



## **ACIP**

**Russellville Elementary School**

**Russellville City Board of Education**

Mrs. Kristie G Ezzell, Principal  
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Russellville, AL 35653-4222

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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?**

Russellville City Schools, located in beautiful northwest Alabama, prides itself on being unique. Serving as a beacon of the community, our system has proven to be unshakable in its efforts to successfully educate the children in our district. Russellville Elementary School, within this district, is a place where students succeed. It is a place where administrators, teachers, support staff, and students work together everyday to be successful. There are many programs and efforts, both formal and informal, which make RES a successful school. Much of our success should be attributed to the overall professional, cooperative attitudes of the teachers and administration.

Currently, Russellville Elementary is home to 549 third through fifth graders. Of these students, 53% are Caucasian, 37% are Hispanic, 8% are African American, and 1% are other ethnicities. Russellville Elementary students are taught by 41 certified and highly qualified teachers. The school also employs 2 administrators, 15 support staff, 1 nurse, and 1 school resource officer.

In recent years a new population of migrant and permanent Hispanic workers has given rise to the challenge of teaching students for whom English is a second language. While some schools might waver at this daunting task, Russellville Elementary has become the epitome of success since being thrust in this new direction.



## 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.**

The purpose of Russellville City Schools, a system built on a tradition of excellence, serving a diverse population, is to prepare students to be capable and productive citizens in a changing and demanding society through a variety of learning experiences designed to reach the potential of all students.

The mission of Russellville Elementary School (RES) is to encourage students to be confident, knowledgeable, responsible, and productive citizens in a diverse, ever-changing world. Our school mission statement, "Pursuing Excellence, Impacting the lives of students, our community, our world" The school's vision reflects that our system will be recognized as a leader in our state for excellence in academic growth. It also says we will reach all students through relationships, character building, and strong community involvement, while providing first class facilities, technologies, and engaging educational experiences. The mission and vision pictures are displayed throughout our school to instill a sense of pride and focus on our purpose and mission. RES believes that students, their learning, and their needs take top priority. Each student is recognized as a valued individual. Russellville Elementary faculty and staff strive to enhance student learning through active participation and instructional variety. Recent parent surveys show that 95% of parents agree that their child's teachers use a variety of teaching strategies and learning activities. These findings, along with the 94% of parents who agree that RES has high expectations for students in all classes, support that the focus at RES is on teaching and learning. Importance is also placed on enhancing each students' self-esteem while providing a safe and comfortable learning environment. Recently, this focus has taken a new direction in the form of bully identification, education, and awareness.

In order to respond to the changing educational needs of students, it is essential to continually assess educational programs and to look critically at all factors that impact student learning. Our plan for continuous improvement includes compilation of many pieces of student, faculty, and parent data. A comprehensive review of this data is completed by staff and stakeholders to identify areas of strength and weakness. A plan for improvement is then put in place to ensure student learning is always our top priority. This plan is revisited monthly and data review is ongoing through out the school year. Our school system uses the Strategic Plan to help recognize the needs of our students and the needs of our community in making sure our student's education is a priority. We work each month through Envisio updates to ensure that we are moving towards reaching the goals set forth in our Strategic Plan. At Russellville Elementary School we have designed an Action Plan in order to meet the needs of our students and teachers.

## 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.**

At Russellville Elementary School, children are taught in a setting where teachers are willing to ask questions, get outside the current mindset, and be open to new ideas and solutions. Through quality instruction, we prepare our students to meet future challenges by providing them a well-rounded educational experience. Much of our success can be attributed to the overall professional, cooperative attitudes of the teachers and administrators. In addition to the admirable commitment and professionalism of our teachers, there are several other attributes to our success. These include the English Learner Program, intervention programs, professional development opportunities, and technology integration in the classroom.

The recent influx of migrant and permanent Hispanic workers has given rise to the challenge of teaching students for whom English is a second language. For these students, reading, math, science, and social studies are not the only areas of the curriculum. They are also simultaneously learning a new language and acclimating to a new culture. Our EL program has become an essential tool bridging the gap to their success. Russellville Elementary School was honored in 2011 for its achievement, hard work, and dedication when it was selected as a Council for Leaders in Alabama Schools (CLAS) Banner School. Our school employs one full-time and one part-time EL teacher. These professionals work hard to pinpoint specific needs of all our English learners and meet those needs in a wide variety of methods. While the EL teachers are wonderful professionals who do a great job of meeting the educational needs of their students, they also get to know the backgrounds and non-school related needs of the students. This paints a clearer picture of how we can best accommodate and provide learning experiences for EL students. Our school also employs a home/migrant liaison. She helps our students by serving as an interpreter and meeting with small groups of our English Learners who exhibit the greatest need. She also conducts home visits and maintains ongoing communication with families, narrowing the gap between home and school.

Our intervention programs allow for individualized student support based on needs identified by classroom teachers, the EL Committee, the Student Support Team (Rtl), as well as parents. These teachers, committees, teams, and parents are used as resources to guide instruction for struggling students. Struggling students may receive additional support from the at-risk teacher, reading and math intervention teachers, EL teachers, or special education teachers. We are able to address student learning diversity by identifying individual needs, responding with appropriate teaching strategies, and utilizing the resources available to each student.

Technology integration is an essential part of today's classroom because it enhances student engagement and motivation. For that reason, we have made technology an important part of our learning climate. Over the last two years, 100% of teachers have participated in technology-focused professional development. This professional development includes workshops on SMART Boards, Scott Foresman Online Testing webpage creation, GlobalScholar Online Testing, Alabama Insight, Alabama Learning Exchange (ALEX), and many others. Technology resources are also a top priority to administrators. Funding has been raised to purchase two fully furnished computer labs, 30 classroom SMART Boards, one Promethean Board, 12 Airliners, 40 iPod Touches, 41 iPads, student computers in each classroom, teacher computers in each classroom, and projectors in each classroom. We have recently purchased 6 chrome books for each classroom, as well as a chrome book cart with 28 chrome books that the teachers can access during the day. Our library has a set of chrome books to use as well. These tools will help students acquire the skills they need to survive in a complex, highly technological knowledge-based world.

Currently our biggest challenge is funding. Decisions made by our state and local governments have led to an unreliable budget from year to year. Local leaders have failed to provide stable revenue from city funds to our system. Funding issues have caused high teacher-student ratios and a shortage of time and materials necessary for the planning and implementation of new programs. Administrators have worked hard to maximize the benefits from all available funds. Monetary awards from the Alabama State Department of Education for our exemplary test scores have purchased much of the technology used in the classrooms. School-wide fundraisers have been used to supplement those purchases. With a reliable budget, our system could hire more certified personnel, therefore easing time constraints and allowing teachers to

focus more effectively on differentiating instruction and meeting student needs.

Another challenge is a social problem that faces many schools around the nation. Recent statistics show that every 7 minutes a child is bullied, and 85% of the time there is no intervention. According to Russellville Elementary School student surveys, only 72% of students indicated that their school was safe. 81% of students indicated that their school wants them to help each other even if they are not friends. These percentages are entirely too low. All students should feel safe in their school and know that their school encourages kindness to all. In response to these surveys, Russellville Elementary School has started a school wide focus on anti-bullying. This focus includes teacher workshops on anti-bullying strategies and identification, classroom lessons, and parent literature. Future plans are being made for additional implementation of activities and resources when funding is available.

## **Additional Information**

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

At Russellville Elementary School our administrators and teachers have a willing, caring, and uplifting attitude, which will allow us to successfully meet the challenges we face. Because we set the same high expectations for all students and provide them with the tools and strategies for success, we are preparing our students to be productive citizens in an ever-changing society.

# **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.**

In May of 2017, the Continuous Improvement Plan team began acquiring data from all available sources for analytical comparison and CIP development. The CIP team is comprised of a diverse group of stakeholders, including parents, community members, and RES faculty. Each member willingly participated in the planning process for this CIP.

The CIP team worked May - October 2017 analyzing various data sources. Data analyzed include ACCESS scores, SIR Report, Truancy / Attendance Information, Global Scholar Data, CIP Survey Data, Faculty Input Surveys, Educate Alabama Self Assessment data, ACT Aspire, and Alabama Science Assessment data.

The team met in September to analyze a data summary from the previous year. At this time, the CIP team drafted the 2017-2018 CIP. After completing the draft, the CIP team and faculty reviewed and made suggestions. Suggestions were examined by the CIP team and changes were made as needed.

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

- Kristie Ezzell (Principal)
- Paula Young (Assistant Principal)
- Angela Richardson (ARI Coach)
- Michelle Murray (Counselor)
- Heather Godwin (EL Teacher)
- Melissa Espinoza (EL Aide/Translator)
- Alicia Stanford (3rd Grade Teacher)
- Jean Ann Gault (4th Grade Teacher)
- Monica Balding (5th Grade Teacher)
- Denise Wilson (Intervention Teacher)
- Paula Pounders (Special Education Teacher)
- Nancy Foster (Special Area Teacher/Science)
- Kevin Barnwell (At-Risk)
- Carrie Dover (Parent)
- Vincent Smith (Parent)
- Raquel Paniagua (Parent)
- Mary Scofield (Parent)
- Carmen Poss (Parent)

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

After completing the draft, the CIP team and faculty reviewed and made suggestions. Suggestions were examined by the CIP team and changes were made as needed. The finalized CIP will be sent to the Russellville City School Board for approval. This approved plan will then be submitted to the ALSDE. A copy of this plan will be made available to the faculty and staff at Russellville Elementary School in the main office, counselor's office, and posted on the school's homepage after the school board approves this plan.



