ACIP

Florence Middle School

Florence City Schools

Mr. Kevin Wiesemen
1603 Appleby Blvd
Florence, AL 35630-2067

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Executive Summary

Introduction

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

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

Description of the School

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

Florence Middle School (FMS) is a place where students are given the instruction, resources, and support to soar. Our focus is on making the middle school years positive and enriching. We provide a nurturing environment for students as they navigate through the transitional years of adolescence. Our core curriculum is demanding so that our students are prepared for high school and beyond. Technology is an integral tool used for learning and communication. All students have district provided Chromebook loaded with digital content. Canvas is the learning management system (LMS) used to organize and deliver content created by our excellent teachers. FMS seeks to be responsive to student and family needs, offering an individualized and personalized educational experience, from intervention to high school credit to virtual classes. FMS encore classes and after-school activities give the students an opportunity to enhance their talents and explore their interests while building lifelong friendships.

In order to provide students with comprehensive services and flexibility of class offerings, FMS offers thirty-five Encore (elective) class options for students to select, twenty-one virtual class offerings, fourteen athletic competitive sports team with twenty-one teams, and fourteen clubs. FMS is located in Florence, Alabama, and is part of Florence City Schools. The school serves seventh and eighth graders and has a current enrollment of 650 students. Many students from local private schools feed into our system during the middle school years. FMS is located at 1603 Appleby Boulevard We are located at a temporary modular campus behind Hibbett Middle School for approximately two years during the construction phase of the new state of the art school. The socio-economic status of FMS population is uniquely diverse. The school has a wide array of community resources to help ensure the success of students. Some examples include Riverbend Center for Mental Health, which provides FMS with an in-school therapist and the University of North Alabama, which provides tutors and partnerships that support successful teaching and learning. A unique feature of FMS includes the wide variety of courses offered to students to enhance their educational experience.

The demographics of FMS:
Student Enrollment 650
White: 306/ 47.08%
Black: 243/ 37.38
Hispanic: 63/ 9.69%
Multi Race: 27/ 4.15%
Other: 9/ 1.38%

Free Lunch Students: 373/ 57.38%
Reduced Lunch Students: 26/ 4%
Total of Free/Reduced Students: 399/ 61.38%

Challenges

Challenges faced at FMS are lower than 95% student attendance rate, decreased student enrollment by 50 students, shared spaces due to being on a temporary campus while the new location is under construction.

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.

Florence Middle School embraces the mission of Florence City Schools which is to empower all students to explore, create, challenge, innovate and lead.

System Brand: Your System...Our Community...One Florence

Vision: Tomorrow...Today

Core Beliefs:

We believe learning is the primary purpose for everything we do as a school district.

We believe all students, teachers, and administrators can grow, succeed, and reach their full potential by being engaged in the learning process.

We believe our school district's relationships with students' families and community partners are crucial to our success.

We believe our school district must use innovative approaches to meet the needs of our diverse population.

We believe in a classroom culture in which students feel safe to learn.

The FCS Instructional Roadmap and Strategic Plan outline the primary goals of the school system:

1) To maintain a safe and healthy environment in well-maintained facilities:

Promote and celebrate student achievement through a positive school climate,

Strengthen home-school connections

Proactively address student harassment/ bullying/cyber safety

Promote positive digital citizenship among all stakeholders

Maintain collaborative efforts with community agencies and the court system

Full-time SRO at each school campus

2) To continuously improve targeted student growth:

Hold data meetings to identify learning gains

Increase student engagement: learning targets, intentional planning, quality questioning, formative assessment, and formative feedback

Continue to implement FLCN, Impact 80, Advance 12

Increase employee attendance

Implement processes to for accreditation such as Advanced Ed/ACIP

Use Edgenuity/Compass to target learning paths for students identified using Performance Series data

3) Skills for College and Career Success

Engage in critical thinking and problem-solving

Collaborate across various networks and lead by influence

Demonstrate agility and adaptability

Demonstration initiative and entrepreneurialism

Communication effectively both orally and in written form

Access and analyze critical information

Demonstrate curiosity and imagination

4) Accountability and Measures of Success

Yearly Student Attendance

Scantron-Global Scholar (Performance Series & Achievement Series)

