, and EL populations. TransAct is utilized to provide clear communication in a language easily understood.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years, Russellville High School's most notable achievements are the expansion of Academic, Dual Enrollment and Career Technical Programs.

Over the last three years, the AP program at Russellville High School has progressed from non-existent to being recognized as having the highest growth rate in AP scores in the state. In September of 2017, RHS was honored to host the statewide Advanced Placement celebration because of its major gains in student scores and enrollment in AP courses. Russellville's overwhelming growth in qualifying scores (3-5 range) earned the privilege to host the event. RHS increased by 122% in AP qualifying scores from the 15/16 school year to the 16/17 school year.

RHS has also seen notable growth in ACT Aspire scores this year. Student proficiency increased in all areas. Math proficiency increased 7%, Reading increased 7%, Science increased 3%, English increased 10%, and Writing increased 34%.

RHS offers dual enrollment courses through partnerships with Northwest Shoals Community College and The University of North Alabama. These courses include English, Math, Emergency Medical Service, Welding, and Medical Terminology. Students who take full advantage of these dual enrollment course offerings often graduate high school and enter college as a second semester freshman or first semester sophomore.

Currently RHS has ten Academies focusing on Career and Technical Courses that help students to become college, career, and life ready. These academies include Engineering, Pre-Med, Agribusiness, Automotive, Business, Fine Arts, Healthcare, Human Services, Leadership, and Manufacturing. Certifications and/or credentials may be obtained in EMT, Microsoft Office Specialist in Word, PowerPoint, Outlook, Excel, and Access, Microsoft Office Expert in Word, Excel, and Access, Microsoft Office Master, EverFi Financial Literacy, Hunter Safety, Urban Forestry Technician, Landscape Management Technician, Automotive Service Excellence, SERV-SAFE, JROTC, Certified Nurse Assistant, Certified Patient Care Technician, LifeGuarding and Certified Pharmacy Technician.

Russellville High School partners with the Franklin County Career Technical Center to provide programs to their students that are not offered at the FCCTC. RHS students are also encouraged to take courses through the FCCTC if they are not offered at our campus. Transportation is provided for students wanting to take these courses.

Over the next three years, Russellville High School will strive to increase course offerings through digital learning, provide instruction in character development and mentoring opportunities, pursue student academic growth, and increase school partnerships with the community.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Russellville High School has a rich tradition of excellence that permeates all activities, both extracurricular and academic. This tradition has motivated our students to achieve beyond their contemporaries in schools with similar demographics. The community is very involved in all aspects of the school, which is evidenced by strong support of our extracurricular and curricular event attendance to include such activities as sporting events, engineering competition and scholars' bowl.

In 2016, Russellville City Schools used results from over 1,100 surveys to identify top stakeholder priorities. From these priorities, a strategic plan was created to carryout the mission, vision, and beliefs of Russellville City Schools. The vision of Russellville City Schools is to be recognized as a leader in our state for excellence in academic growth. We will reach all students through relationships, character building, and strong community involvement, while providing first class facilities, technologies, and engaging educational experiences. To ensure that the strategic plan is followed, RCS partnered with Envisio to track real-time performance outcomes and improvement opportunities for evidence based decision-making. RCS Strategic Plan goals are incorporated into the RHS Continuous Improvement Plan each year to ensure the stakeholder goals remain our focus.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Instructional Leadership team at Russellville High School served an integral role in the planning for continuous improvement. The Instructional Leadership Team included a diverse group of stakeholders including school administrators, faculty, parents, and community members. The Instructional Leadership Team collected the data, reviewed, disaggregated, and analyzed the data to discover strengths, weaknesses, and trends. To accommodate the schedules of our stakeholders, the Instructional Leadership team held an after school meeting to review the data, identify and discuss strengths, weaknesses, and trends as well as organize ideas and suggestions for setting improvement goals. After the initial meeting, the Instructional Leadership Team refined the achievement goals based upon the aforementioned data, which became the focus of the Continuous Improvement Plan. The Instructional Leadership Team held a second after school meeting to finalize and solidify the improvement goals and identify strategies for accomplishing those goals. These improvement strategies are outlined in our CIP and are communicated to our stakeholders through meetings and the school website, and a mid-year meeting is conducted to review and revise continuous improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Instructional Leadership Team was comprised of administrators, faculty, parents, student and community members. Faculty members consisted of classroom teachers in each core academic subject areas as well as career-technical and foreign language subjects. Additional faculty members included in the team were the special education teacher and EL teacher. Parents and community members were also involved in the Instructional Leadership Team and served an instrumental role in the planning process. Each member of the team was involved in the development of the Continuous Improvement Plan through reviewing the data, identifying strengths, weaknesses, and trends, and determining goals and strategies for continuous improvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final Continuous Improvement Plan is shared with the Russellville City School Board of Education for their approval. The final CIP is shared with school faculty members through faculty/departmental meetings, professional development opportunities, and online communication tools including email and the school's website. The CIP is made available to additional stakeholders through the school's website and in several onsite school locations including the front office. Interpreters are available to communicate plans and activities to parents as well as individual student academic achievement results.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		CIP Meeting Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

