ACIP

Florence High School

Florence City Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Florence High School was created through the consolidation of two rival high schools in the Renaissance City of Florence, Alabama. Prior to the creation of Florence High School, students in Florence either attended Bradshaw High School or Coffee High School. Since consolidation, which took place in 2004, our school system has still maintained two schools to educate students in grades 9-12. Florence Freshman Center houses students in grade 9, and then students attend Florence High School for grades 10-12.

Florence High School is located in the city of Florence, in Lauderdale County and is situated in the northwest corner of Alabama. It is housed in the building that used to be known as Bradshaw High School. The estimated population of Florence is 40,000 people. The median household income in the city of Florence is $35,632. Florence High School is the only public high school located in the City of Florence. Our school serves students in grades 10 through 12. In 2014, the Florence Freshman Center, which had been located off-site, opened its doors on the same plot of land. Currently, our school, Florence High School, has 1042 students enrolled. Of that number 49% are eligible to receive free or reduced price lunches. Our school's demographic population is as follows, less than 1% American Indian/Alaskan Native, 1% Asian, 32% African American, 53% White, and 5% Multiracial.

Florence High School has a strong reputation for providing excellence in academic achievement, athletics and co-curricular activities under the guidance and supervision of an outstanding group of adults. There are over 100 certified and support employees at Florence High School. Of that number almost half have completed their master's degree, several have completed their educational specialist degree and two have doctoral degrees. Our school boasts 300 course offerings, which exceeds the opportunities offered by other comparable high schools in Northwest Alabama. Our school offers 20 Advanced Placement (AP) courses, and nine honors courses in the areas of science, math, English, foreign language and social studies. Our students get the opportunity to choose from 63 Career Technical Education courses in 12 different fields of study. Our Career Technical Education courses offer articulation agreements for community college credit in various institutions across our state. In addition, our Advanced Placement program and successful performance on the end-of-course AP exam allows students to finish high school having already earned college credit. Florence High School also provides dual enrollment opportunities with the University of North Alabama, Northwest Shoals Community College and through selected on-line courses with the University of Alabama's Early College Program.

Florence High School is also very proud of it fine arts academy, which is known as the Florence Academy of Fine Arts (FAFA). Our academy allows students to select from three major divisions of study. The divisions are Digital Arts, Performing Arts and Visual Arts. Our FAFA program has over 100 course offerings. Florence High School also offers virtual classes through Florence Virtual High School. The courses offered through our virtual program are taught by highly qualified instructors who are employed by Florence High School. The virtual school allows us to accommodate a non-traditional student schedule. Currently, we offer over 30 virtual courses.

Florence High School provides a number of opportunities that encourage parent participation and involvement. Florence High School has a number of sports booster clubs, band boosters, fine arts boosters, Career Technical Education advisory committees as well as a parent organization. These groups support our school by contributing funds and promoting involvement in all areas. The support of our FHS shareholder group is second to none. Each week, the administration sends out a weekly email to our parent email distribution list to make them aware of activities and events related to our school program. In addition, we create an electronic newsletter through S'more that has important information and dates listed in it. Our school has an established Facebook page, a Twitter page, and we use Schoolcast to send out important messages.

There are a number of programs and personnel who focus on serving our students. This year we are proud to have a program called