Cohort Graduation Rate

Growth Targets

ELEOT Walkthrough Data

Four-Year Student Plans

Standards Report Card

College/Career Ready

Local Indicator

ACT

5) Authentic & Transformative Learning

Quality Core/Alabama Best Practice Center

FAFA

CTE Credentialing/Internships

Pre AP/AP/LTF/NMSI/SREB/AMSTI

Dual Enrollment

Florence Virtual School

12 for Life/LAUNCH

Prel-12 1:1 + Canvas Learning Management System

Digital Learning Platforms

Personalized learning for all students is at the forefront of each adult decision and school-wide planning. Attention to individual needs differentiated instruction provides a personalized pathway to success for every student Florence Middle School takes great pride in empowering students by providing information and leadership examples. FMS launched the CAP program (Character Education, Academic Support, and Playbook) to assign students with a year-long mentor teacher to help support and model character education, monitor academic, behavioral, and attendance performance as well as provided interventions and extensions as needed based on the individual student. The Falcon Playbook is the digital data notebook tool to empower students to be self-reflective learners and active participants in their data analysis and academic paths. The expectations for students are set in place from the start of the school year at the parent/student orientation. The school offers programs to enhance academics. For example, there are accelerated classes in all of the core subjects, as well as specialized courses for at-risk students. In addition, FMS students may choose from multi encore classes that help them explore their interests and talents. Students also have the opportunity to participate in competitive athletics. With an array of various sports, FMS students can demonstrate their leadership, talent, and sportsmanship. FMS offers three career technical student organizations that compete on the

state and national level. FMS offers a wide selection of academic teams for students to be engaged and challenged. Performing arts courses offer students the opportunity to demonstrate their talents through strings, orchestra, band, chorus, journalism, creative writing, theater and visual arts. Students are encouraged and motivated through support services provided by the counselors, nurses and social workers. FMS teachers have weekly collaborative meetings; collaborative team meetings provide ongoing professional growth opportunities for teachers promoting lifelong learning. These meetings will provide a framework for collaboration and communication as it pertains to the district and school-level initiatives. The primary focus of these meetings is to implement principles from the book Driven By Data by Paul Bambrick-Santoyo. The month of August will be used to establish protocols and connect previous work to future meetings. September through April will focus on current assessments, analysis, and action. In May, the focus of the collaborative meetings will be on analyzing end of year data, preparing for next year, and making adjustments for the upcoming first nine weeks.

The meetings will be held on Wednesdays of each week. The first Wednesday of the month will focus on assessment, both formative and summative. The second Wednesday of the Month will focus on analysis. The third Wednesday of the month will be a time to focus focus on developing and implementing action plans based on the assessment and analysis of student data. The fourth Wednesday of the month will be a time for using the AdvancED ELEOT for campus-wide walkthroughs. In the event of a fifth Wednesday, teachers will be able to use this time to plan collaboratively and work on action plans in content and grade-specific groups.

Assessment

Teachers will use this time to develop assessments aligned to state tests, college readiness, and grade-level content expectations.

Teachers will use this time to evaluate upcoming assessments and focus on creating 9-week benchmarks at the exemplar level.

Teachers will use this time as a transparent starting point to determine a roadmap according to the assessment protocols and the standards, including any other common assessments.

Teachers will use this time to create re-assessments of previously taught standards.

Analysis

Teachers will focus on creating data reports that are user-friendly including item-level analysis, standards-level analysis, and bottom-line results with test-in-hand.

Teachers will follow Driven by Data protocols for discussing data.

Teachers will move beyond what students got wrong to answer why they got it wrong using student work samples.

Teachers will identify students to monitor and/or make RTI recommendations based on student data.

Action

Teachers will plan new lessons collaboratively to develop new strategies based on an effective analysis.

Teachers will develop explicit teacher action plans for whole-class instruction, small groups, tutorials, and before- or after-school support sessions.

Teachers will review lesson and unit plans and give observation feedback driven by the action plan and student learning needs.

Teachers will develop ways to communicate to students the end goal, how they did, and what actions they are taking to improve.

Walkthroughs

Teachers will use the AdvancedED ELEOT form to complete observations and individually record responses.

Teachers will discuss observations as a group before individuals submit the walkthrough form.

Teachers will complete at least two observations a month lasting approximately 20 minutes each.

