



ACIP

Florence Freshman Center

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?

The Florence Freshman Center was created through the consolidation of two high schools in the Renaissance City of Florence, Alabama. Prior to the creation of the Florence Freshman Center, Ninth Graders in Florence had the choice of beginning their high school experience at either Bradshaw High School or Coffee High School. Our program has the distinct honor and privilege of serving all freshmen in the Florence public school system. Initially, our program shared a building with Florence Middle School. This situation carried the program through its first 10 years of existence. In year eleven, we opened a new facility on the campus of Florence High School. Our core staff includes 18 base teachers, one Instructional Partner, one Library Media Specialist, a half-time Assistant Principal and support personnel needed to carry out our daily activities.

Last year our school served 366 students, and 389 in the 2017 - 2018 school year. Of that number 55% received free or reduced lunch. Our school's racial makeup was 54.76% Caucasian, 34.45% African American, 6.94% Hispanic, 1.5% Asian, 2.31% other. The main objective for FFC is to focus on removing obstacles that inhibit student success in high school. Literature supports the fact that the 9th grade is critical to high school success. Our program includes eight 50 minute periods. Each student has the opportunity to take 4 core classes and 3 electives using the traditional model. They can also increase their selections by taking a virtual class taught by Florence teachers. The Career Tech Facility is located on the campus of Florence High School.

Our program believes in the relationship and partnership that must be formed with parents and guardians. Our teachers and parents execute excellent lines of communication as it pertains to the students we serve. In addition we send out a weekly shareholder email to share all activities. We have also set up a FFC Facebook page and FFC Twitter page. Another method of reaching out to our parents involves the opportunity to send a telephone message to all of our shareholders. Each staff member teaches 6 classes in his/her subject area and then has an orientation to high school class that is offered during lunch. We call this class Freshman Mentoring Program (FMP). At the conclusion of the first nine weeks, we review attendance, discipline and grades and place students who have more than 3 absences, any discipline issues, or a grade lower than a C in Academic Mentoring Program (AMP). Both FMP and AMP take place during fourth period, and these interventions are paired with lunch. This period is broken into two 23 minute segments with a 4 minute interchange. Each teacher has a 50 minute block of time for planning and 23 minutes for lunch. This year our teachers also have a 50 minute common planning period to increase collaboration among our departments and ultimately improve instruction. Our academic leaders in science and math and English and history have common APEX periods that we are using to provide interventions for RTI students and other at-risk populations.

FFC has several safety nets directed at ensuring student success. In 2008, we entered into a partnership with Southwire Company to implement the 12 for Life Program for at-risk students 16 and over. Our program occasionally serves students who meet these criteria and are contemplating dropping out. This creates an alternate path to graduation for students who have fallen behind in credits or who face tough socioeconomic situations. Through this program, students are provided numerous financial and academic opportunities in an effort to ensure their success. Additionally, our school system has started "Lunch With the Keys," a mentoring program designed to open up the doors of leadership through bi-monthly student meetings. In the 2014-2015 school year, we felt as though our major need for our professional development focused on increasing student engagement. Through a partnership with the Alabama Best Practices Center, we have continued that path by further implementing our in-house professional development known as Falcon Learning Conversations Network (FLCN). We have set goals of improving instruction through quality questioning and the effective use of learning targets to help increase the engagement between our students and teachers, thus improving instruction in our building. Additionally, the system has set aside multiple data days for our faculty and staff to analyze student data in order to improve instruction.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision:

- Tomorrow... Today.

Mission:

- Empower 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

1.) Provide a secure and safe campus

Promote and celebrate student achievement through a positive school climate

Strengthen school-home connections

Proactively address student harassment/bullying/cyber-safety

Maintain collaborative efforts with community agencies and court system

Full time SRO at each campus

2.) Targeted Growth

- Engagement
- Learning targets
- Intentional planning
- Quality questioning
- Formative feedback
- Data meetings/ learning gains
- FLCN/Impacat80/Advance 12
- AdvanceED/ACIP
- Compass Learning

3.) Skills for College and Career Success

- * Engage in critical thinking and problem solving
- * Collaborate across various networks and lead by influence
- * Demonstrate agility and adaptability
- * 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

ACIP

Florence Freshman Center

- * Scantron- Global Scholars PS/AS
- * Cohort Graduation Rate
- * Growth Targets
- * FLCN/Walkthrough Data
- * Four year student plans
- * College/Career Ready
- * Local Indicator
- * Practice ACT
- * Benchmark Data
- 5.) Learning
 - * Authentic and Transformative
 - * CCRS/Quality Core/ Alabama Best Practices Center
 - * LTF/A+ College Ready/ SREB
 - * FAFA
 - * CTE Credentialing/ Internships
 - * Pre AP
 - * Florence Virtual School
 - * 12 For Life
 - * 1 to 1 initiative with chromebooks/ Canvas/ Compass Learning/ IXL

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.

