



ACIP

Benjamin Russell High School

Alexander City Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

ACIP Assurances

Introduction 19

ACIP Assurances 20

Instructional Plan 2018-2019

Overview 22

Goals Summary 23

- Goal 1: Digital Citizenship 24
- Goal 2: Integration of Touch Panels in the classroom 24
- Goal 3: 11th Grade students will meet the readiness benchmark of 22 in math on the ACT 25
- Goal 4: To increase the percent of students meeting or exceeding benchmarks on the ACT 25

Activity Summary by Funding Source 27

School and Community Culture 2018-2019

Overview 29

Goals Summary 30

- Goal 1: Increasing family and community engagement 31
- Goal 2: ESL Family Night 31

Activity Summary by Funding Source 33

Learning Support 2018-2019

Overview 35

Goals Summary 36

- Goal 1: Learning Support 2018-2019 37
- Goal 2: Increasing family and community engagement 37

Activity Summary by Funding Source 39

Stakeholder Feedback Diagnostic

Introduction 41

Stakeholder Feedback Data 42

Evaluative Criteria and Rubrics 43

Areas of Notable Achievement 44

Areas in Need of Improvement 45

Report Summary 46

Coordination of Resources - Comprehensive Budget

Introduction 48

FTE Teacher Units 49

Administrator Units 50

Assistant Principal 51

Counselor 52

Librarian 53

Career and Technical Education Administrator 54

Career and Technical Education Counselor 55

Technology 56

Professional Development 57

EL Teachers 58

Instructional Supplies 59

Library Enhancement 60

Title I 61

Title II.....	62
Title III.....	63
Title IV.....	64
Title V.....	65
Career and Technical Education-Perkins IV.....	66
Career and Technical Education-Perkins IV.....	67
Other.....	68
Local Funds.....	69

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?

Benjamin Russell is located in Alexander City, AL near scenic Lake Martin. We are a school of 70 faculty and staff members that are devoted to the academic, social, and emotional growth of almost 1000 high school students in grades 9-12. We address the needs of our students by offering a solid core curriculum that is integrated with sports and extra-curricular offerings.

Over the past five years the population of the Alexander City community has declined resulting in a decrease in our student population. However, in the last two years the enrollment has remained constant. The racial make-up of our student body reflects the racial make-up of our community with 40% representing minority groups. The minority population includes 39% of black students and 1% of Hispanic and Korean population. White students make up the other 60% of the student population.

The faculty and staff are some of brightest teachers who are dedicated to engaging students in real world applications through project based learning by integrating strategic teaching, formative assessment and 21st Century Skills. The make-up of the faculty reflects a high percentage of veteran teachers who have over ten years' experience in the classroom.

One of the challenges is that Alexander City is recovering economically after the Russell's Corporation has moved it's headquarters and most of its employees out of state. The city, like most post-industrial departures, is trying to find new businesses to move into the city. With the departure of the Russell Corporation, most of the financial support for services and program above what is awarded by the state is dwindling. The youngest school building is over 25 years old. The high school is over 65 years old.

However, the school is redefining itself as they prepare to have every graduate college and career ready. The school has adopted the motto of having Character, Class and Pride. This emphasis is on the individual students and their citizenship. There is an instructional shift where the mission statement is to increase active and authentic engagement. The teachers and staff are doing this through strategic teaching and formative assessment. Standards based instruction and evidence based learning are shifting instruction from teacher focus to student centered.

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 VISION of the Alexander City Schools is to produce graduates that are successful and empowered to compete globally based upon their own unique talents and interests. The MISSION of the Alexander City Schools is to provide a safe and inviting learning environment with high expectations for ALL, while focusing on the development of the whole child - academically, socially, emotionally, and physically. Our GOAL is to have each graduate College and Career Ready. We do this by addressing strengths of each individual student by our motto of having Character, Class and Pride. Our school wants our students to be students with character not a group of characters. We want our students to show class in every thing they do and take ownership in their own learning and decision making. The students at our school are becoming leaders and are relevant in our school and in our community.

Benjamin Russell High School is located in Alexander City, AL near scenic Lake Martin. Alexander City is home to over 15,000 people and almost 3,000 students in our five schools, with close to 1000 of those being students at Benjamin Russell High School. Alexander City is home to a world-class medical facility in Russell Medical Center and is located in the vicinity of 5 tier II automotive suppliers. We are steeped in community tradition with several annual community events, such as The Sun Fest, The Jazz Fest, The Oktoberfest, and Russell Forest Run. The events bring out community members from all walks of life to have a good time and support our city. Over the past five years the population of the Alexander City community has drastically declined resulting in a decrease in our student population. The racial make-up of our student body reflects the racial make-up of our community with 40% representing minority groups. We have a growing population of Hispanic and Korean residents.