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:

- 10 Teachers received advanced education degrees via Impact 80

- Honors classes in all core subjects

- 5 courses that count toward high school credit

- 1:1 Chromebook initiative

- Chromebook used for instruction in every classroom by teacher

- Purchased Swivel and iPad Air devices for all teachers

- Performance Series used for diagnostic assessment

- Achievement Series used to administer common benchmark assessments

- Data days added to school year calendar

- FLCN: Falcon Learning Conversations Network (district-provided professional development)

- Facebook, Instagram, Twitter, Remind 101, website and school cast in use to communicate with parents and students - Weekly SMORE

(newsletter) constructed by Instructional Partner sent to students and teachers

- Weekly newsletter sent to parents

- Coding and Reading Intervention added to the list of encore classes

- Academic Leader positions for each grade level and content

- Common planning time for all core teachers

- Instructional Partner

- Sharing the Dream Grant receiving $5,000

- RTI Coordinator

- Leadership, data and faculty meetings held monthly

- Continued Implementation and focus on Data Notebooks during advisory class through Falcon Playbook

- Continued Implementation of STRIDE - Motivated data grant by CLAS

- Continued implementation of SREB Making Middle Grades Work

- Math Intervention offered to students identified as at-risk through the RTI process

- Bullying Awareness programs

- Student Ambassador program

- Increase of student engagement through involvement in school organizations

- FMS was selected to create videos for Jackie Walsh's book Quality Questioning

¬ 7th grade Science Planning- Collaborative Planning using Quality Question Framework

¬ Beth Jones videoed teaching a lesson with intentional use of Think Time and Equitable Participation

-Common Planning Meetings with focus areas of Assessment, Action, Analysis, and Culture of Data

¬ Student Fishbowl- student perceptions of Quality Questions

¬ PE integration of science concepts through small group

-Co-hosted a joint Instructional Round with Hibbett Middle School facilitated by the Alabama Best Practices Center

-8th grade ELA teachers attended Jackie Walsh's Quality Questioning Summer Conference and will be featured in her next publication

-Science teachers attended Laying the Foundation Training

-Digital student data notebooks

-Student-led conferences

-Student-produced weekly newscast

Areas of improvement (goals):

- Increase the use of technology in all classrooms

- Increase teacher reflection using videos of their classroom lessons (using Swivl) and Professional Learning Community using the strategies

from Ron Berger's book: "Management in the Active Classroom"

- Project Based Learning

- Improve means of student communication as a conflict resolution method

- Cross-curricular projects and field trips

- Apply for and receive more grants and awards

- Continue to post more artifacts throughout school displaying student work and creativeness

- Continue to seek ways to communicate effectively with parents and community

- Continue to seek ways to improve parental involvement

- Continue to focus on the importance of student attendance

- Continue to provide more opportunities for teachers to participate in professional development

- Continue education of bullying awareness

- Continue to provide ways for students to engage in school through clubs, athletics, performing arts and visual arts

- Continue to use principles used in FLCN to impact student and teacher learning.

-Increase student and teacher attendance to 95%

Additional Information

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

Partnerships

- The University of North Alabama -field trips, mentors, tutors, teacher candidate observation site, etc

- Regional In-Service Center

-Shoals Chamber of Commerce

-Riverbend Mental Health Center

-Local police

-EMA and Fire & Rescue

-Lauderdale County Extension Office

-Publix

-Target

-Florence Bowling Alley

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members. All willingly participated in the planning process for this CIP and hope of producing a plan which will ultimately guide instruction at the school. The Instructional Leadership Team meetings 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 Instructional Leadership Team meeting. The data sources identified strengths and weaknesses, and academic assessments were reviewed by the entire faculty in a professional development data day. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in the CIP with a specific intent of improving the achievement of not only individual students but also the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with stakeholders, including parents, via parent meetings and school media outlets.

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

The Instructional Leadership Team included administrators, 7th and 8th grade teachers, special education teacher, fine arts teacher, guidance counselors, Instructional Partner, media specialist, career technical teacher, and parent/community representative. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designations of goals for the CIP.

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

 The final Continuous Improvement Plan for 2017-2018 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP was presented to the FMS faculty for approval and implementation planning. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

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	Performance Series Fall Test data from August 2017.	Fall GS Math Fall GS Reading

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	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 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	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

In math, 54% of 7th grade students tested on August 17th, 2017, scored in the Above or High Average category on the Fall Global Scholar's Performance Series Assessment.
In math, 57% of 8th grade students tested on August 17th, 2017 scored in the Above or High Average category on the Fall Global Scholar's Performance Series Assessment.

