



# ACIP

## Florence Freshman Center

### Florence City Schools

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	8
Additional Information .....	10

## **Improvement Plan Stakeholder Involvement**

Introduction.....	12
Improvement Planning Process.....	13

## **Stakeholder Feedback Diagnostic**

Introduction.....	15
Stakeholder Feedback Data.....	16
Evaluative Criteria and Rubrics.....	17
Areas of Notable Achievement.....	18
Areas in Need of Improvement.....	19
Report Summary.....	20

## **Student Performance Diagnostic**

Introduction ..... 22

Student Performance Data ..... 23

Evaluative Criteria and Rubrics ..... 24

Areas of Notable Achievement ..... 25

Areas in Need of Improvement ..... 26

Report Summary ..... 27

**ACIP Assurances**

Introduction ..... 29

ACIP Assurances ..... 30

**FFC ACIP 2014-2015**

Overview ..... 33

Goals Summary ..... 34

    Goal 1: Florence Freshman Center students will increase their vocabulary acquisition. .... 35

    Goal 2: Florence Freshman Center students will show an improvement in math. .... 36

    Goal 3: Florence Freshman Center will improve its attendance rate. .... 38

    Goal 4: Florence Freshman Center will reduce its failure rate from 2013-2014 by 5%. .... 39

    Goal 5: Adequate Progress in Language Acquisition ..... 40

    Goal 6: Strengthen Academic Language ..... 40

Activity Summary by Funding Source ..... 42

**Strategies to Increase Parental Involvement**

Introduction ..... 46

Strategies to Increase Parental Involvement ..... 47

## **Coordination of Resources-Comprehensive Budget**

Introduction.....	52
I. State Foundation Funds: FTEs Earned.....	53
I. State Foundation Funds: Units Placed.....	54
I. State Foundation Funds:Total Salaries.....	55
II. Federal Funds.....	57
III. Local Funds (if applicable).....	60

# **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?**

The Florence Freshman Center was created through the consolidation of two rival high schools in the Renaissance City of Florence, Alabama. Prior to the creation of the Florence Freshman Center, Freshmen in Florence had the choice of beginning their high school experience at either Bradshaw or Coffee High School. This program has the distinct honor and privilege of serving all freshmen in the Florence Public School System. Initially, our program shared a building with Florence Middle School. This situation carried the program through its first 10 years of existence. We opened year eleven in a new facility. Our base staff includes 18 base teachers, one instructional technology coach, one library media specialist, a full-time assistant principals and support personnel needed to carry out our day to day activities. Each staff member teaches 6 classes in his/her subject area and then has an assigned group for career preparedness. Each teacher is also given a 50 minute block of time and 23 minutes for lunch. Lunch used to be unencumbered, however in our current situation, our teachers are being asked to help escort our students to the cafeteria. This year our core areas have a 50 minute common planning to increase collaboration among our departments.

Our program grew out of a committee meeting of community stakeholders discussing the consolidation. The main objective for the program is to focus on removing obstacles that inhibit student success in high school. Literature supports the fact that the 9th grade is a critical to high school success. Our program includes eight 50 minute periods. Each student has the opportunity to take 4 core classes and 3 electives using the traditional model. They can also increase their selections by taking a virtual class taught by Florence Teachers. The Career Tech Facility is located on the campus of Florence High School and students can walk through the building to predominantly participate in these classes 1st, 7th and 8th periods.

Fourth period is an important part of the day for our school program. In the past this period was used to offer an orientation to high school course. That course was paired with lunch. The period was broken into two 23 minute segments with a 4 minute interchange. Last year, we had to change as we were forced to use that time to offer career preparedness. This year, the class is being revamped and offered holistically as an online course. Lessons are recorded and taught by certified teachers and each student is assigned a mentor that will help ensure that they complete the modules. Each Thursday during the 2nd Semester is deemed as Career Day Thursday and speakers will come in to discuss professions that peak the interest of our students.

Our program also believes in the relationship and partnership that must be formed with parents and guardians. We have monthly parent meeting on our campus. During these meetings, information about the program is shared, and an opportunity for parents to give their positive and or negative feedback is given. Our teachers and parents execute excellent lines of communication as it pertains to the students we serve.

Our program has several safety nets directed at ensuring student success. In 2008, we entered into a partnership with Southwire Company to implement the 12 for Life Program for at-risk students 16 and over. Our program occasionally serves students who meet these criteria and are contemplating dropping out. This creates an alternate path to graduation for students who have fallen behind in credits or who face tough socioeconomic situations. Through this program, students are provided numerous financial and academic opportunities in an effort to ensure their success.

During the past year our school served 365 students. Of that number 53% received free or reduced lunch. Our school's racial makeup was 57% Caucasian, 33% African American, 7% Hispanic, and 3% other.

Our greatest concern last year dealt with the number of students who failed to be promoted to grade 10. While our system has a 91% graduation rate, it's all trickle up and begins with grade 9.



## 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.**

Vision: To be number 1 in the state and among the top in the nation

Mission: Empower Students to explore, create, challenge, innovate and lead.

### Core Beliefs

We believe all students can learn, succeed and reach their full potential by setting high expectations for both students and staff.

We believe failure is an option can be eliminate through the provision of equal educational access for diverse learners.

We believe our staff is the key to student success as a productive citizen and a lifelong learner.

We believe the community's history and resources enhance the quality of the local education system.

We believe engaging the student's family and the community enhances learning and academic achievement.

We believe it is our responsibility to educate the whole child in a safe, orderly and challenging environment.