Launch. This program targets our high-performing students and provides them a way to get hands-on experience in career areas that peak their interest. They work as apprentices in the workforce, getting high school credit and on-the-job experience that will benefit them in the future. In addition, we have a number of programs that target our at-risk students. In 2008, Florence High School entered into a partnership with the Southwire Corporation to implement the 12 For Life Program. This program is a dropout prevention program that provides work opportunities for our students and encourages them to stay in school with a soft-skill proponent. The program offers incentives for good attendance and good grades and pays very well. Since 2008, the program has expanded and now includes American Wholesale and several other local businesses who have partnered with us to make a difference amongst our students. In addition, we have the RESCUE Program which creates an opportunity for our students to attend school at night in an alternative setting. This program truly speaks to students who have fallen behind in credits or who need to work during the day due to economic and other factors. Florence High School also has a Career Coach that exposes our students to career opportunities and job fairs as they direct to their established four year plans. Our school employs a Graduation Coach who works hard to eliminate obstacles that impair seniors during their senior year of school. The Graduation Coach serves as a liaison among community resources, specialized programs, parents and school personnel. The school also employs a Success Coach who develops programs and strategies to encourage school attendance. She works with them on their grades and mastery on the ACT and Work Keys. Finally, our school has partnered with the Key Family and implemented a program called Lunch with the Keys. This is a mentoring program that is designed to open the doors of leadership through monthly lunch meetings with the identified students.

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.

SYSTEM BRAND

 Your District.... Our Community.... One Florence

Our School Vision: Tomorrow…Today!

Mission: Empowering students to explore, create, challenge, innovate and lead

CORE BELIEFS

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

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

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

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

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

Theme: Ownership

1.) Provide a secure and safe campus

- Promote & Celebrate student achievement through positive school climate

- Strengthen school-home connections

- Proactively address student harassment/bullying/ cyber safety

- Maintain collaborative efforts with community agencies and the court system with a full time SRO at each school campus.

2.) Targeted Growth

- Data Meetings/Learning Gains

- Engagement

- Learning Targets

- Intentional Planning

- Quality Questioning

- Formative Assessment

- Formative Feedback

- FLCN/IMPACT80/Advance12

- Employee Attendance

- AdvancED/ACIP

- Edgenuity

3.) Skills for College and Career Success

-Engage in critical thinking & problem solving

- Collaborate across various networks & lead by influence

- Demonstrate agility and adaptability

- Demonstrate initiative and entrepreneurialism

- Communicate effectively both orally and in written form

- Access and analyze critical information

- Demonstrate curiosity and imagination

4.) Measures of Success
- Yearly student attendance
- Scantron-Global Scholar PS/AS
- Cohort Graduation Rate
- Growth Targets
- ELEOT Walkthrough Data
- Four-Year Student Plans
- Standards Report Card
- College/Career Ready
- Local Indicator
- ACT

5.) Authentic and Transformative
- Quality Core/ABPC
- FAFA
- CTE Credentialing/Internships
- Pre AP/AP/LTF/NMSI/SREB/AMSTI
- Dual Enrollment
- Florence Virtual School
- 12 For Life/Launch
- PreK-12 1:1 + Canvas LMS
- Digital Learning Platforms

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

Challenging Curriculum

Alabama Courses of Study

College and Career-Ready Standards

Pre-AP and AP Courses

Dual Enrollment

Career Technical Education Program

Strategic Teaching

Curriculum Maps

Pacing Guides

Common Planning

SIOP Strategies

Benchmark Testing

PSAT

Performance Series Diagnostic Testing

95% Attendance Rate Goals

12 For Life

Launch

Data Analysis Meetings

Reteach Week

Performance Series Date Meeting with Principal

RTI (Wings Meeting for Response to Intervention)

FLCN

Work Keys

Practice ACT

ACT

Lunch with the Keys

Boost

Reach

Student Data Days

Florence Virtual High School

Florence Fine Arts Academy

Alabama Science in Motion

APEX Credit Recovery

Practice or Work Keys

Common Assessments

RESCUE

UNA First 30

SREB MDC

Learning Targets

Ownership

Notable Achievements and Areas of Improvement

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

Florence High School (FHS) is very proud of the continued performance among other high schools in our state. Our school is ranked as the 13th Best Public High School in Alabama. Our school has consistently been recognized by the U.S. News and World Report as one of the best High School in America. Florence High School has been designated as a CLAS banner school twice in the last five years. Our graduation rate last year was 96%, which is a significant gain from 68% just ten years ago. In addition, this year, our average ACT score in which all 11th grade students tested was a composite of 20