Student Achievements

- 69% of students met their growth target in Math
- 67% of students met their growth target in Reading
- Credentialed 46 student sin NCCER
- Career tech competed in county, area, district, state, and national level events
- First Place Artistic Renderings of Youth Art Show
- Increased participation in FAFA program
- Medalled at the Regional Science Olympiad Competition
- * FCCLA Member won a national competition.

Technology

- Chromebooks for all students
- Canvas
- Compass
- iXL

Mentoring and Programs for At-risk students

- 12 for life
- Mentoring breakfasts for young men at risk
- Lunch with the Keys
- Career preparedness and school system career coach

Professional Development

- Data Days
- PCN/KLN Meetings
- FLCN

Instructional Strategies

- Common planning for all core classes
- Pacing Guides
- Benchmark Testing
- Power Math
- Instructional Partner
- MDC
- LTF

Staff Achievements

Agri-science teacher received the "Honorary State FFA Degree" for recognition of outstanding aid to education in agriculture

Areas for improvement

Student Engagement

- Increase attendance
- Increase CRI Attainment

- Increase internship participation
- Increase national recognition for the Career Tech program
- Develop activities that support and award student success

Teacher Effectiveness

- Maintain focus on student achievement
- Utilize Canvas to fully engage students
- Increase Cross-curricular alignment
- Increase vertical alignment
- Use Compass learning effectively
- Use common planning time more effectively
- Increased professional development on using Compass and Canvas in the classroom

Campus and Building Needs

- Revise benchmark exemption policy
- Create a duty roster schedule
- Add more cameras on campus
- Purchase chairs for lab stations in the biology department
- Purchase Sound Systems for lab classrooms
- Mount projectors to the ceilings in classrooms
- Increased monitoring of hallways
- * More televisions for the hallways
- * Sound system for the multipurpose room
- * Signage for the hallways

The Florence Freshman Center is a stand alone freshman program in Northwest Alabama. Having this program as the first high school has been a positive step for our system and community. The task is to serve our students by introducing them to the skill sets that will give them the greatest opportunity for success during their high school career. The math department as a whole is very involved in assessing student achievement and working to generate strategies that will benefit all students. Teachers in the biology department provide meaningful lab opportunities that bring the Biology Classroom to life daily. Each teacher has been trained in Science in Motion, and uses their labs to bring their classrooms to life . In addition, the students always fare well as they compete in Science Olympiad on both regional and state levels. The history department does a great job of introducing students to the historical pieces that will make connecting U.S. history in grades 10 and 11 an easier transition. The teachers use technology and creative lesson plans to sell the students the importance of history. The English department is in tune with the fact that many students have scored low in the area of reading to address this we have two RTI reading classes. The journalism class brings activities that occur at Florence Freshman Center to life. In addition our students always do very well in sonnet contests. The Career Technical Education Department is very popular with our students. In agriscience, the land judging team is known in our area for the awards it continually receives. The FFA is the largest campus organization, the organization is recognized in the state for this fact. The FCCLA organization won several state awards and also had a national award winner. Our art students routinely produce work that is displayed annually at the Artistic Renderings of Youth exhibit in the arts alive festival. Students at the Freshman Center usually bring home several awards from the competition. The physical education department is on the move in its efforts to ensure that the program offers students a curriculum aimed at helping them adopt habits that will keep them healthy for life. Our fine arts program is unified with the high school program in the areas of band, chorus, dance, orchestra, musical performance and theatre. We recently launched the Florence Academy of Fine Arts (FAFA). Each of these stellar programs is known throughout the entire state. In the area of athletics, our program fields athletic teams in most every sport. In addition, we offer a full array of campus organizations focused at developing leadership skills. The Florence Freshman Center offers students a wide array of opportunities. The staff of the Freshman Center attempts to impress upon all students who enter the school that the four years of high school set the stage for the rest of their life and that hard work pays off.

Improvement 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.