Benjamin Russell High School (BRHS) is the only high school located in the community of approximately 15,000 in Alexander City, Alabama. BRHS opened its doors in September of 1950 and was considered the most modern high school in Alabama. Mr. Robert Russell, son of Mr. Benjamin Russell, founder of Russell Corporation, felt the community needed a neutral site for students to attend. The cost of BRHS was well over a million dollars and was built without any state or federal money. It was totally funded by The Russell Educational and Charitable Foundation, Avondale Mills, and donations from public businessmen in town. Mr. Robert Russell named the school after his father in hopes of encouraging teenagers to attend and to graduate from high school.

Benjamin Russell High School serves ninth through twelfth grades students of Alexander City. We are a school of 70 faculty and staff members that are devoted to the academic, social, and emotional growth of almost 1000 high school students. We address the needs of our students by offering a solid core curriculum that is integrated with sports and extra-curricular offerings. Our extra-curricular activities are supported by our community through attendance at events and partnerships. We have an extensive Parks and Recreations Service that offers a large variety of youth league sports that feed into our middle and high schools. We also partner with the Civitan, Lions and Kiwanis Clubs of Alexander City by sponsoring high school chapters of their organizations here at Benjamin Russell High School. With the support of these partnerships, our students are able to have a 1:1 ratio of chromebooks for instructional purposes. The school addresses the student as individuals by stressing the motto of Character, Class and Pride. Students are expected to make smart and reasonable decisions and behave in manner that will represent themselves, their family and the school in a positive manner.

Academically we offer English Language Arts, Math, Science, and the Social Sciences to our students. We also offer Honors, Pre-AP and Advanced Placement courses for our accelerated students. We offer intervention classes to support our students that require remediation in reading and math. We also offer the following elective courses: Agri-science, Cosmetology, Broadcasting, TV Production, Yearbook, Event

Planning, Art, Drama, Choir, ROTC, Concert Band, Marching Band, Strength and Conditioning, Engineering, Robotics, Event Planning, Business Technology Applications, Multimedia, Digital Design, Drivers Education, and ACCESS courses. The goal of the school is for each graduate to be College and Career Ready.

Our teachers are dedicated to the improvement of their practice and its impact on student achievement. They are trained in the use of strategic teaching, whole brain instruction, formative assessment, project-based learning and 21st Century Skills. We participate in the quarterly meetings of the College and Career Readiness training sponsored by the Alabama State Department of Education. Teachers receive many hours of professional development per year. This professional development ranges in topics from instructional strategies to classroom management to using technology efficiently in the classroom. Professional development is individualized for the needs of the teacher as well as prescribed for the faculty as a whole. We engage in vertical planning with teachers within departments and the elementary and middle schools. We have lead teachers who are trained in various programs such as College and Career Readiness Standards, ACT Assessment, Rti, Positive Behavior and Support, etc... who do turnaround trainings with remainder of the staff members. The mission of the school is to increase active and authentic engagement through strategic teaching and formative assessment.

We believe team sports and individual sports teach discipline and a sense of belonging, therefore we offer our students opportunities to participate in various sports. We offer football, volleyball, basketball for boys and girls, golf, tennis, wrestling, baseball, softball, soccer for boys and girls, track, cheerleading, and dance team. Our athletics are supported by our parents and the community. We have a state of the art weight room for our male and female athletes that is housed on our campus as well. Russell Medical Center provides us with a trainer that is present at a majority of our sporting events and that provides preventive and follow-up care for our student athletes.

We have an active Parent Teacher Organization that is instrumental in the upkeep of our school and providing social activities for our students. Membership range from 15 to over 30 parents who are very active in promoting our school. They provide the landscaping around our school. We have try to keep our parents abreast of the happenings in our school and school system by maintaining a Facebook page, Twitter account, and website. We also utilize an automated calling system to notify parents of upcoming events and emergency events. We hold an orientation for incoming 9th graders and an open house for all students after school has begun.

The Alexander City Chamber Foundation, Inc. administers The Gateway to Education Scholarship Assistance Program. It provides up to sixty-four credit-hours of free college tuition to Benjamin Russell High School graduating seniors who meet the entrance requirements to Central Alabama Community College. The free tuition is available to students attending Central Alabama Community College in Alexander City.

Alexander City is a great place to live and raise children. As the demographics of the Alexander City community continues to become more diverse, BRHS remains committed to addressing its diversities, thereby preparing all students for success in life.

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.

Nearly 1000 students enter the doors each day at BRHS where academics are first and foremost. The number of students enrolled in Advanced Placement (AP) English students has increased in the past five years as well as significantly increased numbers in AP Biology, Chemistry, History, and Math. The ACT score in past two years was at or above state average. BRHS was awarded the Bronze Star by US News and World Report in 2016 and 2018 for our increase in academic scores, one to one initiative, and student participation in the AP programs. BRHS also had a teacher who was named as a finalist for the Alabama Teacher of the Year and another teacher who was recruited and hired by the prestigious Ron Clark Academy.

