



## **ACIP**

Florence High School

Florence City Schools

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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 High School (FHS) is located in the city of Florence, in Lauderdale County and is situated in the northwest corner of Alabama. According to the United States Census Bureau, the estimated population is 40,054 people. The median household income is \$34,113, which is \$5,941 less than the average income for Alabama. Florence occupies approximately 26 square miles of the county's 667.70 miles. The reported county population is 92,797. Florence High is the only high school serving tenth through twelfth grade students within the Florence City School District. There are 984 students currently enrolled in FHS with 45.9% currently eligible to receive free or reduced-price lunches. The student population reflects a makeup of 1.3 % Asian, 6.0 % Hispanic, 31.5% African American, 59.5% White and 1.7 % Multi-Racial. Currently 6.3 % of FHS students have been identified and receiving special education services. Florence High School opened its doors during the 2004-2005 school year. It was created from the consolidation of the two long-standing high schools within the Florence City School District. Florence High School is housed in one of the former high school buildings which was constructed in 1966. Multiple additions have been constructed over time, including new athletic and training facilities, career and technology facilities, state-of-of- the-art science laboratories and 21st century classrooms.

Florence High School has a strong reputation for providing excellence in academic achievement, athletics and co-curricular activities under the guidance and supervision of exceptional staff members. There are 111 certified and support employees at FHS. Including administrators, there are a total of 80 certified staff members. Of those, 67 % hold master's degrees, 6.3 % hold AA/Ed.S. degrees or higher and three are National Board Certified. With more than 282 course offerings, FHS provides the most extensive curriculum of any high school, public or private, in Northwest Alabama. Students may choose from among 19 Advanced Placement (AP) courses and nine Honors courses in the areas of science, mathematics, English, foreign languages and social studies. Students may also choose from among 57 Career and Technical Education courses in 12 different fields of study. Career Tech courses offer articulation agreements for community college credit at various institutions across the state. In addition to opportunities to earn college credit by successful completion of AP courses and AP examinations on campus, students may also gain college credit via dual enrollment at the University of North Alabama and Northwest-Shoals Community College, as well as through selected on-line courses. The Florence Academy of Fine Arts (FAFA) allows students to select from three major divisions of study: Digital Arts, Performing Arts, and Visual Arts. The FAFA curriculum includes 110 course offerings. Florence Virtual High School allows students to complete online courses with highly qualified FHS instructors to accommodate a non-traditional student schedule. There are 24 virtual course offerings for students.

Florence High School has multiple avenues to encourage parent participation and involvement. There are numerous sports booster clubs, band boosters, fine arts boosters, Career Tech advisory committees as well as the Falcon Families Parent Organization. These groups support the school by contributing funds and promoting involvement in all areas of student interest and participation. FHS offers a multitude of activities and opportunities for students which would not be possible without the strength and support of its stakeholders. There are numerous programs and personnel that help our at-risk student population to succeed, including 12- for-Life, HOPE, Enrichment Mentoring, RESCUE and an on-sight graduation coach. The 12-for-Life Program is a partnership between Southwire and Florence High School that allows students to earn high school credit, work in a special facility designed for FHS students, and split time between two campuses to keep students from dropping out of school. This is only one of two programs like it in the United States. The HOPE Program offers assistance to homeless students by providing a variety of supports. The Enrichment Mentoring Program ensures every student has an adult who monitors student's grades, attendance and discipline. Mentors are students' point of contact for support and encouragement. The RESCUE Program is a program designed for non-traditional or at-risk students who need an alternative time or setting to complete their high school careers. The graduation coach serves students as a liaison among community resources, specialized programs, parents, and school personnel. She plays SY 2014-2015

a crucial role in helping to keep students on-track for graduation.

Absenteeism is a problem both in the school and in our community. During the 2013-14 school year, Florence High School recorded 11,831 all day students absences which equates to a 92.54% attendance rate. Florence High School also recorded 11,669 tardies to class. There is a resonating theme throughout the community concerning the detrimental outcome of chronic absenteeism both at school and in the workforce. For this reason, Florence High School continually strives to encourage student attendance.



## 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.**

A school embodies its purpose through its program offerings and expectations for students.

### SYSTEM BRAND

Five-Star Service

### VISION

Aspiring to be #1 in Alabama 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 as an option can be diminished through the provision of equal educational access for diverse learners.

We believe the staff of Florence City Schools is a key to students' success as productive citizens and lifelong learners.

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 the system's responsibility to educate the whole child in a safe, orderly, and challenging environment.

We believe it is the system's responsibility to develop students who are environmentally aware, adept at integrating technology, and prepared to compete in a global society. The FCS Instructional Roadmap and Strategic Plan outline the primary goals of the school system and the focal point of the FCS

### Instructional

Roadmap. The components are:

#### 1) Safe and Healthy Environment (Secure and Safe Campus)

Promote and celebrate student achievement through a positive school climate,

Strengthen home-school connections,

Proactively address student harassment/ bullying, concerns for cyber safety

Expand collaborative efforts with community agencies and the court system

#### 2) Continuous Improvement (Targeted Growth)

AdvancED and CIP via ASSIST

Diagnostics and Benchmarks

Data meetings and Gap Analysis

Standards-Based Lessons

Strategic Teaching for Learning Gains

Targeted Professional Development

Four Year Plan Audits

#### 3) 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 in written form

Access and analyze critical information

Demonstrate curiosity and imagination

A4) Accountability (New Measures of Success)

Yearly Student Attendance

Cohort Graduation Rate

Learning Gains

Gap (subgroup data)

End of Course tests in Algebra 1 and English 10

5) Curriculum (Rigorous and Transformative)

CCRS and Quality Core

IS2 Initiative

FAFA

Career and Technical Credentialing

Expansive Advanced Placement Course

Post Secondary Credits earned via Dual enrollment

Florence Virtual High school

Digital delivery of instruction.

The Florence City School System embraces the theme of 5-Star Service

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 Florence High School is to ensure student achievement. The instructional purpose and mechanisms utilized to promote student achievement are articulated through the FCS K-12 Instructional Framework. Through school improvement, technology integration and professional development, high-quality, data-driven instruction is planned and implemented to meet the diverse student population. Components of the 10-12 Instructional Framework include:

Challenging Curriculum: Access and analyze critical information

Alabama Courses of Study

College- & Career-Ready Standards

Accelerated/Advanced Placement Courses

Dual Enrollment agreement with local colleges/universities

Career/Technical Program

Florence Academy of Fine Arts

Strategic Teaching:

Alabama Mathematics Science Technology Initiative (AMSTI)

IS2 Initiative

Pacing Guides of all subjects

Learning Targets

Florence High School One Page Instructional Target/ Engagement of students in their own learning.

Ongoing Assessment:

Benchmark Assessments

IS2 Initiative

American College Test (ACT)

A+ College Ready AP testing

ACT WorkKeys

End-of-Course Tests in Algebra 1 and English 10

College and Career Success:

Engagement of students in daily learning

Career/Technical Program

Resume Skills Learned in all English Classes

IS2 Initiative

Dual Enrollment

Accelerated/Honors/Advanced Placement Courses

12 for Life

Implementation of Common Core Standards--Mathematics and English Language Arts

Implementation of rigorous STEM curriculum for science

Differentiated Instruction:

Common Assessments

Common Pacing

Data Analysis/Meetings

Problem-Solving Teams' Response to Instruction (RTI) Plans

AMSTI Interventions

RESCUE (Grades 9-12)

College and Career Readiness Class

12 for Life

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Florence High School is very proud of the continued performance of its students and is ranked in the top 5% of schools in Alabama and top 10% in the nation by U.S. News and World Report and Newsweek for 2012-13. FHS ranked 18 out of 363 high schools in Alabama and 2,222 out of 21,000 high schools in the nation. FHS has seen improvement over the past several years in numerous areas including graduation rate and the number of students testing at the proficiency level in both reading and math.