List of Notable Achievements

Ranked #9 Niche Best high schools in Alabama

12 seniors graduated in Summer

Top 20 STEM Schools

6 students named as National Merit semi-finalists

Region 8 Bryant-Jordan Achievement Athletic Award

33% increase in the number of students taking AP Courses

67% students met growth target in reading

69% met growth target in math

Implemented chromebooks

Gave Mock ACT to all 10th and 11th graders

73% of senior class credentialed with a silver medal and above on WorkKeys

Partnership with University of Alabama (early college)

Dual enrollment (UNA & Northwest Shoals)

Expansion of 12 For Life Program

Launch Program

1st and 2nd place finish on national chemistry test

Science Olympiad

Indoor percussion came in 8th at national competition

National FCCLA award winner

Digital media (1st place in cinema in the state)

7 all-state orchestra

Theatre: Best actress award/ Best supporting actress award (state awards)

FFA state and national superior chapter award

80% of our students passed the ServSafe credential test

FAFA fashion show

Television crew filmed the UNA Division 1 announcement

6 National Merit semi-finalists

6A runner up girls track

6A State champions boys tennis

6A State champion individual girls tennis

Areas of Improvement

Poor Attendance is a major issue at Florence High School

Increase ACT scores

Increase the number of students who meet College and Career-Ready Standards

Reduce the number of failures in core areas

Improve Boost and add mentoring

Increase partnerships with FAFA

Create a parent group

Increase the number of students who reach their goals on Performance Series

Increase AP scores

Improve culture and morale through FLCN and professional development

Better use of data (Performance Series)

Academic Leader training

Additional Information

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

Florence High School is a one-of-a-kind high school in Northwest Alabama. The diversity of opportunities that are offered by our school is a positive for our system and this community. Our desire is to equip each of our students with the skills that they will need to be successful after graduation. This year we have restructured 5th period in a way that will best benefit the students we serve. On Mondays, Wednesdays and Fridays, we will have Boost. Boost provides an opportunity for our students to have club meetings and social time in areas in which they have interests. The desire is to pair students with teachers who have like interests and/or to provide needed tutoring in core areas. On Tuesdays and Wednesdays, our students are taught a mentoring lesson by our teachers. We call these days Reach Days. In addition to mentoring, we will also have student data days on this day throughout the year. Our goal is to make sure that our students have a finger on the pulse of how they are doing in the classroom as it relates to their data. I am very proud of the program that is Florence High School. It reminds me of the television show "Cheers" in that everyone has someone that knows their name.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Florence High school leadership team was instrumental in the planning process. The instructional leadership team is comprised of a parent, and member of our FHS faculty and staff. Meeting times varied for the creation of this document and in some instances relied on email to complete the task and accommodate work schedules and other conflicts. Strengths and weaknesses were identified in a collaborative data meeting early in the school year. After receiving feedback and looking at our district goals, the goals, objectives, strategies and activities were created. The rough draft of this information was shared to gain further input.

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

The leadership team, which includes administrators and academic leaders was involved in developing this plan. The team identified strengths and weaknesses that helped us develop this plan.

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

The final Continuous Improvement Plan for 2017-2018 was shared with the faculty an instructional meeting. The final CIP will be emailed to all shareholders and then published to the school website. We will revisit and update via email and meetings throughout the year.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	The reviewed data used for this portion of the CIP includes the most recent ACT, and Performance Series Diagnostic Information provided from Global Scholars	FHS CIP Data Points

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

Areas of Notable Achievement

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

According to the results of our 2016-2017 ACT data for the graduating class of 2017, Florence High School scored above the state average in all areas.

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

According to the five-year ACT trending data, Florence High School is above the state average in all areas. This is the 3rd year with data that includes all graduating seniors with an ACT score.

Which area(s) indicate the overall highest performance?