At Florence Freshman Center we host monthly parent meetings. During these meetings we discuss all aspects of our school program and solicit the input of our shareholders on how we can positively address each of our opportunities for growth. It is from this parent involvement group that we solicit a parent representative to serve as a member of the school improvement team that will produce this plan. Information is shared via email, telephone conversations and via a working document using Google docs. The development of this plan came through the use of collaboration between the shareholders related to this program. Those who can't attend are made aware via the parent email distribution group that is created each school year. The parent meetings are held at a time that can generate the most attendance. Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process. The shareholders, are allowed the opportunity to comment and make suggestions on any and every topic. We strive to provide all available information to our building level members as well as to our parent representative. Their responsibilities involved completing surveys, looking at information and making generalizations and suggestions that can help generate the needed change to improve our school program. Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress. The final plan will be communicated at the parent meeting immediately following its approval. In addition, a copy and link will be emailed to our entire shareholder group. Also, a copy will be posted on our website. Our shareholder group has over 500 members that receive weekly updates about our program.

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 City Schools strives to support all learning.

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 stakeholder feedback taken from the parent and community surveys was critical to the development of our improvement plan. Of the 389 students currently enrolled at the Freshman Center, surveys from 139 students were returned to assist us in learning about the community perspective of our school culture and climate. We continually use this feedback to improve our procedures and practices of how we conduct school daily. The Florence Freshman Center is the only stand alone freshman program in Northwest Alabama. Having this program as the first high school has been a positive step for our system and community. The task is to serve our students by introducing them to the skill sets that will give them the greatest opportunity for success during their high school career. The math department as a whole is very involved in assessing student achievement and working to generate strategies that will benefit all students. Teachers in the biology department provide meaningful lab opportunities that bring the biology classroom to life daily. Each teacher has been trained in Science in Motion, and uses their labs to bring their classrooms to life. In addition, the students always fare well as they compete in Science Olympiad on both a regional and state level. The history department does a great job of introducing students to the historical pieces that will make connecting U.S. history in grades 10 and 11 an easier transition. The teachers use technology and creative lesson plans to sell the students the importance of history. The English department is in tune with the fact that many students have scored low in the area of reading to address this we have two RTI reading classes. The journalism class brings activities that occur at Florence Freshman Center to life. In addition our students always do very well in sonnet writing contests. The Career Technical Education Department is very popular with our students. In agriscience, the land judging team is known in our area for the awards it continually receives. The FFA is the largest campus organization, the organization is recognized in the state for this fact. The FCCLA organization won several state awards and also had a national award winner. Our Art Students routinely produce work that is displayed annually at the Artistic Rendering of Youth Exhibit at arts alive festival. Students at the Freshman Center usually bring home several awards from the competition. The physical education department is on the move in its efforts to ensure that the program offers students a curriculum aimed at helping them adopt habits that will keep them healthy for life. Our Florence Academy of Fine Arts (FAFA) program is unified with the high school program in the areas of band, chorus, dance, orchestra, musical performance and theatre. We recently launched the academy of fine arts. Each of these stellar programs is known throughout the entire state. In the area of athletics, our program fields athletic teams in most every sport. In addition, we offer a full array of campus organizations focused at developing leadership skills. The Florence Freshman Center offers Students a wide array of opportunities. The staff of the Freshman Center attempts to impress upon all students who enter the school that the four years of high school set the stage for the rest of their life and that hard work pays off.

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

At Florence Freshman Center, we host monthly parent meetings. During these meetings, we discuss all aspects of our school program and solicit the input of our shareholders on how we can positively address each of our opportunities for growth. It is from this parent involvement group that we solicit a parent representative to serve as a member of the school improvement team that will produce this plan. Information is shared via email, telephone conversations and via a working document using google docs. The development of this plan came through the use of collaboration between the shareholders related to this program. Those who can't attend are made aware via the parent email

distribution group that is created each school year. The parent meetings are held at a time that can generate the most attendance. Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process. The shareholders, are allowed the opportunity to comment and make suggestions on any and every topic. We strive to provide all available information to our building level members as well as to our parent representative. Their responsibilities involved completing surveys, looking at information and making generalizations and suggestions that can help generate the needed change to improve our school program. Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress. The final plan will be communicated at the parent meeting immediately following its approval. In addition, a copy and link will be emailed to our entire shareholder group. Also, a copy will be posted on our website. Our shareholder group has over 500 members that receive weekly updates about our program.