During the past four years, FHS has improved the graduation rate by 24%. The following district data demonstrates continual improvement and the impact that FHS has had on the district's achievements.

Graduation Rate for FCS--91% and 92% for FHS (This is up from 68% in 2007).

(Ranked 22nd out of 137 districts in Alabama (This is up from 45th the previous year.) The table below illustrates the small achievement gap between sub-populations of students. Many districts in Alabama have a 30-50% achievement gap.

All Students 91%

African American 89%

Hispanic 89%

White 92%

Asian 86%

Special Ed 88%

Poverty 85%

Dropout Data for FHS

Decreased dropouts from--

56 in 2011

46 in 2012

22 in 2013

(Of the 22 dropouts in 2013, sixty-eight percent (68%) were Caucasian and 32% were African American.

Several programs and initiatives have been successfully implemented by the school and the district to ensure the success of students. These include, RESCUE, 12 for Life, Credit Recovery, mentoring, the addition of a graduation coach, the addition of an Instructional Technology Coach and the implementation of the iPad one-to-one technology initiative and FHS's being named to A+ College Ready's Cohort VII. The development and implementation of FHS's one page instructional target and the continued evolution of the Innovative School Plan (IS2) has increased emphasis on student engagement and learning.

Emphasis has been placed on reading and literacy in all classes for all subject areas.

The use of technology in the classroom has increased due to the 1:1 iPad initiative, which was implemented with tenth and eleventh graders during second semester of the 2011-12 school year. All students at FHS have been issued iPads since the 2012-13 school year. This directly affects the school's ability to add 21st century skills for all students in all classes. The addition of the district's use of Edmodo as the online learning management system is a major focus for the delivery of instruction to our students.

On the 2014 ACT (American College Test) for graduating seniors, FHS students' average composite score exceeded the state average composite score by 1. (Florence 21.6, State 20.6, Nation 21.0). On the 2014 SAT, FHS students' average scores were 569 (reading), 551.3 (math), and 593.5 (writing). FHS students' average combined score exceeded the state and national averages (Florence 1714, State 1498, Nation 1498). Florence students also outperformed their counterparts throughout the state and nation on each of the ACT and SAT subject  
SY 2014-2015

area tests, which is consistent with a seven-year trend.

Of the FHS 2014 graduates, 59.2% enrolled in four-year colleges and universities; 21.5% enrolled in two-year schools and colleges; 2.7% joined the military, and 16.9 % entered the work force. The 2014 FHS graduating class received scholarship offers totaling more than \$10.2 million.

FHS must strive to improve the readiness of ALL students in ALL areas. With the 2012-13 implementation of the Alabama College- and Career- Readiness Standard in mathematics, teachers will be monitored to ensure that their method of delivery, instructional content and practices meet the required standards and the needs of today's students. All content areas will be ready for the total move to Common Core curricular standards and assessments as FHS prepares for a successful future.

As Florence High School moves toward the future, the primary focus will be to foster student success and to measure performance in the context of college- and career- readiness. With the implementation of the Alabama College-and Career-Ready Initiative (Alabama's College-and-Career Readiness Standards), it is vital for FHS to prepare teachers and students for the accountability associated with the initiative. NMSI Training, Power Conversation Network, Instructional Partner Network, Key Leaders Network and A+ College Readiness training is providing professional development opportunities for teachers and administrators.

Benchmark testing, GlobalScholar diagnostic assessments, ACT testing and PLAN (or PLAN's replacement) data collection and evaluation will be imperative to make the progress needed to benefit students in the future.

## Additional Information

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

Accomplishments Florence High School 2013/2014

School-Wide Accomplishments

1. Addition of Instructional Technology Coach
2. Selection and implementation of a Target Design Team
3. Began the process of creating a one page instructional target with the FHS faculty
4. Media Center has been transformed into a student-centered work space
5. 1st year of participation in Participated in Powerful Conversations Network
6. All subjects participated in quarterly benchmark testing
7. Six of eight math teachers and two special education teachers participated in AMSTI summer training and received AMSTI calculators and materials for classroom improvement
8. Appointment of Academic Leaders in all areas.
9. Expanded use of Edmodo as the official learning platform
10. Successfully hosted multiple visiting schools, Dr. Tommy Bice and multiple political leaders with the purpose of sharing innovation and successful instructional practices
11. Received A+ College Ready Competitive Grant
12. 1st year of implementation for Florence Virtual High School
13. 1st year of implementation for Florence Academy of Fine Arts with 120 students participating
14. All students have participated in three sessions of Global Scholar testing.
15. FHS implemented data team is training the faculty to become more data driven and focused
16. Successfully implemented ACT testing for 11th graders
17. Phase 3 of Expert Next Door was successfully implemented with the focus of setting self-reflective goals through the use of classroom video and self-analysis
18. Hosted Alabama Best Practice Center Instructional Rounds
19. Provided CCRS literacy standard professional development designed for each subject area
20. Display cases have been transformed into student work showcases
21. Survived traffic, parking and construction

Instructional Technology Coach

1. Visited approximately 72 classes...and counting
2. Reviewed approximately 20 videoed lessons with teachers and worked together to set instructional goals...and more are scheduled
3. Facilitated monthly Literacy Anchor Standard pd
4. Facilitated various other technology pd, including Socrative, Virtual Field Trips, and 20 Tech Tools in 20 Minutes
5. Facilitated Global Scholar data training at FHS & 12 for Life
6. Shared 100+ apps, web resources, etc. with FHS teachers
7. Scheduled 577 benchmark tests for 1st, 2nd, & 3rd nine weeks
8. Initiated "Word Root of the Week"
9. As a group, Instructional Coaches held 12 Appy Hours at FHS, FFC, FMS, & HES
10. As a group, Instructional Coaches have been selected to present Appy Hour at the Alabama Educational Technology Conference in June SY 2014-2015

2014

English Department Accomplishments

2013-2014 Creative Writing Contest Winners

CSPA National

Gold Medalists

Sara Kachelman

Thomas Solomon

Gabrielle D'Arcy

Hannah Hopkins

Michael Simpson

Kara Chobot

Kate Collier

Austin Kincaid

Sarah Mathews

Taylor Simpson

All-Columbian Honors for Visual

April Hornbuckle

Grace Ann Griffin

Corey Crane

Jake Rutland

All Columbian Prose

Austin Kincaid

Adrienne Robertson

Thomas Solomon

All Columbian Poetry

Sheree Weakley

Taylor Simpson

Austin Kincaid

River of Words National

Adrienne Robertson, finalist in last year's River of Words Poetry Contest, has been filmed for an HBO documentary about the environment.

She read her poem aloud and was interviewed about her inspiration as a writer.