We believe it is our responsibility to develop students who are environmentally aware, adept at integrating technology and prepared to compete in a global society.

The Florence City Schools Instructional Roadmap and Strategic Plan Outline the primary goals of the school system:

#### 1.) To maintain a secure and safe campus

Promote and celebrate student achievement through a positive school climate

Strengthen school-home connections

Proactively address student harassment/bullying concerns cyber-safety

Expand collaborative efforts with community agencies and court system

#### 2.) To achieve targeted growth

AdvancED and CIP via Assist

Diagnostics and Benchmarks

Data Meetings and Gap Analysis

Standards-Based Instruction

Strategic Teaching for Learning Gains

Professional Development

Four Year Student Plans

#### 3.) To actively engage all students in the development of skills for college and career success

Engage in critical thinking and problem solving

Collaborate across various networks and lead by influence

Be agile and adaptable

Demonstrate initiative and entrepreneurialism

Communicate effectively both orally and written

Access and analyze critical information

Demonstrate Curiosity and imagination

4.) Meet and exceed our new measures of success

Yearly student attendance

ACT Aspire (3-8 Reading/Math)

Cohort Graduation Rate

Learning Gains

Gap (subgroup data)

End of Course tests

- Algebra 1

- English 10

5.) Implement and provide Rigorous and Transformative Educational Opportunities

CCRS/Quality Core

IS2 Initiative

FAFA

Career and Technical Credentialing

Expansive Advanced Placement Courses

Post-Secondary Credits via Dual Enrollment

Florence Virtual High School

Digital Delivery of instruction

The Florence Freshman Center embraces the 5-Star Service theme of the Florence City School System. This theme is the focal point of the system's instructional roadmap. The components are;

1.) Performance

Setting high expectations for all stakeholders

Moving student achievement expectations beyond content knowledge to College and Career Readiness/ Success

Achieving exemplary status in all areas including academics, athletics, fine arts and all co-curricular activities

2.) Professionalism

Communication

Appearance and Presentation

Planning, Organization and Continuous Professional Development

3.) Partnerships

School Wide

District Wide

Community

4.) Proactive

Anticipate

Communicate

Plan & Implement

## 5.) Personalized Service;

Attention to individual needs

Differentiated Instruction

A personalized pathway to success for every student

The primary purpose of the Florence Freshman Center is to ensure student achievement. The instructional purpose and mechanism utilized to promote student achievement are articulated through the FCS K-12 Instructional Framework. Through continuous school improvement, technology integration, and continuous professional development, quality, data driven instruction is planned and implemented to meet the diverse student population. Components of the k-12 Instructional Framework include:

Challenging Curriculum:

Alabama Courses of Study

College-& Career-Ready Standards

Honor Classes

Career Technical Program

Strategic Teaching

Curriculum Maps

Quadrant 4 instruction

Siop Strategies

Ongoing Assessment

Benchmark Testing

Alabama High School Graduation Exam

PSAT

College and Career Preparedness

Quadrant 4 Instruction

Career/Technical Education Program

Pre-AP Courses

Benchmarking

95% Attendance

12 For Life

Common Core Standards

Data Analysis Meetings

RTI (Problem-Solving Teams' response to instruction needs)

Rescue (Grades 9-12)

## 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.**

### Notable Achievements

- New FFC is now open
- Career Day Thursday
- Ipads for all students
- Apple TV's
- Student Recognition for state and national awards
- Fight policy works
- 12 for life
- Mentoring breakfasts for young men at risk
- Career preparedness
- Camp falcon
- Instructional partner
- FFC Awards Day
- PCN/KLN Meetings
- Partnership with technology in motion
- Power math
- Common planning for all core classes
- Planned data meetings
- Quality core training
- Implemented benchmark testing
- Using pacing guides
- Shared academic vocabulary for testing
- Cross-curricular literacy strategies
- Cross-curricular strategies for formative assessments
- Global scholars
- Edmodo

### Areas for improvement

- We need computers
- We need cameras
- Increase parental involvement with students struggling with academics and with attendance
- Improved response from parents when notified of their children's difficulty in class
- A reading program
- Improved attendance
- Improve communication among students, teachers and especially between regular and special ed teachers
- Improved attendance by parents at IEP Meetings
- More involvement of special education students in extracurricular activities
- Better monitoring in hallways between classes and to lunch

## **ACIP**

Florence Freshman Center

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- Better communication between staff and administration
- Mors cross-curriculum lessons
- Improve collaboration among the core department to align curriculum
- A reading test for RTI
- Making parents more accountable for their child's behavior and success in classroom
- Vertical alignment
- Classroom interest hobbies etc.

