



# ACIP

Florence Middle 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 Middle School (FMS) is located in Florence, Alabama, and is part of Florence City Schools. The school serves seventh and eighth graders and has current enrollment of 682 students. Over the past three years enrollment has increased each year. Many students from local private schools feed into our system during the middle school years. FMS is located at 648 North Cherry Street, and until this year FMS and Florence Freshman Center shared the same building. The Freshman Center is now on the same campus as the high school, and the staff and faculty at Florence Middle have moved to new rooms and made the middle school like a new home for students and teachers. Rearranging locations of teachers' classrooms within the building helps foster community among grade levels and departments. Florence Middle School campus is home to Braly Municipal Stadium, which hosts athletic events for our school, Florence Freshman Center, Florence High School and the University of North Alabama. One of the two gymnasiums located on the campus is shared with both the Florence Freshman Center and Florence High 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 prevention services and the University of North Alabama, which provides tutors and partnership that supports successful teaching and learning. A unique feature of FMS includes the wide variety of courses offered to students to enhance their educational experience. The demographic information for FMS is as follows:

Students: 682

# Free/Reduced: 188

% Free/Reduced: 28%

Black: 250/37%

White: 348/51%

Hispanic: 47/7%

Other: 37/5%

Recently two large companies in the community closed which has lead to an increase in economic challenges and lack of jobs, relating directly to the number of students on free and reduced lunch. A challenge at FMS is student attendance, often attributed to the challenges of unemployment and financial difficulty faced by many in our community.

## 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, innovate and lead.

Vision: A school educating a diverse population for college and career readiness/success.

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

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

1) Secure and Safe Campus

Promote and celebrate student achievement through a positive school

Strengthen home-school connections

Proactively address student harassment/bullying

Expand collaborative efforts with community agencies and the court system

2) Rigorous and Transformative

CCRS/Quality Core

IS2 Initiative- Pathways for at risk students

Career and Technical Credentialing

Honors classes for all core subjects

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

4) New Measures of Success

Yearly Student Attendance

ACT Aspire (Reading and Math)

Learning Gains

Gap

5) Targeted Growth

AdvancED and CIP via ASSIST

Diagnostics and Benchmarks

Data Meetings and Gap Analysis

Standards Base Instruction

Strategic Teaching for Learning Gains

Professional Development

students are set in place from the start of the school year at the parent/student orientation and opening ceremonies. The school offers programs to enhance academics. For example, there are honors classes in all of the core subjects, as well as specialized course for at-risk students. In addition, FMS students may choose from 19 encore classes that help them explore their interests and talents. Students also have the opportunity to participate in competitive athletics. With 14 sports, FMS students can demonstrate their leadership, talent and sportsmanship. In 2014-2015, there are four career/technical classes for students to explore careers and participate in related student organizations. FMS offers a wide selection of academic teams for students to be engaged and challenged. Florence Academy of Fine Arts courses offer students the opportunity to demonstrate their talents through strings, orchestra, band, chorus, show choir, dance, stage craft, journalism, creative writing, theater and visual arts. Students are encouraged and motivated through support services provided by the counselors, nurse and social workers.

## 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:

Recognized by NASSAP as a Breakthrough School  
PATHWAYS- innovative approach to reaching at-risk students  
Honors classes in all core subjects  
5 courses that count towards high school credit  
1 to 1 iPad initiative  
iPads used for instruction in every classroom by teachers  
Discovery Education science and history tech books  
Baseline Edge used for progress monitoring  
Performance Series used for diagnostic assessment  
Achievement Series used to administer common benchmark assessments  
Data days added to school year calendar  
Facebook, Instagram, Twitter, website and school cast in use to communicate with parents and students  
Weekly newsletter sent to parents  
Created and implemented Open Ceremonies  
Journalism, dance, and stage craft added to the list of encore classes  
Athletic PE course for athletes in all competitive sports  
Academic Leader positions added for each grade level and content  
Common planning time for all core teachers  
Instructional Partner added to staff  
Sharing the Dream Grant receiving \$5,000  
RTI Coordinator added to staff (teacher provided additional planning time to coordinate data)  
Focus on study skills implemented in advisory class  
Bullying Awareness programs  
Outdoor classroom built (2012-2013)  
A second counselor added to staff (2011-2012)

Areas of improvement:

Increase the use of technology in all classrooms  
Project Based Learning  
Improve methods for students to express potential interpersonal conflicts  
Cross curricular projects and field trips  
Decrease the number of student altercations  
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 to build the PATHWAYS program

Continue education of bullying awareness

Continue to provide Q4 instruction in every classroom, every day, every period

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

## **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

Regional In-service Centers

Shoals Chamber of Commerce

Riverbend Mental Health Center

Other information:

Successful completion of Comprehensive Monitoring by the ALSDE

100% HQT status for teachers

Funding:

Outdoor classroom constructed through grant funding

Fishery in the agriscience classroom

Greenhouse completed

Plans in place for renovations to the Middle School campus

# 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, and all willingly participated in the planning process for this CIP and hopes 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 of 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 specific intent of improving the achievement of not only individual students, but the overall instruction program. Strategies to improve upon strengths and weaknesses were shared and reviewed with 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, 7th and 8th grade teachers, Title I teachers, special education teacher, related arts teacher, guidance counselors, Instructional partner, librarian, career technical teacher, and parent/community represented. Input was also given during the Fall 2014 Title I Parent Meeting. 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 2013-2015 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP was shared with PTO Officers during their monthly meeting, 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.

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All Stakeholder Feedback was completed during Florence City Schools District Accreditation. A Parent Surveys was given. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data.	

## 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?**

Standard 1, Purpose and Direction, had the highest overall rating from the parent surveys with a rating of 4.13.

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

Standard 2, Governance and Leadership, had a rating of 4.09 on the parent surveys.