PoeticPower/Creative Communication Winners National

Tanner Dickerson

Catherine Ferzoco

Jessica Fox

Yvonne Makori

Sarah Mathews

Adam Nichols

Brandon Rieff

Anna Robertson

Thomas Solomon

Kendall Stansell

Rachel Tucker National Council of Teachers of English Highest Award 1st in Alabama State

Top 26 in Nation National

Sarah Mathews

Adrienne Robertson

Thomas Solomon

Sara Kachelman

Austin Kincaid

Savannah Wilson

Jake Rutland

Taylor Simpson

Kara Chobot

Sheree Weakley

Erika Lewis

Allen Mao

KIWANIS CLUB ESSAY CONTEST Local

Grade 10:

First Place - Brandon Rieff, Florence High School

Second Place - Anna Robertson, Florence High School

Honorable Mention - Adam Nichols, Florence High School

Kendall Stansell, Florence High School

Grade 11:

First Place - Yvonne Makori, Florence High

Second Place (tie) - Matthew Chesley, Florence High School

Sarah Mathews, Florence High School

Sean Tidwell, Florence High School

Honorable Mention - Tanner Dickerson, Florence High School

Brandi Fennell, Florence High School

Grade 12:

First Place - Adrienne Robertson, Florence High School

Second Place - Thomas Solomon, Florence High School

Third Place (tie) - Allie Bond, Florence High School

Jessica Fox, Florence High School

Ability Counts Journalism Contest State

Brandon Rieff Third Place Alabama Renaissance Faire Sonnet Contest State

First Place (tie): Thomas Solomon, Florence High School

Adrienne Robertson, Florence High School

Second Place (tie): Anna Robertson, Florence High School

Daniel Lopez, Florence High School

Third Place (tie): Jacob Losey, Florence High School

Brandon Rieff, Florence High School

Fourth Place (tie): Jessica Fox, Florence High School

Honorable Mention: Brianna Williams, Florence High School

Hunter Vaughn, Florence High School

Haley Lawson, Florence High School

Kendall Stansell, Florence High School

Rachel Tucker, Florence High School



## ACIP

Florence High School

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Sarah Mathews, Florence High School

Tamira Jones, Florence High School

Al Key, Florence High School

Huiling Ye, Florence High School

Grace Ann Griffin, Florence High School

Catherine Ferzoco, Florence High School

To Kill a Mockingbird Essay Contest State

Jessica Fox

Letters about Literature State

Catherine Ferzoco Semi-finalist

Allie Bond Semi-finalist

Brandon Rieff Semi-finalist

Sarah Mathews Semi-finalist

Thomas Solomon Semi-finalist Alabama Writers Forum/High School Literary Arts Awards State

Drama Drama Judge's Special Recognition

Rachel Tucker

Fiction Fiction Judge's Special Recognition

Anna Robertson

Poetry Poetry Certificate of Merit

Sarah Mathews

Literary Magazine Competition Certificate of Merit for Literary Magazines

Thomas Solomon

VFW Voice of Democracy Audio-Essay Competition State

Bailey White 2nd place HLA Literary Arts Awards

Sarah Mathews honorable mention

Matthew Chesley honorable mention

Young Southern Writer's Project:

Allie Bond

Jessica Fox

Sarah Mathews

Brandon Rieff

Adrienne Robertson

Anna Robertson

FHS had 6 of the 10 state finalists for the playwriting competition sponsored by the Alabama Shakespeare Festival.

Expressions 2014 publication

Matthew Chesley short story has been selected for publication.

Dorlea Rikard

Chosen to teach the Language and Composition study sessions for the Alabama A+ College Ready program

Darlene Freeman

Received Florence City Schools Awards of Excellence for January, February, March, April, May, September, October 2013 and for January, February, March 2014.

Received the VFW Smart/Maher National Citizenship Education Teacher Award--Local and District Teacher of the Year December 2013.

Social Studies Department Accomplishments

Kevin Sledge

Completed course work for the Instructional Leadership program as part of the first Impact 80 Cohort. (Pending Internship)

Casey Weatherbee

Transitioned from teacher-centered to student-centered classroom

Introduced "Reading Like a Historian" curriculum

Collaboration with other professionals in the building

Beth Smitherman

Selected from over one hundred applicants to participate in a special session of experienced teachers to "unpack" the Alabama Social Studies Course of Study. The event was hosted by the Alabama Learning Exchange and the Alabama Department of Education. Her efforts will result in the addition of important resources which will be added to the Insight tool available to all Alabama teachers.

Increased ability to review student the data and has seen student reading skills improve dramatically!

April Folden

Executive Board member for Alabama Historical Association

Foreign Language Department Accomplishments

1. Creation of Benchmark Tests
2. Successful new hire (Hannah Brake)
3. First time offering Greek class
4. Department meetings at a restaurant every second month
5. Increased collaboration for language clubs, test making, idea sharing
6. First time attending the state- level competition for Spanish
7. 21 students received trophies at State Convention for Spanish
8. Honor Society Induction ceremonies for Spanish, Latin, and French
9. Administered National French, Latin and Spanish Examinations (first time for level 1 Spanish)
10. Reinstated FHS Latin Club along with Greek

The following students received Honor Recognition for their achievement on the National Latin Exam

1. Gold Medal Summa Cum Laude Awards: FHS students- Nick Crenshaw, Brandon Kirk, Amaryst Parks, Kaytlin Smith.
2. Silver Medal Maxima Cum Laude Awards: FHS students- Leah Smith, James Ridgeway, Connor Jamison, Elena Tumminello, Thomas Solomon, Allison Rieff.
3. Magna Cum Laude Awards: FHS students- Shelby Niedergeses, Silas Spearman, Sarah Mathews, Emily Blackburn, Charlie Boggus.
4. Cum Laude Awards: FHS Students-Ruth Roberts, Anthony Garrison, Catherine Ferzoco, Austin Pallerino, Paola Lopez.

Math Department Accomplishments

1. Students participated in Alabama State Math Contest
2. Students participated ASMA
3. Two students scored a perfect 5 on the AP Calculus BC exam
4. AMSTI School

Robin Horne

Participated in UNA STEM camp (2 weeks this summer; 4 pd sessions during the school year)

ED Camp Huntsville and Birmingham (Robin)

Emily Patterson

participated in UNA STEM camp (1 session)

Michelle Russell

Participated in ALEX Lesson Planning Summit

Science Department Accomplishments

1. All Chemistry students participated in the American Chemical Society testing.

2. Science Department and Career Tech are partnering to create a cross-curriculum class which will involve the creation of a Moonbuggy that will participate in the international Moonbuggy competition.

3. Marilyn William's student Davis Tran won the ACS Chemistry Contest for 2nd year Chemistry Students.

Tony Ricketts

Completed Instructional Leadership Program.

Robin Thompson

Started Ed.S. through the Impact 80 program.

Tony Ricketts and the Moonbuggy students

Competed in Nasa Rover challenge.

Rachael Nelson

Named Florence High School Teacher of the Year.

Special Education Department Accomplishments

1. Failure rate for Special Education students per nine weeks has decreased.

2. Students became more independent by checking INOW and asking to retake assignments.

3. Students started the process of becoming self-advocates by completing a power point presentation to display knowledge of their disability in order to self-advocate for themselves with their general education teachers. Some were presented during their annual IEP meetings (Goal for 2014-2015: Student led IEPs)

4. State monitoring teams found minimal mistakes in current IEPs that were reviewed.

5. Current IEPs were used in order to request accommodations for ACT testing in school. Upon review of the documentation provided to ACT, they determined that there was enough justification of the student's disability to warrant accommodations during testing for almost all students.