## 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 Florence Freshman Center is the only Freshman Program in Northwest Alabama. Having this program as the first high school has been a positive step for our system and community. The task is to serve our students by introducing them to the skill sets that will give them the greatest opportunity for success during their high school career. The math department boasts the only National Board Certified Teacher on the staff. That department as a whole is very involved in assessing student achievement and working to generate strategies that will benefit all students. Teachers in the Biology Department provide meaningful lab opportunities that bring the Biology Classroom to life daily. In addition, the students always fare well as they compete in Science Olympiad on both a regional and state level. The History Department does a great job of introducing students to the historical pieces that will make connecting U.S. history in grades 10 and 11 an easier transition. The teachers use technology and creative lesson plans to sell the students the importance of history. The English Department is in tune with the fact that many students have scored low in the area of reading to address this we have two RTI reading classes. The journalism class brings activities that occur at Florence Freshman Center to life. In addition our students always do very well in Sonnet Contests. The Career Technical Education Department is very popular with our students. In Agriscience, the land judging team is known in our area for the awards it continually receives. The FCCLA Organization has also won state awards at the annual conference and is now known on the national level. Our Art Students routinely produce work that is displayed annually at the Artistic Rendering of Youth Exhibit. Students at the Freshman Center usually bring home several awards from the competition. The physical education department is on the move in its efforts to ensure that the program offers students a curriculum aimed at helping them adopt habits that will keep them healthy for life. Our Fine Arts program is unified with the High School Program in the areas of Band, Chorus, Dance, Orchestra, Musical Performance and Theatre. We recently launched the academy of fine arts. Each of these stellar programs is known throughout the entire state. In the area of athletics, our program fields athletic teams in most every sport. In addition, we offer a full array of campus organizations focused at developing leadership skills. The staff of the Freshman Center attempts to impress upon all students who enter the school that the four years of high school set the stage for the rest of their life and that hard work pays off.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The Florence Freshman Center hosts what is called a monthly shareholder meeting. Each year at the August Meeting we discuss information about the incoming class and solicit ideas about how we can address opportunities for growth. From that group, we ask for a parent representative to become a part of our school improvement planning team and then we dialogue with them and solicit input. There have been telephone meetings, face to face meetings and emails to allow flexibility in membership.

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

The shareholders, as I like to refer to them, are allowed the opportunity to comment and make suggestions on any and every topic. The parent that serves on the improvement team has all information share with them so that they can adequately help us in the process. Their responsibilities include reviewing, making generalizations and then suggestions of things that can be done to generate change.

**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 plan will be communicated at the parent meeting immediately following its approval. In addition, a copy and link will be emailed to our entire shareholder group. The copy will be posted on our website. Our shareholder group has over 500 members that receive weekly updates about our program.

# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The overall average score from the parental surveys was a 3.49. With the area of governance and leadership scoring the highest. The responses indicated a strong sense of support by the faculty and staff for the students attending school. There were complaints from the parents in the area of homework, and the amount of homework given.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

- \* Communication
- \* The faculty and staff genuinely care about their students
- \* technology opportunities

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

- \* The one area is that of parental contact by the teachers.

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

Both the students and the parents identified homework as an opportunity for improvement.

All shareholders praised communication from the school.

All groups liked the technology opportunities.

## Areas in Need of Improvement

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

- \* communication was a two headed monster, some wanted more communication.
- \* amount of homework
- \* grades in INOW

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

- \* the vast majority of the complaints identified were in the area of benchmark testing and entering grades in INOW

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

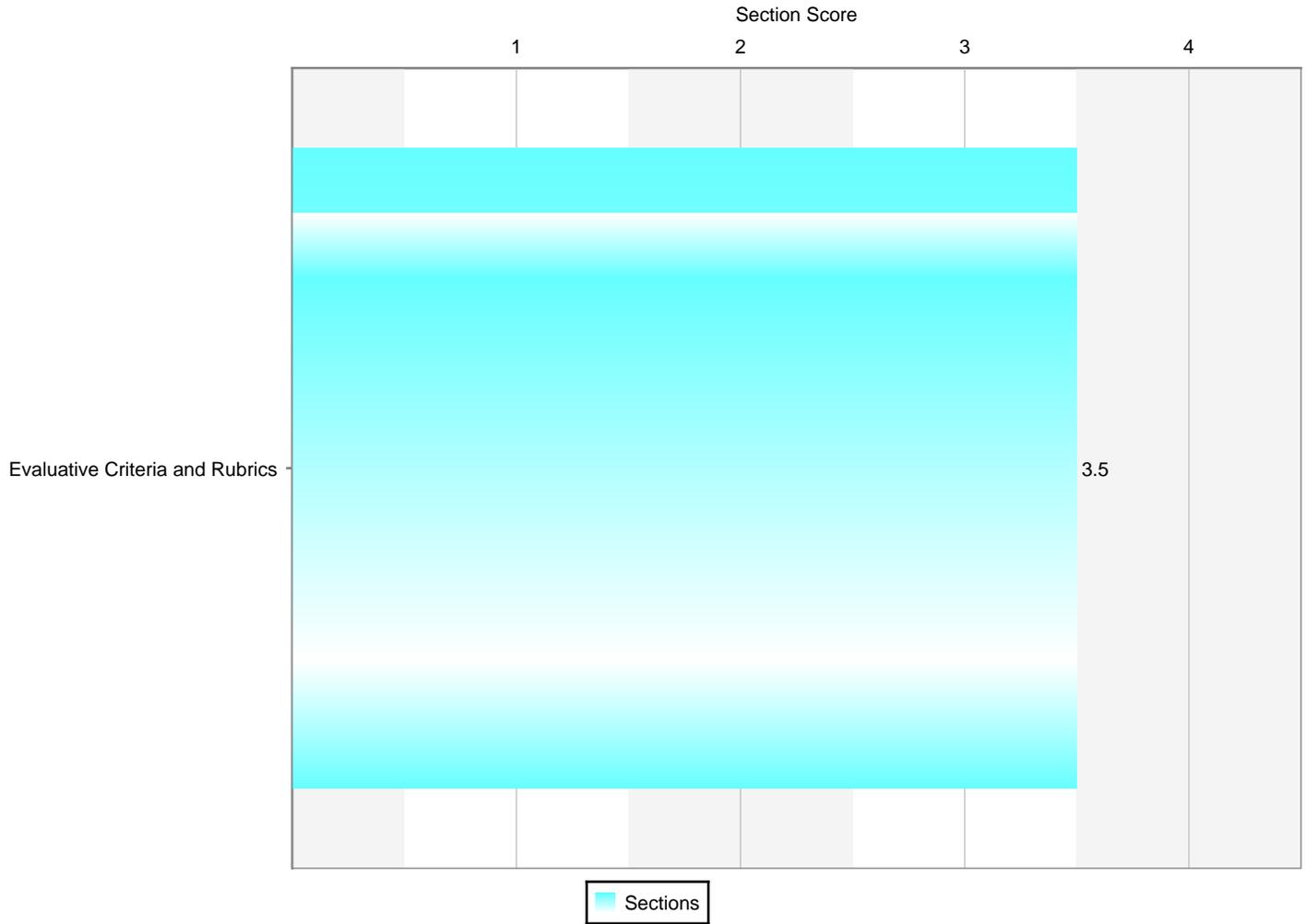
I think we can eradicate all of the negative perceptions through communication and increasing the role of the parents in our program. Our school needs an active PTO.