In 2018, BRHS also was ranked #15 in the state of Alabama public schools with poverty at or above 50% in reading and math. BRHS. BRHS also was awarded the Hustle Award in 2018 for the highest increase of scholarship application and FAFSA applications.

The Senior Class of 2018 made school history as they recorded scholarship offerings over six million dollars. Over 80% of the graduates in the Class of 2018 were accepted into college.

BRHS has a long history of producing extraordinary athletes and has always been competitive in sports. The wrestling team was the 6A state championship runner ups. We also had two individual state champions in 2015 and 2016 and two runner-ups in 2018. The football team won the Class 5A Region 2 Championship in 2012 and 2013 and reached the 6A semi-finals in 2015. In addition to the football team, boys and girls soccer, softball, baseball, volleyball and tennis teams all made the state playoffs during the past three years. The community believes in and supports the BRHS Wildcats 100%.

From feedback from students, parents and staff surveys, some areas of concern were student engagement, college and career preparedness, and progress monitoring. Student and staff members both agreed on surveys that an increase in student engagement was needed to focus on real world application and increase student achievement. Surveys from the Leadership Team showed that college and career preparedness needs to increase especially in the areas of qualifying scores on the Advanced Placement exams and the meeting benchmarks on the ACT. Overall, increasing student engagement and preparing students to be college and career ready were the areas that needed to be addressed. Results from technology surveys showed that more training and digital tools are needed by staff to help enhance the student engagement.

Additional Information

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

The Alexander City School System is very proud of its rich tradition of excellence. Throughout our long history, we have been recognized as a progressive school system, not satisfied with merely meeting minimum standards, but striving to be a "cut above" others. From being named the first school district in the United States to receive AdvancED district accreditation, to our outstanding academic programs, to our superb extracurricular programs, we are proud of our accomplishments.

Our school system and each individual school are committed to the continuous improvement process. Examples of this commitment are the schools' annual improvement plans and our ACS 2020: A Pursuit of Excellence, which is our strategic plan for the district. We understand that excellence comes through determination and hard work, but we also understand how quickly it can fade. We cannot be satisfied with the status quo, but must operate with the philosophy that all can learn and succeed, regardless. Our motto is High Expectations and Success for ALL.

The core of our business in the Alexander City Schools is teaching and learning. We have an excellent staff, which is well trained and works to provide our students with a rigorous and rewarding academic experience. Our students are afforded a wide array of academic and enrichment offerings. Examples include the Leader In Me (K-6) program, of which Jim Pearson Elementary School recently received the distinguished Lighthouse designation; our K-12 STEM/QUEST opportunities, including our award-winning robotics program; strong Advanced Placement and dual enrollment programs with Central Alabama Community College (C.A.C.C.); and our expanding Career Tech programs, with which we have strong partnerships with C.A.C.C., the Tallapoosa County Schools, and our local business and industry.

We believe the integration of technology into our curriculum is crucial. To strengthen this effort, we are blessed to have the support of the Alexander City School Education Foundation (ACSEF). As of today, each secondary school student has the opportunity to have a chromebook and the elementary school students have access to chromebooks and iPads.

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.

Students, teachers, parents, and other stakeholders were asked to do an online survey to give the school feedback on their perceptions of strengths and weaknesses. The staff members did their surveys at a faculty meeting without any administrator present. The students were able to use their chromebooks to do their surveys in homerooms. The parents were given a window to take the survey online at home. The students brought back signed forms to insure that their parents actually took the survey. Benjamin Russell exceeded the minimum percent needed for participation of the surveys. Paper copies were available to those who did not have internet at home.

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

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.

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

The final improvement plan was presented and discussed at school faculty meetings, PTO meetings, administrative meetings, board meetings, and published on the school websites.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACT Class of 2019 PreACT Class of 2020 Performance Series Reading GLE Fall 2018 Performance Series Math GLE Fall 2018 TruScore Practice ACT Fall 2018 Faculty Mtg on CIP & Tech Plan Fall 2018 Adm Staff Mtg and Dept Mgt Fall 2018 Leadership Team Mtg Aug 2018 Brochure for Senior Blitz Brochure for Student-led Conference

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

In the area of ACT results, our students' percent who met benchmark in English was 52% compared to the state's 51%. The ACT average score for BRHS was 19.0 compared to the state's 18.9. The English percent of meeting benchmark was 4 percent higher than previous year. Our Math percent of meeting benchmark was 3% higher than previous year.

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

The recent trend in two of the subjects and the overall composite of the ACT have increased from the previous year. Over the past four years, the percent of students meeting benchmarks in English and math has increased from 46% to 52%.