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

There were consistent findings from the parent surveys and the teacher surveys.

## Areas in Need of Improvement

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

Standard 3, Teaching and Assessing for Learning, had the lowest overall rating on the parent surveys with a 3.96.

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

Standard 4, Resources and Support Systems, had a 4.04 rating on the parent surveys.

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

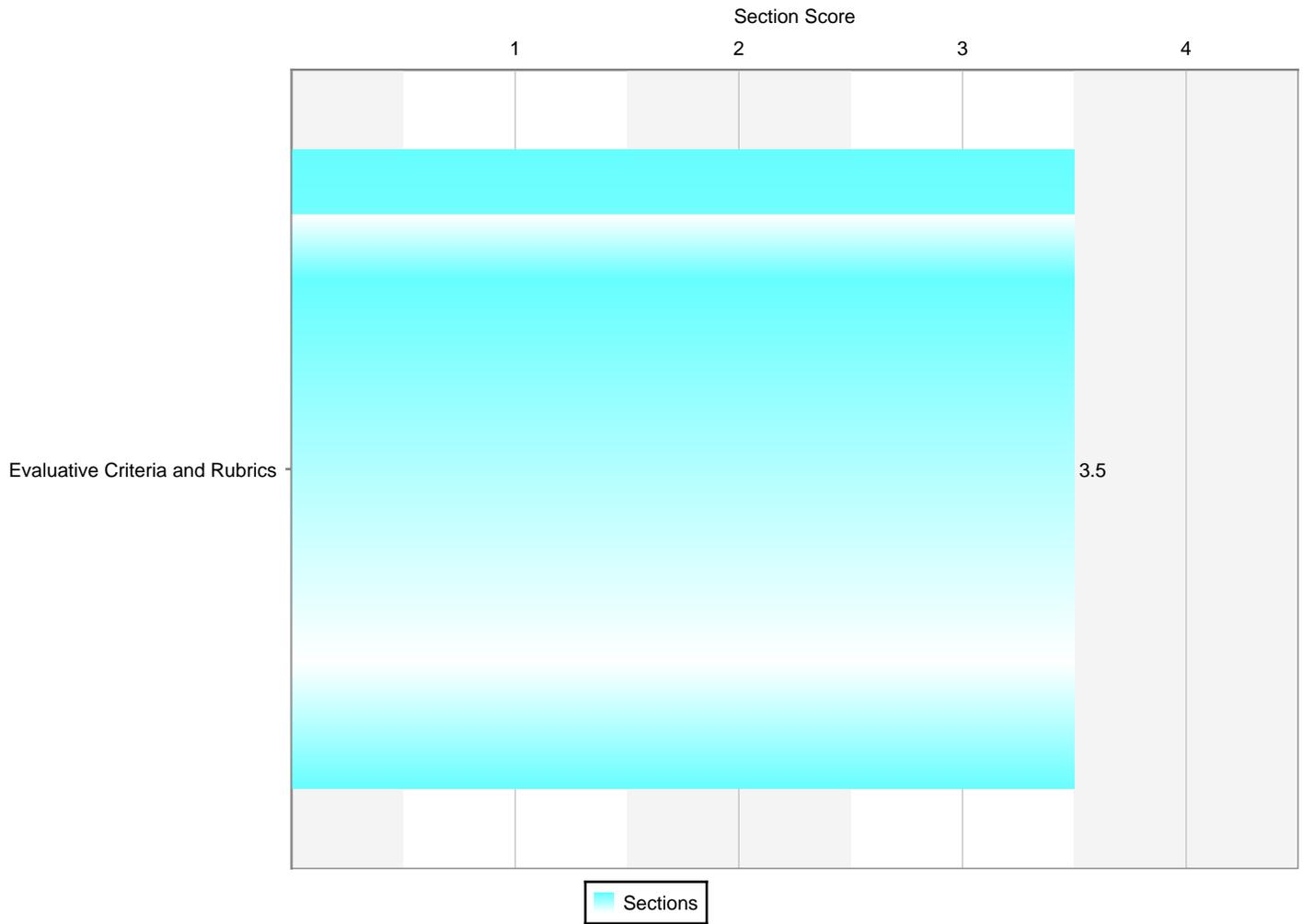
Florence Middle School needs to consistently communicate the priority of teaching and learning and allow data to drive instruction.

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

There were consistent finding between the teacher and parent surveys for Standard 3.

## 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.

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**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	ASPIRE and EXPLORE results for each grade and content area tested in the 2013-2014 school year.	Math Results Reading Results EXPLORE Results

## 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, 40% of 7th grade students tested scored in the ACT readiness level, which is higher than the national percent for readiness.

In reading, 41% of 7th grade students tested scored in the ACT readiness level, which is higher than the national percent for readiness.

In math, 37% of 8th grade students tested scored in the ACT readiness level, which is higher than the national percent in math.

In reading, 45% of 8th grade students tested scored in the ACT readiness level, which is the same for the national percent in reading.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade students. Looking at both assignments, we are showing a positive trend in statistics and probability.

With last year being the first year of ASPIRE, we look forward to comparing ASPIRE results next year.

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

7th Grade Math:

Out of 332 students tested, 57% scored at the readiness level or above in Statistics and Probability.

7th Grade Reading:

Out of 332 students tested, 45% scored at the readiness level or above in craft and structure.

8th Grade Math:

Out of 327 students tested, 53% scored at the readiness level or above in Statistics and Probability.

8th Grade Reading:

Out of 327 students tested, 50% scored at the readiness level or above in craft and structure.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade SY 2014-2015

students. Looking at both assignments, we are showing a positive trend in statistics and probability for math. ASPIRE reading and English were not comparable to the EXPLORE.

