



ACIP

Russellville High School

Russellville City Board of Education

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Executive Summary

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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.

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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 school house 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. Last year the high school reported a 2% turnover in teacher nonrenewal and 4% attrition due to retirement. The faculty holds themselves to unwritten accountability standards, showing a 95% attendance rate for last year with 83% of our faculty having more than five years of teaching experience. Of the forty-five faculty members, 70% hold a masters degree or higher with 30% holding bachelors degree and all meet Highly Qualified certifications.

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. In so doing, it is the custom of Russellville City Schools that the school administration is also held accountable for new teacher orientation to the school, their mentorship, and professional development.

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 70% Caucasian, 23% 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. In spite of the challenges of increased EL population and an increase in student participation in the Free and Reduced Lunch Program, RHS has made Adequate Yearly Progress as prescribed by No Child Left Behind. The immediate future also brings other challenges such as implementing the College and Career Ready Standards (CCRS) in math this year and preparing to implement CCRS in English next year.

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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.

It is the purpose of Russellville High School to adequately prepare all students for useful, productive lives by providing the following:

- (a) a safe environment conducive to learning,
- (b) a diverse curriculum that incorporates current technology, media, and multicultural experiences,
- (c) a program of guidance and counseling that will enable students to realistically assess their capabilities and limitations and set goals accordingly,
- (d) opportunities for students to engage in extracurricular activities and creative learning experiences in order to encourage intellectual, physical, and emotional growth,
- (e) experiences that encourage democratic skills and decision making,
- (f) and awareness of the global economy and future career projections.

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, 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 92 different academic and career technical 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 23 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 activities to include football, basketball, baseball, softball, volleyball, cheerleading, JROTC, tennis 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.

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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.

One of the most notable achievements of the school includes the expansion of our Career Technical offerings, as well as, Dual Enrollment, Advanced Placement, and Pre-AP courses containing both career technical and academic courses. We have incorporated a certificated welding and a cosmetology program through a collaborative effort between the school and our local junior college to offer college and high school credits as well as certificates leading to licensure for those students completing these programs. We also have dual enrollment courses in the academic realm that include psychology, biology 101/102, and English 103/104. Those 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.

The school has plans to further expand our Advanced Placement and dual enrollment course offerings to include more of the social sciences and mathematics. We are also planning to streamline our academic and career technical courses to offer graduation endorsements as part of a high school medical academy and engineering academy. Students finishing these programs will have the skills needed to succeed in the field of medicine and engineering as they transition to institutions of higher learning.

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 custom 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, robotics competition and scholars' bowl.

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Improvement Plan Stakeholder Involvement

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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.

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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 and scrupulously 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 and community members. Faculty members consisted of classroom teachers in each core academic subject area (math, science, English, history) as well as career-technical and foreign language subjects. Additional faculty members included in the team were the At-Risk 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 actively 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

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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.

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Student Performance Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	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?

n/a

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

Data from the ACT from the junior class of 2015 indicated an increase in the percentage of students who met the benchmark scores in subject areas of English, Math, Reading indicating the percentage of students who are college ready has improved.

Which area(s) indicate the overall highest performance?

Data indicated that English was the overall highest performing area. In the PLAN test given to 10th grade students, 45% of the students scored at or above the benchmark. According to ACT results, 40.1% of the 11th grade students scored at or above benchmark. The results of the ACT for the graduating class of 2015 indicated that 41% of the students scored at or above benchmark.

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

Data from the ACT from the graduating class of 2015 indicated an increase in average scores in the Black/African American population in science as well as the female gender displaying increases in subject areas of Reading, Science, and the composite ACT score.

Data from the PLAN in 2015 indicated increased scores in all subject areas for the Asian population, as well as, score increases in Reading, Science, and the composite score for both the Hispanic population and the Black/African American population.

Between which subgroups is the achievement gap closing?

Results of the PLAN, ACT, and the data from the ACT for the graduating class of 2015 show the achievement gap between Black/African American and Hispanic subgroups is closing.

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

Data from the PLAN, ACT, and the ACT for graduating seniors of 2015 all indicated that English is the highest performing area.

Areas in Need of Improvement

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

Data from the PLAN assessment indicated that scores decreased English, Math, Science, and Reading.

Data from the ACT indicated that 21% met the benchmark in reading as compared to the state average of 34%.

Data from the ACCESS assessment indicated that 86% of 9th grade students scored in levels 1-3 in the overall score category.