When comparing our ACT scores to the state average over the past year, our students were at or above the state average in English, math, and composite areas.

Which area(s) indicate the overall highest performance?

Our scores on the ACT were mostly at or above state average. The percent of students meeting benchmark in English and math increased the most. The 4% increase in English was the highest.

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

Our black population has shown an increasing trend in their overall composite score. In 2016, the average composite score for blacks was 15.4, 2017 was 16.9 and 17.5 in 2017.

Between which subgroups is the achievement gap closing?

The gap between white students and black students decreased by one percent on the overall composite score. The black students had a 17.5 composite average and the white students had a 20.6. Last year it was 16.9 for blacks and 20.4 for whites.

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

Our scores from our ACT aligned with our Mastery Prep TruScore results that we had implemented prior to juniors taking the state assessed ACT. Almost 80% of the students who took the ACT in 2018 scored within 3 points of their scores from the Fall and Spring TruScore exams.

Areas in Need of Improvement

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

The Hispanic population on the ACT were below the expected levels of performance. Their average composite score dropped from 17.0 to 16.4.

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

The Hispanic population on the ACT were below the expected levels of performance. Their average composite score dropped from 17.0 to 16.4. This is a 3 year trend of decrease because in 2016, their composite was a 18.2.

Which area(s) indicate the overall lowest performance?

Our Hispanic population has been on a three downward trend. Their average composite score dropped from 18.2 in 2016, then dropped to 17.0 in 2017 then to 16.4 in 2018. This may be a result from our increase in the Hispanic population.

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

Again, it is our Hispanic population has been on a three year downward trend. Their average composite score dropped from 18.2 in 2016, then dropped to 17.0 in 2017 then to 16.4 in 2018. As mentioned, it may be a result from our increase in the Hispanic population.

Between which subgroups is the achievement gap becoming greater?

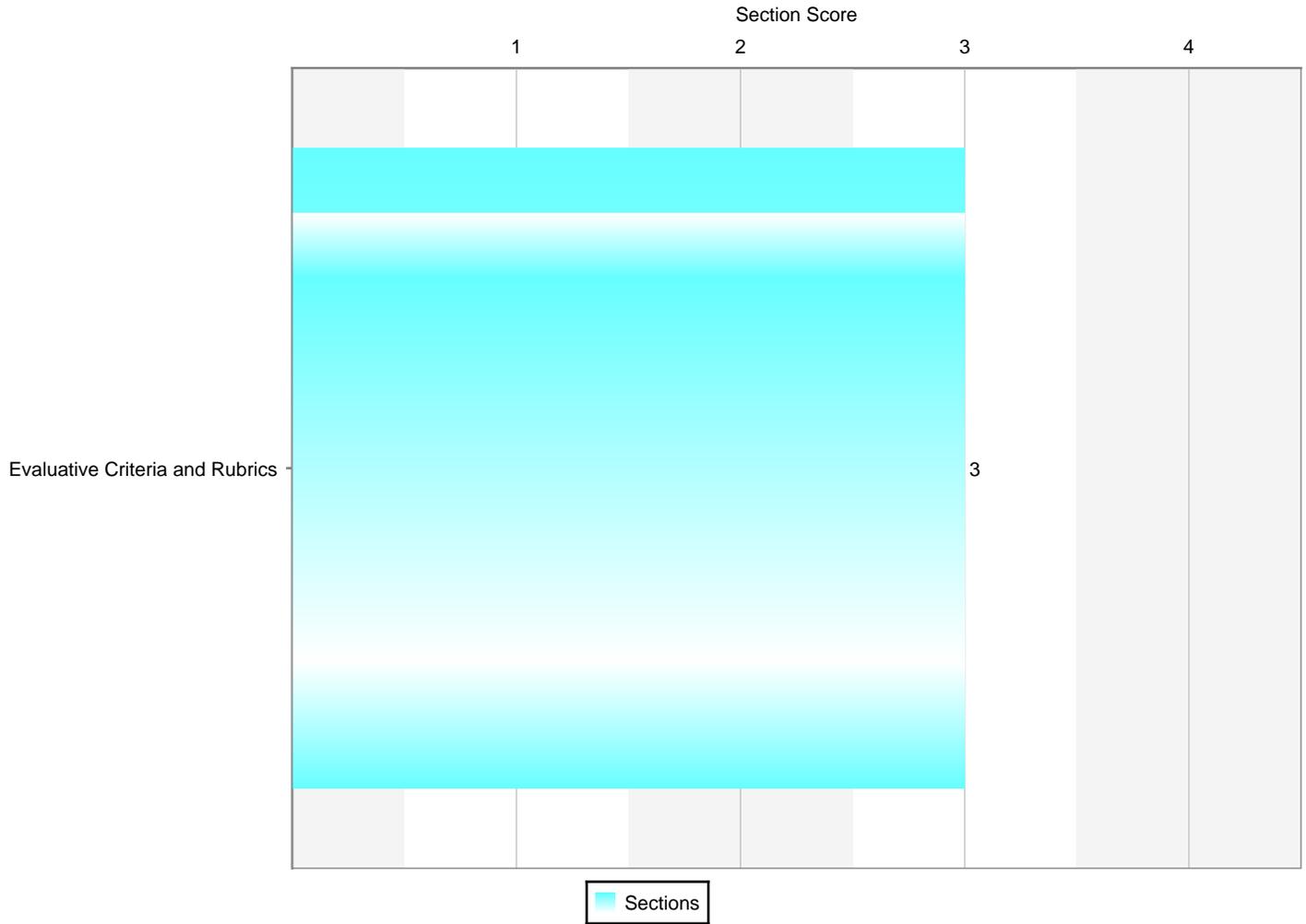
The subgroup which is increasing in population is also the one subgroup that is showing the downward trend. Although not a huge subgroup in our student population, it is still trending down on the overall composite scores.