In reading, 47% of 7th grade students tested on August 17th, 2017 scored in the Above or High Average category on the Fall Global Scholar's Performance Series Assessment.
In reading, 52% of 8th grade students tested on August 17th, 2017 scored in the Above or High Average category on the Fall Global Scholar's Performance Series Assessment.

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

-Significant decrease of students being retained
-Significant decrease of students needing summer school
-Decrease in students being referred from Tier 3 RTI to special education

Which area(s) indicate the overall highest performance?

Math performance in the average and above average proficiency bands has increased across grade levels.

Reading scores for students receiving special education services has increased resulting in that population having the most significant gains in growth on Spring 2017 Global Scholars testing.

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

Special education students in the area of reading.

Between which subgroups is the achievement gap closing?

The Special education gap is closing due to an increase in reading and math skills.

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

Growth in students receiving special education services in the areas of reading and math are also present in the Individual Education Plans written for each student.

Areas in Need of Improvement

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

In math, 46% of 7th grade students tested on August 17th, 2017, scored in the Average Low or Below Average category on the Fall Global Scholar's Performance Series Assessment.
In math, 43% of 8th grade students tested on August 18th, 2017, scored in the Average Low or Below Average category on the Fall Global Scholar's Performance Series Assessment.

In reading, 54% of 7th grade students tested on August 18th, 2017, scored in the Average Low or Below Average category on the Fall Global Scholar's Performance Series Assessment.
In reading, 47% of 7th grade students tested on August 17th, 2017, scored in the Average Low or Below Average category on the Fall Global Scholar's Performance Series Assessment.

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

54% of 7th graders scoring in the Average Low or Below Average proficiency band is a concern.

43% of 8th graders scoring in the Average Low or Below Average proficiency band is a concern. As 7th graders in Fall 2016, 42% scored in the same proficiency bands.

Which area(s) indicate the overall lowest performance?

The overall lowest performance was 7th grade students scoring in the average low area in reading 28%.

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

8th graders in the area of math

From 6th to 7th grade, this cohort of students 15% decreased in making expected growth. Currently, from the August 2017 testing, 43% of these students fall in the Average Low or Below Average proficiency band.

Between which subgroups is the achievement gap becoming greater?

8th grade math students scoring in Average low 23% and 8th grade students scoring Average High 28%