# 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.

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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		CIP Data 2017-2018 Data Review 2016-2017 Performance Series ACT Aspire Longitudinal Data 2017 3rd Grade ACT Aspire Data Spring 2017 4th Grade ACT Aspire Data Spring 2017 5th Grade ACT Aspire Data Spring 2017

## 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?

Our 3rd grade math scores have increased 20% over the last two years when taking the ACT Aspire

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

There was a positive trend in the area of Science when looking at the ACT Aspire Science scores.

In 2016, our 3rd graders were at 20% in Science, in 2017 these same students were at 29%, showing a 9% increase

ACT Aspire growth in 5th grade Reading-The same students increased 9% from the end of 4th grade to the end of 5th grade.

### Which area(s) indicate the overall highest performance?

Overall, the highest performance on the ACT Aspire was in Math.

3rd Grade-55% proficiency in Math

4th Grade-47% proficiency in Math

5th Grade-38% proficiency in Math

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

There is an increase in Math with our white female students.

3rd Grade white female students had a 43% proficiency in Math in 2016

4th Grade white female students had a 44% proficiency in Math in 2017

### Between which subgroups is the achievement gap closing?

The gap declined 2% between 3rd and 4th Grade Hispanic/White students in Math.

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

We also made Math gains in Global Scholar for the 2016-2017 School year.

Grade 3 Mean SS for Math was 2139 in the Fall, 2268 in the Winter, and 2343 in the Spring

Grade 4 Mean SS for Math was 2299 in the Fall, 2364 in the Winter, and 2438 in the Spring

Grade 5 Mean SS for Math was 2397 in the Fall, 2462 in the Winter, and 2553 in the Spring

## Areas in Need of Improvement

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

We scored below the expected levels of performance in Reading.

Our 3rd graders showed 30% proficiency

Our 4th graders showed 24% proficiency

Our 5th graders showed 34% proficiency

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

Our 4th grade students were at 47% proficiency in 2016 and dropped to 38% proficiency in math in 2017 on the ACT Aspire in the Spring.

### Which area(s) indicate the overall lowest performance?

Our overall lowest areas of performance would be Reading in Grades 3 and 4 from the ACT Aspire test in the Spring

Our overall lowest area of performance is Reading for Grade 4

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

There was a negative trend in math for our Hispanic and Math students when compared to last years' scores:

In 2016, Our 3rd grade Hispanic Students scored at 41% in Math

In 2017, those same students dropped to 40% proficiency in Math

In 2016, Our 4th Grade White Students scored at 57% in Math

In 2017, those same students dropped to a 48% proficiency in Math

### Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between our White and our Hispanic subgroups in Math.

When looking at the data from the 2017 ACT Aspire, our 3rd Grade White Students scored at 71% proficiency in Math, while our Hispanic students were only at 37% proficiency.

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Our 4th grade White students scored at 59% proficiency in Math, while our Hispanic students were only at 40% proficiency.

Our 5th grade White students scored at 54% proficiency in Math, while our Hispanic students were only at 32% proficiency.

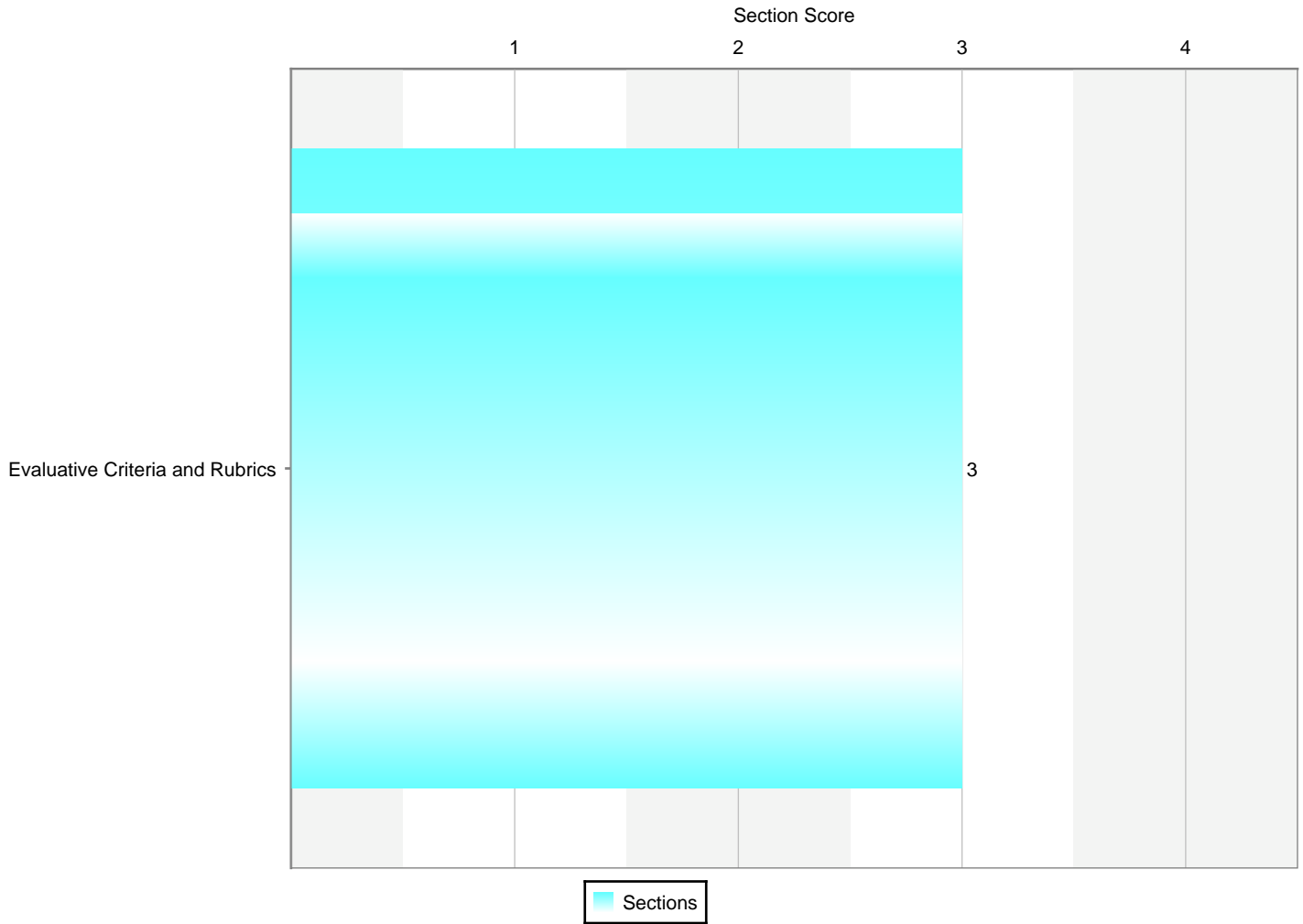
**Which of the above reported findings are consistent with findings from other data sources?**

Our Reading and Math scores from ACT Aspire and Global Scholar are both consistent in their findings.



## 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		ACIP Signature Page ACIP Signature/Draft Review 2017

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		Statement of 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		State of 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 Plan 2017-2018

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.	Yes		Parent Compact 2017-2018

# 2017-2018 Continuous Improvement Plan

## **Overview**

### **Plan Name**

2017-2018 Continuous Improvement Plan

### **Plan Description**

2017-2018 Continuous Improvement Plan

## 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 Career Readiness Standards, at a minimum attaining proficiency or better in reading, math, and science; and, where applicable, in other academic and technical areas.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$10297
2	All limited English proficient students will show adequate progress in English language acquisition and become proficient in English. In addition, they will make learning gains towards becoming proficient in reading and math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
3	All students will improve learning through the use of technology.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$8000
4	All students will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning and that support student academic achievement in the least restrictive environment.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
5	The purpose of the Russellville Elementary School 21st Century Community Learning (CCLC) is to serve the needs of children and families in the community lacking after-school and/or summer care.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$210500

## Goal 1: All students will reach College and Career Readiness Standards, at a minimum attaining proficiency or better in reading, math, and science; and, where applicable, in other academic and technical areas.

### Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Spring 2018 Performance Series Assessment in Mathematics by 05/18/2018 as measured by Performance Series Assessment.

### (shared) Strategy 1:

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297	Title I Schoolwide	Paula Young Liza Scott

### (shared) Strategy 2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001. <[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>



**ACIP**

Russellville Elementary School

Activity - Purchase computer hardware, software, and tools	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	08/09/2017	05/18/2018	\$8000	Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

**Strategy 3:**

Participation in AMSTI-Trained Alabama Math, Science, and Technology Initiative teachers will use AMSTI provided materials to improve math and science teaching. - AMSTI sites provide trained teachers with equipment, supplies, and resources needed to carry out hands-on, research based science and math lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Longitudinal Evaluation of the AMSTI Program: 2006-2010 Standardized Test Results of the AMSTI adopters versus Controls report consistent advantages of the AMSTI adopters over the control schools on all SAT components, across subjects and grades.

Activity - AMSTI Materials Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will coordinate the pick up and return of AMSTI materials for AMSTI trained faculty.	Other - Material Acquisition	08/09/2017	05/11/2018	\$0	No Funding Required	RES Custodians

**Measurable Objective 2:**

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) on the Spring 2018 Performance Series Assessment in Reading by 05/02/2017 as measured by Performance Series Assessment.

**(shared) Strategy 1:**

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297	Title I Schoolwide	Paula Young Liza Scott

**(shared) Strategy 2:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001. <[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>

Activity - Purchase computer hardware, software, and tools	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	08/09/2017	05/18/2018	\$8000	Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

**Measurable Objective 3:**

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the Spring 2017 ACT Aspire Summative Assessment in Science by 05/02/2017 as measured by ACT Aspire Proficiency Reports.