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

The scores from the ACT and TruScore are consistent within each subgroups. We can predict scores with about 80-85% accuracy from the TruScore to the ACT.

Report Summary

Scores By Section



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		Leadership Team Mtg Fall 2018

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		Equal Opportunity Policy

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		Statement of Assurance Title IX 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's Right to Know 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.	No	Not a Title I school	

Instructional Plan 2018-2019

Overview

Plan Name

Instructional Plan 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Digital Citizenship	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Integration of Touch Panels in the classroom	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	11th Grade students will meet the readiness benchmark of 22 in math on the ACT	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5400
4	To increase the percent of students meeting or exceeding benchmarks on the ACT	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5400

Goal 1: Digital Citizenship

Measurable Objective 1:

demonstrate a proficiency of professionalism when dealing with individual use of technology by 05/01/2019 as measured by presentations by students in their assignments, projects and student-led conferences.

Strategy 1:

Use of Net OP - Each core and career tech teachers will integrate the Net Op software to monitor and manage all electronic devices in their classroom so that the focus is placed on digital citizenship as teachers are engaging their classes.

Category: Develop/Implement Learning Supports

Research Cited: Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core and career tech teachers will be trained on the use of Net Op software	Behavioral Support Program, Policy and Process, Academic Support Program, Technology, Professional Learning	08/13/2018	05/01/2019	\$0	No Funding Required	Kimberly Moncrief

Goal 2: Integration of Touch Panels in the classroom

Measurable Objective 1:

collaborate to increase technology integration in our classrooms by 05/01/2019 as measured by by providing funds and professional development on how to integrate touch panels .

Strategy 1:

Professional Development - Teachers will be provided professional development on how to integrate technology in their classrooms

Category: Develop/Implement Professional Learning and Support

Research Cited: Groff, J., & Haas, J. (2008). Groff, J., & Haas, J. (2008). Web 2.0: Today's technology, tomorrow's learning. Learning & Leading with Technology, September/October 2008.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on Touch Panel integration in the classroom	Behavioral Support Program, Policy and Process, Academic Support Program, Technology, Direct Instruction	08/13/2018	05/01/2019	\$0	No Funding Required	Moncrief

Goal 3: 11th Grade students will meet the readiness benchmark of 22 in math on the ACT

Measurable Objective 1:

demonstrate a proficiency on the ACT by 05/01/2019 as measured by increase 1% of the number of students who met the college and career readiness benchmark on the math portion of the ACT.

Strategy 1:

Mastery Prep - Students in grades 9-11 will take the Mastery Prep TruScore practice exam twice a year leading up to the ACT. The data will be used in their core classes to help enhance learning for those taking the ACT.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD

Activity - Practice Exams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 9-11 will take the TruScore as a practice test for ACT	Academic Support Program	09/01/2018	05/01/2019	\$5400	Title IV Part A	Dr. Wilkinson

Goal 4: To increase the percent of students meeting or exceeding benchmarks on the ACT

Measurable Objective 1:

demonstrate student proficiency (pass rate) on the ACT by 05/01/2019 as measured by by 1% by participating in the ACT Bootcamp.

Strategy 1:

Mastery Prep - Juniors and sophomores will have the opportunity to participate in our Master Pre ACT Bootcamp prior to the ACT.