Accomplishments of both AbleWorks Classrooms- Paige Michael and Marcy Hill

- Raised and collected over \$3000 to provide the AbleWorks Classrooms with much needed community and transition experiences. These community experiences range from learning to order off a menu, to shopping off a grocery list. All of our community outings have greatly benefited the students in creating more independence and self-confidence.

- Parent support through donations, teacher support through fundraising, and community support through sponsorships and donations

- Paige Michael received a grant to provide the classrooms with Life Cycle curriculum (\$600)

Media Center Department Accomplishments

1. Approximately 700 class periods were conducted in the media center during the 2013-14 school year.

2. Average of 20 students used the media center each period every day.

3. RESCUE used the media center Monday-Thursday of each week from 3:30-8:00 p.m.

4. Key Club, Student Council, and National Honor Society used the media center as a meeting location on a monthly basis.

5. Between 150 and 200 students used the media center for virtual classwork each week.

6. The media center served approximately 3000 cups of coffee, cappuccino, hot chocolate, apple cider, and hot tea during the 2013-14 school year.

7. FHS faculty used the media center on a monthly basis to plan for IS2 and American Experience activities and other professional development, including "Appy Hour."

8. Students used the media center to plan and create activities and instructional lessons for the American Experience.

9. The Healing Place used the media center conference room approximately once a month for grief counseling.

10. UNA tutors used the media center approximately once a week for ELL instruction.

11. UNA students used the media center approximately once a month for individual music instruction.

12. NWSCC Talent Search facilitators used the media center conference room approximately once or twice a week to meet with students.

13. NWSCC instructors used the media center to work with students who applied for Shoals Scholar Dollar scholarships.

14. Teachers used the media center's computer lab for instructional purposes every week.

15. Athletic scholarship signings were conducted in the media center.

16. The media center received new furniture, rugs, curtains, additional decor, iPod speakers, books, DVDs, and a touch screen circulation monitor.

#### Arts Department Accomplishments

Launching of the Florence Academy of Fine Arts to include application and audition procedures.

#### Choir Accomplishments

All Choirs received Superior Ratings at State

50 Students selected to All State Chorus (most in state)

23 Students selected to All State Show Choir (most in state)

Trevor Dodson and Frances Jane O'Steen District winners of Outstanding Choral Student Competition

Trevor Dodson selected as State Outstanding Choral Student

12 Students selected to Alabama Honor Choir

70 Students selected to UNA Honor Choir (100% of students selected)

Mrs. Rockhill, recipient of Frances P. Moss Award

#### Theatre Accomplishments

The Florence High School theatre department has received over 100 state awards this year. These awards include Best Actress, Solo and Duet Acting Awards, and Ensemble Awards. We have also had three students honored with SETC callbacks and one named as the Keynote Emerging Artist of Promise for the Southeastern Theatre Conference. The theatre department has over 20 students who have qualified to move on to the International Thespian festival in Lincoln, Nebraska. A small group will be travelling to Internationals in June.

#### Creative Writing Accomplishments

Regional Awards--30

State Awards-14

National Awards-18

#### Dance Accomplishments

FHS Teacher of the year

High Gold 3rd overall in their category

1 regional scholarship winner

#### Visual Art Accomplishments

18 Regional Awards

6 District Awards

16 State Awards

30 Southeastern Awards

13 National Awards

8 International Awards

Scholarships in the range of \$650,000 to date

#### Band Accomplishments

Regional Awards-Straight Superiors at two marching competitions

Regional Awards-20 Individual Awards

State Awards-MPA State Rating-Superior

State Awards-All State Band-2

National Awards-Band Performance in Chicago and one student nationally recognized and playing in Carnegie Hall

#### Orchestra Accomplishments

Students recognized at the State level

#### Career Tech Accomplishments

## Agriscience/FFA:

1. 10th Grade Student, Shelby Atwood elected to serve as the North District Treasurer in FFA for 2014 - 2015 school year
2. FFA members - one of the Top Two largest FFA Chapters in the state
3. The Florence FFA Chapter will received a membership award for 100% of Agriscience students joining the Organization at FFA State Convention in June
4. 45 FFA members are preparing to compete in FFA District competitions in which competition winners will qualify to compete at FFA state Convention in June

## Cosmetology/SkillsUSA:

1. 100% student credentialing pass rate
2. Mrs. Wallace named 2013 SkillsUSA Advisor of the Year
3. Mrs. Wallace was appointed as District 2 Mentor Advisor for state of Alabama
4. Mrs. Wallace became Natural Hairstylist Certified
5. 14 Cosmetology students won or placed in the top 5 in their respective competitions at the 2013 SkillsUSA State Conference.
6. 2 Cosmetology students placed in the top 20 in their respective competitions at SkillsUSA National Conference.
7. Anne Hendrix - Accepted to AVEDA Institute in New York to study Cosmetology

## Culinary Arts &amp; Fashion/FCCLA:

1. Sullivan University selected FHS Culinary as one of the top 100 programs in the country
2. Program was visited by US Congressman Mo Brooks during February 2014
3. Advanced Culinary Team placed 5th in the state
4. Catered FAFA Reception in September 2013
5. Hosted the Holiday Luncheon for FHS Faculty in December 2013
6. State Thespian Festival Award Winning Designers (Sarah Kimbrell and Sarah Mathews)
7. 4 Fashion students were selected to participate in Birmingham Fashion Week
8. 1 student received Fashion Scholarship Offers: Rachel Carter - SCAD, Kent State University
9. FCCLA supplied Halloween Goody Bags for FHS Faculty in October 2013
10. FHS FCCLA hosted Southern Heritage Fundraiser during November 2013
11. HOPE Project Christmas Gifts in joint effort with FBLA, HOSA, and SkillsUSA
12. 22 FCCLA STAR Events competitors at State Conference
13. 6 FCCLA STAR Events national qualifiers
14. AAFCS National Teacher of the Year 2013 - 2014
15. Established first Fashion Design collaboration with FHS Arts Department as a FAFA program option

## Family &amp; Consumer Sciences/FCCLA:

1. Mrs. Graves is ServSafe certified
2. Hosting the Whole Hog Express Fundraiser for FCCLA students attending
3. 22 FCCLA STAR Events competitors at State Conference (6 students were from FACS program)

## Finance/FBLA:

1. Established the Florence Falcon Branch of First Metro Bank and opened 37 new accounts with 695 transactions as of April 1, 2014
2. Forty students will complete the ACT WorkKeys credentialing assessment
3. 10 FBLA members attended the Joint Leadership Development Conference in fall of 2013
4. 20 FBLA members volunteered to assist Southwire, with the annual company picnic during September 2013
5. Ms. Lynn received 8 hours of First Metro Bank Teller Training
6. Ms. Lynn was a 2013 - 2014 Data Team Member
7. Ms. Lynn began positive behavior program using LearningEarnings.com
8. We had 8 winners at FBLA State Conference. This is the largest number of state winners Florence High School FBLA has ever had. All

students qualify for FBLA National Competition.