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

The male population decreased in average score in all areas of the PLAN (English, Math, Reading, Science, and Composite).

Which area(s) indicate the overall lowest performance?

ACT data from the Graduating Class of 2015 indicated that 7% of students met all four ACT benchmark scores as compared to the state average of 16%.

Data from the PLAN indicated the lowest average score was 14.2 which was in the area of English.

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

The White population average score decreased in all areas on the PLAN (English, Math, Reading, Science, and Composite).

The male population average score decreased in all areas on the PLAN.

Data from the ACT for graduating seniors of 2105 indicated that the male population decreased in the areas of English, Math, Reading, Science, and Composite score.

Between which subgroups is the achievement gap becoming greater?

Data from the ACT indicated that the average score for the Black/African American population is significantly lower in the area English as compared with the White population.

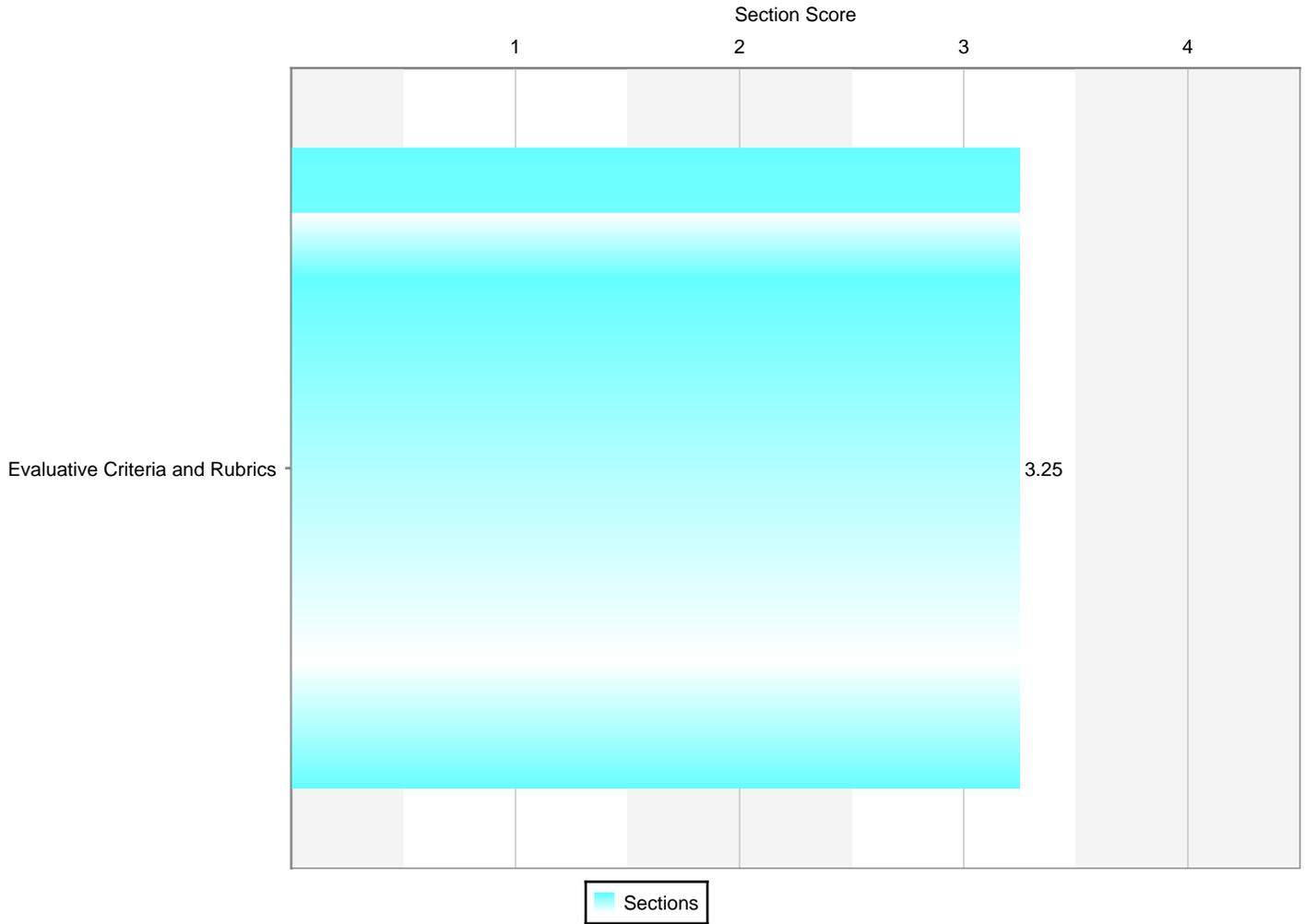
Which of the above reported findings are consistent with findings from other data sources?