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

All areas point to communication as the saving grace for fixing the problems with our stakeholders.

## Report Summary

### Scores By Section



# 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?	No	<p>Entering into the 2014-2015 school year, our school was able to look at the explore data for the rising 9th grade class. The data review looking at the explore data identified several areas of concern.</p> <p>* 26% of the rising 9th grade class reached the benchmark score o the math portion of he explore test.</p> <p>it appears that the national average was 37% benchmarking. This has to be addressed.</p> <p>* Based on the explore data, 46% of the ninth graders reached the benchmark score for the reading portion</p> <p>* 51% of the ninth graders benchmarked with their overall composite score.</p>	

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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 free and reduced population fared better than the national average with its average overall composite score.

\*

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

\* 26% of the ninth grade class benchmarked on the explore test in math

\* 33% of our free and reduced population benchmarked overall on the explore test.

\* 67% of the free and reduced students that did not score at the composite score of 15, did score a 14.

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

Based on the data, our students did better on the standardized test in English than they did in math. While each provide areas of concern, this is a positive.

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

The subgroups that show the greatest trend towards increasing performance is that of the overall Free and Reduced Population.

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

The gap seems to be closing the most amongst the Free and Reduced Population.

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

The Explore data and the first round of global scholar data are absolutely consistent showing that the available data sources are consistent reviews of the students we are serving.

## Areas in Need of Improvement

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

Unfortunately, none of the data reveals anything that is abnormal or inconsistent with national trends as it relates to overall student performance.

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

The greatest area of concern for our school program is that of the student performance in math. Having spent several weeks of interaction with the students reveals that in many instances the students lack confidence in their mathematical skills. Our desire is to reverse this trend with as many students as possible with the goals and strategies we have added to this plan.

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

- Math and Reading especially among Black Males and Free and Reduced lunch students.

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

There is concern for the Free and Reduced Population and Black Males.

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

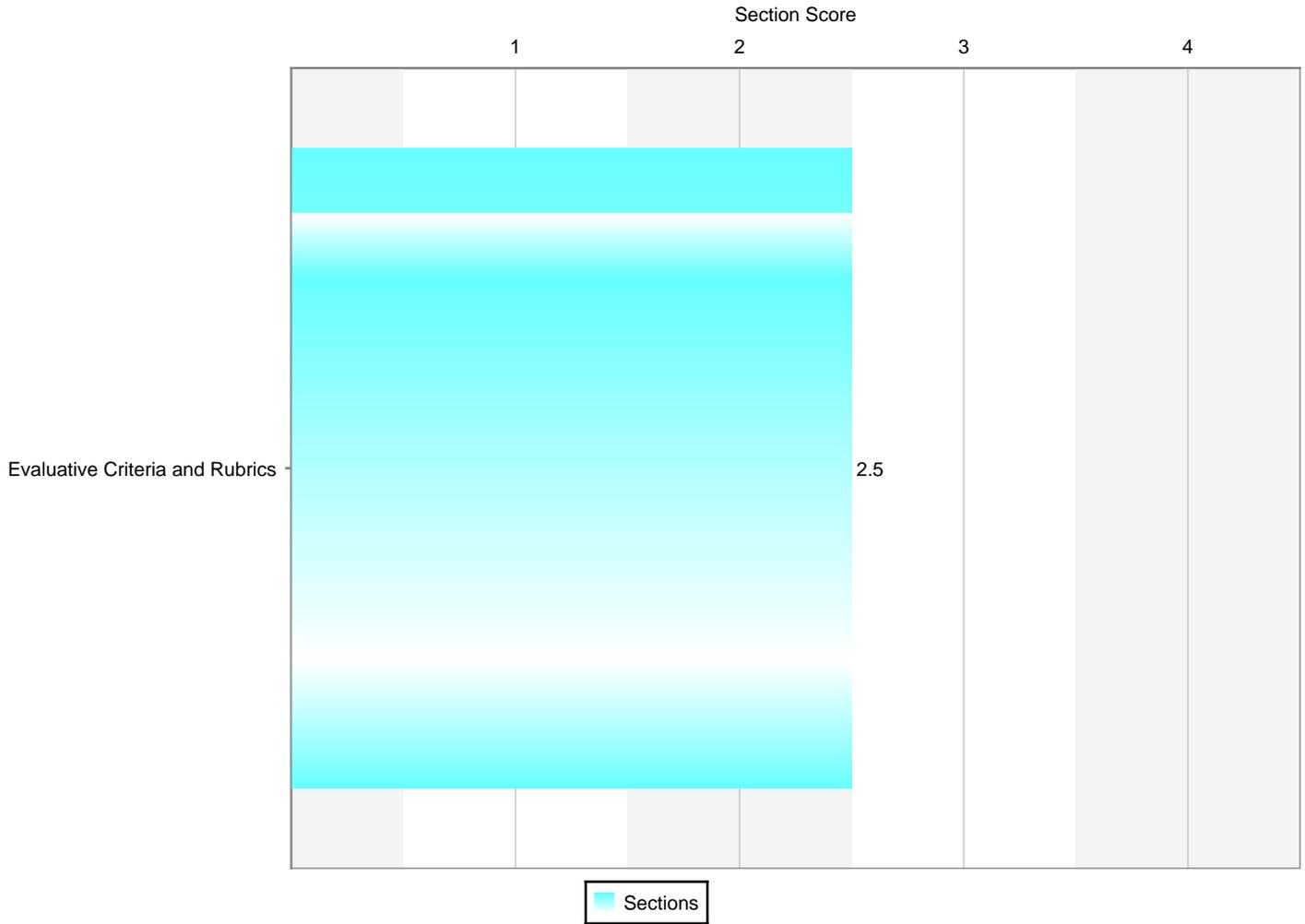
The gap is becoming greatest among the black male sub group.