**(shared) Strategy 1:**

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297	Title I Schoolwide	Paula Young Liza Scott

**(shared) Strategy 2:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001. <[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>

Activity - Purchase computer hardware, software, and tools	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	08/09/2017	05/18/2018	\$8000	Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

## **Goal 2: All limited English proficient students will show adequate progress in English language acquisition and become proficient in English. In addition, they will make learning gains towards becoming proficient in reading and math.**

**Measurable Objective 1:**

70% of English Learners students will demonstrate a proficiency on the ACCESS for ELLs in Reading by 05/04/2018 as measured by comparing Spring 2017 ACCESS scores to Spring 2018 ACCESS scores..

**Strategy 1:**

Professional Development - Provide professional development for classroom teachers on effective strategies for meeting the needs of English Learners in the content areas, supporting adequate progress in Reading.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research cited: According to Calderon, Slavin, and Sanchez the quality of instruction is what matters most in educating English learners. Calderon, Margarita, Robert Slavin, and Marta Sanchez. "Effective instruction for English Learners." The Future of Children 21.1 (2011): 103-127.

Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase supplemental instructional and educational materials that support scientifically research based curriculum for EL students.	Academic Support Program, Direct Instruction	08/09/2017	05/04/2018	\$500	State Funds	Kristie Ezzell, Paula Young, Heather Godwin, and Claudia Askew
Activity - SAMUEL Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAMUEL training sessions, (School Assistance Meetings for Understanding English Learners), are offered three times a year by the ALSDE, Federal Programs Department, and EL team. A team of RES teachers and administrators will participate in the three trainings and do turn around training for faculty and staff at RES.	Professional Learning	09/19/2017	04/20/2018	\$0	Title I Schoolwide	Heather Godwin, Monica Farris

### Goal 3: All students will improve learning through the use of technology.

#### Measurable Objective 1:

100% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to create a project using technology in Writing by 05/04/2018 as measured by teacher survey.

#### Strategy 1:

Professional Development - Using technology as a tool for higher order learning is imperative at this time of rapid advancement in technology. Facilitating teacher growth through professional development is an essential part of creating a 21st Century Learning Environment. The time faculty spends integrating educational technology into their teaching is an important element in the faculty adopting educational technology as a whole. Time commitment depends both on organization incentive structures and on individual variables. Creating opportunities for teachers to grow, in a time oriented manner, is very important.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Moser, F. (2007) Faculty Adoption of Educational Technology. Educause Quarterly

Activity - Student Training on Chrome Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive training to properly log in and use Google Chrome books.	Technology	08/24/2017	10/26/2017	\$8000	Title IV Part A	Leanne James

### Goal 4: All students will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning and that support student academic achievement in the least restrictive environment.

**Measurable Objective 1:**

collaborate to create a drug free and safe environment by 05/11/2018 as measured by student discipline reports.

**Strategy 1:**

Safety Committee - RES will create a new Safety Committee for the 2017-2018 school year. This committee will look at the current RES Safety Plan and identify areas of improvement.

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

Research Cited: Research Cited: Based on teacher surveys, yearly updates as needed.

Activity - Safety Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RES Safety Committee will meet after the first school drills have occurred to discuss updates to the safety plan.	Policy and Process	08/08/2017	10/04/2017	\$0	No Funding Required	Kristie Ezzell, Paula Young, and Safety Committee Members

**Measurable Objective 2:**

collaborate to increase parent involvement at Russellville Elementary by 10/28/2016 as measured by parent participation in Parent Involvement Month activities.

**Strategy 1:**

Parent Involvement Month - RES will increase parent involvement by encouraging parent participation in Parent Involvement Month. Parent involvement is such a critical factor in determining the success or failure of students and schools. Russellville Elementary School recognizes the need for ongoing, meaningful parent involvement. To encourage and engage parents and the community, October is being celebrated as Parent Involvement Month.

When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education.

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

Research Cited: Research Cited: Barnard, Wendy M. "Parent Involvement in Elementary School and Educational Attainment." Children and Youth Services Review 26:1 (2004): 39-62.

Activity - Parent Involvement Newsletter Including Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging parents is essential to improved student achievement; therefore, we have created a Parent Involvement Newsletter for the month of October. The purpose of this is to foster and support active parent involvement at Russellville Elementary School.	Community Engagement	11/01/2017	05/11/2018	\$0	No Funding Required	Kristie Ezzell, Paula Young, Michelle Murray

## Goal 5: The purpose of the Russellville Elementary School 21st Century Community Learning (CCLC) is to serve the needs of children and families in the community lacking after-school and/or summer care.

### Measurable Objective 1:

demonstrate a behavior to increase the number of students obtaining passing grades that attend the CCLC after school program by 05/18/2018 as measured by comparing students first nine week grade report to their fourth nine week grade report..

### Strategy 1:

Student Progress - In order to ensure that the CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive, and creative development.

Category: Develop/Implement Learning Supports

Activity - Parenting Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support and training to families in the community who are lacking after-school and/or summer care, through a high quality enrichment program in a safe learning environment.	Parent Involvement	10/26/2017	04/19/2018	\$200000	Other	Program Administrator and Staff
Activity - Technology	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	08/08/2017	04/19/2018	\$5500	Other	21st Century Administration and Staff
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCLC Administrators and staff will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the CCLC.	Professional Learning	10/12/2017	03/08/2018	\$5000	Other	21st Century Program Director and Site Director

## 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
Technology	Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/08/2017	04/19/2018	\$5500	21st Century Administration and Staff
Parenting Education	Provide support and training to families in the community who are lacking after-school and/or summer care, through a high quality enrichment program in a safe learning environment.	Parent Involvement	10/26/2017	04/19/2018	\$200000	Program Administrator and Staff
Professional Development	CCLC Administrators and staff will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the CCLC.	Professional Learning	10/12/2017	03/08/2018	\$5000	21st Century Program Director and Site Director
<b>Total</b>					\$210500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Safety Committee Meetings	The RES Safety Committee will meet after the first school drills have occurred to discuss updates to the safety plan.	Policy and Process	08/08/2017	10/04/2017	\$0	Kristie Ezzell, Paula Young, and Safety Committee Members
Parent Involvement Newsletter Including Activities	Engaging parents is essential to improved student achievement; therefore, we have created a Parent Involvement Newsletter for the month of October. The purpose of this is to foster and support active parent involvement at Russellville Elementary School.	Community Engagement	11/01/2017	05/11/2018	\$0	Kristie Ezzell, Paula Young, Michelle Murray
AMSTI Materials Acquisition	Administrators will coordinate the pick up and return of AMSTI materials for AMSTI trained faculty.	Other - Material Acquisition	08/09/2017	05/11/2018	\$0	RES Custodians
<b>Total</b>					\$0	

### State Funds

**ACIP**

Russellville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instructional Materials	Purchase supplemental instructional and educational materials that support scientifically research based curriculum for EL students.	Academic Support Program, Direct Instruction	08/09/2017	05/04/2018	\$500	Kristie Ezzell, Paula Young, Heather Godwin, and Claudia Askew
<b>Total</b>					\$500	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moby Max	Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297	Paula Young Liza Scott
Purchase computer hardware, software, and tools	Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/09/2017	05/18/2018	\$8000	Kristie Ezzell, Paula Young, and Joel Andrews
SAMUEL Teacher Training	SAMUEL training sessions, (School Assistance Meetings for Understanding English Learners), are offered three times a year by the ALSDE, Federal Programs Department, and EL team. A team of RES teachers and administrators will participate in the three trainings and do turn around training for faculty and staff at RES.	Professional Learning	09/19/2017	04/20/2018	\$0	Heather Godwin, Monica Farris
<b>Total</b>					\$10297	

**Title IV Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Training on Chrome Books	Students will receive training to properly log in and use Google Chrome books.	Technology	08/24/2017	10/26/2017	\$8000	Leanne James
<b>Total</b>					\$8000	



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All stakeholder feedback was completed during Russellville City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of notable achievement and areas in need of improvement are drawn from the stakeholder feedback data.	Stakeholder Feedback Diagnostic RES CIP Parent Survey Responses 2017

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Russellville Elementary School AdvancED stakeholder surveys revealed that students and staff chose Standard 1: Purpose and Direction as their highest level of satisfaction and approval of all possible indicators. Parents indicated that their overall highest level of satisfaction or approval was for Standard 4: Resources and Support Systems.

After careful review of the parent summary, it was apparent that parents believe RES provides a safe learning environment. Of the 151 parents surveyed in 2013, 58% strongly agreed and 37% agreed, for a total of 95% of parents believing that RES provides a safe learning environment.

Staff surveys were very clear that Standard 1: Purpose and Direction held the highest level of satisfaction and approval. 100% of the 40 staff members surveyed believed that our school's purpose statement is clearly focused on student success and that our continuous improvement process is based on data, goals, actions, and measures for growth.

At the end of the 16/17 school year, RES sent home Title I Parent Surveys. 256 parents completed and submitted parent surveys. These surveys indicate that 98.8% of parents feel welcome at RES and 96.8% of parents feel that RES encourages them to be involved in their child's education.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Positive trends were identified after analyzing 2011/2012 AdvancED surveys from parents, students, and staff at Russellville Elementary School. Data shows that standard four, resources and support systems, and standard five, using results for continuous improvement, both received an average score of 4.4 or higher from all three surveys.

2007 NSSE (National Study of School Evaluation) Surveys revealed that only 61% of Russellville City School parents strongly agreed or agreed that parent opinions are considered when important school decisions are made.