The Hispanic population continues to improve. According to the 2016-2017, 11th grade ACT reading (19.9) and science (19.8) were our highest overall subcategories.

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

Our Black/African American populations showed an increase on the ACT of almost one percentage point over the past year. In addition, the all-students category showed an increase.

Between which subgroups is the achievement gap closing?

The Black/African American population has shown a trend toward increasing performance according to results of the 2016-2017 ACT data. The group went from a 16.2 to a 17.3.

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

Historically in our system, our lower performing students have been labeled as our Black/African population. While this is still a problem, as of late, there has been a trend of closing the gap as portrayed in our data sources. The 11th grade has a 16.5 for the Black/ African American subgroup.

Areas in Need of Improvement

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

Reading and Math achievement areas that are below expected performance. According to the 2016-2017 Performance Series data for 10th graders, there was a negative trend from 2015-2016 (10th graders at 60% and only 52% in 2016-2017 in reading). A negative trend was shown 10th graders in 2015-2016 at 57% to the 2016-2017 10th graders at only 52% in math achievement.

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

Reading and Math achievement are areas that are below expected performance. According to the 2016-2017 Performance Series data for 10th graders, there was a negative trend from 2015-2016 (10th graders at 60% and only 52% in 2016-2017 in reading). A negative trend was shown from 10th graders in 2015-2016 at 57% to the 2016-2017 when 10th graders scored 52% in math achievement.

Which area(s) indicate the overall lowest performance?

According to the most recent ACT information and the Hispanic/Latino population is performing below the overall and the state average. Their lowest performing are is English.

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

The Hispanic subgroup has shown a decline in performance over the past year.

Between which subgroups is the achievement gap becoming greater?

The gap is becoming greater with the Hispanic/Latino population. In addition, while the performance of the Black/African American population is going in a positive direction, it is still an area of concern. The Hispanic/Latino Population declined, but still remained ahead of this subgroup.