All ACT Aspire Student Growth was significantly above target according to the ACT Aspire Student Growth Percentiles: District Report from ACT Aspire. This growth is measured from 8th to 10th grade.

Math target growth was 1.8 and RHS had a 6.2 Mean Score Gain.
Reading target growth was 0.1 and RHS had a 2.5 Mean Score Gain.
English target growth was 2.6 and RHS had a 1.3 Mean Score Gain.
Science target growth was 1.1 and RHS had a 1.9 Mean Score Gain.
Writing target growth was 1.0 and RHS had a 2.9 Mean Score Gain.

Describe the area(s) that show a positive trend in performance.

ACT Aspire Proficiency has shown a positive trend in Math, Reading, Science, English, and Writing.

AP Passing scores improved by 122%. This has been a steady positive trend from 16, to 27, to 60 qualifying scores over the last three years.

Total AP Course Enrollments have also shown a steady increase from 122, to 351, to 385.

RCS CTE Credentialing has shown a positive trend in the number of credentials students have earned. Credentialing has increased by 29% this year. Agriculture credentials increased by 5%, Business Management by 9%, and Health Science by 6%.

Which area(s) indicate the overall highest performance?

10th Grade ACT Aspire Reading and Writing scores were the highest overall performance. RHS National Percentile Rank was 53% in Reading and 54% in Writing.

AP Language had the highest number of passing scores on the AP test. 20 students received a qualifying score (3,4 or 5) in Language. 17 students received a qualifying score in AP US History.

11th Grade ACT scores were highest in English. The average English score was 17.8. This is also the closest score we had to the state average of 17.9.

Which subgroup(s) show a trend toward increasing performance?

White students showed a .7 pt gain in 11th Grade ACT Composite scores.

White Math scores on the ACT Aspire have consistently grown over the last three years from 18 percent proficient, to 21 percent proficient, to 28 percent proficient.

Between which subgroups is the achievement gap closing?

Based on ACT Aspire Data for 10th Grade students:

The achievement gap in Science between White and Hispanic students is closing. The gap was 21 percent in 15/16 and is a 11 percent gap in 16/17.

The achievement gap in Science is closing between White and Black students. The gap was 32 percent in 15/16 and is 22 percent in 16/17.

The achievement gap in Reading has decreased 3 percent between White and Black students and 14 percent between White and Hispanic students.

The achievement gap in English has decreased 5 percent between White and Hispanic students.

Which of the above reported findings are consistent with findings from other data sources?

ACT and ACT Aspire data both show low proficiency in Math.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

11th Grade ACT scores are below the state average. Reading and Math have the lowest mean score of 17.5.

10th Grade ACT Aspire scores show that only 21% of students are proficient (exceeding or ready) in Math.

Describe the area(s) that show a negative trend in performance.

The average 11th grade ACT Composite score decreased by .1. The Black/African American median score decreased by .8 and the Hispanic / Latino score decreased by 1.0.

Which area(s) indicate the overall lowest performance?

The overall lowest performance on the 10th Grade ACT Aspire was Math. 21% of 10th Grade students are proficient in Math based on the ACT Aspire.

Which subgroup(s) show a trend toward decreasing performance?

After analyzing 11th Grade ACT Aspire data, we separated scores into the top half and bottom half and analyzed growth. Students in the top half grew in all areas but Science. Students in the bottom half only grew in Writing. The largest decrease was shown in students in the bottom half of the ACT percentiles. These students dropped 8% in Science.

10th Grade ACT Aspire data revealed a decrease in performance in the following areas:

Black / African American -2% in English.