Recent Russellville Elementary School AdvancED parent surveys revealed that 97% of RES parents strongly agreed or agreed that our school provides opportunities for stakeholders to be involved in the school. Although these survey questions are not perfectly aligned, they show an increase of 35% in stakeholder satisfaction at Russellville Elementary School. Increases are also noted in parent satisfaction of the effective use of financial resources.

This increase may be attributed to the increased amount of parent involvement and parent input in various areas of the school structure and environment. Parents are encouraged to participate in classroom activities, invited to attend school functions, and asked to serve on various school committees.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The above stakeholder findings are consistent with the positive encouragement that is received throughout the school year. Often feedback received is not formally measured, but measured through the smiles on our students' faces and comments of various stakeholders. Community involvement activities, such as Grandparents' Day, Christmas Programs, Spring Fling, etc, always bring an influx of positive comments and praise that go unmeasured by surveys or assessments. Our stakeholders take part in several classroom activities throughout the year as well.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Parent surveys indicated that the lowest level of satisfaction fell in standard 3, although the number of parents unsatisfied was a very small percent. 4.73% of parents disagree or strongly disagree that all of their child's learning needs are being met by individualizing instruction. Staff surveys also revealed that the lowest level of satisfaction was with standard 3. 11.43% of staff surveyed disagreed or strongly disagreed that staff members provide peer coaching to teachers. Another 20% remained neutral on the topic. Another high percentage of dissatisfaction for staff was standard 4. 11.76% disagree or strongly disagree that our school provides high quality student support services such as counseling, referrals, educational, and career planning.

Student surveys revealed that a high percentage, 21.72% of students disagree or strongly disagree that their principal and teachers ask what they think about school.

Based on 16/17 Title I Parent Surveys:

- 23.9% of parents surveyed reported that they do not know their school's academic goals and how they can be involved.
- 58.6% of parents knew where to obtain a copy of the District or School's Parent Involvement Plan or School-Parent Compact.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The 2012 AdvancEd Surveys are the first surveys that RES has administered that specifically address the AdvancEd Standards for Quality. These surveys will provide baseline data for stakeholder perception of our performance toward those standards.

Some areas of the AdvancEd Surveys correlate with 2007 NSSE (National Study of School Evaluation) that were completed by RCS Stakeholders. By comparing any correlated questions, trends toward decreasing or increasing stakeholder satisfaction or approval was identified. The findings are below.

Student Surveys:

On the 2007 NSSE Student Surveys, 87% of students agreed that they were treated fairly by their teachers (question 12). On 2012 AdvancEd Student Surveys, 66% of students agreed that they were treated fairly (question 3). This a decrease of 21% of students.

Parent Surveys:

All questions on each survey, that contained similar information, showed an increase in parent satisfaction.

Staff Surveys:

The largest trend toward decreasing staff satisfaction was in the area of protected instructional time. A 9% decrease was identified.

### What are the implications for these stakeholder perceptions?

These stakeholder perceptions are at the focal point of our continuous improvement plan. Russellville Elementary School is dedicated to analyzing survey data and identifying areas that stakeholders disapprove. These areas are discussed at CIP meetings and ideas are given for improvement.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Based on 16/17 Title I Parent Surveys:

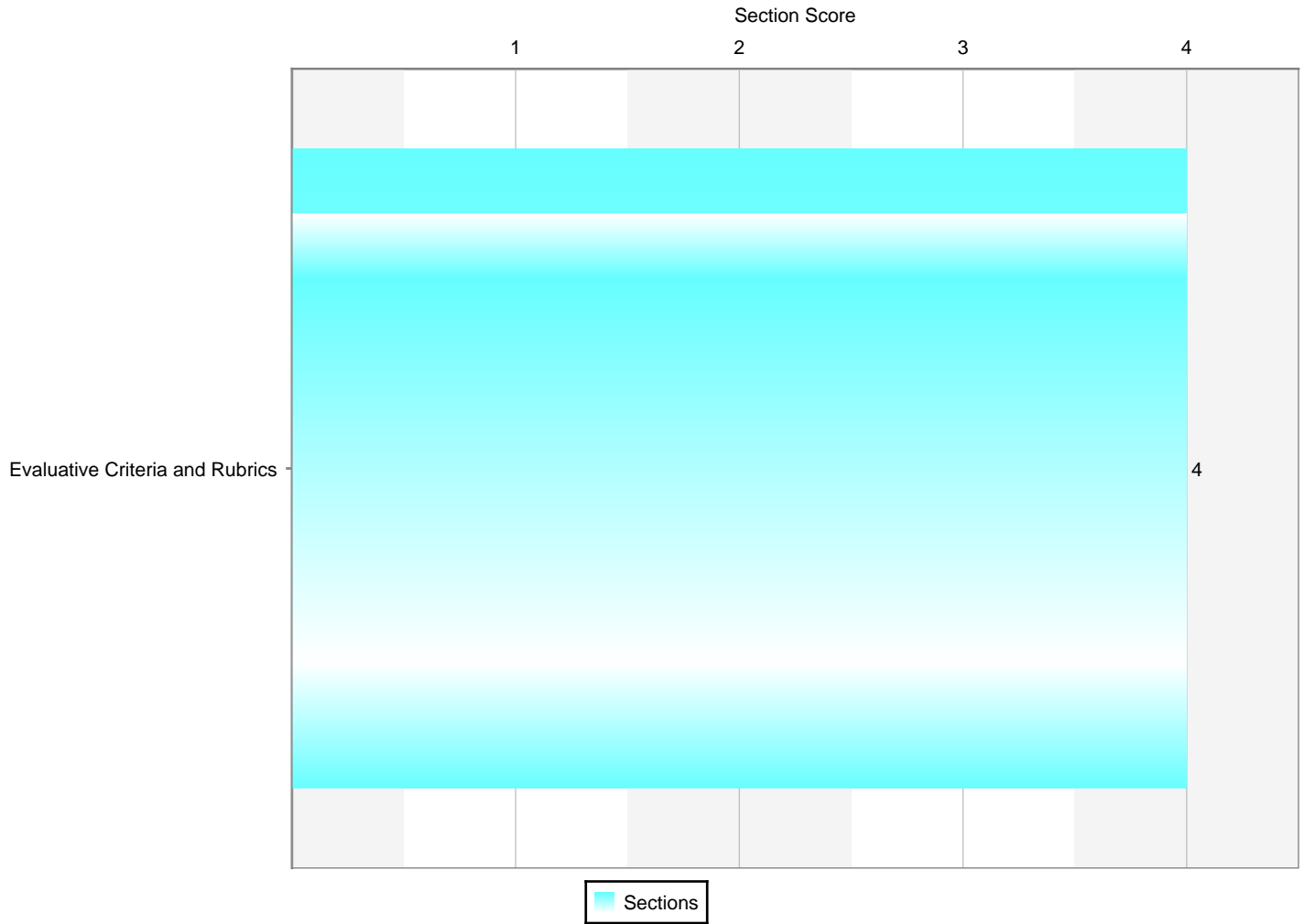
- 16.3% of parents surveyed reported that they do not know their school's academic goals and how they can be involved.
- 53.6% of parents knew where to obtain a copy of the District or School's Parent Involvement Plan or School-Parent Compact.

These report findings are consistent with findings from the 14/15 Stakeholder Feedback Parent Surveys.



## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))**

### **How was the comprehensive needs assessment conducted?**

Testing and needs assessment data was collected starting in May 2017 for the 2017-2018 school year. Members of the RES Continuous Improvement Team met on September 27, 2017 to discuss formative and summative data for the 2016-2017 school year to determine our direction and goals for the 2017-2018 school year. This committee consists of administrators, lead teachers in each grade level, special area teachers, and parents. Some of the data examined included Attendance/Tuancy data, SIR data, prior ACT Aspire Scores, Global Scholar data, faculty/staff survey data, and Title I Parent Survey Data. A summary of all data was presented at the September meeting and shared via Google Drive with team members. Team members had the opportunity to review all data, ask questions, or give suggestions via a shared online collaborative document. Based on these suggestions, the CIP team created the 2017-2018 RES Continuous Improvement Plan. Revisions will be made throughout the year as needs change and problems arise.

### **What were the results of the comprehensive needs assessment?**

The needs assessment revealed several key pieces of information. ACT Aspire results revealed that the 3rd Grade science proficiency was at 27%, which was the lowest of all subjects in 3rd grade. 4th Grade scores were lower in Reading with a 24% proficiency. 5th Grade scores were lowest in Science with a 33% proficiency. According to Global Scholar Gains Analysis Reports, 56% of students met their growth target in Reading, and 56% of students met their growth target in Math. We can definitely see a vast improvement in Global Scholar math gains with more students reaching their growth target when they tested in May.

Of the 256 submitted parent surveys, 46.4% of parents did not know where to obtain a copy of the parent involvement plan for our school system. Involving parents will become a higher priority in the future. We are currently working on a new Parent/Teacher association called TAPS (Teachers and Parents = Success) and have close to 40 members in just the first two weeks.

### **What conclusions were drawn from the results?**

Although Russellville Elementary has some areas of weaknesses in reading and science growth according to ACT Aspire and Global Scholar, the RES stakeholders feel that continued implementation of GoMath and the implementation of AMSTI will support our current science scores and allow them to show growth over the next year. We are currently looking at ways to strengthen the knowledge of our reading teachers by providing them with professional development based on their needs and weaknesses in order to address the student weaknesses in reading. Therefore, data accumulated and examined indicates that our areas of focus for the 2017-2018 school year will be in the areas of reading, math, science, and increasing student attendance. A focus will also be placed on increasing the digital devices for each classroom.