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

All of the above listed is consistent.

## 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	No	The Instructional Leadership Team was instrumental in the planning process. The instructional leadership team is comprised of a diverse group of stakeholders, including parents, and community members and all willingly participated in the planning process for this CIP in the hopes of producing a plan which will ultimately guide instruction at the school. Meeting times for the instructional leadership team were scheduled at various times to accommodate work schedules of parents and community members. The instructional leadership team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the instructional leadership team. The data sources identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the instructional leadership team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon were shared and reviewed with all stakeholders via parent meetings and email communication	

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	Florence Freshman Center complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education. The school's statement regarding Equal Education/Employment Opportunity can be found within the Florence City Parent student handbook 2014-15 which is available on line.	

**ACIP**

Florence Freshman Center

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Florence Freshman Center falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent Student Handbook. The person designated to coordinate efforts to comply and carry out non-discrimination responsibilities is as follows:  Mrs. Connie Roberts Wallace, Assistant Superintendent and CSFO P.O. Box 10 Florence, AL 35631 (256) 768-3000	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	NA- not a Title I School	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	NA. The school does not receive Title I Funds	

# **FFC ACIP 2014-2015**

## Overview

### Plan Name

FFC ACIP 2014-2015

### Plan Description

This includes the focus for our 2014-2015 School Year

## 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	Florence Freshman Center students will increase their vocabulary acquisition.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
2	Florence Freshman Center students will show an improvement in math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
3	Florence Freshman Center will improve its attendance rate.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Florence Freshman Center will reduce its failure rate from 2013-2014 by 5%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
6	Strengthen Academic Language	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300

## Goal 1: Florence Freshman Center students will increase their vocabulary acquisition.

### Measurable Objective 1:

90% of All Students will demonstrate a proficiency with at least a 100 point increase in Lexile Score in English Language Arts by 05/22/2015 as measured by Performance Series.

### Strategy 1:

Literacy Strategies - Literacy strategies will be embedded into daily lessons by classroom teachers. Such strategies will include common academic vocabulary, formative assessments, and regular practice in increasing reading of informational complex text with the focus on increasing achievement in reading.

Research Cited: Robert Marzano's reading comprehension strategies: cognition, interpretation, critical stance, etc.,

"Membership." Formative Assessment: Why, What, and Whether. Web. 02 Oct. 2014. <<http://www.ascd.org/publications/books/108018/chapters/Formative-Assessment@-Why,-What,-and-Whether.aspx>>.

Activity - Regular Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the classroom LMS Edmodo and various apps such as Socrative and Kahoot as classroom tools to give regular formative assessments that will assist teachers in making informed decisions towards instruction focusing on filling achievement gaps in reading. Our teachers have common planning in order to regularly collaborate with the purpose of assisting one another to fill achievement gaps within departments.	Direct Instruction	08/18/2014	05/22/2015	\$0	No Funding Required	teachers, instructional partner

### Strategy 2:

Content Literacy Training - History and ELA teachers will attend professional development in order to unpack their content-specific literacy standards, and collaborate on ways to incorporate them into instruction.

Research Cited: <http://www.corestandards.org/other-resources/statements-of-support/>

Activity - Content Literacy Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to incorporate content literacy strategies into classroom instruction.	Professional Learning	08/18/2014	05/22/2015	\$0	No Funding Required	History and English Teachers

### Strategy 3:

Vocabulary Acquisition - Teachers will participate in school-wide programs that will involve all students in being aware of common vocabulary words (testing, academic,

etc.) and how words are constructed.

Research Cited: <http://www.nwp.org/cs/public/print/resource/403>

Activity - Common Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FFC teachers have access to the common academic vocabulary on the FCS Google Drive (Shared Documents). The academic common vocabulary includes specific content terms added by each academic leader, critical thinking words from the Common Core for math and English, action verbs for creating learning outcomes (Bloom's Revised Taxonomy), and digital terms related to Bloom's. This is a growing, shared document that each teacher may add to.	Direct Instruction	08/18/2014	05/22/2015	\$0	No Funding Required	teachers and instructional partner
Activity - Word Part of the Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional partner has compiled a list of weekly word parts for the week and corresponding words for each day. An informal assessment will be given periodically to motivate and engage students to learn the word parts and how they pertain to different words.	Direct Instruction	08/18/2014	05/22/2015	\$0	No Funding Required	Instructional Partner and teachers

## Goal 2: Florence Freshman Center students will show an improvement in math.

### Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Algebra by increasing the scaled score 200 points in Mathematics by 05/22/2015 as measured by Performance Series data.