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

Classroom formative assessments and benchmark data are consistent with Global Scholars testings.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2
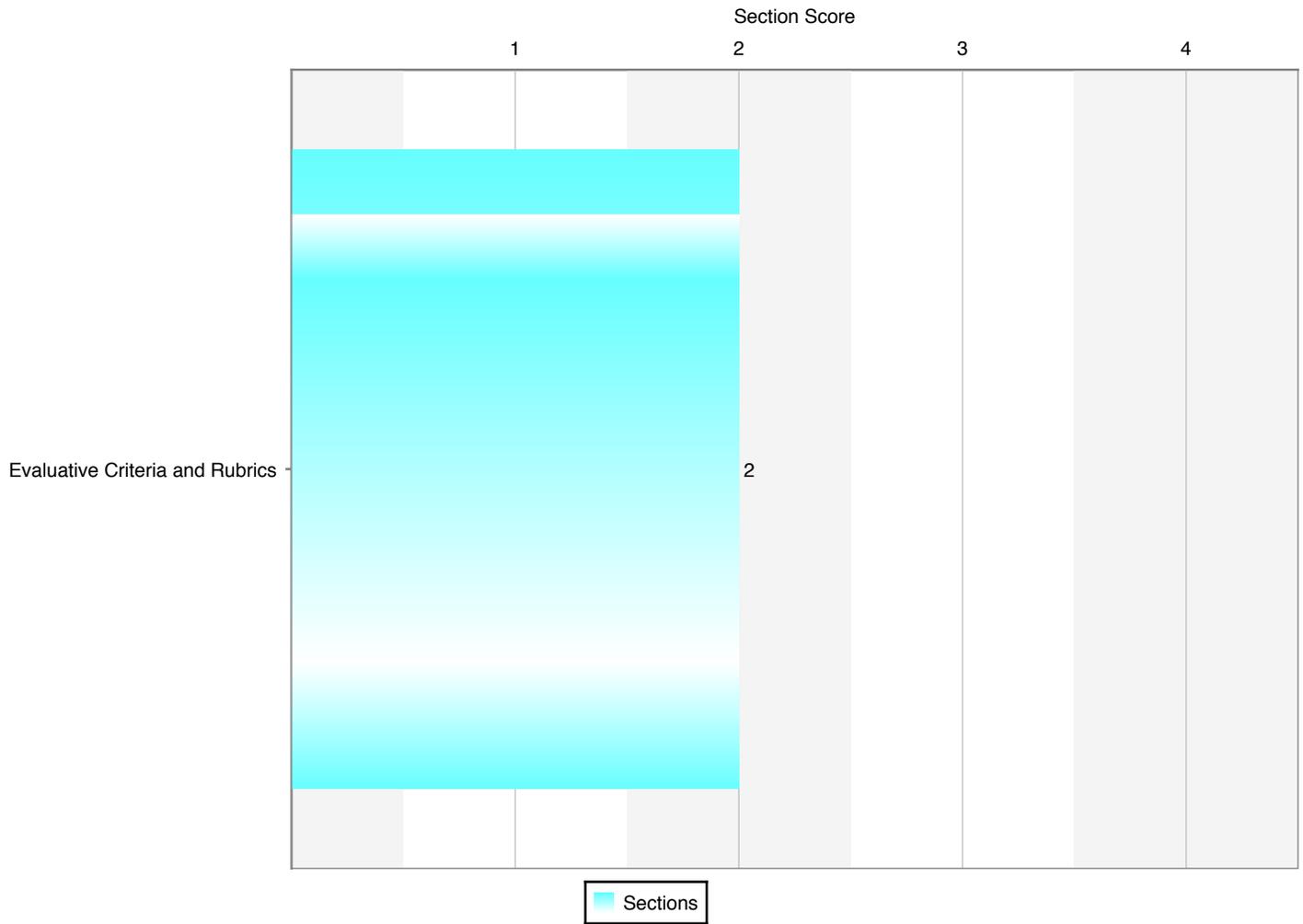
Sections

2018-2019 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	FMS has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed.	

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	FMS complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education.	

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	FMS falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Student/Parent Handbook. The person designated to coordinate efforts to comply and carry out non-discrimination responsibilities is as follows: Mrs. Connie Wall, Assistant Superintendent, and CSFO P.O. Box 10 Florence, AL 35631 256-768-3000	

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.	No	FMS is not a Title I School and does not require a Parent Involvement Plan.	

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

ACIP Goals 2017-2018

Overview

Plan Name

ACIP Goals 2017-2018

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	For academic year 2017-2018, to improve parent and family engagement to support student learning	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
2	For the 2017-2018 school year FMS stakeholders will implement programs to improve school culture based on surveys, student data, and SIR data.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
3	For the 2017-2018 school year, FMS stakeholders will implement learning supports to increase student growth in arts, literacy, and mathematics preparing students for higher education.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	$0
4	For the 2017-2018 school year, FMS teachers and staff will develop professional skills to increase student growth.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0

Goal 1: For academic year 2017-2018, to improve parent and family engagement to support student learning

Measurable Objective 1:

collaborate to improve understanding of student data by 05/25/2018 as measured by student assessment data and parent surveys.

Strategy 1:

Parent and Family Engagement Meeting - Parent and family engagement meetings to be hosted at school site for improved relations of school, students, and families.

Category: Other - Parent and Family Engagement

Research Cited: Parent Engagement

Activity - Parent Engagement Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Group meetings to discuss and support family and school relations C.A.P. Advisory teachers will communicate the expectation of 100 percent family participation to student families by using transparent communication methods with 100 percent C.A.P Advisory teacher participation.	Academic Support Program, Parent Involvement, Community Engagement	10/01/2017	05/25/2018	$0	No Funding Required	Local School Administration , District personnel

Measurable Objective 2:

collaborate to improve communication between parents families and schools by 05/25/2018 as measured by Parent surveys .

Strategy 1:

Transparent communication - The school and parents and families will work to communicate in a more fluid manner implementing school call systems, social media, written communication, and other means of communication, to foster collaboration for student achievement.