### **What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Character Education is an issue that the school will be addressing this year, while increasing student attendance. Our goal is to increase student attendance from 96% to 98%. Perfect attendance will also be a priority and awards will be given at the end of the school year when we celebrate student success. Attendance letters will be sent home weekly and parent phone calls will be made to clarify absence excuses. This should not only help student achievement, but also help teachers. Truant students were identified as the most challenging for teachers to work with in their classrooms. Based on student achievement data, it was concluded that we will focus more on writing in all subject areas this year. After analyzing ACT Aspire, Global Scholar data, and receiving teacher input, a plan to add more scaffolding into the reading, science, and math curriculum is being created by leveling across all grade levels. Our students will receive more differentiated instruction based on their needs in order to increase student achievement.

**How are the school goals connected to priority needs and the needs assessment?**

RES CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the ACT Aspire Test. By scaffolding in each grade by leveling in reading and math instruction, we believe that all children, including disadvantaged, will be served.

Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

**How do the goals portray a clear and detailed analysis of multiple types of data?**

The RES goals are based on current and past data including formative and summative assessments.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

RES CIP goals are based on data from the entire student population. Special recognition is placed on gaps that are evident on the ACT Aspire Test. By scaffolding in each grade by leveling in reading and math instruction, we believe that all children, including disadvantaged, will be served.

Trends are also identified in data to help pinpoint any special school population that is struggling. The school improvement plan and formative data are revisited regularly to ensure that student needs are met.

## Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

All students will reach College and Career Readiness Standards, at a minimum attaining proficiency or better in reading, math, and science; and, where applicable, in other academic and technical areas.

**Measurable Objective 1:**

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Spring 2018 Performance Series Assessment in Mathematics by 05/18/2018 as measured by Performance Series Assessment.

**Strategy1:**

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297 - Title I Schoolwide	Paula Young Liza Scott

**Strategy2:**

Participation in AMSTI-Trained Alabama Math, Science, and Technology Initiative teachers will use AMSTI provided materials to improve math and science teaching. - AMSTI sites provide trained teachers with equipment, supplies, and resources needed to carry out hands-on, research based science and math lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Longitudinal Evaluation of the AMSTI Program: 2006-2010 Standardized Test Results of the AMSTI adopters versus Controls report consistent advantages of the AMSTI adopters over the control schools on all SAT components, across

subjects and grades.

Activity - AMSTI Materials Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will coordinate the pick up and return of AMSTI materials for AMSTI trained faculty.	Other - Material Acquisition	08/09/2017	05/11/2018	\$0 - No Funding Required	RES Custodians

**Strategy3:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001.

<[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>

Activity - Purchase computer hardware, software, and tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/09/2017	05/18/2018	\$8000 - Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

**Measurable Objective 2:**

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the Spring 2017 ACT Aspire Summative Assessment in Science by 05/02/2017 as measured by ACT Aspire Proficiency Reports.

**Strategy1:**

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297 - Title I Schoolwide	Paula Young Liza Scott

**Strategy2:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001.

<[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>

Activity - Purchase computer hardware, software, and tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/09/2017	05/18/2018	\$8000 - Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

**Measurable Objective 3:**

A 5% increase of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) on the Spring 2018 Performance Series Assessment in Reading by 05/02/2017 as measured by Performance Series Assessment.

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: The creation of a technology-enriched classroom environment has a positive effect on student acquisition of higher-order thinking skills. Hopson, MH. "Using a technology-enriched environment to improve higher..."2001.

<[http://www.researchgate.net/publication/228934816\\_Using\\_a\\_technology-enriched\\_environment\\_to\\_improve\\_higher-order\\_thinking\\_skills](http://www.researchgate.net/publication/228934816_Using_a_technology-enriched_environment_to_improve_higher-order_thinking_skills)>

Activity - Purchase computer hardware, software, and tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/09/2017	05/18/2018	\$8000 - Title I Schoolwide	Kristie Ezzell, Paula Young, and Joel Andrews

**Strategy2:**

Professional Development - Professional development for teachers to Implement Research Based Best Practices-Teachers will be provided



**ACIP**

Russellville Elementary School

ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement. Programs will be evaluated for effectiveness by internal research using formative standardized test scores and comparing students' scores before entering the program and after completing the program.

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

Research Cited: Research cited: Teaching quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement (Hanushek, 2011; Nye, Konstantopoulous, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005).

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and students will be trained on how to use Moby Max to help students differentiate instruction and promote progress.	Academic Support Program	08/09/2017	05/18/2018	\$2297 - Title I Schoolwide	Paula Young Liza Scott

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

All students will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning and that support student academic achievement in the least restrictive environment.

**Measurable Objective 1:**

collaborate to create a drug free and safe environment by 05/11/2018 as measured by student discipline reports.

**Strategy1:**

Safety Committee - RES will create a new Safety Committee for the 2017-2018 school year. This committee will look at the current RES Safety Plan and identify areas of improvement.

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

Research Cited: Research Cited: Based on teacher surveys, yearly updates as needed.

Activity - Safety Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RES Safety Committee will meet after the first school drills have occurred to discuss updates to the safety plan.	Policy and Process	08/08/2017	10/04/2017	\$0 - No Funding Required	Kristie Ezzell, Paula Young, and Safety Committee Members

**Measurable Objective 2:**

collaborate to increase parent involvement at Russellville Elementary by 10/28/2016 as measured by parent participation in Parent Involvement Month activities.

**Strategy1:**

Parent Involvement Month - RES will increase parent involvement by encouraging parent participation in Parent Involvement Month. Parent involvement is such a critical factor in determining the success or failure of students and schools. Russellville Elementary School recognizes the need for ongoing, meaningful parent involvement. To encourage and engage parents and the community, October is being celebrated as Parent Involvement Month.

When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education.

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

Research Cited: Research Cited: Barnard, Wendy M. "Parent Involvement in Elementary School and Educational Attainment." Children and Youth Services Review 26:1 (2004): 39-62.

Activity - Parent Involvement Newsletter Including Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engaging parents is essential to improved student achievement; therefore, we have created a Parent Involvement Newsletter for the month of October. The purpose of this is to foster and support active parent involvement at Russellville Elementary School.	Community Engagement	11/01/2017	05/11/2018	\$0 - No Funding Required	Kristie Ezzell, Paula Young, Michelle Murray

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

The purpose of the Russellville Elementary School 21st Century Community Learning (CCLC) is to serve the needs of children and families in the community lacking after-school and/or summer care.

**Measurable Objective 1:**

demonstrate a behavior to increase the number of students obtaining passing grades that attend the CCLC after school program by 05/18/2018 as measured by comparing students first nine week grade report to their fourth nine week grade report..

**Strategy1:**

Student Progress - In order to ensure that the CCLC program is successful, the program will focus on each student's physical, social, emotional, cognitive, and creative development.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Parenting Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support and training to families in the community who are lacking after-school and/or summer care, through a high quality enrichment program in a safe learning environment.	Parent Involvement	10/26/2017	04/19/2018	\$150000 - Other	Program Administrator and Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCLC Administrators and staff will participate in various professional development opportunities throughout the year that focuses on providing a quality program that meets the needs of each student enrolled in the CCLC.	Professional Learning	10/12/2017	03/08/2018	\$2000 - Other	21st Century Program Director and Site Director

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase computer hardware, software, and technology based tools to impact the quality, content, and structure of the teaching and learning environment.	Technology	08/08/2017	04/19/2018	\$5000 - Other	21st Century Administration and Staff

**English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

All limited English proficient students will show adequate progress in English language acquisition and become proficient in English. In addition, they will make learning gains towards becoming proficient in reading and math.

**Measurable Objective 1:**

70% of English Learners students will demonstrate a proficiency on the ACCESS for ELLs in Reading by 05/04/2018 as measured by comparing Spring 2017 ACCESS scores to Spring 2018 ACCESS scores..

**Strategy1:**

Professional Development - Provide professional development for classroom teachers on effective strategies for meeting the needs of English Learners in the content areas, supporting adequate progress in Reading.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research cited: According to Calderon, Slavin, and Sanchez the quality of instruction is what matters most in educating English learners. Calderon, Margarita, Robert Slavin, and Marta Sanchez. "Effective instruction for English Learners." The Future of Children 21.1 (2011): 103-127.

Activity - SAMUEL Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL training sessions, (School Assistance Meetings for Understanding English Learners), are offered three times a year by the ALSDE, Federal Programs Department, and EL team. A team of RES teachers and administrators will participate in the three trainings and do turn around training for faculty and staff at RES.	Professional Learning	09/19/2017	04/20/2018	\$0 - Title I Schoolwide	Heather Godwin, Monica Farris

Activity - Supplemental Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase supplemental instructional and educational materials that support scientifically research based curriculum for EL students.	Academic Support Program Direct Instruction	08/09/2017	05/04/2018	\$500 - State Funds	Kristie Ezzell, Paula Young, Heather Godwin, and Claudia Askew

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Russellville Elementary School provides individual student academic achievement results to the parents of English Learners during data night each year. We offer an interpreter to provide information in Spanish to the parents of English Learners. We use TransAct to translate documents throughout the year in Spanish in order to ensure the parents of our English Learners understand a variety of reports and information that goes home to parents.

**Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))**

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

The Russellville City School System posts vacancies at local schools, the board of education, and the state-wide SearchSoft on-line application database. Applicants are required to complete an on-line application. School administrators hire only those applicants with Highly Qualified certifications. Teachers are then assigned to a classroom where they are highly qualified to teach. This allows teachers to most effectively address the identified academic needs of individual students.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

**What is the school's teacher turnover rate for this school year?**

RES has an average of 2 teachers per year who retire or relocate. Our average has been down the past several years because of the low number of retirements and relocations.