With last year being the first year of ASPIRE, we look forward to comparing ASPIRE results next year.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade students. Looking at both assignments, we are grouping Foundations, Modeling and Number system from the ASPIRE and comparing it to Elementary Algebra on the EXPLORE. These two subgroups we are making progress and achievement gap.

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

Due to changes in state mandated testing the EXPLORE results were more closely related to the ASPIRE.

## Areas in Need of Improvement

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

In both math and reading we scored higher than the national percent.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade students. Looking at both assignments, we are showing a negative trend in algebra and/or expressions and equations.

With last year being the first year of ASPIRE, we look forward to comparing ASPIRE results next year, as it will serve as our baseline.

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

7th Grade Math:

Out of 332 students tested, 27% scored at the readiness level or below in Expressions and Equations.

7th Grade Reading:

Out of 332 students testing, 31% scored at the readiness level or below in key ideas and details.

8th Grade Math:

Out of 327 students tested, 27% scored at the readiness level or below in Expressions and Equations.

8th Grade Reading:

Out of 327 students tested, 45% scored at the readiness level or below in key ideas and details.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade students. Looking at both assignments, we are showing a decrease in performance in Geometry from 45% on EXPLORE to 35% on ASPIRE. ASPIRE reading and English were not comparable to the EXPLORE.

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

In our comparison we used the EXPLORE results from 2013-2014 and the ASPIRE results. The EXPLORE test is only given to 8th grade students. Looking at both assignments, Geometry showed a decrease in performance which shows the achievement gap is becoming

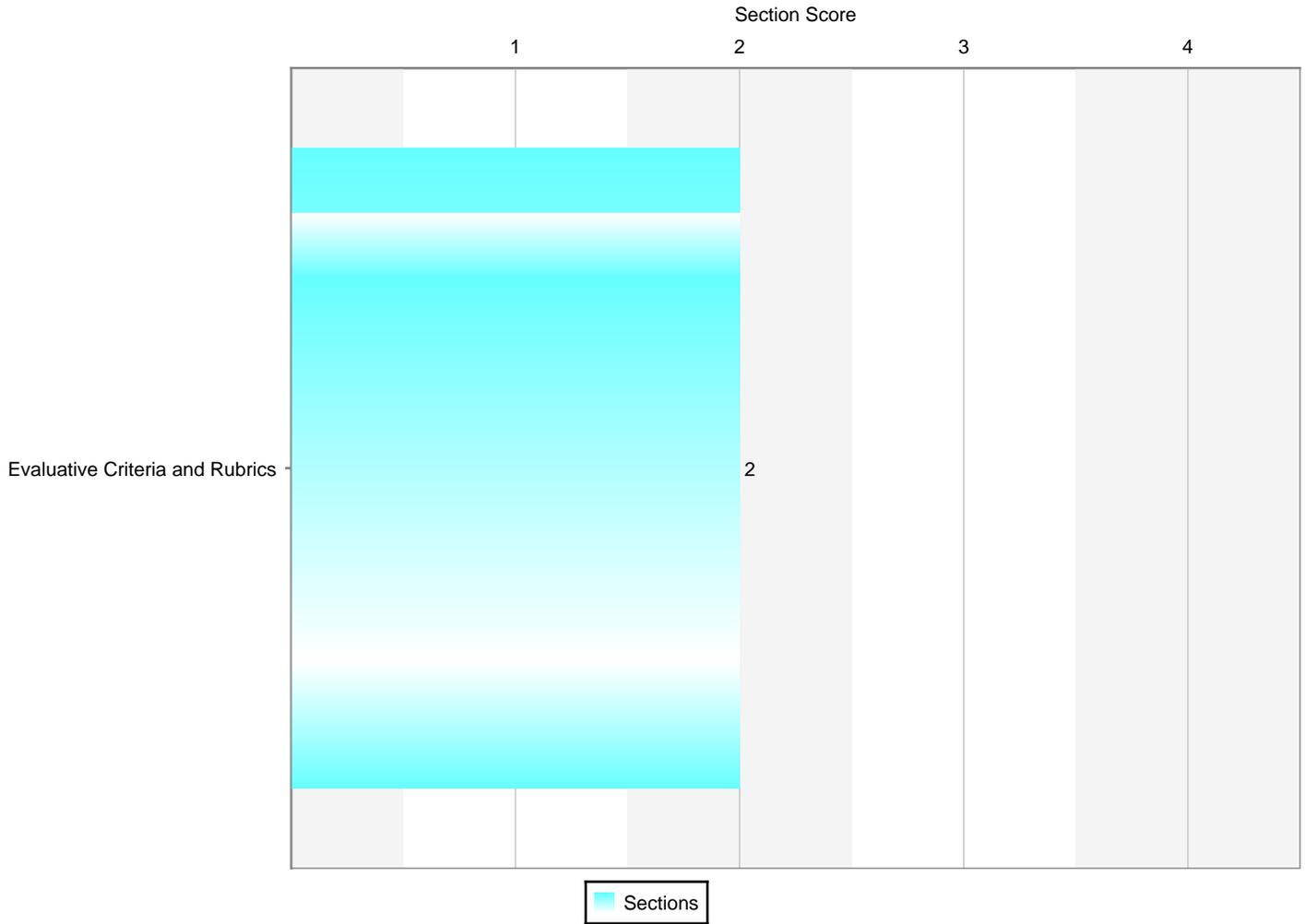
greater.

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

Due to changes in state mandated testing the EXPLORE results were more closely related to the ASPIRE.

## 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		Instructional Leadership Team Members

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		Discrimination Statement

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		

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.	Yes		Parental 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Title I Compact

# Plan for ACIP

## **Overview**

### **Plan Name**

Plan for ACIP

### **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	All students will show progress towards proficiency and level of ACT readiness in Reading.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students will show progress towards proficiency and level of ACT readiness in Math.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Special Education students will show greater progress in college and career ready standards.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300
5	Strengthen Academic Language	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$300

## Goal 1: All students will show progress towards proficiency and level of ACT readiness in Reading.

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency and score at or above the level of ACT readiness in Reading by 05/22/2015 as measured by Aspire.