Data from the ACT for graduating seniors in 2015 indicated that the White, Hispanic, and Black/African American population decreased in four areas.

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Report Summary

Scores By Section



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ACIP Assurances

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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.

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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, ELL, 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		ACIP sign-in sheets

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		Superintendent Grimes's Signature

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		Superintendent Grimes's Signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Russellville High School is not a Title I School	

ACIP 2015-2016

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Overview

Plan Name

ACIP 2015-2016

Plan Description

2015-2016

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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 students will reach College and/or Career Readiness Standards	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$109195
2	All students will improve learning through the use of technology.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$60000
3	All limited English proficient students will show adequate progress in English language acquisition.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$14640
4	All students at Russellville High School will be educated in a learning environment that is a safe, drug free, disciplined, conducive to learning, and the supports student academic achievement in the least restrictive environment.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$1500
5	By providing increased academic opportunities through pre-AP courses, students enrolled in pre-AP courses will be better prepared through an enhanced curriculum to become college and career ready.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$39100

Goal 1: All students will reach College and/or Career Readiness Standards

Measurable Objective 1:

A 3% increase of Twelfth grade students will demonstrate a proficiency on the Spring 2016 ACT WorkKeys Assessment in Career & Technical by 05/20/2016 as measured by the number of students scoring Level 4 (silver) or higher.

Strategy 1:

ACT standards alignment in Career Tech - Professional development for teachers to embed more ACT WorkKeys skills/standards into career tech courses- Teachers will be provided ongoing, high quality professional development at the school site to implement skills/activities from ACT KeyTrain into classroom instruction.

Category:

Activity - 1/2 Day Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Tech director will facilitate strategies to incorporate ACT WorkKeys standards into individualized career tech courses	Professional Learning	10/21/2015	04/20/2016	\$0	No Funding Required	Mike Powell, Tim Guinn, Jason Goodwin, Jeremy Clemmons, Mallory Kincaid, Alissa Moore

Activity - ACT KeyTrain	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After reviewing this year's senior class, it has been brought to our attention that 73 out of 165 seniors have not met one of the indicators. Therefore, we have decided to pull those particular students to the computer lab on the following dates: Oct 8, Oct 22, Nov 12, Nov 19, & Dec 10. The students will begin working through modules for the WorkKeys assessment that will be given in February. They will be working in an online program called KeyTrain.	Academic Support Program	10/08/2015	02/01/2016	\$0	No Funding Required	Tiffany Warhurst, Alissa Moore, Mimi Wood

Strategy 2:

Credentialing Activities for Career Tech - Provide support for Career Technical activities to meet the LEA state negotiated performance level for nontraditional completion

Category:

Activity - Activities to Publicize Career Tech Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Russellville High School

Purchase DVD's, program brochures, and recruitment activities and equipment to promote non-traditional fields of employment	Career Preparation/Orientation	06/08/2015	05/20/2016	\$19700	Perkins	Career Tech Director, Career Tech teachers
Activity - Support for Non-Traditional Employment Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide field trip opportunities for students to tour industry specific sites to promote non traditional fields of employment	Field Trip	08/13/2015	05/20/2016	\$2500	Perkins	Career Tech Director, Career Tech teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing professional development through affiliations to promote career technical opportunities for students	Professional Learning	06/01/2015	05/20/2016	\$10582	Perkins	Career Tech Director, Administration, Career Tech teachers

Measurable Objective 2:

A 2% increase of Eleventh grade students will demonstrate student proficiency (pass rate) on the Spring 2016 ACT w/ Writing State test in Mathematics by 05/20/2016 as measured by ACT Profile Reports .

Strategy 1:

Professional Development - Ongoing, high quality professional development will be presented to teachers, administrators, and the instructional coach to impact gaps in student achievement.