9. Help Desk - 1st place - Chris Burton
10. Business Calculations - 2nd place - Rachel Combs
11. Computer Problem Solving - 2nd place - Neal Denton; 3rd place - Sam Darby
12. Cyber Security - 3rd place - Austin Vickers
13. Introduction to Business Communications - 2nd place - Allie Vance
14. Marketing - 3rd place - Alexis Batchelor and Adrienne Robertson

Graphic Arts & Multimedia/SkillsUSA:

1. Produce a high quality student led broadcast of sporting and high school events live streamed over the internet
2. Acquired the Tri Caster 455 to assist in the quality of broadcasting events and news broadcasts
3. Won 3rd Place in the Alabama Public Television film competition
4. Won 1st Place in the state at the 2013 SkillsUSA State Conference
5. Mr. Bruce was appointed by Dr. Cleveland as a Graphic Arts Instructor Mentor as he mentored two teachers in the Birmingham City School System

HealthScience/HOSA:

1. Mrs. Boddie was selected for membership in the Gamma Chi Chapter of Delta Kappa Gamma International Honor Society
2. 2 students competed at 2014 HOSA State Conference
3. HOSA students hosted World AIDS Day Program that included Health Science, Anatomy and Physiology, and Health students at FHS
4. HOSA organized and hosted a blood drive in partnership with LifeSouth
5. HOSA in conjunction with the Red Cross club will host a blood drive at FHS

Information Technology/FBLA:

1. 19 students passed all three parts of the ACT WorkKeys Assessment and earned their Career Readiness Certification
2. Began teaching Information Technology Fundamentals, Computer Programming I (Virtual)
3. FHS FBLA Raised \$400 for the March of Dimes in recognition of Premature Baby Awareness Month
4. 25 students attended the 1st Annual Tennessee Titans Learning Lab
5. FBLA, FCCLA, HOSA, and SkillsUSA provided Christmas gifts for students in the HOPE program during the holiday season
6. 13 FBLA members compete April 17 - 18 at FBLA State Conference
7. IT and Finance Programs received Business and Industry Certification during fall of 2013

CT Guidance:

Mrs. Cynthia Casteel selected for membership in the Gamma Chi Chapter of Delta Kappa Gamma International Honor Society

12 For Life/Co-Op:

1. Increased enrollment by over 30 students and expanded to 3 shifts for a total of 85 students
2. Improved program perception amongst students grades 9-12 where all types of students desire to participate (approximately 200 applicants for 2014 - 2015 school year)
3. 97% retention rate - Students who start the program are staying until graduation. This is supported by having very few job openings throughout the school year
4. Significant improvements in both student behavior and attendance. Attendance has improved an average 10% on all shifts compared to 2012 - 2013 school year. Minimal behavior issues have occurred at Southwire and there has been a decline in the number of office referrals involving 12 For Life students
5. Graduated 36 seniors from the program in 2013 (This was a higher number than at the Carrollton Plant)
6. Students continue to set record numbers in terms of shift efficiency and production related to their work ethic
7. 12 For Life has received exposure in multiple magazine publishings in 2013 such Techniques (National Association for CTE Magazine), District Administrator, and soon the program will be featured in Florence Life. This article discusses specifically the FCS 12 For Life model and the positive impact the program continues to make in students' lives

8. Acquired 2 Leadership Scholarships granted by NWS - CC for Mr. and Mrs. Southwire
9. Created a partnership with NWS - CC Ready to Work program. Instructors from NWS are working with our 12 For Life students to complete the training, pass the ACT WorkKeys Assessment, and receive the Career Readiness Certificate
10. Formed a partnership with UNA Social Work and Education departments to provide tutoring services to struggling students who work 3rd shift
11. Formed partnerships with local restaurants such as Zaxby's, Chick Fil A, McDonald's and Domino's Pizza who provide gift cards where students who have exhibited positive behaviors can redeem for free food. This has been an extremely beneficial form of positive reinforcement and the result is a consistent positive climate
12. Built a positive working relationship with Alabama Chanin and formed an additional business partnership with Right Solutions who is also prepared to employ students from FHS
13. Southwire agreed to display a billboard to the City of Florence due to the recent growth and plant production. This billboard gave our students something to be proud of knowing they are a part of something positive in the community
14. Established a formal evaluation process that provides documentation and communication on student strengths and weaknesses. Through the use of these tools students will have the knowledge to be productive employees upon graduating from 12 For Life
15. Increase in the number of 12 For Life students being employed full-time in the main Southwire Plant after graduation from FHS
16. Established a partnership with Itawamaba Community College and Toyota Manufacturing program where they have supplied us with materials, recruiting our students, and are currently exploring the possibility of putting 12 For Life program in their facility to serve the local high school
17. Presented the program model to various groups in the community such as the Northwest Alabama Regional Workforce Development and the Shoals Housing Authority at the Chamber of Commerce
18. Acquired 3 scholarships totaling \$6,000 which are called "12 For Life" scholarships from the University of North Alabama
19. Submitted a proposal to present the 12 For Life program at the Association for Career and Technical Education National Conference in December 2014.

**PE. Driver's Education Accomplishments**

1. Approximately 150 football students enrolled in Weight training.
2. Athletes enrolled in weight training from other sports.
3. In two years, approximately 27 students enrolled in weight training classes have gone on to play college sports.
4. 165 students will have taken advantage of the department of Public Safety's third party testing program at FHS, and received driving/boating licenses in their driver education class. This is a 45 student increase from last year.

**Graduation Coach Accomplishments****Coach West:**

1. Made over 300 home visits during the 2013-14 school year.
2. Held over 5000 individual encouraging talks with students.

**Guidance Department Accomplishments**

1. Increased percentage of students attending 2-year and 4-year schools
2. Increase in dual enrollment as we schedule for 2014-2015 school year
3. Higher standards for students four year plans in Math and Science as we schedule for the 2014-2015 school year
4. 92% graduation rate
5. 7.6 million dollars in scholarships for class of 2013
6. One National Merit Scholar
7. Two National Achievement Scholars
8. 66 Semester Courses completed in APEX credit recovery program as of 4/21/2014





# **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. 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 before 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 strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

**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 and a variety of stakeholders. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation 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 2014-2015 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP is published on the school's website, and made available in the school office. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<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 information was taken from the Feedback surveys provided by AdvancEd.	

## 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?

Positive: Student Survey (for Middle & High Students)

- 71% of students agree that they have access to counseling, career planning, and other programs to help me in school.
- 75% of students agree that they can participate in activities that interest them.
- 71% of students agree that the principals and teachers have high expectations of them.

Positives: Parent Survey

- 62% of parents agree that our school provides opportunities for stakeholders to be involved in the school.
- 64% of parents agree that at least one adult advocate in the school.
- Most parents agree that our school has high quality resources and support: 79% of parents agree that our school provides an adequate supply of learning resources that are current and in good condition, 84% of parents agree that our school provides a safe learning environment, 84% agree that our school provides students with access to a variety of information resources to support their learning, and 88% agree our school provides opportunities for students to participate in activities that interest them, 80% agree that our school ensures that the facilities support student learning.

Positives Staff Survey-

- 94% of staff members agree that our school provides opportunities for students to participate in activities that interest them.
- 97% of staff members agree that our school maintains facilities that support student learning.
- 97% of staff members agree that our school leaders monitor data related to school continuous improvement goals.

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

Standard 1 for the teacher survey.

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

Standard 1 was rated high by both students and parents.



## Areas in Need of Improvement

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

Negatives: Student survey

- 59% of students disagree that all of their teachers change their teaching to meet their learning needs.
  - o Teachers will use formative assessments to drive instruction evidenced by lesson plans.
- 58% of students disagree that students respect the property of others.
  - o
- 50% of students disagree that school prepares me to deal with issues I may face in the future.