**What is the experience level of key teaching and learning personnel?**

Our RES faculty has an average of 14 years teaching experience. All teachers at RES are highly qualified.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

Russellville Elementary School is dedicated to providing a quality education to all students as well as a quality workplace to all employees. Russellville Elementary also offers duty free lunch for classroom teachers, opportunities to give input through Google Surveys, and Staff Appreciation Week during the month of May. We provide a mentor for all new teachers to help them become acclimated to our school and prevent a high turnover rate. Professional Development is provided to our teachers based on survey results to meet the needs of our teachers. We offer a mentor program for our new teachers to ensure that their first few years are successful and they have someone with experience to help them.

## Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

### Describe how data is used from academic assessments to determine professional development.

Our principal, assistant principal, reading coach, and teachers spend time analyzing data in order to determine the types of professional development that will be needed throughout the school year. We look at strengths and weaknesses in order to determine which specialists to bring in throughout the school year to provide assistance to our teachers. We have data meetings at least twice a month to analyze data as a team in order to determine how we will use our half day professional development days throughout the school year in order to provide professional development that reflects the needs of our school in order to address the weaknesses of our students and teachers.

### Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Data Notebooks & Data Driven Instruction  
 Digging Deeper Into the Standards  
 ELEOT Tool  
 Building Meaningful Student Relationships AMSTI Math  
 Individual Reflection & Team Dialogue Student Engaged Assessment  
 Effective Learning Targets  
 Dash and Dot Robots  
 Google Drive, Calendar, Forms  
 Plickers Formative Assessment  
 Using Twitter to Grow as an Educator  
 Google Chromebooks and Google Classroom  
 Book Study-Leaders of Their Own Learning and Mindset  
 Positive School Culture  
 Aspiring Administrator's Academy with Capacity Educational Services  
 Effective Questioning Training  
 Samuel Turn Around Training  
 WIDA Standard Training  
 Dyslexia Training

### Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Each new teacher is provided a mentor teacher to provide them one-on-one assistance throughout their first few years as a teacher. They train them on the basics of iNow, classroom management, lesson planning, etc. New teachers hired at Russellville Elementary school attend a "New Teacher Orientation" before school starts to gain knowledge of school procedures, schedules, and policies. Teachers are paired with a veteran teacher within their grade level or department. All new teachers participate in the Educate Alabama evaluation process SY 2017-2018

and receive feedback from the evaluator on how to improve their current practices. The Russellville City Curriculum Coordinator also meets with new teachers and provides professional development opportunities as needed.

**Describe how all professional development is "sustained and ongoing."**

Professional development is sustained and ongoing throughout the school year through the use of surveys, data results, and informal conversations with our staff to determine their needs throughout the school year. The Continuous Improvement Plan includes school-wide goals and strategies to meet these goals. Using these goals, professional development opportunities are created and scheduled based on identified needs. Professional development opportunities are shared with teachers to include in their Professional Learning Plans associated with EducateAlabama. Data collection continues throughout the year and updates are made to the CIP. It is considered a liquid document and changes are made frequently throughout the year, as well as progress notes as the activities are completed.



**Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))**

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

**Goal 1:**  
All students will be educated in learning environments that are safe, drug-free, disciplined, conducive to learning and that support student academic achievement in the least restrictive environment.

**Measurable Objective 1:**  
collaborate to create a drug free and safe environment by 05/11/2018 as measured by student discipline reports.

**Strategy1:**  
Safety Committee - RES will create a new Safety Committee for the 2017-2018 school year. This committee will look at the current RES Safety Plan and identify areas of improvement.  
Category: Develop/Implement Research Based Best Practices for Continuous Improvement  
Research Cited: Research Cited: Based on teacher surveys, yearly updates as needed.

Activity - Safety Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RES Safety Committee will meet after the first school drills have occurred to discuss updates to the safety plan.	Policy and Process	08/08/2017	10/04/2017	\$0 - No Funding Required	Kristie Ezzell, Paula Young, and Safety Committee Members

**Measurable Objective 2:**  
collaborate to increase parent involvement at Russellville Elementary by 10/28/2016 as measured by parent participation in Parent Involvement Month activities.

**Strategy1:**  
Parent Involvement Month - RES will increase parent involvement by encouraging parent participation in Parent Involvement Month. Parent involvement is such a critical factor in determining the success or failure of students and schools. Russellville Elementary School recognizes the need for ongoing, meaningful parent involvement. To encourage and engage parents and the community, October is being celebrated as Parent Involvement Month.

When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education.

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

Research Cited: Research Cited: Barnard, Wendy M. "Parent Involvement in Elementary School and Educational Attainment." Children and Youth Services Review 26:1 (2004): 39-62.

Activity - Parent Involvement Newsletter Including Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engaging parents is essential to improved student achievement; therefore, we have created a Parent Involvement Newsletter for the month of October. The purpose of this is to foster and support active parent involvement at Russellville Elementary School.	Community Engagement	11/01/2017	05/11/2018	\$0 - No Funding Required	Kristie Ezzell, Paula Young, Michelle Murray

#### Narrative:

Russellville Elementary School realizes students need support emotionally and academically during periods of transition from the early childhood program to elementary school and from elementary school to the middle school. The following are transition activities offered: 1.

Transition activities for 5th grade students include:

A transition handbook is provided by Russellville Middle School and is presented and explained to the students by the Russellville Elementary School Counselor.

5th grade students visit Russellville Middle School in May. a) They tour the school.

b) They visit 6th grade classrooms.

c) They meet the administrators and the counselor.

The Russellville Middle School band director visits all 5th grade classrooms to provide the following: a) Explains the opportunity to choose band as an elective

b) Administers band screening test

c) Provides a parent information letter

2. Transition services for incoming 2nd grade students include:

Students will visit Russellville Elementary School with their 2nd grade teachers during the school day in May to:

a) Tour the school

b) Meet 3rd grade teachers and staff

c) Visit 3rd grade classrooms

3. A 3rd grade orientation is provided before school begins for all incoming 3rd graders and their parents to: a) Meet their teacher b) Tour the school c) Listen to an orientation powerpoint presented by the principal

**Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))****What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

The principal meets with each grade level at the beginning of the school year and provides each teacher with a report showing how each student performed on all state assessments, their classroom proficiency percentages, and grade level proficiencies. The principal and teachers discuss results, instruction that worked in previous years, and areas of concern. Grade level meetings are held throughout the year to discuss current data, curriculum issues, and better practices. Teachers work with the RTI/EL Teams to find additional instructional support and accommodations for students who are not mastering skills in the classroom. Special area teachers work closely with the general education teachers to provide information on students' performance in their classroom. Special area teachers collaborate with general education teachers to find out specific skills that students may need help with, and then provide additional one-on-one or small group instruction for those students.

## Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

### What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Russellville City Schools will identify students at risk of failing or most at risk of failing by using several objective criteria including: Global Scholar, ACT Aspire, Wonders reading assessments, GoMath assessments and student grades, as well as whether or not the students are part of a special population such as migrant, homeless, immigrant, and EL. The identified students will then be recommended for the Title I program by homeroom teachers, administrators or RTI student support team. The eligibility and selection process starts at the beginning of the new school year when baseline assessments are given, and student ACT Aspire and ACCESS scores are reviewed. After the students are identified using the multi criteria described above, they are rank ordered starting with the student most in need of service. The neediest students are served first and as space becomes available students are pulled into the program according to their rank order. When a student has made significant progress in reading and/or math the student may be released from the program. The student's academic progress will be closely monitored to watch for academic regression. If academic regression is indicated, the student will be readmitted into the Title I program. If at any time during the school year additional students become "at risk", the regular classroom teacher or the Rtl student support team can refer them for Title I assistance.

All students may benefit from Title I funds through the use of computers, software, and supplemental instructional materials. Students may also benefit from Title I funds with textbooks purchased after State textbook funds have been exhausted.

Russellville Elementary School Procedures for Identifying and Serving English Learners New Student:

- 1.All new enrollees must complete a Home Language Survey during their registration.
- 2.If all questions are answered "English," then he/she is not screened.
- 3.If any answers include a language other than English, then he/she is screened for services.

WIDA-ACCESS Placement Test (W-APT):

- 1.The EL teacher uses the W-APT to screen students for placement in the EL program.
- 2.If a student scores below 4.0, they are placed in the EL program.
- 3.If a student scores 4.0 or higher, they may enter the EL program.
- 4.Eligibility and placement letters are sent to parents verifying whether or not EL services will be provided for the student.

Individual EL Plan:

- 1.When a student's W-APT score indicates a need for services, the EL Committee develops an Individual EL Plan for that student.
- 2.The Individual EL Plan indicates accommodations and instructional methods to be used in the regular classroom.

Differentiated Instruction in the Regular Classroom

- 1.The EL teacher provides teachers with information on each EL student.
  - 2.Teachers use WIDA Standards, Can-Do Descriptors, etc. to differentiate instruction for ELs.
- Strategies are implemented based on the student's language level and need.

- 3.Students receiving EL services are scheduled for two forty minute periods a week of language instruction with the EL teacher.

Progress Monitoring and Language Assessment

- 1.Daily by classroom teacher
2. Progress reports, benchmark assessments (Reading and Math), and report cards
- 3.Annually with ACCESS for ELs

**4. Global Scholar Results (Fall, Winter, Spring)**

Review/summary of progress made for each EL student

1. Progress is based on achievement and test scores.
2. The progress of each EL is updated in the RES EL spreadsheet.
3. Parent/Guardian Reports with ACCESS score results are delivered to parents.
4. An exit letter is included with scores if the student scores 4.8 or higher. EL services are discontinued for that student.
5. An AMAO letter is sent home if indicated by the central office.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Monthly RtI and EL Committee Meetings are held to ensure timely, effective, additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. Referrals are made based on classroom assessments, teacher observation, and Global Scholar data. Administrators run a failure report once a month to ensure that students who are failing have been referred to the appropriate support committee.