### Strategy 1:

Tier II - Students identified by Data Meetings are grouped together to focus on specific strategies as teacher identified.

Research Cited: rtinetwork.org

Activity - Strategic Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program	08/29/2014	05/22/2015	\$0	No Funding Required	Teachers
Activity - Advisory Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program	08/29/2014	05/22/2015	\$0	No Funding Required	Teachers, counselors and support staff

## Goal 2: All students will show progress towards proficiency and level of ACT readiness in Math.

### Measurable Objective 1:

A 6% increase of Eighth grade students will demonstrate a proficiency and score at or above the level of ACT readiness in Mathematics by 05/22/2015 as measured by Aspire.

### Strategy 1:

Tier II Intervention - Students identified by Data Meetings are grouped together to focus on specific strategies as teacher identified.

Research Cited: RTI Network

Activity - Strategic based grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program	08/29/2014	05/22/2015	\$0	No Funding Required	Teachers and other support staff

Activity - Advisory Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program	08/29/2014	05/22/2015	\$0	No Funding Required	Counselors, Teachers and other support staff
Activity - Teacher Made Video Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers make videos posted to the approved learning management system, Edmodo. Students have access at any time to review skills taught in class.	Academic Support Program	08/29/2014	05/22/2015	\$0	District Funding	Math teachers

### Goal 3: Special Education students will show greater progress in college and career ready standards.

#### Measurable Objective 1:

collaborate to engage and enhance content for all students, with a focus on ensuring special education students are college and career ready. by 05/22/2015 as measured by Aspire, benchmarks and class averages.

#### Strategy 1:

Project Based Learning - Project based learning will provide students an opportunity to engage in higher order thinking.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project based learning could be in the form of a field trip, cross curricular project, class project or school wide project.	Other	10/20/2014	05/22/2015	\$0	No Funding Required	Teachers

### Goal 4: Adequate Progress in Language Acquisition

#### Measurable Objective 1:

53% 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 from 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 teacher, EL committee

## Goal 5: 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:

SLOP Strategies - SLOP 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 SLOP 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 SLOP Book study after school. Participants will attend monthly face to face meetings and post reflections, video clips, and lesson plans on Edmodo using available technology.	Professional Learning	10/15/2014	05/15/2015	\$300	Title II Part A	EL teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 teacher, EL committee
<b>Total</b>					\$600	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Made Video Resources	Teachers make videos posted to the approved learning management system, Edmodo. Students have access at any time to review skills taught in class.	Academic Support Program	08/29/2014	05/22/2015	\$0	Math teachers
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic based grouping	Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program	08/29/2014	05/22/2015	\$0	Teachers and other support staff
Advisory Grouping	RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program	08/29/2014	05/22/2015	\$0	Teachers, counselors and support staff
Project Based Learning	Project based learning could be in the form of a field trip, cross curricular project, class project or school wide project.	Other	10/20/2014	05/22/2015	\$0	Teachers

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Strategic Grouping	Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program	08/29/2014	05/22/2015	\$0	Teachers
Advisory Grouping	RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program	08/29/2014	05/22/2015	\$0	Counselors, Teachers and other support staff
<b>Total</b>					<b>\$0</b>	

# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

All parents of participating students at Florence Middle School will be invited to a Title I Annual Parent Meeting to discuss the Title I Schoolwide Program. During this meeting, parents will be informed of Florence Middle School's school wide participation in Title I, what this participation in Title I means to students & parents, and the Title I parents' right to be involved in their children's school. Florence City Schools will reserve at least one percent (1%) of their Title I allocation to implement parental involvement activities since the system's overall allocation is greater than \$50,000.

### **2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1) Meetings for parents shall be offered at various times to afford parents the opportunity to attend, according to their home and work schedules. Every effort will be made to inform parents through personal letters/flyers (English/Spanish), news media, school websites, the School Cast automated telephone system, emails, parent-teacher meetings and, at times, home visits. Transportation by car shall be provided as needed. Efforts shall be made to inform all parents

2) Parents shall be included to meet on a regular scheduled basis to work with the school in planning, reviewing, and improvement of the parental involvement program and to give input in the development of the total school program plan. Parents will be given every opportunity to give feedback, make suggestions and ask questions. During the Title I Annual Meeting, the Title I School-Parent Compact is updated which outlines how parents, school staff and students will work together in a three-way partnership toward achieving student academic success. These Compacts are signed & retained at the school in the FMS Guidance Office for use by teachers in working with students and their parents/guardians.

3) The LEA reservation of funds provides for a Parent Involvement Specialist/Social Worker. Funding also provides educational materials (includes grade appropriate math/reading materials, computers, software and educational games) that are available for parents & students through the Parent Resource Center.

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

Every effort will be made to provide Title I information in the language spoken and understood by the family. Every effort will be made to have an interpreter available for parent-teacher meetings, and in any other capacity to help non-English speaking parents understand student achievement expectations, opportunities for meetings, and ways to assist in strengthening their child's progress. Florence Middle School uses a translation computerized program, TRANS ACT, as well as several web sites designed to translate Title I parent information.

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

Parents shall be included to meet on a regular scheduled basis to work with the school in planning, reviewing, and improvement of the parental involvement program and to give input in the development of the total school program plan. Parents will be given every opportunity to give feedback, make suggestions and ask questions. During the Title I Annual Meeting, the Title I School-Parent Compact is updated which outlines how parents, school staff and students will work together in a three-way partnership toward achieving student academic success. These Compacts are signed & retained at the school in the FMS Guidance Office for use by teachers in working with students and their parents/guardians.