Category: Other - parent communication

Research Cited: Parent and Family Engagement

Activity - Parent and Family Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication of relevant and current information for an improved relationships between schools and families.	Academic Support Program, Parent Involvement, Community Engagement	10/01/2017	05/25/2018	$0	No Funding Required	Local School Administration , and District Administration

Goal 2: For the 2017-2018 school year FMS stakeholders will implement programs to improve school culture based on surveys, student data, and SIR data.

Measurable Objective 1:

collaborate to create a shared vision: Tomorrow, Today: "Ownership" between student, faculty, parents or guardians by 05/25/2018 as measured by survey results, student data, and SIR data.

Strategy 1:

FMS School Wide Discipline Plan and CAP Program - Students will report bullying behavior by using the Falcon Voice App to notify administration of verbal and/or physical negative behaviors.

Teachers will monitor and intervene with inappropriate student behaviors by following procedures established in the School-wide Discipline Plan.

Students will participate in the Character Education, Academic Skills, and Playbook (C.A.P.) advisory program to focus on appropriate student to student and student to teacher interactions.

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

Activity - Falcon Voice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Character Education, Academic Skills, and Playbook (C.A.P.) advisory program to focus on appropriate student to student and student to teacher interactions.	Behavioral Support Program	10/01/2017	05/25/2018	$0	No Funding Required	Students, Teachers, Administrators

Activity - School Wide Discipline Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will monitor and intervene with inappropriate student behaviors by following procedures established in the School-wide Discipline Plan.	Behavioral Support Program	10/01/2017	05/25/2018	$0	No Funding Required	Teachers and Administrators

Activity - C.A.P Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Character Education, Academic Skills, and Playbook (C.A.P.) advisory program to focus on appropriate student to student and student to teacher interactions.	Academic Support Program	10/01/2017	05/25/2018	$0	No Funding Required	Students, Teachers, Administrators, Counselors

Goal 3: For the 2017-2018 school year, FMS stakeholders will implement learning supports to increase student growth in arts, literacy, and mathematics preparing students for higher education.

Measurable Objective 1:

increase student growth by implementing learning supports to decrease students scoring in the Average Low and Below Average bands by 05/25/2018 as measured by Spring Global Scholars Assessment .

Strategy 1:

Extended Math Instruction - Students who scored in the average low and below average proficiency bands will receive 80 minutes of extended math instruction during an adjacent math time weekly.

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

Research Cited: John Hatti Visible Learning in Mathematics

Activity - Extended Math Class time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored in the average low and below average proficiency bands will receive 80 minutes of extended math instruction during an adjacent math time weekly.	Academic Support Program	10/01/2017	05/25/2018	$0	No Funding Required	Students, Counselors, Administrators, and Math teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on creating data reports that are user friendly including item-level analysis, standards-level analysis, and bottom- line results with test-in-hand on a weekly basis.	Professional Learning	10/01/2017	05/25/2018	$0	No Funding Required	Administrators, Instructional Partner, Teachers

Activity - Targeted Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Performance Series data to develop explicit, targeted actions plans based on student needs.	Direct Instruction	10/01/2017	05/25/2018	$0	No Funding Required	Teachers, Instructional Partner, Administrators

Strategy 2:

Reading Intervention - Students who scored in the below average proficiency band will participate in an extended reading intervention class (Read-180) for a semester during the 2017-2018 school year.

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

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct reading instruction using the Read 180 and Corrective Reading programs	Academic Support Program, Direct Instruction	10/01/2017	05/25/2018	$0	No Funding Required	Teachers and Administrators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on creating data reports that are user friendly including item-level analysis, standards-level analysis, and bottom- line results with test-in-hand on a weekly basis.	Professional Learning	10/01/2017	05/25/2018	$0	No Funding Required	Teachers, Instructional Partner, and Administrators

Activity - Targeted Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Performance Series data to develop explicit, targeted actions plans based on student needs.	Direct Instruction	10/01/2017	05/25/2018	$0	No Funding Required	Teachers, Instructional Partner, and Administrators

Goal 4: For the 2017-2018 school year, FMS teachers and staff will develop professional skills to increase student growth.

Measurable Objective 1:

collaborate to prepare all teachers through staff development and data analysis to develop skills needed to meet the needs of all students by 05/25/2018 as measured by survey results, student data, and walkthrough data.