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 Florence Freshman Center has established a leadership team made up of core and elective academic leaders, along with the school instructional partner. The improvement plan was crafted by the leadership team, and the final plan was communicated to all faculty through their common planning times and monthly data meetings. The Freshman Center has established a parent group that has helped to communicate the improvement plan with all stakeholders within the community. The parent group meets monthly, and during the last monthly parent group meeting, the improvement was shared by FFC administration.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached is a document outlining past literacy scores in Performance Series Assessments.	Diagnostic Data

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?

Literacy is a critical area of focus of Florence Freshman Center, as well as for Florence City Schools. Although the data show that over the last two school years over 57% of our students have met their personal Annual Growth Targets, it is still a major instructional emphasis for our school. The faculty and staff believe that all students should be reading on grade level with a highly rated NPR, and our performance levels do not indicate this to be the case at this time. Our Free and Reduced Population continues to score well over all, considering that population makes up over 50% of our total population.

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

Student annual growth targets in reading being met.

Which area(s) indicate the overall highest performance?

The Florence Freshman Center has displayed tremendous results over the past two years with over 66% of their students meeting or exceeding their annual growth target.

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

The free - and reduced - priced lunch subgroup experienced a trend of increasing performance in meeting the annual growth target.

Between which subgroups is the achievement gap closing?

The gap seems to be closing between males and females. Female students are still scoring higher, but the gap is narrowing. The at-risk students in Florence City Schools have many resources and partners in place to support these students effectively.

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

The Global Scholars data for those leaving us show gain when they take the fall performance series test in grades 10.

Areas in Need of Improvement

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

Only 57% of 9th grade students met their annual growth target from the annual assessment taken in the 2016 - 2017 academic school year.

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

The greatest area of concern for our school is student performance in math and reading. Students lack confidence in mathematical skills. Our goal is to enhance both their literacy skills and self-efficacy with math foundation skills.

Which area(s) indicate the overall lowest performance?

Math and reading among black males and free - and reduced - price lunch students.

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

Free - and reduced - priced lunch population and black males.

Between which subgroups is the achievement gap becoming greater?

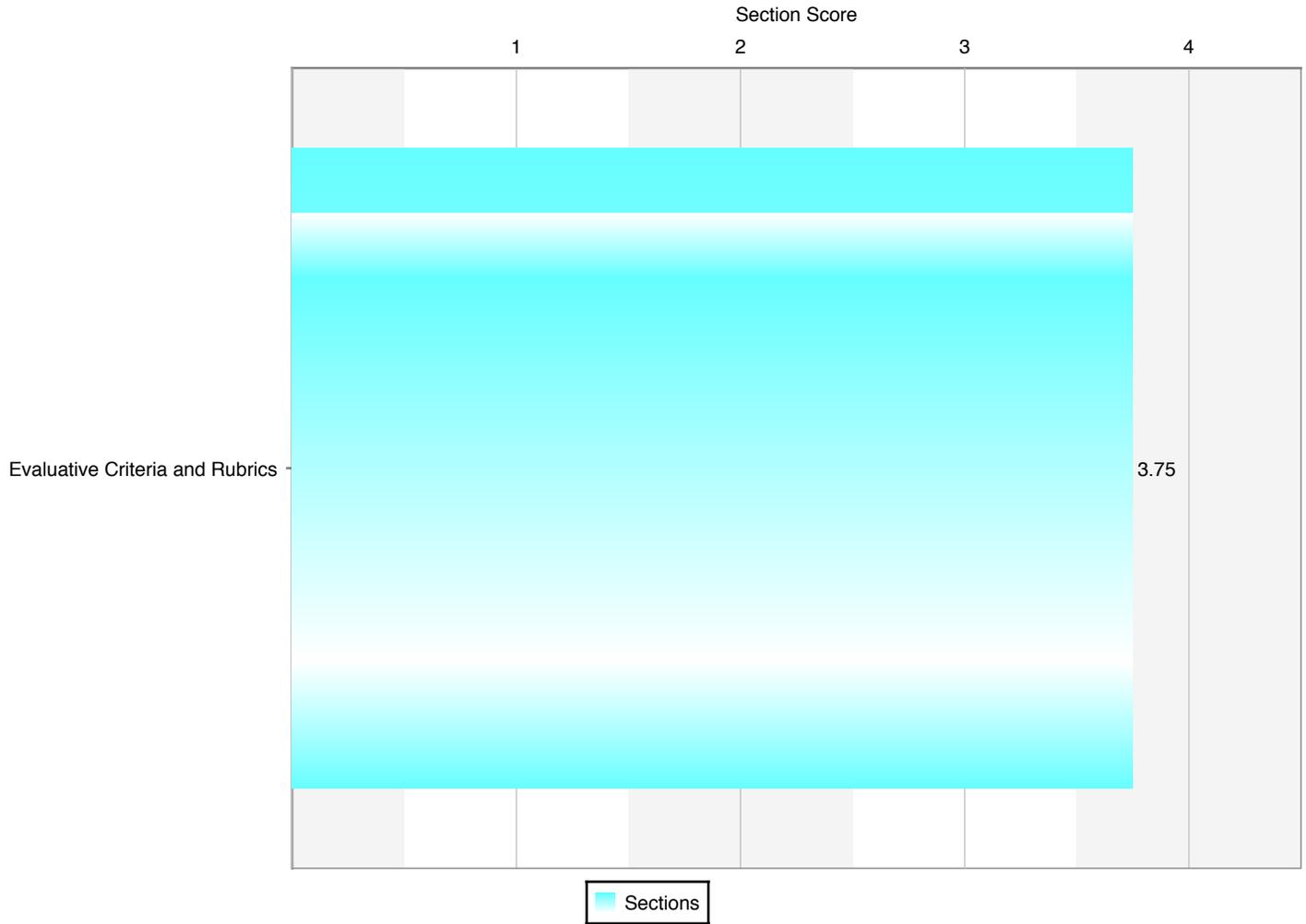
The gap is becoming the greatest among the black male sub group and their Caucasian peers in reading and math.