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

Parents shall be included to meet on a regular scheduled basis to work with the school in planning, reviewing, and improvement of the parental involvement program and to give input in the development of the total school program plan. Parents will be given every opportunity to give feedback, make suggestions and ask questions

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

Every effort shall be made to acquaint parents with the curriculum, classroom standards, expectations to meet standards, homework policy, assessment and proficiency levels that students are expected to achieve through opportunities for Parent-Teacher Conferences, access to teachers and school staff and parent meetings.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

The school shall conduct regularly scheduled parent meetings in informal and informative group sessions with time allotted for parent

interaction and a question/answer period. Since FCS has gone completely green, parents are welcome to come to the school to use the computer lab, when necessary, to fill out paperwork and learn different computer programs in which their students might be participating. Parents are also welcome to make appointments to meet with our instructional technology coach to gain knowledge on how to monitor and track their students' progress in school both on the iPad and on the computer.

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

Teachers, office personnel, and school staff regularly participate in professional learning activities designed to address the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school. For office staff, this is done through CLAS. Teachers attend PD on what it means to be a Title I school annually.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

Florence City Schools has a parent resource center located at Weeden Elementary Schools. Parents receive information on how to access these resources at parent involvement meetings so that they can more fully participate in the education of their children.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

School-Parent Compacts (English / Spanish) will be given to every student and parent. Returned school-parent compacts will be kept in the Guidance Office of Florence Middle School.

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

The school shall conduct regularly scheduled parent meetings in informal and informative group sessions with time allotted for parent interaction and a question/answer period. Parents are encouraged to visit the school and have regular open communication with teachers and staff. Appointments for teacher conferences are always welcome and parents are invited to join in on student activities (e.g. field trips.) Parents can get in contact with teachers and staff via email or phone, or they can use our online portal EDMODO.

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

- Every effort will be made to provide Title I information in the language spoken and understood by the family. Every effort will be made to have an interpreter available for parent-teacher meetings, and in any other capacity to help non-English speaking parents understand student achievement expectations, opportunities for meetings, and ways to assist in strengthening their child's progress. Florence Middle School uses a translation computerized program, TRANS ACT, as well as several web sites designed to translate Title I parent information.
- Any parent, including parents with disabilities, can receive assistance at school in technology related school activities, such as with scheduling, report cards, etc., during regularly scheduled times. \
- Important school information is also available online through iNow, Instagram, Facebook, and Edmodo. The school also provides automated phone calls, personal phone calls, / call outs electronic newsletter / personal phone calls .
- Important school information is also shared through ELL parent nights, grandparent support groups, and other information meetings.

# Title I Schoolwide Diagnostic

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Instructional leadership team met and looked at school wide data to determine the comprehensive needs assessment.

### 2. What were the results of the comprehensive needs assessment?

7th Grade:

44% (136) of 309 students tested in reading performance were low average or below average in Global Scholars Performance Series.

53% (143) of 271 students tested in math performance were low average or below average in Global Scholars Performance Series.

8th Grade:

45% (117) or 261 students tested in reading performance were low average or below average in Global Scholars Performance Series.

58% (156) of 268 students tested in math performance were low average or below average in Global Scholars Performance Series.

### 3. What conclusions were drawn from the results?

Results from Global Scholars Performance Series assessments show a need of math and reading interventions.

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

Programs and procedures have led to a trend of continuous improvement. Students, teachers and administration have received local, state and national awards and recognition. Florence Middle School teachers and administrators have been selected to present at local, state and national programs/conferences. All stakeholders, according to perception, student achievement, school programs/process and demographic data agree that Florence Middle School has a culture which fosters learning through data driven decisions leading to continuous school improvement.

### 5. How are the school goals connected to priority needs and the needs assessment?

After looking at the needs assessments, the team identified priority needs and developed goals to address those needs. We considered not only our school data, but also the Florence City Schools instructional road map.

### 6. How do the goals portray a clear and detailed analysis of multiple types of data?

Florence Middle School developed measureable goals in Reading and Math for students based on multiple sources of data (ACT Explore  
SY 2014-2015

Exam, benchmark assessment, failure rates, report cards, classroom performance, student behavior, student attendance, teacher attendance, and perception surveys). We determined to use Global Scholars Performance Series assessment results to measure our effectiveness in reaching the goals, as our state has adopted a new assessment. ACT Aspire will be the new state assessment and Global Scholars is used as an indicator to monitor progress and it is aligned with ACT Aspire.

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

Florence Middle School goals address academic, social, emotional, and cultural needs of the whole school population.

- We provide common vertical and horizontal planning times for core academic teachers with emphasis on success for every student, every day.
- We also have RTI and Data meetings to address the academic needs of all students and to refer them for Tier 3 Interventions. Our Tier 3 Intervention program, Pathways, is designed to maximize our struggling students' instructional day, with academic core classes in the morning, taught by two highly-qualified teachers (one in ELA and one in math). Our school received a waiver from the state that has enabled us to offer an innovative and intensive program for students in need of Tier 3 interventions. Two teachers partner up and teach students all their core classes in the morning: the ELA teacher teaches ELA and social studies and the math teacher teaches math and science. After lunch, the students participate in encore (elective) classes of their choice.
- In order to address the social, emotional, or cultural needs of the students, counselors participate in RTI and Data meetings and match them with available services, such as Riverbend mental health and grief counseling services, or other services, as needed. Counselors work closely with the homeless liaison and Central Office Social Worker to further help assist in student needs.
- In order to address students' social needs, we provide athletic, performing arts, and academic club opportunities. At FMS, students can participate in 14 different sports, over 20 clubs, and over 7 different performing arts in which students can choose to participate in order to further develop their interests and talents. In our career and technical classes, students have the opportunity to interact with individuals representing various careers represented in the community.
- In order to address students' emotional needs, we also have a school-wide focus on bullying. Our teachers receive ongoing training on the subject, teachers invite guest speakers, and there is a video contest where students are encouraged to raise awareness and create videos against bullying. The winning video is played during an assembly. There is also a school wide T-shirt design contest in which students can participate. They will submit drawings for a T-shirt that supports an anti-bullying message. The winning T-shirt design will be sold for student and teacher purchase and then worn collectively at the assembly where the winning video is viewed.
- In order to address students' cultural needs, we have special programs and assemblies to celebrate and honor the contributions of various individuals and groups, such as during Veteran's Day .