Category: Develop/Implement Learning Supports

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD

Activity - ACT Bootcamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in the Mastery Prep ACT Bootcamp	Academic Support Program	02/09/2019	05/01/2019	\$5400	Title IV Part A	Dr. Wilkinson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development on Touch Panel integration in the classroom	Behavioral Support Program, Policy and Process, Academic Support Program, Technology, Direct Instruction	08/13/2018	05/01/2019	\$0	Moncrief
Professional Development	All core and career tech teachers will be trained on the use of Net Op software	Behavioral Support Program, Policy and Process, Academic Support Program, Technology, Professional Learning	08/13/2018	05/01/2019	\$0	Kimberly Moncrief
Total					\$0	

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practice Exams	Students in 9-11 will take the TruScore as a practice test for ACT	Academic Support Program	09/01/2018	05/01/2019	\$5400	Dr. Wilkinson
ACT Bootcamp	Students will be given the opportunity to participate in the Mastery Prep ACT Bootcamp	Academic Support Program	02/09/2019	05/01/2019	\$5400	Dr. Wilkinson
Total					\$10800	

School and Community Culture 2018-2019

Overview

Plan Name

School and Community Culture 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increasing family and community engagement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	ESL Family Night	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increasing family and community engagement

Measurable Objective 1:

collaborate to increase parental and community engagement by 05/01/2019 as measured by by the number of events and attendees from our parents and community leaders.

Strategy 1:

Parent College Night - Parents and community leaders will have the opportunity to participate in our College Night for parents. Each parent will receive state and school assessments from previous and current year to review. The data will give the parents an insight on their child's academic achievement ability. A power point will illustrate how their child is doing when compared with their peers.

Category: Develop/Implement Learning Supports

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD

Activity - College Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College Night is for parents to review their child's academic status from previous years and current assessments	Career Preparation/Orientation, Parent Involvement, Community Engagement, Academic Support Program, Technology	10/01/2018	05/01/2019	\$0	No Funding Required	Advisors at BRHS

Goal 2: ESL Family Night

Measurable Objective 1:

collaborate to with parents of ESL students for a night dedicated to just them to review their child's progress by 05/01/2019 as measured by by the number of events and attendees from our parents.

Strategy 1:

ESL Family Night - EL students and their parents will be given a night to meet and greet their child's teachers and counselors. The parents will be given the opportunity to review their child's academic status for the year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement. 2nd ed. Alexandria: ASCD

Activity - ESL Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Engagement night for just EL parents and students	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program, Technology	10/01/2018	05/01/2019	\$0	No Funding Required	Sky Bartett and staff at BRHS

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL Family Night	Family Engagement night for just EL parents and students	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program, Technology	10/01/2018	05/01/2019	\$0	Sky Bartett and staff at BRHS
College Night	College Night is for parents to review their child's academic status from previous years and current assessments	Career Preparation/Orientation, Parent Involvement, Community Engagement, Academic Support Program, Technology	10/01/2018	05/01/2019	\$0	Advisors at BRHS
Total					\$0	

Learning Support 2018-2019

Overview

Plan Name

Learning Support 2018-2019

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Learning Support 2018-2019	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Increasing family and community engagement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Learning Support 2018-2019

Measurable Objective 1:

collaborate to increase a foundation for soft skills for our students by 05/01/2019 as measured by their skills in presenting their resume, digital portfolio and reading of reflection paper in a conference led by the student to their parents, advisors, counselors and administration.

Strategy 1:

Senior Blitz - Each senior will participate in our senior interviews in March. Each senior will be in appropriate attire, present a resume and go through four rapid rounds of interviews by community leaders.

Category: Develop/Implement Learning Supports

Research Cited: Schulz, 2008

B. Schulz

The importance of soft skills: Education beyond academic knowledge

NAWA Journal of Language and Communication, 2 (1) (2008), pp. 146-154

Activity - Senior Blitz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior will participate in rapid fire of interviews by community leaders	Career Preparation/Orientation, Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program	09/04/2018	05/01/2019	\$0	No Funding Required	Dr. Wilkinson, Mrs. Kelly, Mrs. Carr, Mr. McGhee, Mr. Davis, Mrs. Lashley and Mr. Burton

Goal 2: Increasing family and community engagement

Measurable Objective 1:

collaborate to with parents and community leaders to engage on communication for increasing student achievement by 05/01/2019 as measured by the number of teachers, parents, and community leaders who use Living Tree as way of communication .

Strategy 1:

Professional Development - Teachers will receive professional development on how to effectively use Living Tree as tool to increase parent and community support.

Category: Develop/Implement Professional Learning and Support

Research Cited: Noel, A., Stark, P., Redford, J., & Zuckerberg, A. (2012). Parent and Family Involvement in Education. National Household Education Surveys Program of.

Activity - Living Tree	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Living Tree to communicate to parents	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program	09/04/2018	05/01/2019	\$0	No Funding Required	Mrs. Kelly and Mrs. Moncrief

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Living Tree	Teachers will use Living Tree to communicate to parents	Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program	09/04/2018	05/01/2019	\$0	Mrs. Kelly and Mrs. Moncrief
Senior Blitz	Senior will participate in rapid fire of interviews by community leaders	Career Preparation/Orientation, Parent Involvement, Community Engagement, Behavioral Support Program, Academic Support Program	09/04/2018	05/01/2019	\$0	Dr. Wilkinson, Mrs. Kelly, Mrs. Carr, Mr. McGhee, Mr. Davis, Mrs. Lashley and Mr. Burton
Total					\$0	

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.