Our intervention program is a revolving door where students come in and out of the program as their needs change.

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Students who experience difficulty mastering achievement standards will be provided with timely, effective, and additional instructional assistance.

This will be accomplished by:

- \*Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher determine strengths and weaknesses.
- \*Communication with parents and previous teachers who have insight about student learning styles.
- \*Classroom and intervention teachers use research-based materials which are aligned with the Alabama Course of Study and College and Career Ready Standards.
- \*Tiger PAWS After School and Summer Program
- \*Providing daily small group instruction and interventions by classroom teachers for students experiencing difficulty.
- \*Utilization of Intervention Teachers, Special Education, At-Risk, and EL staff.
- \*Progress monitoring students in a timely manner through Global Scholar Performance Series Formative Assessments.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

All students at Russellville Elementary School, including those identified as migrant, limited-English proficient, homeless, immigrant,

economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free lunch/breakfast, Title I, ELL, special education, At-Risk, and counseling services.

Russellville Elementary School uses the Department of Human Resources (DHR), the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing and shelter.

All homeless, migratory, immigrant, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, immigrant, and limited-English students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable without being stigmatized or isolated.

Administrators and EL staff identify possible limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided to all students receiving ELL services, such as content area tutoring, pull-out for individual support, and content-based ELL. An ELL teacher will provide services to all ELL students at Russellville Elementary School. The migrant home liaison provides student tutoring and also serves as an interpreter to communicate with the parents of ELL students. Parents are provided with the opportunity to receive important school documents in English and Spanish. If the student scores proficient on the WIDA ACCESS test, the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

The administrators identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines if a student is eligible for the migrant program. Migrant students have access to all services and programs available to other students at Russellville Elementary.

Russellville Elementary School provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services.

An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Russellville Elementary ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. Russellville Elementary may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Russellville Board of Education. Homeless students have access to all services and programs available to other students at Russellville Elementary, including Title 1 Reading, special education, At-Risk, Gifted, and ELL services. Russellville Elementary uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/delinquent students are eligible for all services and programs available to other students at Russellville Elementary School.

Russellville City Schools is part of the Community Eligibility Program which ensures all of our students receive free lunch and breakfast. Such students will have access to all programs and services.

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

N/A for Elementary Schools

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))**

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

All students at Russellville Elementary School, including those identified as migrant, limited-English proficient, immigrant, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I, ELL, special education, At-Risk, and counseling services. Russellville Elementary School uses the Department of Human Resources (DHR), the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

All homeless, migratory, immigrant, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, immigrant, and limited-English students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held accountable without being stigmatized or isolated. Administrators and ELL staff identify possible limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, the ELL teacher and general education teacher meet to determine appropriate services and placement for each individual student. A variety of services are provided to all students receiving ELL services, such as content area tutoring, pull-out for individual support, and content-based ELL. An ELL teacher will provide services to all ELL students at Russellville Elementary School. The migrant home liaison provides student tutoring and also serves as an interpreter to communicate with the parents of ELL students. Parents are provided with the opportunity to receive important school documents in English and Spanish. If the student scores proficient on the WIDA ACCESS test the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

The administrators identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey, which determines if a student is eligible for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to other students at Russellville Elementary.

Russellville Elementary School provides special education services and appropriate procedures in accordance with federal and Alabama State laws and regulations. The RtI Team, special education teachers, and special education coordinator track referrals and send notices to parents concerning eligibility meetings. An evaluation is conducted to determine if a student is eligible for special education services.

An Individualized Education Plan (IEP) team convenes to determine if a student is eligible for special education services. The IEP team develops the Individualized Education Plan based on results from the initial evaluation, parental concerns, and academic, developmental, and functional needs of the student. To the maximum extent appropriate, special education students are educated with non-disabled peers. Special education classes will occur only when the severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Russellville Elementary ensures that children with disabilities have access to the educational programs, services, and extracurricular activities that are available to non-disabled students.

Administrators identify homeless students upon enrollment and provide necessary support. The school uses the Alabama State Department of Education and federal regulations and definitions to identify homeless students. Russellville Elementary may be contacted by DHR or a parent to inform the school of a homeless student. The counselor and administrators identify possible services. If further intervention is needed, the school will contact the Russellville Board of Education. Homeless students have access to all services and programs available to



other students at Russellville Elementary, including Title 1 Reading, special education, At-Risk, Gifted, and ELL services. Russellville Elementary uses community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity. Neglected/delinquent students are identified when the school is contacted by one of the following sources: DHR, parents, and other concerned community members. The school counselor, administrators, and/or school nurse identify possible services for neglected/delinquent students. The school counselor monitors students' grades and absences and ensures that the neglected/delinquent students have access to additional services as well as school supplies and clothing. School administrators work directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Neglected/ delinquent students are eligible for all services and programs available to other students at Russellville Elementary School.

Such students will have equal access to all school programs and services.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

Students who experience difficulty mastering achievement standards will be provided timely, effective, and additional instructional assistance.

This will be accomplished by:

- \*Teacher review of student permanent records, previous test results, and any other pertinent information which would help the teacher determine strengths and weaknesses.
- \*Communications with parents and previous teachers who have insight about student learning styles.
- \*Classroom and intervention teachers use research-based materials which are aligned with the Alabama Course of Study and College and Career Readiness Standards.
- \*Providing daily small group instruction and interventions by classroom teachers for students experiencing difficulty.
- \*Utilization of the Intervention teacher, special education, At-Risk, and ELL staff.
- \*Progress monitoring students in a timely manner based upon Global Scholar Performance Series data.
- \*Conducting monthly data meetings to discuss strategies and procedures that would encourage student success, review student progress, and make changes to instruction as needed.

## **Component 10: Evaluation (Sec.1114(b)(3)):**

### **How does the school evaluate the implementation of the schoolwide program?**

Evaluations of the school wide program are systematic and ongoing. Various school wide data is collected throughout the school year prior to creating the CIP in September. The CIP is revisited at least three times throughout the school year to ensure that planned activities and strategies are in place to support the team created goals.

Stakeholder involvement in the creation of the CIP ensures that all voices are heard. By October, all parents have received a written invitation to attend the Annual Title I Parent Meeting to describe the purpose of the program. Invitations are sent home in both English and Spanish. This annual meeting is open to everyone. Topics addressed include funding, Title I participation, various plans, and academic issues.

The school wide program is also evaluated through the use of teacher / parent / student teams and committees. A high value is placed on stakeholder involvement. RES uses the following committees throughout the year to help guide and evaluate the school wide program: Leadership Team, Textbook Committee, Rtl Team, EL Committee, CIP Committee, Title I Committee, Technology Committee, Safety Committee, Capital Outlay Committee, Lunchroom Committee, and Student Council.

### **How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

Summative data is examined each year as well as formative data. This data includes ACT Aspire Data, Attendance / Truancy data, SIR data, Global Scholar data (formative), faculty / staff survey data, and Title I Parent Survey Data. A summary of all data is presented at the September CIP meeting and shared with team members. Team members have the opportunity to review all data, ask questions, or give suggestions via a shared online collaborative document. Based on these suggestions, the CIP team creates the 2017-2018 RES Continuous Improvement Plan. Revisions are made throughout the year as needs change and problems arise. Individual teachers are given previous year student data and current student data. This data is used to make changes in instruction if needed.

### **How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

Global Scholar Performance Series data is the driving force in identifying effectiveness within each classroom throughout the school year. If students are not showing growth, the instructional strategies are revisited and changes are made to instruction.

### **What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

After the Continuous Improvement Plan is created, it is revisited quarterly to look at data and identify areas that have been addressed and areas that need to be addressed.



# **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.	30.71

Provide the number of classroom teachers.

31.05

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1557279.0

Total

1,557,279.00

### 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.	83200.0

Total

83,200.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	64421.0

Total

64,421.00



### Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52240.0

Total

52,240.00

### Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54122.0

Total

54,122.00

### 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.	7236.0

Total

7,236.00

### 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.	2653.0

Total

2,653.00

### 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.	138559.26

Total

138,559.26

### 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.	14420.0

Total

14,420.00



### 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.	1041.0

Total

1,041.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	409488.0

**Provide a brief explanation and breakdown of expenses.**

Salaries and Benefits 384,730.78  
Subs 3,000.00  
Materials and Supplies 5957.22  
Consumables 1500.00  
License Agreements 1800.00  
Computer Hardware/Software 2500.00  
Professional Development 5000.00  
Professional Development Subs 5000.00

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	5000.0

**Provide a brief explanation and a breakdown of expenses.**

Professional Development Subs 5000

**Title III**

Label	Question	Value
1.	For English Learners. Provide the total.	1000.0

**Provide a brief explanation and a breakdown of expenses.**

Professional Development Subs

### Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	150000.0

**Provide a brief explanation and a breakdown of expenses.**

Half Coordinator 8970.75  
Site Lead After school 14367.54  
5 Teachers After school 58776.40

Site Lead Summer 8420.55  
5 Teachers Summer 34447.65  
2 Aides Summer 7655.04

Evaluator 4500.00  
EZ Reports 1000.00  
Transportation/Field Trip 600.00  
Professional Development 5000.00  
Materials and Supplies 3512.07  
Parenting Education 750.00  
Software 0.00  
Office Supplies 500.00  
Non Capital Equipment 1000.00  
Computer Equipment 500.00

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

0

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

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

Provide a brief explanation and breakdown of expenses.

0



**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.**

0

## Local Funds

Label	Question	Value
1.	Provide the total	192057.0

**Provide a brief explanation and breakdown of expenses.**

Utilities 138500.