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

### 1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

#### Goal 1:

Enhance professional learning and collaboration

#### Measurable Objective 1:

collaborate to increase unity in pacing, assessment and planning across all content areas by 05/23/2014 as measured by lesson plans, benchmarks, administration walk-throughs, data meetings lead by Instructional Partner and RTI coordinator, PLP's and self assessments.

#### Strategy1:

Monthly Data Meetings - Content area teachers will meet with counselors, RTI Coordinator, Instructional Partner and administration to conduct monthly data meetings after progress reports and report cards are issued. The data meeting is used to review student progress as compared to global scholars, performance series and benchmarks. Student needs are identified and solutions are reached as a team. The instructional partner provides support for teachers in areas of needed improvement. The RTI coordinator provides strategies and documentation for grouping students into Tiers following the RTI model.

Research Cited: Institute of Education Sciences, U.S.

Department of Education, through Grant

R305E100041 to the University of Oregon.

Activity - Monitor Implementation of Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and pacing guide fidelity checks.	Policy and Process			09/25/2013	05/28/2014	\$0 - No Funding Required	Teachers, Administration, Instructional Partner and RTI Coordinator

### 2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

#### Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

#### Measurable Objective 1:

demonstrate a behavior showing that teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices by 05/27/2016 as measured by survey data and participation in online learning communities.

**Strategy1:**

Professional Development - Teachers and leaders will be provided opportunities for on-going professional development in order to stay current with ethical trends/concerns related to, but not limited to, educational technology. Development and implementation of a code of ethics for use of district owned technology, as well as providing online collaborative communities for Florence City Schools employees to share information regarding the ethical use of technology, will provide a foundation for educator technology growth.

Research Cited: National Educational Technology Standards for Teachers, Second Edition

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and Faculty will attend workshops and conferences such as AETA, AETC, NATC, ISTE, etc.	Professional Learning			08/26/2013	05/27/2016	\$20000 - District Funding	Certified Staff

Activity - Online Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in online courses through Edmodo to teach digital citizenship content in grade bands (K-4, 5-8, 9-12).	Technology			08/26/2013	05/27/2016	\$0 - No Funding Required	Tech Director

Activity - Appy Hour	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Technology Coaches will provide embedded professional development addressing new apps, effective use of current apps, and infusing technology into best practices teaching.	Professional Learning			08/26/2013	05/27/2016	\$0 - No Funding Required	Instructional Technology Coach

**3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**

**Goal 1:**

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

**Measurable Objective 1:**

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 05/27/2016 as measured by Transform 2020 survey results and Inventory and Infrastructure survey.

**Strategy1:**

Communication Services - All Florence City School employees will have access to email for communication and collaboration purposes. In addition, employees, students, parents, and all community stakeholders will have access to the Florence City Schools main website, as well as a website for each individual school in the district. Florence City Schools will continue to utilize SchoolCast, Edmodo, email, texts, and calls to communicate with students and parents as needed.

Research Cited: <http://www2.ed.gov/admins/comm/parents/parentinvolve/engagingparents.pdf>

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will continue to offer a web hosting a portal solution that provides quick and easy access to information for parents, students, teachers, and administrators with excellent functionality and ease of use.	Technology			08/19/2013	05/27/2016	\$10000 - District Funding	Tech Director

**4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**

**Goal 1:**

Enhance professional learning and collaboration

**Measurable Objective 1:**

collaborate to increase unity in pacing, assessment and planning across all content areas by 05/23/2014 as measured by lesson plans, benchmarks, administration walk-throughs, data meetings lead by Instructional Partner and RTI coordinator, PLP's and self assessments.

**Strategy1:**

Monthly Data Meetings - Content area teachers will meet with counselors, RTI Coordinator, Instructional Partner and administration to conduct monthly data meetings after progress reports and report cards are issued. The data meeting is used to review student progress as compared to global scholars, performance series and benchmarks. Student needs are identified and solutions are reached as a team. The instructional partner provides support for teachers in areas of needed improvement. The RTI coordinator provides strategies and documentation for grouping students into Tiers following the RTI model.

Research Cited: Institute of Education Sciences, U.S.

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Activity - Monitor Implementation of Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and pacing guide fidelity checks.	Policy and Process			09/25/2013	05/28/2014	\$0 - No Funding Required	Teachers, Administration, Instructional Partner and RTI Coordinator

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**

**Goal 1:**

All students will show progress towards proficiency and level of ACT readiness in Reading.

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency and score at or above the level of ACT readiness in Reading by 05/22/2015 as measured by Aspire.

**Strategy1:**

Tier II - Students identified by Data Meetings are grouped together to focus on specific strategies as teacher identified.

Research Cited: rtinetwork.org

Activity - Strategic Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program			08/29/2014	05/22/2015	\$0 - No Funding Required	Teachers

Activity - Advisory Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program			08/29/2014	05/22/2015	\$0 - No Funding Required	Teachers, counselors and support staff

**Goal 2:**

All students will show progress towards proficiency and level of ACT readiness in Math.

**Measurable Objective 1:**

A 6% increase of All Students will demonstrate a proficiency and score at or above the level of ACT readiness in Mathematics by 05/22/2015 as measured by Aspire.