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

Thirty-Three percent of our current 10th graders did not reach their projected growth last year in English. Twenty-Eight percent of our current 11th graders did not reach their projected growth last year in English. Thirty-One percent of our current 10th graders did not reach their projected growth in math last year. Twenty-Seven percent of our current 11th graders did not reach their projected growth in math last year.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
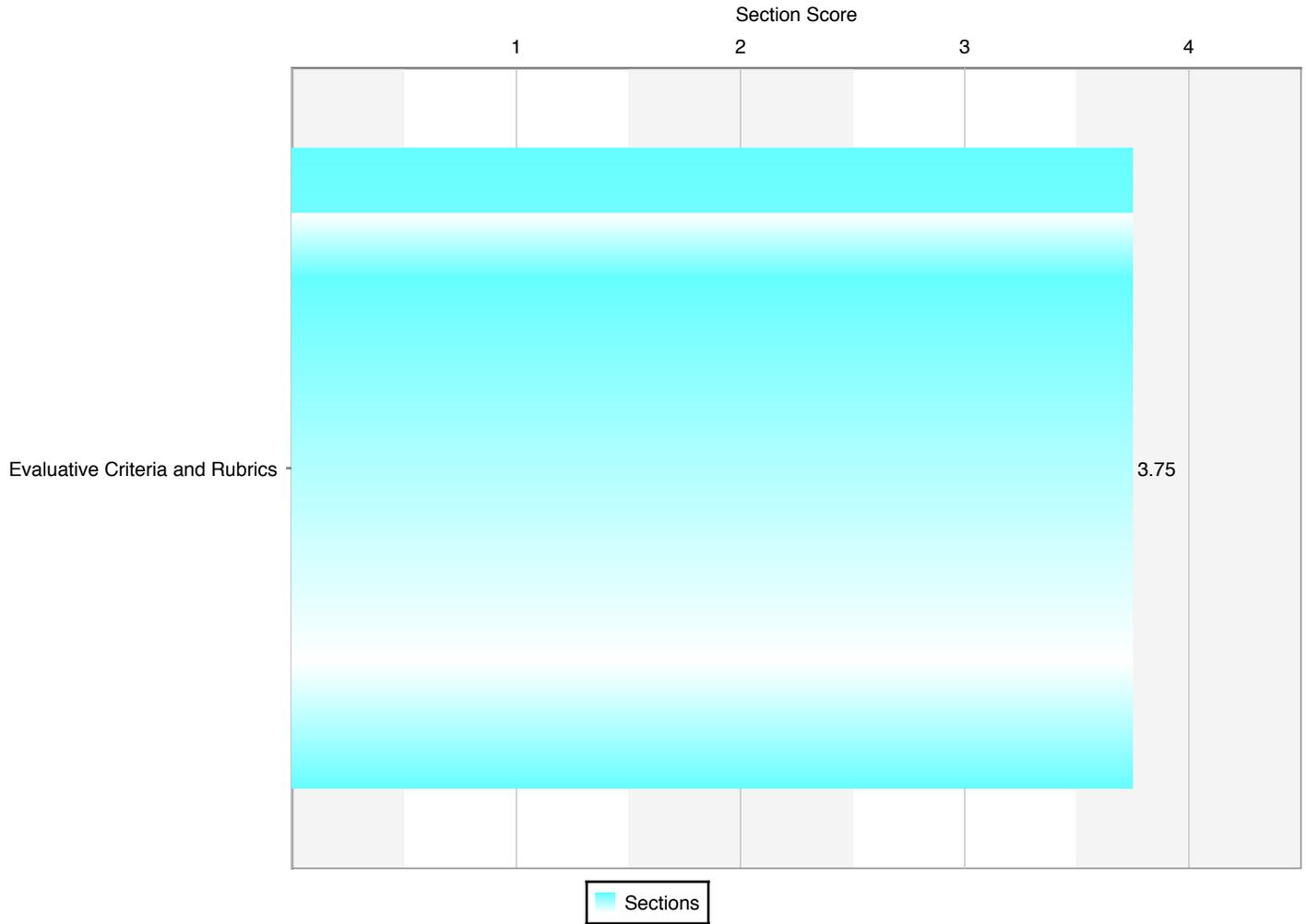
Sections

2018-2019 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Florence City Schools complies with all federal and state guidance. Planning has taken place with all stakeholders, at the local school, and district level.	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Florence City Schools' policies 6.8 and 6.9 prohibit discrimination in compliance with Title IX.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Florence City Schools' policies 6.8 and 6.9 prohibit discrimination in compliance with Title IX.	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Florence High School and Florence City Schools work with parents and families to create opportunities for meaningful participation at the school and district level. Meaningful participation is deliberately planned to meet the requirements of ESSA and the needs of the school and district. Parents and families are informed of the School-Parent Plan and their rights as a parent of the parent's right-to-know as part of the district's monthly parent meeting.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Florence City Schools works cooperatively with parents and families to increase and support meaningful participation in their student's educational career. The school and stakeholder work together to develop and edit the school-parent compact yearly. Florence High School is currently not a served title I school.	

FHS 2017-2018: Plan for ACIP

Overview

Plan Name

FHS 2017-2018: 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	Increase community awareness and involvement at Florence High School	Objectives: 1 Strategies: 4 Activities: 4	Academic	$0
2	Florence High School will promote a safe culture that encourages student accountability for all students.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	$500
3	During the 2017-2018 school year, FHS will provide rigorous instruction in order to prepare students for college and careers.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	$0
4	During the 2017-2018 school year, the Florence High School faculty and staff will model the value of education through ongoing professional development opportunities for themselves.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

Goal 1: Increase community awareness and involvement at Florence High School

Measurable Objective 1:

80% of All Students will demonstrate a behavior attend events, provide needed information and be aware of Florence High School Activities in Social Studies by 05/18/2018 as measured by Community and Parental Attendance at events and responses and views to our emails and smores. .