White -2% in Science.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between Black and White students in English has consistently grown over the previous three years from a 37 percent gap, to a 52 percent gap, to a 61 percent gap.

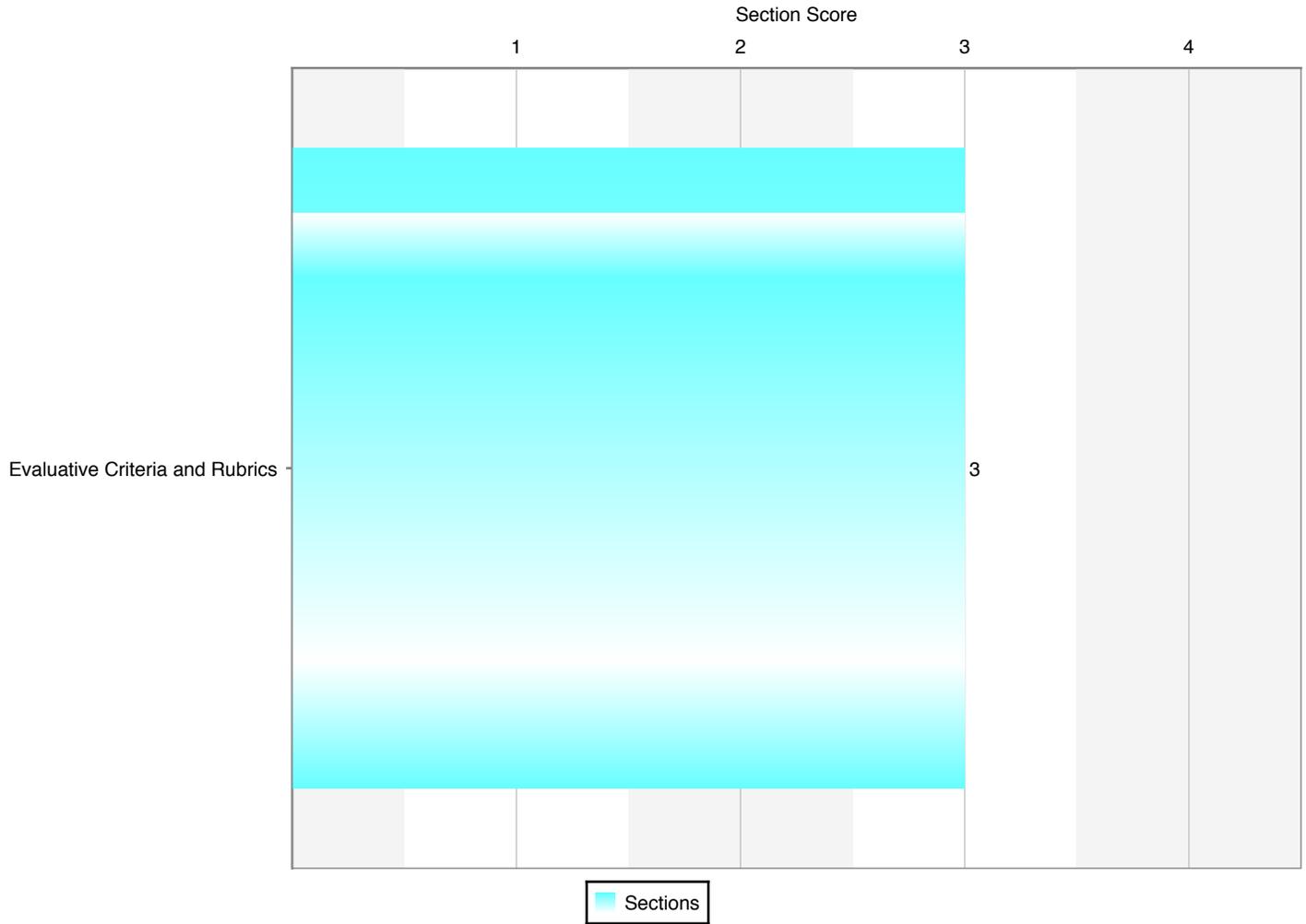
The gap in Math has also continued to widen between Black and White students and Hispanic and White students. The Black to White gap has moved from 9, to 21, to 28 percent. The Hispanic to White gap has moved from 10, to 14, to 15 percent.

Which of the above reported findings are consistent with findings from other data sources?