**Strategy1:**

Tier II Intervention - Students identified by Data Meetings are grouped together to focus on specific strategies as teacher identified.

Research Cited: RTI Network

Activity - Strategic based grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will strategically place students based on Global Scholars and data meeting results.	Academic Support Program			08/29/2014	05/22/2015	\$0 - No Funding Required	Teachers and other support staff

Activity - Advisory Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Instructional Partner use data from Global Scholars to place students in groupings of most needed improvement.	Academic Support Program			08/29/2014	05/22/2015	\$0 - No Funding Required	Counselors, Teachers and other support staff

Activity - Teacher Made Video Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers make videos posted to the approved learning management system, Edmodo. Students have access at any time to review skills taught in class.	Academic Support Program			08/29/2014	05/22/2015	\$0 - District Funding	Math teachers

**Goal 3:**

Special Education students will show greater progress in college and career ready standards.

**Measurable Objective 1:**

collaborate to engage and enhance content for all students, with a focus on ensuring special education students are college and career ready. by 05/22/2015 as measured by Aspire, benchmarks and class averages.

**Strategy1:**

Project Based Learning - Project based learning will provide students an opportunity to engage in higher order thinking.

Research Cited:

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project based learning could be in the form of a field trip, cross curricular project, class project or school wide project.	Other			10/20/2014	05/22/2015	\$0 - No Funding Required	Teachers

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

**Goal 1:**

Adequate Progress in Language Acquisition

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency by making AMAO-A (APLA 0.5 gain) in English Language Arts by 05/28/2014 as measured by data from the ACCESS Test for ELL's.

**Strategy1:**

Student Goal Setting - The EL Committee will meet at the beginning of the school year to analyze student assessment data and write an IELP. El Student Data Sheet will be updated annually and used during EL Committee Meetings and for Student Goal Setting.

Research Cited: WIDA, SIOP

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see students have been making annual gains today Adequate Progress in Language Acquisition.	Other			10/15/2013	05/28/2014	\$200 - Title II Part A	EL Facilitators

Activity - Academic Language in all Domains	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area teachers will plan, instruct, and assess using the SIOP method so that students are learning language objectives and content objectives simultaneously.	Direct Instruction			10/15/2013	05/28/2014	\$0 - No Funding Required	EL facilitators, classroom teachers

Activity - IELP's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL committee will develop IELP's which include research based accommodations for EL students in the classroom.	Other			10/15/2013	05/28/2014	\$100 - Title II Part A	EL Facilitators, classroom teachers, EL Committee

Activity - Ongoing Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students' progress toward attainment of language goals will be monitored bi-annually by EL Committees. Students that aren't showing gains will have their IELP adjusted.	Other			10/15/2013	05/28/2014	\$0 - No Funding Required	EL Facilitators, EL Committee

**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**

**Goal 1:**

Enhance professional learning and collaboration

**Measurable Objective 1:**

collaborate to increase unity in pacing, assessment and planning across all content areas by 05/23/2014 as measured by lesson plans, benchmarks, administration walk-throughs, data meetings lead by Instructional Partner and RTI coordinator, PLP's and self assessments.

**Strategy1:**

Monthly Data Meetings - Content area teachers will meet with counselors, RTI Coordinator, Instructional Partner and administration to conduct monthly data meetings after progress reports and report cards are issued. The data meeting is used to review student progress as compared to global scholars, performance series and benchmarks. Student needs are identified and solutions are reached as a team. The instructional partner provides support for teachers in areas of needed improvement. The RTI coordinator provides strategies and documentation for grouping students into Tiers following the RTI model.

Research Cited: Institute of Education Sciences, U.S.

Department of Education, through Grant

R305E100041 to the University of Oregon.

Activity - Monitor Implementation of Vertical and Horizontal Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk throughs and pacing guide fidelity checks.	Policy and Process			09/25/2013	05/28/2014	\$0 - No Funding Required	Teachers, Administration, Instructional Partner and RTI Coordinator

### Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

Florence Middle School has a total of 52 highly-qualified certified staff members.

- Teacher candidates being considered for a position at FMS are interviewed by a committee composed of administrators and teachers. Teachers at FMS are expected to embrace innovation and collaboration as they will have common horizontal and vertical planning times.
- FMS offers an after-school tutoring program from Monday through Thursday, staffed by a general education and a special education teacher, where students can receive additional help with their homework. This extended day option also helps students to have access to our Wi-Fi in order to use their iPads in case they do not have access at home.
- All core FMS teachers teach a daily advisory class designed to facilitate Tier 2 interventions for math and reading.
- 2 FMS teachers work in the Pathways program to provide Tier 3 interventions for math and reading.

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

Florence Middle School (FMS) has a very low turnover rate. Out of a total of 53 certified staff members, only 3 staff members left at the end of the 2013-2014 school year by retirement, resignation, or reassignment.

### 2. What is the experience level of key teaching and learning personnel?

FMS has 20 employees with a BS, 31 with an MA, 1 with an Ed.S, and 1 with a doctorate. The average number of years of experience is 19. Florence Middle School benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees for advanced degrees through the Impact 80 program via a partnership with the University of North Alabama and the Advance 12 program through Sanford University.

### 3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Florence Middle School benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees through the Impact 80 via a partnership with the University of North Alabama and the Advance 12 program through Sanford University. The district also provides a New Teacher training program which allows new employees to have a comfort level before the start of school with technology, Inow, Educate Alabama, curriculum, pacing and assessments.

### 4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The turnover rate is considered minimal, but Florence Middle School does benefit from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees through the Impact 80 program via partnership with the University of North Alabama and the Advance 12 program through Sanford University.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turnover rate is considered minimal, but Florence Middle School does benefit from district initiatives to attract and retain Highly Qualified  
SY 2014-2015

teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama.