Strategy 1:

Weekly S'more - Each week, a smore will be sent to parents denoting dates of upcoming events coupled with pictures and videos from school sponsored activities and

classes will be sent out from the FHS Office.

Category: Implement Community Based Support and Intervention System

Research Cited: Vollmer, J (2010) Schools Cannot Do It Alone.

Activity - Weekly Emails	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, parents and shareholders will be emailed information on Sunday's to keep them informed.	Community Engagement	08/13/2017	05/20/2018	$0	No Funding Required	All Staff will be involved in providing information.

Strategy 2:

Social Media - Pictures and videos will be posted highlighting school sponsored activities and classes.

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

Research Cited: Vollmer, J (2010) Schools Cannot Do It Alone.

Activity - Media Posting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week a plethora of activities related to Florence High School will be posted on the FHS Facebook, Twitter and Instagram Accounts.	Community Engagement	08/10/2017	05/25/2018	$0	No Funding Required	All staff will play a role in this.

Strategy 3:

REACH - Two days each week, our students will be in a class that focuses on mentoring.

Category: Develop/Implement Student and School Culture Program

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

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lessons for this class are focused on helping students set goals, develop action plans and take on personal responsibility.	Behavioral Support Program	08/10/2017	05/22/2018	$0	No Funding Required	All staff will be involved in the implementation of this activity. Lessons will be provided by the administration and the teachers will implement.

Strategy 4:

Boost - Three days a week, our students will be given one hour to have lunch and participate in campus outreach opportunities.

Category: Develop/Implement Student and School Culture Program

Activity - Club and Organization Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three days of each week will be devoted to an hour of activities that will help students get involved in their high school. There will be club meetings, outside speakers, and tutoring opportunities offered during this time frame.	Community Engagement	08/23/2017	05/21/2018	$0	No Funding Required	All faculty and staff will be involved in implementing this activity.

Goal 2: Florence High School will promote a safe culture that encourages student accountability for all students.

Measurable Objective 1:

demonstrate a behavior The Florence High School Attendance rate will be at 95%.   by 05/23/2018 as measured by Daily attendance. .

Strategy 1:

Administration & Success Coach - School administrators and the success coach will monitor attendance.

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

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive a recognition for their attendance.	Academic Support Program	09/18/2017	05/18/2018	$500	General Fund	Administration and success coach

Activity - Communicate Attendance Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration and success coach communicate with students and their parents when they have missed more than 4 or more absences in any period.	Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	FHS administration ,and Success Coach

Measurable Objective 2:

demonstrate a behavior There will be a decrease in the average number of discipline referrals per month by May 2017. by 05/23/2018 as measured by Discipline Reports in INOW. .

Strategy 1:

Anti-Bullying App - Our school has an anti-bullying app for students to report issues.

Category: Implement Community Based Support and Intervention System

Activity - Response to Bullying	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Anti-bullying app immediately sends an email to the FHS administrators, who will proactively respond preventing behaviors that would have resulted in a discipline referral.	Behavioral Support Program	08/14/2017	05/23/2018	$0	No Funding Required	FHS Administration

Strategy 2:

REACH - Each week our students spend two days in reach class.

Category: Develop/Implement Student and School Culture Program

Activity - Reach Lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reach Lessons focus on strategies that involve conflict resolution strategies and that outline consequences for demonstration of undesired behaviors.	Behavioral Support Program	08/10/2017	05/23/2018	$0	No Funding Required	FHS Administration and Reach Teachers

Goal 3: During the 2017-2018 school year, FHS will provide rigorous instruction in order to prepare students for college and careers.

Measurable Objective 1:

demonstrate a proficiency 10th grade performance series testing: 75% will make their math and reading gains; 11th grade ACT: our students will demonstrate an composite score of 21; 12th grade CCRS proficiency: 94% of our students will attain the appropriate CCRS credential by 05/18/2018 as measured by appropriate testing results.