Stakeholder Feedback Data

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

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?

A very high percentage of students stated that they are actively involved in the classroom and the activities relevant to their world. Over 80% of the staff stated that in their classes they do focus on critical thinking and student engagement.

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

Both student engagement and making the classroom relevant were both increasing in the student and parent surveys.

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

The student engagement is consistent with the feedback that we receive from our business leaders who visit our school.

Areas in Need of Improvement

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

Over 52% of students say they only memorize facts and study right before the test.

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

We need to continue to focus on student goals and student ownership due to the trend of students waiting until the very last minute to study for exams (52%)

What are the implications for these stakeholder perceptions?

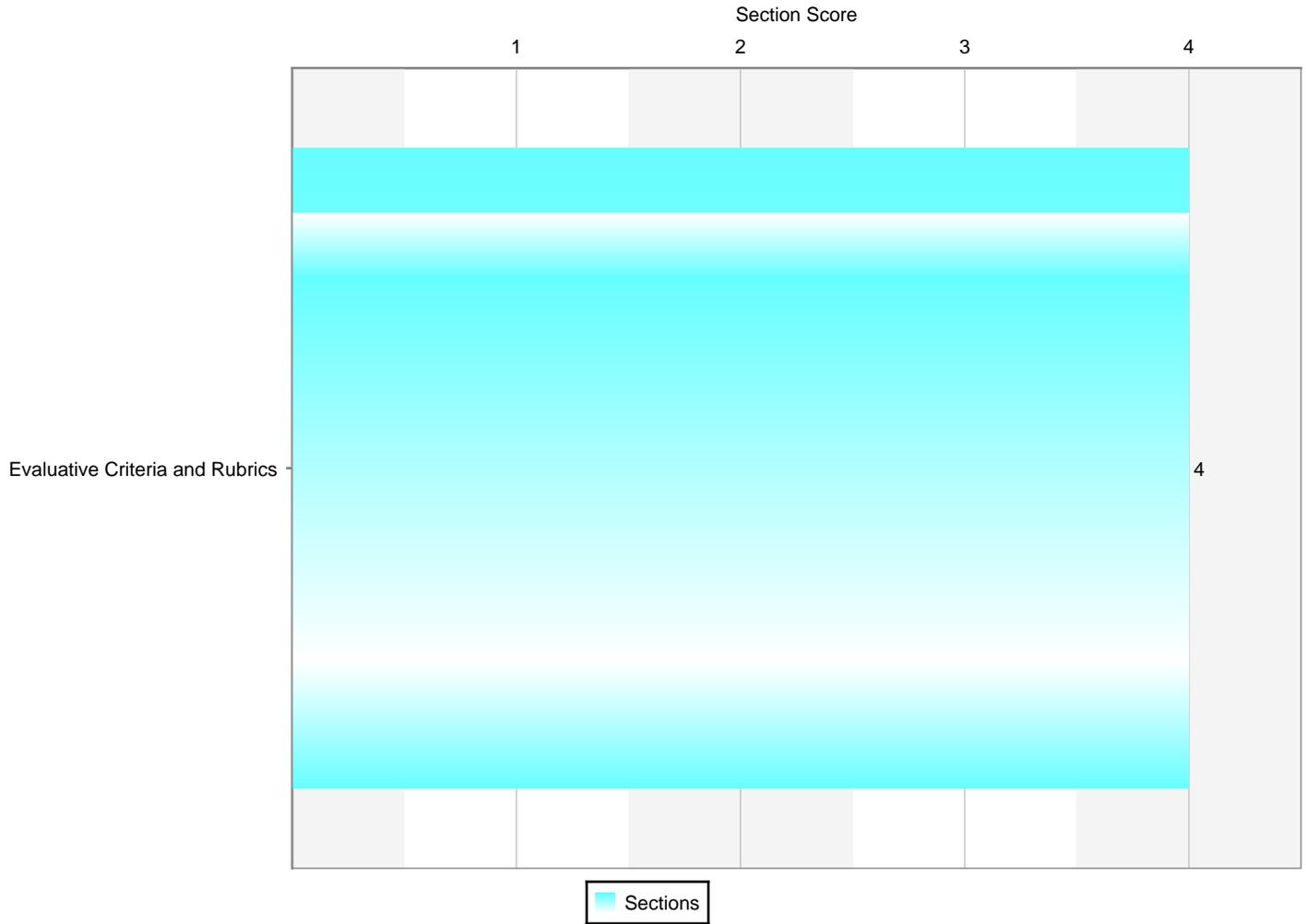
Increase on the focus of more goal setting and student ownership is needed. We can focus on that during our advisement.