### Strategy 1:

Formative Assessment - Teachers will use formative assessment weekly to assess learning targets, achieved objectives, and needs for improvement. Through the use of common planning teachers will use the formative data to plan and assess for further instruction. Formative assessments used will include KaHoot, additional iPad apps, white boards, exit texts, and other formative data pieces.

Research Cited: Zambo, D., & Zambo, R. (2008). The impact of professional development in mathematics on teachers' individual and collective efficacy: the stigma of underperforming. *Teacher Education Quarterly*, 35(1), 159. Retrieved from

[http://go.galegroup.com/ps/i.do?id=GALE%7CA188064984&v=2.1&u=avl\\_flor&it=r&p=GPS&sw=w&asid=62acbf0ced5674eb18c6ff04518b3c88](http://go.galegroup.com/ps/i.do?id=GALE%7CA188064984&v=2.1&u=avl_flor&it=r&p=GPS&sw=w&asid=62acbf0ced5674eb18c6ff04518b3c88)

Eitel, K., Hougham, J. R., Miller, B., Schon, J., & LaPaglia, K. (2013, March). Upload download: empowering students through technology-enabled problem-based learning. *Science Scope*, 36(7), 32+. Retrieved from

[http://go.galegroup.com/ps/i.do?id=GALE%7CA323259731&v=2.1&u=avl\\_flor&it=r&p=GPS&sw=w&asid=33e46f53f24caa394e097d66c9441f2c](http://go.galegroup.com/ps/i.do?id=GALE%7CA323259731&v=2.1&u=avl_flor&it=r&p=GPS&sw=w&asid=33e46f53f24caa394e097d66c9441f2c)

Goos, M., & Bennison, A. (2008). Surveying the Technology Landscape: Teachers' Use of Technology in Secondary Mathematics Classrooms. *Mathematics Education Research Journal*, 20(3), 102-130.

[http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-](http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455)

[9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455](http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455)

Bell, Courtney A., Dawn Marie Leusner, and Toni A. Sondergeld. "Understanding how teachers engage in formative assessment." *Teaching and Learning* 24.2 (2010): 72+.

Document URL

[http://go.galegroup.com/ps/i.do?id=GALE%7CA227654239&v=2.1&u=avl\\_flor&it=r&p=GPS&sw=w&asid=638d01fadaa0e254e0376d27ae498523](http://go.galegroup.com/ps/i.do?id=GALE%7CA227654239&v=2.1&u=avl_flor&it=r&p=GPS&sw=w&asid=638d01fadaa0e254e0376d27ae498523)

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
videotaping lessons; flipped classroom; digital platform with Edmodo; digital formative assessments; on-line textbook; 1:1 initiative (iPad); math apps and video instruction	Technology	08/18/2014	05/22/2015	\$0	No Funding Required	All Mathematics Teachers

### Strategy 2:

Individualized Instruction - Students are provided individualized instruction based on data analysis: students are assigned a 50-minute class of Power Math to address specific areas of weakness.

Research Cited: Swan, G. (2009). Tools for data-driven decision making in teacher education: designing a portal to conduct field observation inquiry. *Journal of Computing in Teacher Education*, 25(3), 107+. Retrieved from

[http://go.galegroup.com/ps/i.do?id=GALE%7CA197666084&v=2.1&u=avl\\_flor&it=r&p=GPS&sw=w&asid=ce932f7feecfdeaef27361c5fe88db](http://go.galegroup.com/ps/i.do?id=GALE%7CA197666084&v=2.1&u=avl_flor&it=r&p=GPS&sw=w&asid=ce932f7feecfdeaef27361c5fe88db)

Bottage, Brian A., and Ted S. Hasselbring. "A comparison of two approaches for teaching complex, authentic mathematics problems to adolescents in remedial math classes." *Exceptional Children* 59.6 (1993): 556+.

[http://go.galegroup.com/ps/i.do?id=GALE%7CA13886379&v=2.1&u=avl\\_flor&it=r&p=GPS&sw=w&asid=e764678727a10e2957fddc5e078110a3](http://go.galegroup.com/ps/i.do?id=GALE%7CA13886379&v=2.1&u=avl_flor&it=r&p=GPS&sw=w&asid=e764678727a10e2957fddc5e078110a3)

Activity - Power Mathematics Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Florence Freshman Center

Students are provided individualized instruction based on data analysis: students are assigned a 50-minute class of Power Math to address specific areas of weakness.	Academic Support Program	08/18/2014	05/22/2015	\$0	No Funding Required	All Mathematics Teachers, Counselor, Instructional Technology Coach, RTI Team
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**Strategy 3:**

At Risk Tutoring - Students in academic danger will have the opportunity to receive after-school tutoring in math.

## Research Cited:

Goos, M., & Bennison, A. (2008). Surveying the Technology Landscape: Teachers' Use of Technology in Secondary Mathematics Classrooms. *Mathematics Education Research Journal*, 20(3), 102-130.

[http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-](http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455)

[9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455](http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=e3f12d59-3dcc-49d3-8d03-9b8be253fd35%40sessionmgr4002&hid=4214&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ836455)

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in academic danger will have the opportunity to receive after-school tutoring in math.	Tutoring	08/18/2014	05/22/2015	\$0	General Fund	Volunteer Tutors from The University of North Alabama Mathematics Teachers

**Goal 3: Florence Freshman Center will improve its attendance rate.****Measurable Objective 1:**

collaborate to achieve a school attendance rate of 95% by 05/22/2015 as measured by monthly attendance reports.