NA

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Name Roll Jason Goodwin Administrator Natalie Bendall Administrator Tiffany Warhurst Counselor Anna Kay Holland Career Tech Kim Burney History Kim Ergle Math Jermaine Groce Special Education Gabe Willis Science Derek Ergle At-Risk Susan DeArman English April Daniel Parent Kristy Gist Parent Kelly Barnett Parent Chris Moon Parent Sydney Medley Student	CIP Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		RCS Assurance

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Heath Grimes RCS Superintendent 1945 Waterloo Road Russellville, AL 35653 256-331-2000	RCS Assurance

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parent and Family Engagement Policy and Plan are attached.	Parent and Family Engagement RCS

ACIP

Russellville High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Russellville High School is not a Title I School.	

17/18 RHS CIP

Overview

Plan Name

17/18 RHS CIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All limited English proficient students will show adequate progress in English language acquisition.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$38889
2	All students at Russellville High School will be educated in a positive learning environment that is a safe, drug free, disciplined, conducive to learning, and the supports student academic achievement and builds positive relationships.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1500
3	RHS will increase the number of enrollments in virtual courses.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$19500
4	All students will be College and Career Ready	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$580

Goal 1: All limited English proficient students will show adequate progress in English language acquisition.

Measurable Objective 1:

100% of English Learners students will demonstrate student proficiency (pass rate) or show adequate progress in English language acquisition in English Language Arts by 05/25/2018 as measured by the ACCESS for ELL's..

Strategy 1:

Tutoring and Support for EL Students - Provide tutoring and other focused supplemental supports for students who are not proficient in English

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Newcomer Program Program and Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ certified personnel to provide tutoring and other focused supplemental supports through a Newcomer program for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting. A Newcomer program is a need for our system due to increased enrollment of secondary students with limited English or native language literacy skills and limited formal education. The Newcomer academy is a transitional program designed to meet the exclusive needs of newcomer students in the context of a nurturing and supportive educational environment. Funding amount includes partial EL Teacher Salary and Benefits.	Academic Support Program	08/01/2016	05/31/2018	\$38889	Title III	Administration
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer tutors are assigned to struggling students in various content areas based upon need and availability to work with students during elective periods. Peer tutors are also used at RMS to aide in translating lessons.	Tutoring, Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Peer tutor sponsor, classroom teachers, peer tutors

Strategy 2:

Co-Teaching - EL instructor will co-teach lessons with core teachers. Co-teaching will promote effective instruction in inclusive classrooms and will be implemented to provide support for students with language barriers.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Scruggs, T., Mastropieri, M., & McDuffie, K. (2007). Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. Council for Exceptional Children, 73(4), 392-416. Retrieved September 18, 2017.

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School schedules will be created to facilitate co-teaching of classes.	Academic Support Program	07/01/2017	08/31/2017	\$0	No Funding Required	Tiffany Warhurst

Goal 2: All students at Russellville High School will be educated in a positive learning environment that is a safe, drug free, disciplined, conducive to learning, and the supports student academic achievement and builds positive relationships.

Measurable Objective 1:

collaborate to continue the RHS PRIDE mentoring program is to encourage students to take an active part in RHS. We want students to be proud of Russellville High School and represent it with a positive attitude, respect, integrity, determination, and excellence. by 05/25/2018 as measured by observing the culture at RHS and student surveys.

Strategy 1:

Mentoring Program -

Through building relationships with our students, we will encourage these qualities in their lives.

RHS P.R.I.D.E. Fridays (First Friday of the Month during 3rd block)

Mentoring topics provided via presentations: Positive Attitude, Respect, Integrity, Determination, and Excellence

Faculty meeting presentations of the topics prior to meetings

Materials provided for exit slips after presentation

Category: Develop/Implement Professional Learning and Support

Activity - Scheduling R.H.S. Pride Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RHS P.R.I.D.E. Fridays (First Friday of the Month during 3rd block) will occur each month for teachers to implement the PRIDE Mentoring program.	Behavioral Support Program, Extra Curricular	10/07/2016	05/25/2018	\$0	No Funding Required	Mrs. Bendall

ACIP

Russellville High School

Activity - Teen Leadership Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Organize scheduling to include a Teen Leadership course for all 9th grade students.	Academic Support Program	07/01/2017	08/04/2017	\$0	Other	Counselor and Administration

Activity - Teen Leadership Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify two faculty members to participate in Teen Leadership training over the summer. This curriculum will then be implemented through the new Teen Leadership course.	Professional Learning	07/01/2017	07/31/2017	\$1500	Other	Administration

Goal 3: RHS will increase the number of enrollments in virtual courses.**Measurable Objective 1:**

increase student growth by showing a 20 percent increase in the number of students that successfully complete a virtual course by 05/25/2018 as measured by successful completion of virtual school course enrollments.