Negatives: Parent Survey

- 44 % of parents disagree that all of my child's teachers provide an equitable curriculum that meets his/her learning needs.
  - o Common pacing/common assessments
- 54% of parents disagree that all of my child's teachers meet his/her learning needs by individualizing instruction.
  - o Teachers will use formative assessments to drive instruction evidenced by lesson plans.
- 53% of parents disagree that all of my child's teachers keep me informed regularly of how my child is being graded.

Negatives : Staff Survey

- 26% of staff members disagree that a formal process is in place to support new staff members in their professional practice.
  - o Assign each new staff member an individual to mentor them...one-on-one from their department.
- 34% of staff members disagree that our school provides protected instructional time.
  - o Students must have 70 or above with no more than 1 unexcused absence in all courses to participate in any activity that causes them to miss instructional time.
- 21% of staff members disagree that our school employs consistent assessment measures across classrooms and courses.
  - o Teachers will use common assessments across the curriculum.

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

Standard 5 as evidenced by the student survey results.

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

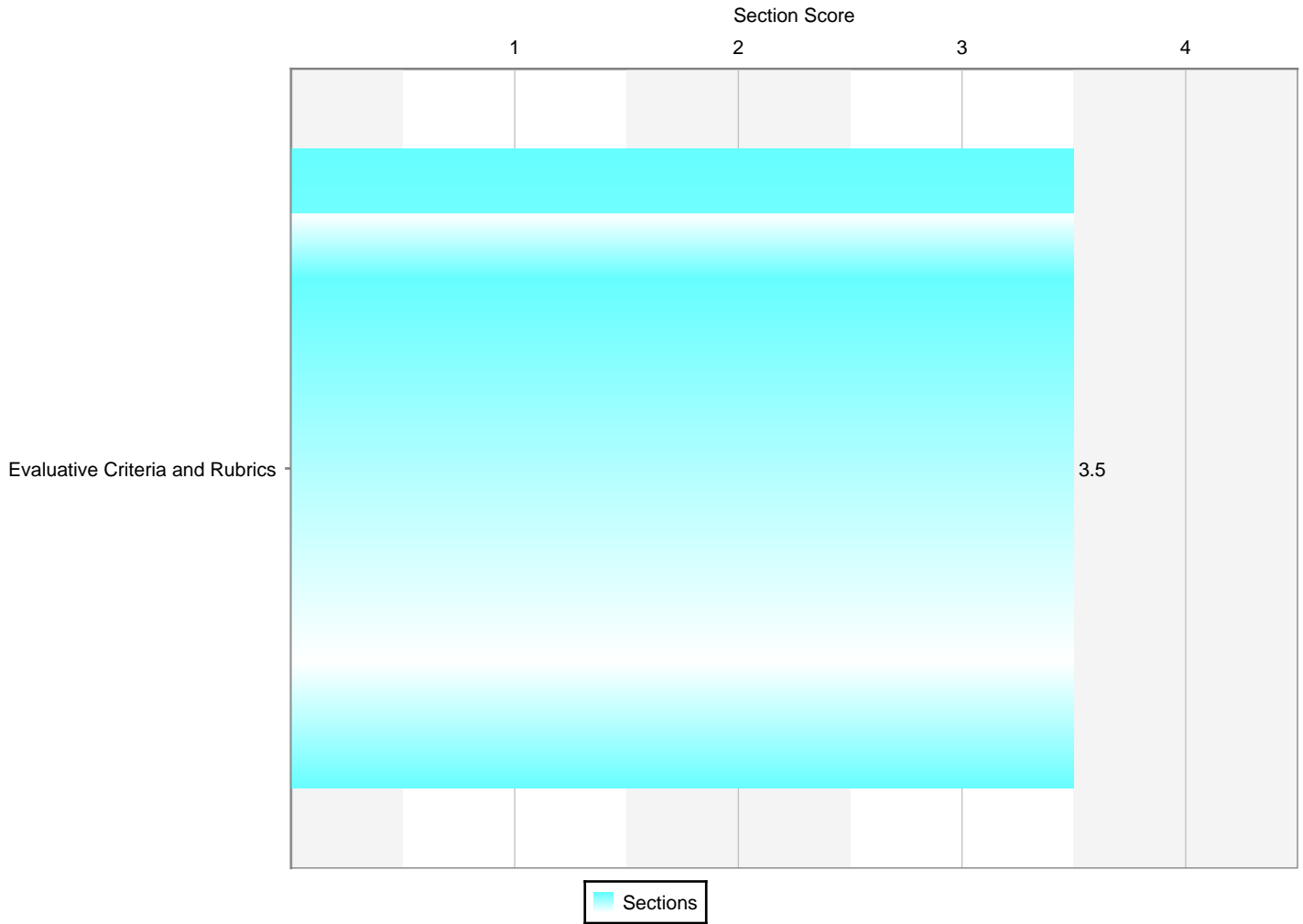
Florence High School must consistently communicate the priority of teaching and learning and use data to drive instruction. The leadership of Florence High School changed the year the surveys were administered for District Accreditation and new surveys would likely reveal new and more positive results.

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

Parent and teacher surveys have similar results.

## 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Data was evaluated from the PLAN, ACT, Performance Series and Achievement Series through Global Scholars.	

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

According to the results of the 2013-14 ACT data for the school-wide 11th grade testing and the graduating senior data for the class of 2014, Florence High School scored above both the state and national average in all areas except math.

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

According to the 5 year ACT trending data, Florence High School is showing slight improvement in all areas except reading.

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

75% of Florence High School seniors tested, scored at or above benchmark in reading.

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

There is a slight improvement in all subgroups except the Asian subgroup when comparing the 2013 and 2014 data.

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

The achievement gap is closing between all students and the African American subgroup, between all students and the Hispanic subgroup, and between all students and the multi-race subgroup.

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

There was a 5 point difference between all students and the African American subgroup on the 2013 English 10 EOC. There is 2 point difference on the 2014 English 10 EOC.

Source: Performance Series

Gains analysis 2012-13 to 2013-14

Reading 2012-13 +2 with a final mean scale score of 3075

Reading 2013- 14 -8 with a final mean scale score of 3048

Language Arts 2012-13 +37 with a final mean scale score of 2786

Language Arts 2013-14 -15 with a final mean scale score of 2761

Algebra 2012-13 -33 with a final mean scale score of 5364

Algebra 2013- 14 +39 with a final mean scale score of 5417

SY 2014-2015

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**ACIP**Florence High School

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Geometry 2012-13 - 43 with a final mean scale score of 5287

Geometry 2013-14 +40 with a final mean scale score of 5408

EOC English 10 and Algebra I

	12-13	13-14
EOC Benchmark English 10 Target	155	157
Actual	147	156
EOC Benchmark Algebra 1 Target	144	155
Actual	142	142

## Areas in Need of Improvement

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

According to the ACT data for the graduating 2014 seniors, 36% of students met benchmark score of 22 on the math portion of the ACT. This is compared to 43% for the nation. According to ACT scores for 2014 juniors, 24% met benchmark score of 22 in Math.

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

According to ACT 5 year trend data for graduating seniors, the percent of students meeting benchmark has decreased and the overall ACT score has decreased. The decrease for Florence High School is a larger decrease than the national average although FHS scores are still slightly higher than national scores.