Strategy 1:

Collaborative Planning Times - Collaborative team meetings provide ongoing professional growth opportunities for teachers promoting lifelong learning. These meetings will provide a framework for collaboration and communication as it pertains to district and school-level initiatives. The primary focus of these meeting is to implement principles from the book Driven By Data by Paul Bambrick-Santoyo. The month of August will be used to establish protocols and connect previous work to

future meetings. September through April will focus on current assessments, analysis, and action. In May, the focus of the collaborative meetings will be on analyzing end of year data, preparing for next year, and making adjustments for the upcoming first nine weeks.

The meetings will be held on Wednesdays of each week. The first Wednesday of the month will focus on assessment, both formative and summative. The second Wednesday of the Month will focus on analysis.

The third Wednesday of the month will focus on developing and implementing action plans based on the assessment and analysis of student data. The fourth Wednesday of the month will be a time for using the AdvancED ELEOT for campus-wide walkthroughs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Driven By Data by Paul Bambrick-Santoyo

Activity - Collaborative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Assessment
Teachers will use this time to develop assessments aligned to state tests, college readiness, and grade-level content expectations.
Teachers will use this time to evaluate upcoming assessments and focus on creating 9 weeks benchmarks at the exemplar level.
Teachers will use this time as a transparent starting point to determine a roadmap according to the assessment protocols and the standards, including any other common assessments.
Teachers will use this time to create re-assessments of previously taught standards.

Analysis
Teachers will focus on creating data reports that are user-friendly including item-level analysis, standards-level analysis, and bottom-line results with test-in-hand.
Teachers will follow Driven by Data protocols for discussing data.
teachers will move beyond what students got wrong to answer why they got it wrong using student work samples.
Teachers will identify students to monitor and/or make RTI recommendations based on student data.

Action
Teachers will plan new lessons collaboratively to develop new strategies based on the effective analysis.
Teachers will develop explicit teacher action plans for whole-class instruction, small groups, tutorials, and before- or after-school support sessions.
Teachers will review lesson and unit plans and give observation feedback driven by the action plan and student learning needs.
Teachers will develop ways to communicate to students the end goal, how they did, and what actions they are taking to improve.

Walkthroughs
Teachers will use the AdvancedED ELEOT form to complete observations and individually record responses.
Teachers will discuss observations as a group before individuals submit the walkthrough form.
Teachers will complete at least two observations a month lasting approximately 20 minutes each.

Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	10/01/2017	05/25/2018	$0	No Funding Required	Teachers and Administrators

Strategy 2:

FCLN (Falcon Learning Conversations Network) - All teachers and staff meet four times a year to participate in professional development led by Dr. Eric Thomas.

Category: Develop/Implement Professional Learning and Support

Research Cited: Eric Thomas

Activity - FLCN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers and staff assemble in the mornings for motivational professional development. FMS and HMS teachers then combine during the afternoon session for a vertical planning and edcamp style professional learning. | Professional Learning | 10/01/2017 | 05/25/2018 | $0 | No Funding Required | Central Office Administrators, FMS teachers, staff, and administrators |

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
Falcon Voice	Students will participate in the Character Education, Academic Skills, and Playbook (C.A.P.) advisory program to focus on appropriate student to student and student to teacher interactions.	Behavioral Support Program	10/01/2017	05/25/2018	$0	Students, Teachers, Administrators
Parent Engagement Meeting	Group meetings to discuss and support family and school relations C.A.P. Advisory teachers will communicate the expectation of 100 percent family participation to student families by using transparent communication methods with 100 percent C.A.P Advisory teacher participation.	Academic Support Program, Parent Involvement, Community Engagement	10/01/2017	05/25/2018	$0	Local School Administration, District personnel
Data Analysis	Teachers will focus on creating data reports that are user friendly including item-level analysis, standards-level analysis, and bottom- line results with test-in-hand on a weekly basis.	Professional Learning	10/01/2017	05/25/2018	$0	Administrators, Instructional Partner, Teachers
FLCN	Teachers and staff assemble in the mornings for motivational professional development. FMS and HMS teachers then combine during the afternoon session for a vertical planning and edcamp style professional learning.	Professional Learning	10/01/2017	05/25/2018	$0	Central Office Administrators, FMS teachers, staff, and administrators
Data Analysis	Teachers will focus on creating data reports that are user friendly including item-level analysis, standards-level analysis, and bottom- line results with test-in-hand on a weekly basis.	Professional Learning	10/01/2017	05/25/2018	$0	Teachers, Instructional Partner, and Administrators
Reading Intervention	Direct reading instruction using the Read 180 and Corrective Reading programs	Academic Support Program, Direct Instruction	10/01/2017	05/25/2018	$0	Teachers and Administrators