Strategy 1:

Departmental Meetings - Teachers will meet to discuss strategies that will help our students.

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

Activity - Common Planning & Data Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our departments will meet during collaborative planning and data days ways to plan for instruction that will benefit our students on these diagnostics.	Professional Learning	08/14/2017	05/18/2018	$0	No Funding Required	FHS admins, IP and Teaching Staff

Strategy 2:

REACH - Several of our Reach Classes will be devoted to Student Data Days.

Category: Develop/Implement Student and School Culture Program

Activity - REACH Data Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, along with an adult, will review their available data so that they will know where they stand.	Academic Support Program	09/21/2017	05/17/2018	$0	No Funding Required	FHS Admins. IP FHS Teachers.

Measurable Objective 2:

demonstrate a proficiency 20% of our EL EL Students will improve in the area of English Acquisition as referenced to the ACCESS Test given last year. by 05/18/2018 as measured by performance on the ACCESS Test. .

Strategy 1:

IELP - Each Student will have an IELP developed for the academic year.

Category: Implement Community Based Support and Intervention System

Research Cited: WIDA

Activity - WIDA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Ed teachers will be provided with supports to help them serve students that are in the program.	Academic Support Program	09/08/2017	05/18/2018	$0	No Funding Required	EL Facilitator General Ed Teachers

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL facilitators will look at where the students were last year to evaluate realistic gains for this year when developing the IELP.	Academic Support Program	08/10/2017	05/18/2018	$0	No Funding Required	EL Facilitator Regular ed. teacher.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Facilitator will monitor the progress of the students on their caseload and work with the General Ed. Teacher.	Academic Support Program	08/10/2017	05/18/2018	$0	No Funding Required	EL Facilitator General Ed. Teacher.

Goal 4: During the 2017-2018 school year, the Florence High School faculty and staff will model the value of education through ongoing professional development opportunities for themselves.

Measurable Objective 1:

demonstrate a behavior 100% of the FHS Faculty and Staff will participate in the 7 district-wide professional development and FLCN Days offered by our system. by 05/18/2018 as measured by sign-in sheets and classroom activities that demonstrate mastery of the intended goals. .

Strategy 1:

Data Days & FLCN - Teachers will participate and gain knowledge from these professional activities.

Category: Develop/Implement Professional Learning and Support

Activity - FHS Data Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During these days we will discuss where we are as a faculty and what we can do to improve.	Academic Support Program, Professional Learning	08/04/2017	05/18/2018	$0	No Funding Required	ALL STAFF

Activity - FLCN Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These days will largely be focused on helping us grow as a team, as well as build relationships with our students. The afternoons will be focused on providing P.D. in areas that may have been missed with other district and school level goals.	Professional Learning	08/07/2017	05/18/2018	$0	No Funding Required	District and School level Admins

Strategy 2:

Common Planning - Teachers will work together to effectively generate change and support within their department.

Category: Develop/Implement Professional Learning and Support

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly departmental meetings will focus on improving instruction and using data to make informed decisions.	Academic Support Program	08/28/2017	05/18/2018	$0	No Funding Required	FHS Admins FHS Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives	Students will receive a recognition for their attendance.	Academic Support Program	09/18/2017	05/18/2018	$500	Administration and success coach
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Emails	Each week, parents and shareholders will be emailed information on Sunday's to keep them informed.	Community Engagement	08/13/2017	05/20/2018	$0	All Staff will be involved in providing information.
Progress Monitoring	The EL Facilitator will monitor the progress of the students on their caseload and work with the General Ed. Teacher.	Academic Support Program	08/10/2017	05/18/2018	$0	EL Facilitator General Ed. Teacher.
FLCN Days	These days will largely be focused on helping us grow as a team, as well as build relationships with our students. The afternoons will be focused on providing P.D. in areas that may have been missed with other district and school level goals.	Professional Learning	08/07/2017	05/18/2018	$0	District and School level Admins
WIDA Standards	General Ed teachers will be provided with supports to help them serve students that are in the program.	Academic Support Program	09/08/2017	05/18/2018	$0	EL Facilitator General Ed Teachers
Common Planning & Data Day	Our departments will meet during collaborative planning and data days ways to plan for instruction that will benefit our students on these diagnostics.	Professional Learning	08/14/2017	05/18/2018	$0	FHS admins, IP and Teaching Staff
Club and Organization Meetings	Three days of each week will be devoted to an hour of activities that will help students get involved in their high school. There will be club meetings, outside speakers, and tutoring opportunities offered during this time frame.	Community Engagement	08/23/2017	05/21/2018	$0	All faculty and staff will be involved in implementing this activity.