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

According the ACT data for graduating seniors and juniors for 2014, math is lowest performance area with a score of 20.4. It is also the lowest score for 2014 junior score of 18.5.

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

The subgroup that shows a decrease in performance according to ACT data is the Asian group, but this data is based on one student testing in this subgroup for 2014.

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

According to the report, the gap is becoming larger between all subgroups and the Asian subgroup, but again, only one student tested. The gap is becoming smaller or is consistent between all subgroups.

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

Source: Performance Series

Gains analysis 2012-13 to 2013-14

Reading 2012-13 +2 with a final mean scale score of 3075

Reading 2013- 14 -8 with a final mean scale score of 3048

Language Arts 2012-13 +37 with a final mean scale score of 2786

Language Arts 2013-14 -15 with a final mean scale score of 2761

Algebra 2012-13 -33 with a final mean scale score of 5364

SY 2014-2015

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Algebra 2013- 14 +39 with a final mean scale score of 5417

Geometry 2012-13 - 43 with a final mean scale score of 5287

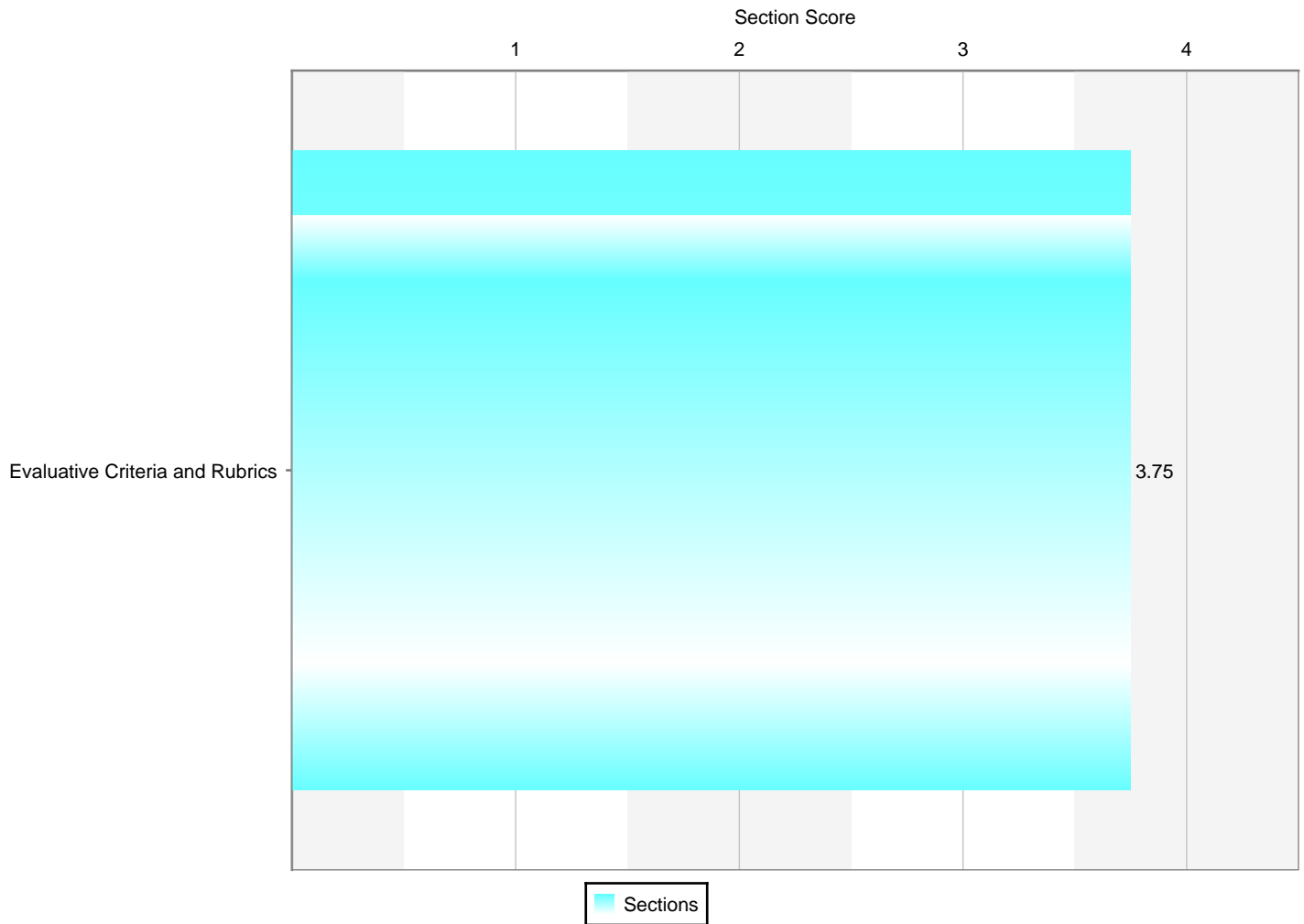
Geometry 2013-14 +40 with a final mean scale score of 5408

EOC English 10 and Algebra I

	12-13	13-14
EOC Benchmark English 10 Target	155	157
Actual	147	156
EOC Benchmark Algebra 1 Target	144	155
Actual	142	142

## 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.	Yes	Florence High School has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The FHS Instructional Leadership Team 2014/2015 worked meticulously and collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team is attached.	

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 High School 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 Schools Parent Student Handbook 2014-2015, page 4.	

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	Florence High School falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent Student Handbook, page 4. The person designated to coordinate efforts to comply and carry out nondiscrimination responsibilities is as follows: Mrs. Connie Roberts Wallace, 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 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 at 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 School does not receive Title I funds	



# Plan for ACIP

## Overview

### Plan Name

Plan for ACIP

### Plan Description

Plan for 2014-15

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Florence High School will become proficient with CCRS math standards.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1000
2	Advanced Placement (AP) qualifying scores in English Language Arts will increase.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
3	Advance Placement (AP) qualifying scores in Math will increase.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
4	Advanced Placement (AP) qualifying scores in Science will increase.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
5	Through engagement in instruction, all students will take ownership of their learning by improving daily attendance.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
6	Teachers will create common assessments for alike classes based on ACOS/CCRS standards.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
8	Strengthen Academic Language	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300

## Goal 1: All students at Florence High School will become proficient with CCRS math standards.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency as indicated by a 10% increase in Mathematics by 05/01/2015 as measured by a comparison of the subtest score from the 10th grade PLAN to the 11th grade ACT.

### Strategy 1:

Math CCRS Focus and Review - Teachers will review each nine-weeks benchmarks scores to determine necessary adjustments to instructional content. They will use common planning to plan and adjust instructional content. Teachers will use AMSTI, NMSI and AP training to increase engagement and student learning.

Research Cited: Bellanca, Forgary, Pete (2012) How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Teacher evaluation of benchmarks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review benchmark assessments and adjust instruction accordingly.	Academic Support Program	10/17/2014	05/29/2015	\$1000	General Fund	Teachers, IT coaches, district math specialists and administrators

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning to plan for instruction, plan for common assessment and review data.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	teachers, IT coaches, district specialist, and administrators

Activity - Free After School ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will provide ACT preparation after school free of charge to all students interested.	Academic Support Program	10/01/2014	04/30/2015	\$0	No Funding Required	Teacher vounteers

Activity - Free Online ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment teachers will provide ACT log in and monitoring of Free ACT Prep online resource.	Academic Support Program	10/01/2014	05/29/2015	\$0	No Funding Required	All enrichment teachers

## Goal 2: Advanced Placement (AP) qualifying scores in English Language Arts will increase.

### Measurable Objective 1:

56% of All Students will demonstrate a proficiency that participate in AP classes and take the exam in English Language Arts by 05/15/2015 as measured by a score of 3 or higher (qualifying AP credit scores).