Supplies 9000

Repairs and Maintenance 3000

Other 9000

# 2017-2018 Parent and Family Engagement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

Russellville Elementary School will convene an annual meeting to which parents will be invited and encouraged to attend. The administration and staff of Russellville Elementary School have a strong commitment toward parental involvement and have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting is held at a time to accommodate parent work schedules. We are offering two different times this year in order to accommodate the parent's busy schedule. Parents will have the option to attend the meeting that works best with their schedule. At this meeting, parents will be informed about the school's Title I program and the requirements for the college and career readiness standards.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

Russellville Elementary School provides for the coordination, technical assistance, and other support necessary to assist the Title I participating school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Additional parent meetings/activities will be held at various times during the school year. Meetings/activities will be arranged at various times so that parents can attend. Different meetings/activities will be of a different nature so that all parents can be encouraged to participate. Some may be more formal and informal. Some may be informal meetings between Title I teachers and parents, and some may include hands-on activities, such as looking at computer programs and tips for their child to be successful in reading. All meetings will have a translator available to assist with language barriers. Parents may be notified of meetings through (1) notices sent home by students in the language parents understand, (2) newspaper announcements, (3) announcements on Russellville City Schools Educational Television Station, (4) internet postings on Russellville Elementary School Website, and (5) public postings in English and Spanish, (6) social media, and (7) school cast messaging system.

During each meeting parents are encouraged to notify the school in writing of any comments/concerns they may have that could help in the revision process for future meetings with the same content. Parents of Title I students were involved in the development and review of the Parent Involvement Policy/Plan by serving as members of the Russellville Elementary School Advisory Panel. During annual meetings with parents, the Parental Involvement Policy/Plan is distributed. The policy/plan is made available in English and Spanish. We use TransAct to professionally translate into a language the parents can understand. All parents will be given surveys at the end of the school year to give their comments on activities, materials, and training that the school should offer or improve on for the next school year. The advisory panel will conduct an annual evaluation of the content and effectiveness of the Parental Involvement Policy/Plan in improving the academic quality of the Title I school, including identifying barriers to greater participation by parents in authorized activities. They will also use the evaluation to design more effective strategies and revise the plan as needed to meet the needs of all students. Parental involvement is given much emphasis at Russellville Elementary School as required by the Title I law. A portion of the Title I allocation is used to implement activities for parents to be involved, including family literacy, parent/teacher communication planners, and School Success web content service, which is offered in English and Spanish. Members of the Russellville Elementary School Advisory Panel will be involved in decisions regarding how

parental involvement funds will be expended.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

Russellville Elementary School communicates information to parents and stakeholders through monthly newsletters, school website, social media, SchoolCast phone messaging system, our school sign, and local newspapers. School information is provided in a language the parent can understand using TransAct. Students also receive a report card each nine weeks that contains information about upcoming events and holidays. The student state assessment results are sent home by each student each year as well as linked from the school's website. Parents and stakeholders are invited to serve on various school committees. Parents served on the School Leadership Team during the development of this Continuous Improvement Plan. We follow the College and Career Readiness Standards throughout the year, and our teachers use a variety of assessments in order to monitor student growth. We use Global Scholar, ACT Aspire, rubrics, and a variety of other formative and summative assessments throughout the year. Our students are using data notebooks to monitor growth, set goals, and have student-led conferences to discuss their progress with their teachers.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

The school parent compact was developed by the Russellville Elementary School Advisory Panel, which includes school staff and parents. The compact will link school, parents, and communities in order to meet the educational needs of the children with whom they are involved. The School Parent Compact builds on the belief that school-community links are critical to creating environments where all children can reach high standards. The school parent compact is designed to increase the sharing of responsibility between families and the school for the high performance of all students. All parents of Title I students will be given a copy of the compact upon entering the program. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to the partnership between the school and their child. This helps to ensure that their child is successful in school. A Spanish version is available, along with an ELL translator to meet with parents and explain the compact. Each teacher will be given the responsibility of explaining the compact to the student and obtaining the student's signature. The principal will sign the compact and they will be housed in the student's classroom for availability during meetings, parent conferences, and/or student teacher conferences. The compact is reviewed each spring by the advisory panel and updated to meet the needs of the students.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

Our parents and stakeholders had input on the Continuous Improvement Plan beginning last Spring through the use of surveys. The data

from the surveys helped our CIP team develop goals, activities, and discuss how we could reach those goals for the upcoming year. After the Continuous Improvement Plan is approved by the board, a copy is placed in the main office, counselor's office, and on our school website. Parents and stakeholders are encouraged to contact administrators and/or teachers in person, by phone, email, or letter to voice concerns about the Continuous Improvement Plan. We hold annual parent meetings and have parent meetings with most parents at least once a year, and they have the opportunity to submit comments of dissatisfaction with the Continuous Improvement Plan at that time as well. Individual conferences can be scheduled upon request as well. The Title I advisory panel distributes surveys at the end of each school year that allows parents to address their concerns and make comments on activities, materials, and training that the school needs to improve or offer for the next school year. These surveys are used, along with comments from the Title I advisory panel, to make needed revisions.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

In order to build capacity for parental involvement, Russellville Elementary will explain the curriculum content, data, results, and assessments set forth by our school and the state of Alabama in order to provide assistance to parents of students in the Title I program. A Title I Parent Meeting will occur at the beginning of each school year to inform parents about the Title I program, expectations, etc. Parent conferences are held throughout the year to explain our standards, discuss state and local academic assessments, discuss the student's progress through the use of data notebooks, and determine a variety of strategies that can be used to increase student achievement. Through our social media sites, we will be implementing links on tips, articles, and informational resources for parents who have identified needing more information on additional topics. By using the School Success Ideas on our school web page, which is offered in English and Spanish, our parents are given tips, information, and useful links to help their child.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Russellville Elementary School parents, teachers, paraprofessionals, and administrators will work together as equal partners in developing ways to provide guardians information on various topics such as attendance awareness, bullying, homework help, and tips on how to help

your child become a successful reader. These materials will be presented in print and digital formats (Monthly Newsletters, Social Media, and various other documents.) We are strengthening our Parent Leaders Group to include a more diverse population and keeping them on the school advisory teams for longer terms. Through the use of Student Success Ideas on our webpage, our parents have the opportunity to learn helpful tips, use the parent guides to improve their child's success, access the video library to learn and develop good character traits, and access the idea of the day where information is shared each day. We have implemented an organization to get more parents involved and helping in our school called "TAPS" Teachers and Parents = Success. We will meet once or twice a month to gather input from parents and provide training opportunities to parents within our school throughout the year.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

Russellville Elementary School will continue working with teachers to help in the understanding of the importance of parental involvement in the schools through grade-level meetings, faculty meetings, in-services, and professional development workshops. Parents who serve on the Russellville City Schools Advisory Panel serve as liaison to bring concerns and comments about the Parental Involvement Policy/Plan to the other members of the panel so that their comments are considered when revisions are made to the policy/plan. Parents are also given a survey at the end of the school year, to give their comments or concerns on activities, materials, and training that the school should offer or improve on for the next school year. The entire Russellville Elementary School staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement. Student planners are provided for each student to encourage parent/teacher communication. Planning periods are also scheduled so that teachers have time for parent communication in order to discuss assessments, monitor growth, and discuss ways to help the student make gains and show progress. Our students have a data notebook this year, and these are used to show growth on Global Scholar and ACT Aspire tests given each year. Students have the opportunity to share their progress with their parents and set goals for themselves to achieve throughout the year. Each teacher is provided access to a classroom webpage to communicate important information to parents. Teachers are encouraged to keep classroom pages current and they receive training on webpage design. We have several teachers that use Twitter to communicate information to parents, as well as showcase what the students are working on in the classroom. Our parents have been involved in the classroom throughout the year by serving as guest readers, sharing information about their careers, working alongside the students during the Hour of Code, as well as serving on a variety of committees.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**



**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

To ensure effective involvement of parents and to support a partnership among Russellville Elementary School, parents, and the community that enhances student academic achievement, Russellville Elementary School shall provide: Program Information for Parents used to train parents on how to understand the state content and performance standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators toward their child's improved performance and achievement. This will be done through conferences, an annual Title I meeting, various parent meetings are held during the day and evening at which time the school will explain how to understand: Title I Reading, Alabama Reading Initiative, AMSTI, CCRS, ACT Aspire, and other State Mandated Standardized Reports. They will also discuss Go Math, Global Scholar, Student Progress Reports, and Student Report Cards. Other federal programs are discussed during parent meetings when appropriate. A parent newsletter, translated in Spanish as well, is sent home each month informing parents of school events, successes, and assessment data. Our teachers and staff are offered professional development on parent involvement to help them realize the importance that parents have in the educational process of their students.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Information concerning a child's progress and parent programs, meetings, and other activities is sent to the parents of participating children in a format the parent can understand. An EL aide is available onsite to assist with the creation of such documents and questions from parents of migratory children. Russellville Elementary School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrant children, and parents of migratory children. All important information is sent home in a language the parents can understand, as well as notices about parent meetings. Our school messaging system, SchoolCast sends out messages in English and translates them to the language understood so all parents can have an understanding of what is going on at school.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Russellville Elementary School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of immigrants and parents of migratory children. All important information is sent home in Spanish and notices about parent meetings are sent in Spanish. An EL aide is available onsite to assist with the creation of such documents and questions from parents concerning information sent home. Every effort is made to accommodate parents with disabilities. Russellville Elementary School is a handicapped-accessible building with labeled handicapped parking. Special accommodations are made to

communicate with all parents by phone or through home visits when needed. Our messaging system, School Cast sends messages in a language parents can understand so that all parents are able to understand what is happening at school.