Strategy 1:

Marketing - Materials will be created / purchased to market options for virtual school courses.

Category: Align Fiscal Resources

Activity - RHS Student Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online course recruitment materials will be placed in student folders and sent home with students.	Recruitment and Retention	01/01/2018	02/28/2018	\$1000	District Funding	Administration and Counselors

Strategy 2:

Professional Development - RHS faculty will participate in professional development that familiarizes them with the Edmentum Virtual Course Platform and course offerings.

Category: Develop/Implement Professional Learning and Support

Activity - Edmentum Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core content teachers and career tech teachers will participate in Edmentum Virtual School training.	Professional Learning	08/01/2017	08/31/2017	\$0	No Funding Required	Administration

Strategy 3:

Online Course Expansion - Expand online course offerings through the purchase of Edmentum.

Category: Align Fiscal Resources

Activity - Edmentum Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Edmentum online courseware to expand virtual course offerings.	Technology	07/01/2017	09/30/2017	\$18500	State Funds	Administration

Goal 4: All students will be College and Career Ready

Measurable Objective 1:

A 2% increase of Twelfth grade students will achieve college and career readiness by successfully completing a career readiness indicator in Career & Technical by 06/30/2018 as measured by college and career indicator attainment.

Strategy 1:

Data Driven Instruction - Core teachers will participate in professional learning data meetings focused on data driven instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: James-Ward, C., & Abuyen, J. (2015). McREL Leadership Responsibilities Through the Lens of Data: The Critical Nine. Global Education, 2(3), 82-93.

Retrieved September 25, 2017, from <http://files.eric.ed.gov/fulltext/EJ1074111.pdf>

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in three data meetings focused on Edmentum formative assessment data.	Professional Learning	08/14/2017	04/27/2018	\$0	State Funds	Administration

Activity - Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will track student data on formative assessment using customized data trackers for each core test in Edmentum.	Behavioral Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Administration and Core Faculty

Strategy 2:

Career Tech Credentialing - Career Technical teachers will participate in professional development relating to credentialing in their cluster.

Category: Develop/Implement Professional Learning and Support

Activity - ServeSafe Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family and Consumer Science teacher will participate in ServeSafe Credential professional development.	Professional Learning	09/01/2017	12/01/2017	\$400	Perkins	CTE Director and Instructor

ACIP

Russellville High School

Activity - Today's Class Software Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Auto Tech instructor will participate in Today's Class software and resources training to be able to utilize this curriculum in his classroom.	Professional Learning	09/18/2017	09/18/2017	\$180	Perkins	CTE Director and Auto Tech Instructor
Activity - Career Awareness Expansion K-12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Counselors and Career Tech Director will collaborate to align RCS district efforts around college and career readiness to support students' discovery of career interests, exploring pathways and making plans to enter the workforce.	Career Preparation/Orientation, Community Engagement	09/01/2017	02/28/2018	\$0	Other	Career Tech Director and K-12 Counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teen Leadership Training	Identify two faculty members to participate in Teen Leadership training over the summer. This curriculum will then be implemented through the new Teen Leadership course.	Professional Learning	07/01/2017	07/31/2017	\$1500	Administration
Teen Leadership Course	Organize scheduling to include a Teen Leadership course for all 9th grade students.	Academic Support Program	07/01/2017	08/04/2017	\$0	Counselor and Administration
Career Awareness Expansion K-12	K-12 Counselors and Career Tech Director will collaborate to align RCS district efforts around college and career readiness to support students' discovery of career interests, exploring pathways and making plans to enter the workforce.	Career Preparation/Orientation, Community Engagement	09/01/2017	02/28/2018	\$0	Career Tech Director and K-12 Counselors
Total					\$1500	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Newcomer Program Program and Practices	Employ certified personnel to provide tutoring and other focused supplemental supports through a Newcomer program for students who have little or no English or native language literacy and academic achievement in addition to our core curriculum which is taught in the regular classroom setting. A Newcomer program is a need for our system due to increased enrollment of secondary students with limited English or native language literacy skills and limited formal education. The Newcomer academy is a transitional program designed to meet the exclusive needs of newcomer students in the context of a nurturing and supportive educational environment. Funding amount includes partial EL Teacher Salary and Benefits.	Academic Support Program	08/01/2016	05/31/2018	\$38889	Administration
Total					\$38889	