Category:

Activity - LTF & AP Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in summer and fall training in order to implement Advanced Placement and Pre-AP courses as part of the school curriculum	Academic Support Program	06/16/2015	05/20/2016	\$10000	District Funding	Administrators and content teachers
Activity - ACT prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT prep classes will be held for students who wish to attend in attempt to increase their success on upcoming ACT test. Teachers of specific courses will also utilize ACT prep materials in classroom instruction to improve student performance.	Academic Support Program	08/20/2015	05/20/2016	\$3000	State Funds	Administrators, instructional coach, teachers
Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math, science, history, and English teachers will meet on four occasions throughout the year to examine CCRS standards within their contents and vertically and horizontally align the standards in grades 6-12 to identify and correct achievement gaps	Academic Support Program	08/17/2015	05/20/2016	\$4000	District Funding	Administrator s, instructional coach, content teachers
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Strategy 2:

Reduce Class sizes - Hire highly qualified teachers in order to reduce class size

Category:

Activity - Hire Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ additional personnel to serve additional 185 students lowering the number of students served per teacher to 148	Class Size Reduction	08/13/2015	05/20/2016	\$59413	Title II Part A	Administration

Goal 2: All students will improve learning through the use of technology.**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in the use of online information gathering, analysis, and production in Career & Technical by 05/20/2016 as measured by the percentage of students meeting online digital learning environment requirements.

Strategy 1:

Technology Enriched Classrooms - All students will benefit from a broad range of educational opportunities and resources through the use of technology.

Category:

Activity - Monitor Implementation of Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	10/12/2015	04/15/2016	\$30000	State Funds	Tim Guinn, Jason Goodwin, Jeremy Clemmons, Joel Andrews

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will partner with the instructional leaders and instructional coach to receive professional development as well as embedded technology support to learn the use of digital instructional tools.	Academic Support Program	08/17/2015	05/20/2016	\$0	No Funding Required	Leadership team, instructional coach, district technology coordinator, teachers
Activity - Digital Learning Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will be provided instruction on the use of Chrome Books and Google Apps as well as the proper use of social applications. Chrome Books will be purchased as will the appropriate instructional software.	Academic Support Program	08/20/2015	05/20/2016	\$30000	State Funds	Leadership team, instructional coach, technology coordinator, classroom teachers

Goal 3: 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 05/20/2016 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:

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.	Academic Support Program	08/13/2015	05/20/2016	\$14640	Title III	Tim Guinn, Mrs. Evans, George Harper, and Claudia Askew

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.	Academic Support Program, Tutoring	08/13/2015	12/18/2015	\$0	No Funding Required	Peer tutor sponsor, classroom teachers, peer tutors

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Rosetta Stone program to close the deficiency gap with English Learners.	Academic Support Program	08/13/2015	05/20/2016	\$0	No Funding Required	EL teacher

Goal 4: All students at Russellville High School will be educated in a learning environment that is a safe, drug free, disciplined, conducive to learning, and the supports student academic achievement in the least restrictive environment.

Measurable Objective 1:

collaborate to update current policies and procedures to ensure the safety and well-being of students by 10/30/2015 as measured by updated policies and procedures.

Strategy 1:

Safety practices and procedures - Russellville High School will update current plans and implement practices to ensure students are at school and in a safe environment.

Category:

Activity - Tardy/Check-out Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A tardy and check-out policy will be implemented to reduce missed classroom time and period absences	Policy and Process	08/13/2015	05/20/2016	\$0	No Funding Required	Administration, attendance staff, teachers

Activity - Crisis Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RHS administration and teachers coordinate the crisis management plan review, revision, and brief to associated stakeholders.	Other - Safety practices	08/13/2015	10/30/2015	\$0	No Funding Required	RHS faculty and staff

Activity - Safety drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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RHS conducts timely safety drills during the mandated times while also documenting and correcting inappropriate behavior/procedures if needed.	Policy and Process	08/13/2015	05/20/2016	\$0	No Funding Required	Administration , teachers, SRO
Activity - Automated Call System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RHS administration will use School-Cast automated call system to inform parents with information related to school closure and school safety related events.	Other - Safety procedures, Parent Involvement	10/01/2015	05/20/2016	\$1500	District Funding	District Technology Coordinator, Administration , Secretary, Counselors

Goal 5: By providing increased academic opportunities through pre-AP courses, students enrolled in pre-AP courses will be better prepared through an enhanced curriculum to become college and career ready.

Measurable Objective 1:

collaborate to show a 10% increase in the students enrolled in pre-AP courses who obtain preparedness for college by 05/27/2016 as measured by results from the Russellville High School Curriculum Survey. The baseline percentage is 39.5 for this objective..