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

All data listed above are consistent.

Report Summary

Scores By Section



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 meetings.	

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.	

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve Parent and Family Engagement for academic year 2017-2018	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
2	Improve school culture and climate	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
3	Improve Student Academic Performance	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
4	Enhance Professional Performance	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: Improve Parent and Family Engagement for academic year 2017-2018

Measurable Objective 1:

collaborate to improve parent/family student data understanding, by 05/25/2018 as measured by Sign-in sheets from parent data meetings and stakeholder surveys.

Strategy 1:

Meet with parents to discuss student data - Monthly data meetings with interested parents in conjunction with FFC Family Parent Group meetings.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Family and Parent Engagement

Activity - Discuss Student Diagnostic Performance Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents that are in attendance of the FFC Parent Group meeting will be provided an explanation of the fall diagnostic report from Global Scholars for the purposes of understanding the scoring of the assessments, and standards and skills that the assessment measures.	Academic Support Program, Community Engagement, Parent Involvement, Tutoring	09/08/2017	12/28/2017	\$0	Other	Dr. Lett, Ms. Jenny Ozbirn, and Dr. Joey Dawson from the district office.

Strategy 2:

Transparent Communication - FFC stakeholders will receive weekly email updates to keep them apprised of student and learning activities taking place on the campus.

All FFC parents are encouraged to like the FFC Facebook Page, and follow @FFCsoar on Twitter to get immediate updates on the learning students engage in daily while in school.

FFC has established a Freshman Center Parent Group organization that hosts monthly meetings with over 40 families represented as members of the organization at this time. All families are encouraged to join the organization that exists to serve the students, faculty and mission of supporting the educational process.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Parent and Family Engagement

Activity - Monthly Parent Group Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Florence Freshman Center

Freshman Center Parent Group meetings will be held each month and focus on supporting the educational process of the students and faculty of FFC. A member of the FFC Administration and Mrs. Merry, Guidance Counselor, will be present at monthly meetings to engage with group members and discuss goals for the school and parent organization. The are currently 40 families represented as members of the parent group.	Academic Support Program, Community Engagement, Parent Involvement	09/08/2017	05/11/2018	\$0	Other	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, Mrs. Merry - Guidance Counselor
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Strategy 3:

Civic Services - The freshman class officers and FFC student council have collaborated with a local restaurant establishment to establish the FFC Leadership Academy which will comprise 30 students of varying academic levels. Members of the leadership academy will take part in a seven month leadership curriculum and design and coordinate a service activity that will involve the assistance of students in the FFC school building.

The FFA student organization hosts leadership cultivation activities, as well as a supervised Ag experience that encompasses a community service component for students involved.

The FFC FCCLA hosts a book drive and/or a community service project each year around the holiday season.

Category: Develop/Implement Student and School Culture Program

Research Cited: Parent and Family Engagement

Activity - FFC Leadership Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the freshman class officer team along with member of the FFC student council and other FFC students that are nominated will take part in a seven month leadership academy. The academy will encompass 30 students and be made up of students with varying academic and leadership ability levels.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	08/25/2017	04/27/2018	\$0	Other	Dr. Lett - Principal, Mrs. Daily - Freshman Class Officer Sponsor

Goal 2: Improve school culture and climate

Measurable Objective 1:

Increase student growth Students will visualize their tomorrow and begin preparing for it with evidence of increased student achievement. by 05/25/2018 as measured by Performance Series and Benchmark Assessment scores..

Strategy 1:

Shared Vision: Tomorrow, Today; "Ownership" - Students will weekly review their academic, attendance, and discipline data during their FMP class period.

Students will analyze their learning gains and learning gaps, and devise strategies alongside their teachers for overcoming their gaps.

Category: Develop/Implement Student and School Culture Program

Research Cited: Improve school culture and climate to positively impact student achievement.

Activity - Weekly Data Folder Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week during FMP students will review their academic, attendance, and discipline data. Based off their data, students will work with their teachers to design plans of action for student growth.	Professional Learning, Academic Support Program, Behavioral Support Program, Direct Instruction	08/25/2017	05/18/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, Mrs. Ozbirn - FFC Instructional Partner, and FFC Faculty.

Strategy 2:

Student, Faculty, Parents or Guardians - Students and families will be provided up-to-date information related to school and learning activities via email, social media, school and cast call out groups. Students and families will be provided training on gaining understanding of what their performance series score reports for reading and math indicate for student achievement.

Training hosted for parents to gain understanding of student data will happen in conjunction with the FFC Parent Group meetings each month.

Category: Develop/Implement Learning Supports

Research Cited: Student, Faculty, Parents or Guardians

Activity - Data Understanding Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training meetings hosted by FFC to explain performance series student data reports for both reading and math twice a year. Meetings will take place in conjunction with Freshman Center Parent Group meetings on the campus.	Academic Support Program, Career Preparation/Orientation, Community Engagement, Parent Involvement	09/08/2017	04/20/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Ozbirn - Instructional Partner

Strategy 3:

Data Analysis: Culture of Data - FFC administration will lead data meetings with all teachers to determine learning gains and gaps. Teachers will conduct monthly departmental data meetings led by their respective academic leaders.

Faculty will host weekly data review sessions during FMP with the students assigned to them to determine goals and strategies to overcome gaps in learning.

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

Research Cited: Driven by Data - Bambrick-Santoyo

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will host monthly departmental data meetings, and FFC administration will host benchmark assessment data meetings. Students will review their personal student achievement data weekly and determine goals for overcoming challenges in their learning.	Professional Learning, Academic Support Program, Behavioral Support Program, Direct Instruction	08/25/2017	05/18/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Colvard- Davis, Asst. Principal, Mrs. Ozbirn, Instructional Partner

Strategy 4:

Increase PBIS (Bullying, SIR Report) Initiative - FFC will use the bullying app to help ward off and prevent bullying from taking place on the campus. Students can report when, where, and how bullying is taking place through the use of the bullying app.

Category: Develop/Implement Student and School Culture Program

Research Cited: Bullying Prevention

Activity - Enhancement of the school learning environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have been provided with access to a bullying app to prevent this from happening on the school campus.	Policy and Process, Behavioral Support Program	08/11/2017	05/18/2018	\$0	No Funding Required	Dr. Lett - Principal and Mrs. Colvard- Davis - Asst. Principal

Goal 3: Improve Student Academic Performance

Measurable Objective 1:

complete a portfolio or performance Incorporate the arts for the enhancement of academic ability. by 05/25/2018 as measured by Performance Series and Benchmark Assessment scores..

Strategy 1:

Incorporate the arts into instruction of academic concepts. - Design interdisciplinary units of instruction to enhance the retention and student achievement of academic subject matter.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Enhancement of academic ability.

Activity - Literacy skill enhancement in the arts.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fine arts faculty members will focus instruction around the literacy anchor standards, and meet as a department to unpack standards and develop rigorous benchmark assessment questions to enhance reading student achievement scores.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/25/2017	05/18/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Orzbirn - Instructional Partner, and Mrs. Townsend - Electives Academic Leader

Strategy 2:

Enhancement of Literacy Student Achievement - FFC teachers and administration will focus intently on literacy enhancement by overlaying the CCRS literacy anchor standards with their content specific standards. Teachers will use CPT to discuss various aspects of the anchor standards to determine standard mastery, and rigorous benchmark assessment questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Literacy enhancement

Activity - Literacy Anchor Standard Incorporation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty members will devote common planning time to determine standard mastery, rigorous assessment questions for the standard, and will look at student work related to the literacy anchor standards.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/25/2017	05/25/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal

Strategy 3:

Enhance mathematics student achievement - Teachers will devote time weekly to discovering where gaps exist in student learning, and will continually measure student progress and growth through various assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Enhancement of Mathematics Scores

Activity - Common Planning Time for Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look weekly at math data to determine gaps in student learning, as well as devising plans for reteaching standards not mastered.	Professional Learning, Academic Support Program	08/25/2017	08/25/2017	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal

Strategy 4:

Improve partnerships with higher education - FFC students and parents will be made aware of the dual enrollment opportunities available for them beginning in 11th grade.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Higher Education

Activity - FFC Family Future Planning Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will be able to share with parents about future opportunities that exist for them in high school and in higher education.	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	02/23/2018	05/11/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Merry - Guidance Counselor, Mrs. Dodson - Career Coach

Goal 4: Enhance Professional Performance**Measurable Objective 1:**

demonstrate a proficiency for enhanced instructional practice and data analysis. by 05/25/2018 as measured by Student achievement gains in both math and reading by at least 1%..

Strategy 1:

Prepared Teachers - Our district and school professional learning plan will be focused around intentional instructional enhancements based off how the data indicates our students' learning.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Enhancement of Instructional Practice

Activity - Common Planning Time/Departmental Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their departments, and academic leaders will facilitate the collaborative learning of the departments around the literacy anchor standards.	Professional Learning, Academic Support Program, Direct Instruction	08/30/2017	05/25/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Ozbirn - Instructional Partner

Strategy 2:

Staff Development - Faculty will actively participate in FLCN district professional development days related to school culture and Driven by Data.

Faculty will take part in weekly Common Planning Time and monthly departmental meetings devoted to literacy anchor standards, and looking intently at FFC student achievement data to drive instructional focuses.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Staff Development

Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will infuse the literacy anchor standards into their respective content areas, and determine rigorous benchmark assessment questions, as well as determine a common understanding of mastery of the standard.	Professional Learning, Academic Support Program, Direct Instruction	08/30/2017	05/25/2018	\$0	No Funding Required	Dr. Lett - Principal and Mrs. Ozbirn - Instructional Partner

Strategy 3:

Data Analysis - Afternoon strands of FLCN and three district Data Day meetings devoted to learning how to effectively review our data and make the necessary instructional adjustments.

During reteach weeks (week #9) or the grading period FFC admins will have individual data meetings to discuss what students know, and what they don't know, as well as how we plan instructional strategies to overcome learning gaps.

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

Activity - FLCN Afternoon Strands - Driven by Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FFC teachers will take granular glimpses at student achievement and growth, as well as learning how to make instructional adjustments to overcome gaps in learning.	Professional Learning, Academic Support Program, Direct Instruction	09/05/2017	04/27/2018	\$0	No Funding Required	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, and Mrs. Ozbirn - Instructional Partner

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FFC Family Future Planning Night	Faculty will be able to share with parents about future opportunities that exist for them in high school and in higher education.	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	02/23/2018	05/11/2018	\$0	Dr. Lett - Principal, Mrs. Merry - Guidance Counselor, Mrs. Dodson - Career Coach
Common Planning Time for Data Analysis	Teachers will look weekly at math data to determine gaps in student learning, as well as devising plans for reteaching standards not mastered.	Professional Learning, Academic Support Program	08/25/2017	08/25/2017	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal
Common Planning Time/Departmental Data Meetings	Teachers will meet with their departments, and academic leaders will facilitate the collaborative learning of the departments around the literacy anchor standards.	Professional Learning, Academic Support Program, Direct Instruction	08/30/2017	05/25/2018	\$0	Dr. Lett - Principal, Mrs. Ozbirn - Instructional Partner
Enhancement of the school learning environment	Students have been provided with access to a bullying app to prevent this from happening on the school campus.	Policy and Process, Behavioral Support Program	08/11/2017	05/18/2018	\$0	Dr. Lett - Principal and Mrs. Colvard-Davis - Asst. Principal
Literacy Anchor Standard Incorporation	Faculty members will devote common planning time to determine standard mastery, rigorous assessment questions for the standard, and will look at student work related to the literacy anchor standards.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/25/2017	05/25/2018	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal

Data Meetings	Teachers will host monthly departmental data meetings, and FFC administration will host benchmark assessment data meetings. Students will review their personal student achievement data weekly and determine goals for overcoming challenges in their learning.	Professional Learning, Academic Support Program, Behavioral Support Program, Direct Instruction	08/25/2017	05/18/2018	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis, Asst. Principal, Mrs. Ozbirn, Instructional Partner
FLCN Afternoon Strands - Driven by Data	FFC teachers will take granular glimpses at student achievement and growth, as well as learning how to make instructional adjustments to overcome gaps in learning.	Professional Learning, Academic Support Program, Direct Instruction	09/05/2017	04/27/2018	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, and Mrs. Ozbirn - Instructional Partner
Data Understanding Meetings	Training meetings hosted by FFC to explain performance series student data reports for both reading and math twice a year. Meetings will take place in conjunction with Freshman Center Parent Group meetings on the campus.	Academic Support Program, Career Preparation/Orientation, Community Engagement, Parent Involvement	09/08/2017	04/20/2018	\$0	Dr. Lett - Principal, Mrs. Ozbirn - Instructional Partner
Weekly Data Folder Review	Each week during FMP students will review their academic, attendance, and discipline data. Based off their data, students will work with their teachers to design plans of action for student growth.	Professional Learning, Academic Support Program, Behavioral Support Program, Direct Instruction	08/25/2017	05/18/2018	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, Mrs. Ozbirn - FFC Instructional Partner, and FFC Faculty.
Literacy skill enhancement in the arts.	Fine arts faculty members will focus instruction around the literacy anchor standards, and meet as a department to unpack standards and develop rigorous benchmark assessment questions to enhance reading student achievement scores.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/25/2017	05/18/2018	\$0	Dr. Lett - Principal, Mrs. Orzbirn - Instructional Partner, and Mrs. Townsend - Electives Academic Leader

ACIP

Florence Freshman Center

Common Planning Time	Teachers will infuse the literacy anchor standards into their respective content areas, and determine rigorous benchmark assessment questions, as well as determine a common understanding of mastery of the standard.	Professional Learning, Academic Support Program, Direct Instruction	08/30/2017	05/25/2018	\$0	Dr. Lett - Principal and Mrs. Ozbirn - Instructional Partner
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discuss Student Diagnostic Performance Reports	Parents that are in attendance of the FFC Parent Group meeting will be provided an explanation of the fall diagnostic report from Global Scholars for the purposes of understanding the scoring of the assessments, and standards and skills that the assessment measures.	Academic Support Program, Community Engagement, Parent Involvement, Tutoring	09/08/2017	12/28/2017	\$0	Dr. Lett, Ms. Jenny Ozbirn, and Dr. Joey Dawson from the district office.
Monthly Parent Group Meetings	Freshman Center Parent Group meetings will be held each month and focus on supporting the educational process of the students and faculty of FFC. A member of the FFC Administration and Mrs. Merry, Guidance Counselor, will be present at monthly meetings to engage with group members and discuss goals for the school and parent organization. The are currently 40 families represented as members of the parent group.	Academic Support Program, Community Engagement, Parent Involvement	09/08/2017	05/11/2018	\$0	Dr. Lett - Principal, Mrs. Colvard-Davis - Asst. Principal, Mrs. Merry - Guidance Counselor
FFC Leadership Academy	Members of the freshman class officer team along with member of the FFC student council and other FFC students that are nominated will take part in a seven month leadership academy. The academy will encompass 30 students and be made up of students with varying academic and leadership ability levels.	Academic Support Program, Career Preparation/Orientation, Behavioral Support Program, Community Engagement	08/25/2017	04/27/2018	\$0	Dr. Lett - Principal, Mrs. Daily - Freshman Class Officer Sponsor
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.	20.25

Provide the number of classroom teachers.

21

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1356727.0

Total

1,356,727.00

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.	129770.0

Total

129,770.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	46356.5

Total

46,356.50

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	99531.0

Total

99,531.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	39857.0

Total

39,857.00

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 Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5023.0

Total

5,023.00

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.	1842.0

Total

1,842.00

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.	10011.0

Total

10,011.00

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.	723.0

Total

723.00

Title I

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

Provide a brief explanation and breakdown of expenses.

N/A School does not participate in the Title I program

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.

Florence City Schools did not receive Rural funds.

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 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.

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

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A