State Funds

ACIP

Russellville High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings	Teachers will participate in three data meetings focused on Edmentum formative assessment data.	Professional Learning	08/14/2017	04/27/2018	\$0	Administration
Edmentum Purchase	Purchase Edmentum online courseware to expand virtual course offerings.	Technology	07/01/2017	09/30/2017	\$18500	Administration
Total					\$18500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RHS Student Folders	Online course recruitment materials will be placed in student folders and sent home with students.	Recruitment and Retention	01/01/2018	02/28/2018	\$1000	Administration and Counselors
Total					\$1000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ServeSafe Training	Family and Consumer Science teacher will participate in ServeSafe Credential professional development.	Professional Learning	09/01/2017	12/01/2017	\$400	CTE Director and Instructor
Today's Class Software Training	Auto Tech instructor will participate in Today's Class software and resources training to be able to utilize this curriculum in his classroom.	Professional Learning	09/18/2017	09/18/2017	\$180	CTE Director and Auto Tech Instructor
Total					\$580	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edmentum Training	Core content teachers and career tech teachers will participate in Edmentum Virtual School training.	Professional Learning	08/01/2017	08/31/2017	\$0	Administration
Peer Tutoring	Peer tutors are assigned to struggling students in various content areas based upon need and availability to work with students during elective periods. Peer tutors are also used at RMS to aide in translating lessons.	Tutoring, Academic Support Program	08/01/2016	05/31/2018	\$0	Peer tutor sponsor, classroom teachers, peer tutors
Data Tracking	Core teachers will track student data on formative assessment using customized data trackers for each core test in Edmentum.	Behavioral Support Program	09/01/2017	05/25/2018	\$0	Administration and Core Faculty

ACIP

Russellville High School

Scheduling R.H.S. Pride Fridays	RHS P.R.I.D.E. Fridays (First Friday of the Month during 3rd block) will occur each month for teachers to implement the PRIDE Mentoring program.	Behavioral Support Program, Extra Curricular	10/07/2016	05/25/2018	\$0	Mrs. Bendall
Scheduling	School schedules will be created to facilitate co-teaching of classes.	Academic Support Program	07/01/2017	08/31/2017	\$0	Tiffany Warhurst
Total					\$0	

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	41.25

Provide the number of classroom teachers.

41.55

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2223759.0

Total

2,223,759.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	103693.0

Total

103,693.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	83524.0

Total

83,524.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	100370.0

Total

100,370.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54822.0

Total

54,822.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	9677.0

Total

9,677.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3548.0

Total

3,548.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	2.0

Provide the number of EL Teachers.

2

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	151958.56

Total

151,958.56

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19284.0

Total

19,284.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1393.0

Total

1,393.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	36607.99

Provide a brief explanation and a breakdown of expenses.

Class size reduction: Mallory Smith, 31207.99

Professional Development Subs: 2700.00

Professional Development: 2700.00

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	38578.53

Provide a brief explanation and a breakdown of expenses.

EL Teacher (.5 fte) \$37,578.53

Newcomers Academy: Mrs. M. Lazo

Professional Development Subs: 1000.00

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	3175.5

Provide a brief explanation and a breakdown of expenses.

Professional Development

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	33923.0

Provide a brief explanation and breakdown of expenses.

Allocation: 33,923.00

Equipment Health Care Science: 5,000

Equipment Family and Consumer Science: 5,000

Computers: 7,923

Credentialing: 0

Compliance (Printing) Non Trad Issues (Recruitment): 3400

Professional Development: 9200

Professional Dues: 1800

Admin Travel: 1600

Total: 33,923

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	33923.0

Provide a brief explanation and breakdown of expenses.

See previous

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	1.0

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	1212998.0

Provide a brief explanation and breakdown of expenses.

Personnel and Benefits: 876998

Utilities: 263500

Supplies: 32500

Repairs / Maintenance: 8000

Other: 32000