Strategy 1:

Pre-AP professional development - In order to implement an enhanced challenging curriculum, learning opportunities will be provided to administrators, the instructional coach, teachers, and students throughout the year.

Category:

Activity - Pre-AP Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will participate in Laying the Foundation (LTF) training pre-AP training to obtain lessons and strategies for engaging students through an enhanced curriculum	Professional Learning	06/16/2015	09/16/2015	\$10000	State Funds	Pre-AP teachers
Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will meet on four occasions throughout the year to vertically align standards within the new curriculum to prerequisite courses to ensure that no gaps exist within the standards	Professional Learning	11/04/2015	03/31/2016	\$3500	District Funding	Content teacher (math, science , English, history)

ACIP

Russellville High School

Activity - Pre-AP Student Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental curriculum material will be developed and printed for students' use in pre-AP courses to better engage students within the curriculum	Direct Instruction	09/30/2015	05/27/2016	\$10600	State Funds	Content teachers and students

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, the instructional coach, and teachers will participate in various professional development opportunities throughout the school year that focuses on improving instructional strategies to increase student growth and engagement.	Professional Learning	08/10/2015	05/27/2016	\$15000	District Funding	Administration , instructional coach, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hire Highly Qualified Teachers	Employ additional personnel to serve additional 185 students lowering the number of students served per teacher to 148	Class Size Reduction	08/13/2015	05/20/2016	\$59413	Administration
Total					\$59413	

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.	Academic Support Program	08/13/2015	05/20/2016	\$14640	Tim Guinn, Mrs. Evans, George Harper, and Claudia Askew
Total					\$14640	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT prep	ACT prep classes will be held for students who wish to attend in attempt to increase their success on upcoming ACT test. Teachers of specific courses will also utilize ACT prep materials in classroom instruction to improve student performance.	Academic Support Program	08/20/2015	05/20/2016	\$3000	Administrators, instructional coach, teachers
Pre-AP Teacher Training	Select teachers will participate in Laying the Foundation (LTF) training pre-AP training to obtain lessons and strategies for engaging students through an enhanced curriculum	Professional Learning	06/16/2015	09/16/2015	\$10000	Pre-AP teachers

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Monitor Implementation of Technology Use	Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	10/12/2015	04/15/2016	\$30000	Tim Guinn, Jason Goodwin, Jeremy Clemmons, Joel Andrews
Pre-AP Student Modules	Supplemental curriculum material will be developed and printed for students' use in pre-AP courses to better engage students within the curriculum	Direct Instruction	09/30/2015	05/27/2016	\$10600	Content teachers and students
Digital Learning Experience	Students and teachers will be provided instruction on the use of Chrome Books and Google Apps as well as the proper use of social applications. Chrome Books will be purchased as will the appropriate instructional software.	Academic Support Program	08/20/2015	05/20/2016	\$30000	Leadership team, instructional coach, technology coordinator, classroom teachers
Total					\$83600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will partner with the instructional leaders and instructional coach to receive professional development as well as embedded technology support to learn the use of digital instructional tools.	Academic Support Program	08/17/2015	05/20/2016	\$0	Leadership team, instructional coach, district technology coordinator, teachers
Crisis Management Plan	RHS administration and teachers coordinate the crisis management plan review, revision, and brief to associated stakeholders.	Other - Safety practices	08/13/2015	10/30/2015	\$0	RHS faculty and staff
Tardy/Check-out Policy	A tardy and check-out policy will be implemented to reduce missed classroom time and period absences	Policy and Process	08/13/2015	05/20/2016	\$0	Administration, attendance staff, teachers
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.	Academic Support Program, Tutoring	08/13/2015	12/18/2015	\$0	Peer tutor sponsor, classroom teachers, peer tutors
Rosetta Stone	Utilize Rosetta Stone program to close the deficiency gap with English Learners.	Academic Support Program	08/13/2015	05/20/2016	\$0	EL teacher