## Component 5: High Quality and Ongoing Professional Development

**1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?**

Data Day, Vertical meetings, Faculty meetings

**2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?**

Partnerships

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

We have a new teacher mentor group that meet as well as assigned academic leaders for each department.

**4. Describe how this professional development is "sustained and ongoing."**

Many strategies are employed to identify professional development needs at Florence Middle School. The school faculty plays a role in identifying professional development needs and the school administrator works with district-level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions, but be sustaining and on-going when possible. Funding from central office is provided to each school, regardless of whether the state allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are 10 days devoted to data and / or professional learning activities throughout the year.

## Component 6: Transition Strategies

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

All students will show progress in college and career readiness in math and English. There are several other ways that FMS prepares incoming and outgoing students in transitioning from one school to the next.

- The FMS counselor and HMS counselor meet to organize tours for upcoming 7th graders to get familiarized with the FMS campus. The FMS counselors will help upcoming students schedule request for the new school year. The FMS 7th grade counselor will attend IEP meetings for upcoming 7th grade students and the 8th grade counselor will do the same for students entering the 8th grade. These practices are put in place to help prepare students for the transition to 7th and 8th grade.
- FMS counselors also visit private schools in the area because many students attending private schools choose to transfer to FMS because of our extensive academic, encore, athletic, and after-school activities.
- All incoming students and their parents are invited to an orientation and building tour.
- FMS uses Kuder to craft 4-year plans for all outgoing 8th graders.
- FMS provides a variety of activities that enable students to be exposed to and to participate in athletic and performing arts events.
- FMS 8th grade students who are involved in athletics go to the HS campus during eighth period.
- FMS 8th grade students are able to earn 4 ½ HS credits while before they transition to HS.

## Component 7: Teacher Participation in Making Assessment Decisions

### 1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Each year a teacher is selected to serve on the district wide committee.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

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

Evaluation of benchmark results, Global Scholars Performance Series results, and classroom average discusses at monthly data meetings. Monitored by the RTI Coordinator.

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

Specific Tier II strategies are provided for teachers to use in their classrooms. Highly qualified teachers have been hired for specific intervention classes. After school Title I tutoring is offered for all students.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Students are grouped based on their lack of proficiency in a specific area and targeted instruction is provided by the teacher or support staff.

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

After school tutoring takes place from Monday through Thursday.

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

FMS strives to provide a five-star service to all students and works hard to address challenges in a timely manner for them to enable all students to succeed in school. There are various committees who constantly work collaboratively to ensure a seamless delivery of academic, linguistic, social, emotional, and cultural supports, such as the RTI Committee, the ELL Committee, and the leadership team.

- At this time, FMS does not have migrant students.

- FMS has an itinerant ESL Facilitator / Teacher that provides language services to English Language Learners (ELLs). She also collaborates with mainstream teachers in order to ensure that ELLs receive accommodations in the classroom to access the curriculum. All ELL students have an individualized English Language plan (IELP). The ELL Committee makes all the placement decisions for ELL students. The ELL committee also makes referrals to RTI and other programs as needed.

- Economically Disadvantaged -HOPE Program / Social Worker / community sponsors and resources to remove barriers for s participation in

school activities and events

- FMS has 5 Special Education Teachers who provide services for special needs students. We follow the special education process for referrals and implementation of student Individualized Education Plans (IEPs).
- Neglected / Delinquent -SRO. District Attendance officer, personnel home visits, and early warning court / social workers ; juvenile probation officers
- FMS has a district social worker and homeless liaison who works with displaced and homeless families in order to make sure that students are able to receive assistance with food, shelter, clothing, tutoring services, school supplies, etc.

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

Proactive in providing 5 career technical teachers and we seek to engage these special populations in these programs. Our counseling department and social workers work together to ensure that students for special populations have access to and take full advantage of all the resources FMS has to offer

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

Programs are offered at various times and target different learning strategies giving all students a time and way to achieve.

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

After school tutoring is coordinated by two certified teachers. The teachers are provided with lesson plans from others and meet with teachers to ensure they are able to help the students. Global Scholars data is used to focus students on remediation standards.

### **3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

After school tutoring is available for all students.

## Component 10: Evaluation

### 1. How does the school evaluate the implementation of the schoolwide program?

Evaluation of all procedures is done by students, teachers and staff through surveys, data and meetings.

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

Data meetings

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

RTI process

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

With surveys, data meetings and evaluations so often procedures are constantly changing to ensure students are improving.

# 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.	34.96

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.	1.0

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

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

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**I. State Foundation Funds: Units Placed**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of classroom teachers.	39.46

<b>Label</b>	<b>Question</b>	<b>Value</b>
2.	Provide the number of Administrators.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the number of Assistant Principals.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
4.	Provide the number of Counselors.	2.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
5.	Provide the number of Librarians.	1.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
6.	Provide the number of Career and Technical Education Administrators.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1906974.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	97500.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63411.6

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	93366.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	47930.0

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.	12233.0

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

Total 2,221,414.60

## II. Federal Funds

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

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits for 2 Title I teachers, 20% of Parent Involvement Social Worker, 20% of EL Teacher/Facilitator; After School Tutoring Program (2 positons-4 days per week/1hour per day) \$20 per hour; \$500 per Title teacher for materials/supplies; \$100 mat/supplies for parent involvement social worker, teacher subs, and travel for EL Teacher and Parent Involvement Social Worker.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	156227.0

### 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.

One CSR teacher (\$54,426 - salary/benefits); \$3,287 for professional development for faculty/staff of Florence Middle (based on \$4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	57713.0

### 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% or 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

<b>Label</b>	<b>Question</b>	<b>Value</b>
16.	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>
18.	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