### Strategy 1:

A+ Grant - AP Teachers will participate in the A+ Grant workshops and incentive programs.

Research Cited: A+ Grant Information (<http://www.appluscollegeready.org/>)

Activity - A+ AP and NMSI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	Other	AP and PreAP English Language Arts Teachers

## Goal 3: Advance Placement (AP) qualifying scores in Math will increase.

### Measurable Objective 1:

56% of All Students will demonstrate a proficiency that participate in AP classes and take the exam in Mathematics by 05/15/2015 as measured by a score of 3 or higher (qualifying AP credit score).

### Strategy 1:

A+ Grant Participation - AP teachers will participate in the A+ Grant workshops and incentive programs.

Research Cited: A+ Grant information (<http://www.appluscollegeready.org/>)

Activity - A+ AP and NMSI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	Other	AP and PreAP Math Teachers

## Goal 4: Advanced Placement (AP) qualifying scores in Science will increase.

**Measurable Objective 1:**

56% of All Students will demonstrate a proficiency that participate in AP classes and take the exam in Science by 05/15/2015 as measured by a score of 3 or higher (qualifying AP credit score).

**Strategy 1:**

A+ Grant - AP teachers will participate in the A+ Grant workshops and incentive programs.

Research Cited: A+ Grant information (<http://www.appluscollegeready.org>)

Activity - A+ AP and NMSI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	Other	AP and PreAP teachers

## Goal 5: Through engagement in instruction, all students will take ownership of their learning by improving daily attendance.

**Measurable Objective 1:**

collaborate to design engaging lesson by 05/29/2015 as measured by increasing student ownership of their learning as demonstrated by an 95% attendance rate.

**Strategy 1:**

Creation of Engaging Lessons - Teachers will engage students in instruction daily.

Research Cited: [http://www.ascd.org/publications/educational\\_leadership/feb08/vol65/num05/Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspx)

Activity - Project-based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in project-based learning activities.	Academic Support Program	10/01/2014	05/29/2015	\$1000	District Funding	Classroom teachers with support from IT coach and district specialists.

Activity - Display of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display and discuss learning targets with students daily.	Academic Support Program	10/01/2014	05/29/2015	\$0	No Funding Required	All Teachers

Activity - Enrichment Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor grades and attendance weekly during enrichment classes.	Academic Support Program	10/07/2014	05/29/2015	\$0	No Funding Required	Enrichment Teachers

## Goal 6: Teaches will create common assessments for alike classes based on ACOS/CCRS standards.

### Measurable Objective 1:

collaborate to create common summative and formative assessments for alike classes by 05/29/2015 as measured by students being evaluated with a common assessment .

### Strategy 1:

Common Assessments - Teachers will create common standards-based assessments.

Research Cited: <http://www.rock.k12.nc.us/cms/lib6/NC01000985/Centricity/Domain/142/What%20is%20a%20Common%20Assessment.pdf>

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning and data/PD collaboration to create common standards-based assessments.	Academic Support Program	10/20/2014	05/29/2015	\$0	No Funding Required	All teachers teaching alike classes

Activity - Common and/or Collaborative Pacing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers teaching the same course will use of common and/or collaborative pacing guides for all courses.	Academic Support Program	10/20/2014	05/29/2015	\$0	No Funding Required	All teachers teaching the same course.

Activity - Following One Page Instructional Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have committed to the one page instructional target to guide instruction and assessment and common assessments were part of the target.	Academic Support Program	10/20/2014	05/29/2015	\$0	No Funding Required	All FHS employees

## Goal 7: Adequate Progress in Language Acquisition

### Measurable Objective 1:

80% 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
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	Title II Part A	EL teachers, EL Committee

**Goal 8: Strengthen Academic Language****Measurable Objective 1:**

100% of English Learners students will demonstrate a proficiency of strengthening 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

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project-based Learning	Teachers will engage students in project-based learning activities.	Academic Support Program	10/01/2014	05/29/2015	\$1000	Classroom teachers with support from IT coach and district specialists.
<b>Total</b>					\$1000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
A+ AP and NMSI Training	AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	AP and PreAP English Language Arts Teachers
A+ AP and NMSI Training	AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	AP and PreAP teachers
A+ AP and NMSI Training	AP and PreAP teachers will attend professional development provided as part of the A+ Grant.	Professional Learning	07/01/2014	07/01/2015	\$5000	AP and PreAP Math Teachers
<b>Total</b>					\$15000	

### General Fund

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

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Teacher evaluation of benchmarks	Teachers will meet to review benchmark assessments and adjust instruction accordingly.	Academic Support Program	10/17/2014	05/29/2015	\$1000	Teachers, IT coaches, district math specialists and administrators
<b>Total</b>					\$1000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Planning Time	Teachers will use common planning to plan for instruction, plan for common assessment and review data.	Academic Support Program	08/18/2014	05/29/2015	\$0	teachers, IT coaches, district specialist, and administrators
Following One Page Instructional Target	Teachers have committed to the one page instructional target to guide instruction and assessment and common assessments were part of the target.	Academic Support Program	10/20/2014	05/29/2015	\$0	All FHS employees
Common and/or Collaborative Pacing	Teachers teaching the same course will use of common and/or collaborative pacing guides for all courses.	Academic Support Program	10/20/2014	05/29/2015	\$0	All teachers teaching the same course.
Free After School ACT Prep	Math teachers will provide ACT preparation after school free of charge to all students interested.	Academic Support Program	10/01/2014	04/30/2015	\$0	Teacher vounteers
Enrichment Mentoring	Teachers will monitor grades and attendance weekly during enrichment classes.	Academic Support Program	10/07/2014	05/29/2015	\$0	Enrichment Teachers
Free Online ACT Prep	Enrichment teachers will provide ACT log in and monitoring of Free ACT Prep online resource.	Academic Support Program	10/01/2014	05/29/2015	\$0	All enrichment teachers
Display of Learning Targets	Teachers will display and discuss learning targets with students daily.	Academic Support Program	10/01/2014	05/29/2015	\$0	All Teachers
Common Planning Time	Teachers will use common planning and data/PD collaboration to create common standards-based assessments.	Academic Support Program	10/20/2014	05/29/2015	\$0	All teachers teaching alike classes
<b>Total</b>					\$0	

**Title II Part A**

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

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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
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
<b>Total</b>					<b>\$600</b>	

# **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.	54.45

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.	1.5

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

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.	56.95

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	2.0

Label	Question	Value
4.	Provide the number of Counselors.	4.0

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

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	1.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	1.0

## 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.	4798678.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	112000.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	151678.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	265792.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	59049.0

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



Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	17655.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 5,404,852.00

## II. Federal Funds

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

Provide a brief explanation and breakdown of expenses.

Florence High School does not receive Title I, Part A 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.

\$54,426 Salary/Benefits for CSR Teacher; \$4,433 for professional development for faculty/staff of Florence High School (based on \$4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	58859.0

### 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

**ACIP**

Florence High School

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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