Activity Name	Activity Description		Begin Date	End Date	Funding Amount	Staff Responsible
Parent and Family Communication	Communication of relevant and current information for an improved relationships between schools and families.	Academic Support Program, Parent Involvement, Community Engagement	10/01/2017	05/25/2018	$0	Local School Adminstration, and District Administration
School Wide Discipline Plan	teachers will monitor and intervene with inappropriate student behaviors by following procedures established in the School-wide Discipline Plan.	Behavioral Support Program	10/01/2017	05/25/2018	$0	Teachers and Administrators
C.A.P Program	Students will participate in the Character Education, Academic Skills, and Playbook (C.A.P.) advisory program to focus on appropriate student and student to teacher interactions.	Academic Support Program	10/01/2017	05/25/2018	$0	Students, Teachers, Administrators, Counselors

Collaborative Meetings	Professional Learning	10/01/2017	05/25/2018	$0	Teachers and Administrators
	Assessment Teachers will use this time to develop assessments aligned to state tests, college readiness, and grade-level content expectations. Teachers will use this time to evaluate upcoming assessments and focus on creating 9 weeks benchmarks at the exemplar level. Teachers will use this time as a transparent starting point to determine a roadmap according to the assessment protocols and the standards, including any other common assessments. Teachers will use this time to create re-assessments of previously taught standards. **Analysis** Teachers will focus on creating data reports that are user-friendly including item-level analysis, standards-level analysis, and bottom-line results with test-in-hand. Teachers will follow Driven by Data protocols for discussing data. teachers will move beyond what students got wrong to answer why they got it wrong using student work samples. Teachers will identify students to monitor and/or make RTI recommendations based on student data. **Action** Teachers will plan new lessons collaboratively to develop new strategies based on the effective analysis. Teachers will develop explicit teacher action plans for whole-class instruction, small groups, tutorials, and before- or after-school support sessions. Teachers will review lesson and unit plans and give observation feedback driven by the action plan and student learning needs. Teachers will develop ways to communicate to students the end goal, how they did, and what actions they are taking to improve. **Walkthroughs** Teachers will use the AdvancedED ELEOT form to complete observations and individually record responses. Teachers will discuss observations as a group before individuals submit the walkthrough form. Teachers will complete at least two observations a month lasting approximately 20 minutes each.				
Extended Math Class time	Academic Support Program	10/01/2017	05/25/2018	$0	Students, Counselors, Administrators, and Math teachers
	Students who scored in the average low and below average proficiency bands will receive 80 minutes of extended math instruction during an adjacent math time weekly.				

Targeted Lessons	Teachers will use Performance Series data to develop explicit, targeted actions plans based on student needs.	Direct Instruction	10/01/2017	05/25/2018	$0	Teachers, Instructional Partner, and Administrators
Targeted Lessons	Teachers will use Performance Series data to develop explicit, targeted actions plans based on student needs.	Direct Instruction	10/01/2017	05/25/2018	$0	Teachers, Instructional Partner, Administrators
				Total	$0	

2018-2019 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.	36.26

Provide the number of classroom teachers.

37

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2351096.0

Total   2,351,096.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	132217.0

Total   132,217.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	92043.0

Total   92,043.00

Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	153029.0

Total   153,029.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	73413.0

Total   73,413.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

| | Total | 0.00 |

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8621.0

Total   8,621.00

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.	3161.0

Total   3,161.00

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.	17181.0

Total   17,181.00

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.	1241.0

Total   1,241.00

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.

N/A, not Title I participating school.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	28658.0

Provide a brief explanation and a breakdown of expenses.

Title II Staff Development funds are held at the district level for district-wide initiatives.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	18242.0

Provide a brief explanation and a breakdown of expenses.

Title III funds are used to support district wide EL staff members, software for English Learners, and staff development. All funds are held at the district level.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A School district does not receive any 21CCLC funding.

Title V

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

Provide a brief explanation and a breakdown of expenses.

FCS does not receive rural and low-income schools funding.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at the district level, available to school based on needs.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at the district level, available to school based on needs.

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

Florence City Schools did not receive a school improvement grant for FY18.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A