**Strategy 1:**

Utilize System Resources - Student Support personnel are available to make home visits to students who show a pattern of absenteeism. Home visits are requested through a phone call or email. A report is made back to the school after the completed visit. Early warning court is also utilized for truant students.

Research Cited: [www.attendanceworks.org](http://www.attendanceworks.org)

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System personnel will visit truant students' homes in order to encourage school attendance.	Behavioral Support Program	08/18/2014	05/22/2015	\$0	No Funding Required	Attendance clerk, administrators, counselor, student support team, graduation coach

**Strategy 2:**

Incentives for Students to Maintain Regular Attendance - Students will have the opportunity to attend monthly attendance celebrations and earn rewards.

Research Cited: [www.attendanceworks.org](http://www.attendanceworks.org)

Activity - School Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide attendance incentives will include activities such as monthly celebrations and drawings for various rewards.	Behavioral Support Program	10/20/2014	05/22/2015	\$0	No Funding Required	Administrators and counselor

## Goal 4: Florence Freshman Center will reduce its failure rate from 2013-2014 by 5%.

**Measurable Objective 1:**

93% of Ninth grade students will demonstrate a proficiency The number of students retained this year should be significantly lower in Art & Humanities by 05/22/2015 as measured by The measurement for this objective will be accomplished through grading reports at the conclusion of each nine weeks. .

**Strategy 1:**

FFC Tutoring - Math teachers will come to school before school and stay after to help offer extra support to students who need it. Students who are not able to stay can benefit from watching lessons on the subject matter produced by one of the math teachers.

Research Cited: Khan Academy, Jim Knight, <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Keeping-kids-in-school-At-a-glance/Keeping-kids-in-school-Preventing-dropouts.html>

Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our Math Department will offer after school tutoring with rotating teachers two days a week to help students in need. In addition our students will be placed in an Achievement Club at FFC that will focus on helping them identify strategies that will help them be more successful. We have also built two high school classes taught by FFC Teachers that will serve as mentors.</p>	<p>Academic Support Program</p>	<p>10/07/2014</p>	<p>05/29/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>FFC Administrator S FFC Counselor Math Department Mr. Winston Mr. McCoy Mrs. Webster Mrs. Bogran Mrs. Pickle</p>
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## Goal 5: Adequate Progress in Language Acquisition

### Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency of making APLA on the ACCESS test in English Language Arts by 05/15/2015 as measured by scores on the ACCESS test.

### Strategy 1:

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.</p>	<p>Other</p>	<p>10/15/2014</p>	<p>05/15/2015</p>	<p>\$300</p>	<p>Title II Part A</p>	<p>EL teachers, EL Committee</p>

## Goal 6: Strengthen Academic Language

### Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency of progress with Academic Language in all domains in English Language Arts by 05/15/2015 as measured by scores on the ACCESS test.

### Strategy 1:

SIOP Strategies - SIOP strategies will be implemented in all classrooms to ensure that students are learning language objectives and content objectives simultaneously. Newly hired teachers will receive training in SIOP strategies.

## Research Cited: WIDA Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly hired teachers will participate in a monthly SIOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$300	Title II Part A	EL teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triangulation of Data	ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/15/2014	05/15/2015	\$300	EL teachers, EL Committee
Professional Development	Newly hired teachers will participate in a monthly SIOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$300	EL teachers
<b>Total</b>					\$600	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Students in academic danger will have the opportunity to receive after-school tutoring in math.	Tutoring	08/18/2014	05/22/2015	\$0	Volunteer Tutors from The University of North Alabama Mathematics Teachers
<b>Total</b>					\$0	

### No Funding Required

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

Florence Freshman Center

Academic Support	Our Math Department will offer after school tutoring with rotating teachers two days a week to help students in need. In addition our students will be placed in an Achievement Club at FFC that will focus on helping them identify strategies that will help them be more successful. We have also built two high school classes taught by FFC Teachers that will serve as mentors.	Academic Support Program	10/07/2014	05/29/2015	\$0	FFC Administrator FFC Counselor Math Department Mr. Winston Mr. McCoy Mrs. Webster Mrs. Bogran Mrs. Pickle
Power Mathematics Class	Students are provided individualized instruction based on data analysis: students are assigned a 50-minute class of Power Math to address specific areas of weakness.	Academic Support Program	08/18/2014	05/22/2015	\$0	All Mathematics Teachers, Counselor, Instructional Technology Coach, RTI Team
School Incentives	School-wide attendance incentives will include activities such as monthly celebrations and drawings for various rewards.	Behavioral Support Program	10/20/2014	05/22/2015	\$0	Administrators and counselor
Word Part of the Week	The instructional partner has compiled a list of weekly word parts for the week and corresponding words for each day. An informal assessment will be given periodically to motivate and engage students to learn the word parts and how they pertain to different words.	Direct Instruction	08/18/2014	05/22/2015	\$0	Instructional Partner and teachers
Content Literacy Professional Development	Teachers will learn to incorporate content literacy strategies into classroom instruction.	Professional Learning	08/18/2014	05/22/2015	\$0	History and English Teachers
Home Visits	System personnel will visit truant students' homes in order to encourage school attendance.	Behavioral Support Program	08/18/2014	05/22/2015	\$0	Attendance clerk, administrators, counselor, student support team, graduation coach
Formative Assessment	videotaping lessons; flipped classroom; digital platform with Edmodo; digital formative assessments; on-line textbook; 1:1 initiative (iPad); math apps and video instruction	Technology	08/18/2014	05/22/2015	\$0	All Mathematics Teachers
Regular Formative Assessments	Teachers will use the classroom LMS Edmodo and various apps such as Socrative and Kahoot as classroom tools to give regular formative assessments that will assist teachers in making informed decisions towards instruction focusing on filling achievement gaps in reading. Our teachers have common planning in order to regularly collaborate with the purpose of assisting one another to fill achievement gaps within departments.	Direct Instruction	08/18/2014	05/22/2015	\$0	teachers, instructional partner