ACIP

Russellville High School

ACT KeyTrain	After reviewing this year's senior class, it has been brought to our attention that 73 out of 165 seniors have not met one of the indicators. Therefore, we have decided to pull those particular students to the computer lab on the following dates: Oct 8, Oct 22, Nov 12, Nov 19, & Dec 10. The students will begin working through modules for the WorkKeys assessment that will be given in February. They will be working in an online program called KeyTrain.	Academic Support Program	10/08/2015	02/01/2016	\$0	Tiffany Warhurst, Alissa Moore, Mimi Wood
1/2 Day Professional Development	Career Tech director will facilitate strategies to incorporate ACT WorkKeys standards into individualized career tech courses	Professional Learning	10/21/2015	04/20/2016	\$0	Mike Powell, Tim Guinn, Jason Goodwin, Jeremy Clemmons, Mallory Kincaid, Alissa Moore
Safety drills	RHS conducts timely safety drills during the mandated times while also documenting and correcting inappropriate behavior/procedures if needed.	Policy and Process	08/13/2015	05/20/2016	\$0	Administration, teachers, SRO
Total					\$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Ongoing professional development through affiliations to promote career technical opportunities for students	Professional Learning	06/01/2015	05/20/2016	\$10582	Career Tech Director, Administration, Career Tech teachers
Support for Non-Traditional Employment Opportunities	Provide field trip opportunities for students to tour industry specific sites to promote non traditional fields of employment	Field Trip	08/13/2015	05/20/2016	\$2500	Career Tech Director, Career Tech teachers
Activities to Publicize Career Tech Programs	Purchase DVD's, program brochures, and recruitment activities and equipment to promote non-traditional fields of employment	Career Preparation/Orientation	06/08/2015	05/20/2016	\$19700	Career Tech Director, Career Tech teachers
Total					\$32782	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Russellville High School

Professional Development	Administrators, the instructional coach, and teachers will participate in various professional development opportunities throughout the school year that focuses on improving instructional strategies to increase student growth and engagement.	Professional Learning	08/10/2015	05/27/2016	\$15000	Administration , instructional coach, teachers
LTF & AP Teacher Training	Teachers will participate in summer and fall training in order to implement Advanced Placement and Pre-AP courses as part of the school curriculum	Academic Support Program	06/16/2015	05/20/2016	\$10000	Administrators and content teachers
Automated Call System	RHS administration will use School-Cast automated call system to inform parents with information related to school closure and school safety related events.	Other - Safety procedures, Parent Involvement	10/01/2015	05/20/2016	\$1500	District Technology Coordinator, Administration , Secretary, Counselors
Vertical Team Meetings	Content teachers will meet on four occasions throughout the year to vertically align standards within the new curriculum to prerequisite courses to ensure that no gaps exist within the standards	Professional Learning	11/04/2015	03/31/2016	\$3500	Content teacher (math, science , English, history)
Vertical Team Meetings	Math, science, history, and English teachers will meet on four occasions throughout the year to examine CCRS standards within their contents and vertically and horizontally align the standards in grades 6-12 to identify and correct achievement gaps	Academic Support Program	08/17/2015	05/20/2016	\$4000	Administrators, instructional coach, content teachers
Total					\$34000	

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	38.07	46.0	2,331,156.00
Administrator Units	1.00	1.0	108,000.00
Assistant Principal	1.00	2.0	153,929.00
Counselor	1.50	2.0	128,235.00
Librarian	1.00	1.0	52,701.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,715.00
Professional Development	0.00	0	2,715.00
State ELL Funds	0.00	0.5	13,187.00
Instructional Supplies	0.00	0	15,912.00
Library Enhancement	0.00	0	905.00
Totals			2,809,455.00

DRAFT

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.

Not Applicable

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not Applicable

DRAFT

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	61413.24

Provide a brief explanation and a breakdown of expenses.

Salary & Benefits for CSR unit

1.0 FTE for Mallory Garrison math unit (\$59,413.24)

185 students served with addition of CSR unit number reduced to 148

Professional Development (\$2000.00)

DRAFT

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	14640.4

Provide a brief explanation and a breakdown of expenses.

Salary & Benefits for Personnel

.50 FTE Debbie Evans Retiree/Part-time EL

DRAFT

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not Applicable

DRAFT

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not Applicable

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	32782.0

Provide a brief explanation and breakdown of expenses.

Career Tech- Perkins
Equipment- 16,300.00
Field Trips- Non Grad Issues 2500.00
Compliance- Printing & Recruitment 3400.00
Professional Development- 7788.00
Professional Dues- 1155.00
Administrative Professional Development- 1639.00

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Not Applicable

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.

Not Applicable

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Local Funds

Label	Question	Value
1.	Provide the total	965144.0

Provide a brief explanation and breakdown of expenses

Personel & Benefits- 788,498

Utilities- 129,846

Supplies- 31,000

Other- 15,800

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