Activity	Description	Activity Type	Begin Date	End Date	Funding	Staff Responsible
Communicate Attendance Information	The administration and success coach communicate with students and their parents when they have missed more than 4 or more absences in any period.	Academic Support Program	08/14/2017	05/18/2018	$0	FHS administration and Success Coach
Response to Bullying	The Anti-bullying app immediately sends an email to the FHS administrators, who will proactively respond preventing behaviors that would have resulted in a discipline referral.	Behavioral Support Program	08/14/2017	05/23/2018	$0	FHS Administration
FHS Data Days	During these days we will discuss where we are as a faculty and what we can do to improve.	Academic Support Program, Professional Learning	08/04/2017	05/18/2018	$0	ALL STAFF
Triangulation of Data	EL facilitators will look at where the students were last year to evaluate realistic gains for this year when developing the IELP.	Academic Support Program	08/10/2017	05/18/2018	$0	EL Facilitator Regular ed. teacher.
REACH Data Days	Students, along with an adult, will review their available data so that they will know where they stand.	Academic Support Program	09/21/2017	05/17/2018	$0	FHS Admins. IP FHS Teachers.
Department Meetings	Weekly departmental meetings will focus on improving instruction and using data to make informed decisions.	Academic Support Program	08/28/2017	05/18/2018	$0	FHS Admins FHS Faculty
Reach Lessons	The lessons for this class are focused on helping students set goals, develop action plans and take on personal responsibility.	Behavioral Support Program	08/10/2017	05/22/2018	$0	All staff will be involved in the implementation of this activity. Lessons will be provided by the administration and the teachers will implement.
Reach Lesson	Reach Lessons focus on strategies that involve conflict resolution strategies and that outline consequences for demonstration of undesired behaviors.	Behavioral Support Program	08/10/2017	05/23/2018	$0	FHS Administration and Reach Teachers
Media Posting	Each week a plethora of activities related to Florence High School will be posted on the FHS Facebook, Twitter and Instagram Accounts.	Community Engagement	08/10/2017	05/25/2018	$0	All staff will play a role in this.
				Total	$0	

2018-2019 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	57.47

Provide the number of classroom teachers.

58

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3802300.0

Total   3,802,300.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	152525.0

Total   152,525.00

Assistant Principal

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

Provide the number of Assistant Principals.

2

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	199426.0

Total   199,426.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

3.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	287774.0

Total   287,774.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	83912.0

Total   83,912.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	1.0

Provide the number of Career and Technical Education Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	45529.0

Total	45,529.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	13742.0

Total   13,742.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5039.0

Total   5,039.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total 0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	27386.0

Total   27,386.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1978.0

Total   1,978.00

Title I

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

Provide a brief explanation and breakdown of expenses.

Florence High School is not a participating Title I School.

Title II

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

Provide a brief explanation and a breakdown of expenses.

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

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	5446.0

Provide a brief explanation and a breakdown of expenses.

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

Title IV

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

Provide a brief explanation and a breakdown of expenses.

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

Title V

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

Provide a brief explanation and a breakdown of expenses.

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

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

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

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

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

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

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

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A