**ACIP**

Florence Freshman Center

Common Vocabulary	FFC teachers have access to the common academic vocabulary on the FCS Google Drive (Shared Documents). The academic common vocabulary includes specific content terms added by each academic leader, critical thinking words from the Common Core for math and English, action verbs for creating learning outcomes (Bloom's Revised Taxonomy), and digital terms related to Bloom's. This is a growing, shared document that each teacher may add to.	Direct Instruction	08/18/2014	05/22/2015	\$0	teachers and instructional partner
<b>Total</b>					\$0	

# Strategies to Increase Parental Involvement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

## Strategies to Increase Parental Involvement

**1. 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.**

Our school is not a title school. However we do convene several meetings throughout the year to educate our parents on what is happening at our school. The first occurs prior to the opening of school. After that meeting we have a monthly meeting to discuss all things associated with our school program. The title monies do not apply, however we do discuss expenditures and fundraising opportunities.

**2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.**

We are not a title school, however we do have a parent meeting once per month to solicit program input. The meetings normally occur during the school day, however an effort is made to adjust the meeting times as needed to try to increase participation. There is at least one Sunday Afternoon Meeting and one evening meeting to try to reach out to the parents.

**3. 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.**

Our parents are given the opportunities to make suggestions about our program throughout the year. Each week a parent email is sent out to all shareholders. Parents can respond to this email, or show up to the monthly parent meeting and make any suggestions that they would like.

**4. 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).**

Again, our school is not a title school. However, the responsibility to improve academic achievement is a shared entity among all of shareholders. School achievement is discussed at our monthly parent meetings as well as with our school improvement team which includes a parent.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

The CIP is presented to the parents at parent meetings. It will also be made available online to our parents. They can make comments

verbally, via email or during a one on one conference with the school administration.

**6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

After reviewing our parent survey information, our parent involvement plan is dominated by our effort to better communicate our program to our parents. The survey largely indicated the desire of our parents to be fully informed about our program. We have increased our ability to communicate in several ways. We send out a weekly email to each of the parents that provide us with an email address. The email identifies everything going on with our program and provides opportunities to seek input and to allow parental participation. In addition, we have a parental edmodo group for announcements as well as a Florence Freshman Center Facebook Page.

**6b. 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 NCLB Section 1118, 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 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)**

Our school will build capacity for to increase parental partnerships by verbalizing to them our needs. It has been our experience that parents want to help, however the problem is that they often don't know where or how to do that . Our school system has done a lot in the way of going green. As a result of this, technology has become the new wave. Our system has adopted an open-door policy to help parents adapt to these new changes. One example of this has come in the fact that our registration process is holistically online. Our school hosted several late evening sessions to help parents get their children registered for school. In addition, parents can come by at anytime to seek our support in helping them help their children.

**6c. 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 NCLB Section 1118, 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)**

At Florence Freshman Center, we value our parents. They are welcome to drop in at any time and we put them to work when they do. No program at our school can be successful without the help of our parent constituents. We work hard to share all angles of our program with the parents to solicit and foster that relationship. Our teachers communicate with our parents and our weekly emails help strengthen the partnership.

**6d. 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 NCLB Section 1118, 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)**

While we are not a title school, our parents have in the past been afforded the opportunity to attend parent involvement meetings hosted by our parental involvement social workers. The PTO is the only program that we have at Florence Freshman Center. We host several meetings and have various activities that provide positive behavior supports for our students. While we don't have a resource center of sorts, we do have a clothes closet where parents provide belts and clothes for our students.

**6e. 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 NCLB Section 1118, 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)**

Our school works hard to get information out to parents in a timely fashion. We do this via email, facebook and this year we have added edmodo to our communication tools. In addition, we do have a call out system that reaches out to our shareholders. Our EL facilitator is very helpful in making sure that materials we send home go home in native languages where applicable.

**6f. 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 NCLB Section 1118, 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)**

Our school has a celebration for honor roll students each nine weeks. We are always open to suggestions of activities that will enhance the academic success of our students.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

It is our sole desire to not discriminate against any group that has a tie to Florence Freshman Center. Most forms that we send out can be sent in a the home language of the students that we serve.

# Coordination of Resources-Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	19.95

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

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

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

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

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

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

### I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	23.45

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1999285.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	92769.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	60335.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	72796.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	55869.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
11.	Provide the total of all salaries for Instructional Supplies.	7270.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

2,288,324.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Florence Freshman Center does not receive Title I funding.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

\$1,707 for professional development for faculty/staff of Florence Freshman Center (based on \$4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	1707.0

### Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

There are two EL Teacher/Facilitators; their salaries/benefits are paid 6% and 8% with Title III funds; one of the teachers is assigned to Weeden School; the other one works systemwide, so her salary/benefits are coded to a pooled account number -not accounted for by the individual school.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

Provide a brief explanation and a breakdown of expenses.

N/A

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Florence Freshman Center

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<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>16.</b>	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
<b>18.</b>	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

### III. Local Funds (if applicable)

#### Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are collected and expended at the school level.

Label	Question	Value
2.	Local Funds Provide the total.	0.0