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

Based on feedback from the student-led conferences, procrastination is consistent with the surveys. All four grade levels provide information that they procrastinate on exams and school work.

Report Summary

Scores By Section



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.	48.67

Provide the number of classroom teachers.

48.67

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3424659.0

Total

3,424,659.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	168556.0

Total

168,556.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	326643.0

Total

326,643.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	254720.0

Total

254,720.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	72734.0

Total

72,734.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.25

Provide the number of Career and Technical Education Administrators.

.25

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	24079.0

Total

24,079.00

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.	16326.0

Total

16,326.00

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.	4898.0

Total

4,898.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

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.	29172.0

Total

29,172.00

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.	5232.0

Total

5,232.00

Title I

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

Provide a brief explanation and breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Shared K-12 - Title II, Part A funds coupled with Title I, Part A funds will be used to provide K-12 certified personnel access to high quality, research based, ongoing professional development. Funds will be used to cover registration fees, travel expenses, substitutes for teacher release during the school day, lodging and meals for teachers, administrators and other instructional support staff as deemed necessary. PD activities will include job embedded sessions that focus on closing the achievement gap at all schools, analysis of data to drive instructional change, collaboration and monitoring student progress to facilitate change in instructional practices. \$7,648.67

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	6200.0

Provide a brief explanation and a breakdown of expenses.

ACT Boot Camp Materials- Strengthen Test-taking skills BRHS - \$3,000.00 - In our efforts to provide students with courses / programs to strengthen test-taking skills needed for success and to consistently meet and exceed goals of the state mandated testing program, Workbook materials will be provided for an ACT Mastery Boot Camp Day for 205 BRHS students.

BRHS Boot Camp Day - \$3,200.00 - In our efforts to provide students with courses / programs to strengthen test-taking skills needed for success and to consistently meet and exceed goals of the state mandated testing program, the BRHS Bootcamp will take place in the Spring of 2019. This includes Trainer fee and travel expenses.

SHARED RESOURCES

K-12 - Alternate Behavior Educator (ABE) Online \$4,050.00 - Funds will be used to provide 15 seats of the Alternate Behavior Educator program for use in grades K-12.

K-12 - Acellus Alternative Learning Programs K-12 - Online - \$5,000.00 - Acellus is a computer-based learning tool that has the capacity to "capture" any course and turn it into a mastery-level learning experience.

K-12 - Classroom Instructional Supplies - \$10,150.00 - Funds will be used to purchase supplemental instructional and educational materials that support the scientifically research-based curriculum of the district.

K-12 -Prof Develop - Impact Student Achievement Gaps - \$11,969.79 - Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to impact gaps in student achievement.

5-12 - VIS for Chromebooks subscription - RES- ACMS - BRHS - \$4,400.00 - Funds will be provided for VIS for Chromebook subscriptions for grades 5-12. The VIS app is a Chromebook classroom management solution that empowers teachers with control of their digital learning environments.

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.

NA

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.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	46541.0

Provide a brief explanation and breakdown of expenses.

\$17000.00 - CTE Professional Development - Career technical teachers, administrators, counselors, and career coach will participate in professional development opportunities through state, national, regional, and local conferences, workshops, best practice site visits, and technical updates.

2250.00 Cost of PLTW Gateway participation and CTE programs' student credentials to include: Adobe Certified Associate, Guest Services Gold, Microsoft Office Specialist, ServSafe, EKG Technician, Solid Edge, Patient Care Technician, Certified Nursing Assistant, CPR, OSHA 10 hr., Forestry Worker Certification, NCCER Core.

25605.22 - Purchase of instructional equipment, educational materials, supplies, and equipment for the career technical curriculum of the district which supports students reaching the level of credentialing and to support federal core indicators. Improve academic and career technical skills through increased academic integration and the further implementation of career academies. Career technical programs will be expanded, improved, and updated to ensure industry standards and high quality career technical programs (Health Science \$7695.00 for Stretching/Mat table, Impact Concussion Testing, Manikin Overlay for EKG Simulation, Hospital Beds; AgriScience \$5725 for Mig Welder, Program Software, Full Body Climbing Harness, Chainsaw 16" Bar, Forestry Pro Hypsometer, Increment Borer, Oregon 40V Ploe Saw; Electronics \$5000 for Working with STEM Software and Makerbot Replicator 3D Printer; NJROTC \$2120 for 10X20 Folding Tent, Rolling Whiteboard, Yoga Mats and Rack, Navy Fitness Suits, Wireless Keyboard and Mouse; Family and Consumer Sciences \$1000 for Smokeless Grills and Tables; Cosmetology \$400 fo Dryer & Chair and Shampoo Chair; Simulated Workplace Uniforms \$1295.22)

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA