

## Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

**Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):**

The faculty was given a copy of the AHSGE exam results and the accountability report after the graduation exam results were released in the spring of 2011. The results were presented in Septe during professional development. In this session all faculty members reviewed and analyzed data. They established patterns of weaknesses for the last school year as well as looking at patterns over the last several years. In the spring of 2011 teachers were given individual student assessment data. They analyzed their last year student data for patterns of success and failure. Teachers examined each state objective not mastered by their students. Data was examined for students on their current rosters. The school improvement team analyzed multiple forms of data and determined school's major areas of weakness and strengths. The school improvement team includes parent representation.

### Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Michelle Russell- Math Teacher  
 Phyllis Linton- Math Teacher  
 Jennifer Butler - Math Teacher  
 Amy Mitchell - Science Teacher  
 Karen Oliver- English Teacher  
 Willie West- Graduation Coach  
 Byron Graham- Reading Teacher  
 Lynne Hice- Principal

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Ⓟ I have reviewed the [Annual Accountability Results Report](#)

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The school improvement team pulled all sources of data which included the Pride survey, discipline reports, AHSGE data, ACT Reports, FHS teacher surveys, student surveys, PBS results, Impact survey, Principal monthly attendance reports, teacher absence reports and others. Groups within the team analyzed the data and reported findings to the group. The team determined areas of strengths and weaknesses based on this analysis.

### Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All faculty members have attained highly qualified status. FCS system makes every effort to hire HQ teachers. If a teacher is not highly qualified, the administration takes all necessary action to ensure the teacher is provided the tools, courses and testing needed to obtain HQ status.

### Number and percentage of teachers Non-HQT:

0%

### Number and percentage of Classes Taught by Non-HQT:

0%

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

Based on the 2009-2010 and 2010-2011 Alabama High School Graduation Exam data, in the areas of Reading and Math, gains at Florence High School include the Hispanic population. In Reading, the Hispanic subgroup gained from -14.00% proficiency to 8.00% proficiency. In Math, the Hispanic subgroup gained from 3.00% to 6.56% proficiency.

#### Weaknesses:

Based on the 2009-2010 and the 2010-2011 Alabama High School Graduation Exam data, in the areas of Reading and Math, all groups declined except Hispanics. In Reading, the Special Education subgroup declined from -48.52% proficiency to -56.29% proficiency, the Black subgroup declined from -4.09% proficiency to -10.27% proficiency, and the Free & Reduced Lunch subgroup declined from -6.12% proficiency to -11.40% proficiency. In Math, the Special Education declined from -36.76% proficiency to -47.90% proficiency, the Black subgroup declined from 3.38% proficiency to -1.58% proficiency, and the Free & Reduced Lunch subgroup declined from 2.25% proficiency to -0.66% proficiency. The all student subgroup in Reading and Math has declined over the past three years as it pertains to AYP status. Reading has declined from 9.02 to -1.80 and Math has declined from 17.52 to 6.30. Although there slight gains in proficiency in reading and math during the 10-11 school year as compared to the 09-10, the gains were not significant enough to meet AYP goals.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

N/A

#### Weaknesses:

N/A

### Alabama Science Assessment:

#### Strengths:

N/A

**Weaknesses:**

N/A

**Stanford 10:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

N/A

**Weaknesses:**

N/A

**ACCESS for English Language Learners (ELLs):**

**Strengths:**

FHS made AMAO B in Attainment of Proficiency. 3 students attained 4.8 or greater on ACCESS for ELLs. 30% of students tested were found to be proficient.

**Weaknesses:**

Out of 7 students tested, only 3 made annual progress. AMAO A was short by 1 %.  
 For grade 10 only 25% of students made APLA.  
 For grade 12 only 33.3% of students made APLA.  
 The weakest domains were reading and writing for all grades.

**EducateAL or other Professional Evaluation Profile Information:**

**Strengths:**

The Alabama Best Practice Center's Cultural Shift Survey was given to Florence High School teachers in the fall of 2011. The following are results are based on this survey. 65% if FHS teachers indicated the school is moving from focusing on external issues outside of the school to a more internal focus on steps the staff can take to improve the school. 60% of teachers

indicated the school is moving from the assumption that these are 'my kids,' those are 'your kids' to assumption that these are 'our kids.'

### **Weaknesses:**

The Alabama Best Practice Center's Cultural Shift Survey was given to Florence High School teachers in the fall of 2011. The following are results are based on this survey. 59.7% of teachers indicated assessments are used to reward and punish students instead of assessments being used to inform and motivate students. 55.9% of teachers indicated FHS is assessing many things infrequently as compared to assessing a few things frequently.

### **Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**

### **Strengths:**

According to the 2011 Impact Survey 21% of teachers use technology to enhance student achievement daily, while 21% weekly use technology to enhance student achievement. In addition, 100% have taken part in technology professional development at least once or twice a year

### **Weaknesses:**

According to the 2010 Impact Survey 21% of teachers never use games to teach, while 21% use games once or twice a year. Only 28% of teachers feel students are learning skills to a high degree in order to participate in the global community.

### **Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**

### **Strengths:**

Based on the School Climate Survey administered to tenth grade students at Florence High School:  
 Students at Florence High School feel challenged (65%), respected by administrators (76%), office staff(77%), teachers (63%), and successful (60%).  
 Students at Florence High School realize that teachers expect students to do their best (70%), set high standards for achievement (71%), have confidence in them(66%), and challenge them to do better (69%).  
 Students at Florence High School feel their work is meaningful (66%), challenging (69%), and incorporates adequate technology (81%).

### **Weaknesses:**

Based on the School Climate Survey administered to tenth grade students at Florence High School:Students at Florence High School feel that other students do not respect them (49%), that students do not appreciate diversity (75%), and that school is not fun (55%).  
 Students at Florence High School do not feel comfortable telling teachers when they have a problem (63%), do not feel that teachers understand when they have personal problems (48%), and that teachers do not know them well (54%).  
 Students at Florence High School feel that they spend a lot of time listening to teachers talk and working from a book or worksheet (79%).

### **Career and Technical Education Program Data Reports:**

### **Strengths:**

- Non-traditional rotations for all 299 10th grade students.
- All Career Tech teachers must BIC certified.
- Approximately 50% of CT program concentrators are credentialed in their specific area of study.
- Physical facilities for Culinary currently have been completed and new facilities have been completed for Consumer Science program.

### **Weaknesses:**

Only approximately 67% of FHS students participate in Career Tech classes.

## **Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**

**School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).**

**Strengths:**

Lowest percentages of incidences were:

larceny/theft—1 out of 752, or 0.13% of incidences

tobacco use—1 out of 752, or 0.13% of incidences

cheating—2/752 incidences, or 0.27% of incidences

Also, only 45/982 students in the student body, or 4.6%, were suspended.

Our attendance rate for six twenty-day reporting periods was 92.3 %.

That our three main weaknesses in discipline were all non-violent is another strength.

Also, out of over 980 students, only one student was expelled.

**Weaknesses:**

Highest percentages of incidences were:

dress code—118 out of 752, or 15.7% of incidences

tardiness to class—113 out of 752, or 15.0% of incidences

electronic pagers—91 out of 752, or 12.1% of incidences

**School Demographic Information related to drop-out information and graduation rate data.****Strengths:**

According to FHS AYP data, Graduation Rate had improved over the past four years from 68% to 86%.

**Weaknesses:**

According to FHS AYP data, Graduation Rate is less than 90%.

**School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.****Strengths:**

A total of 874 personal leave and sick days were taken. Given a

187 school year calendar with a faculty of 71 (13277 school days) that calculates to a 6.6% absentee rate for teachers. Teacher attendance rate was 96%.

•Teacher turnover is minimal. FHS has 3 new teachers for the 2010-2011 school year.

**Weaknesses:**

Three teachers left FHS last year for reasons other than retirement.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).****Strengths:**

During testing the participation rate was 99% for all students. 100% for Black and Hispanic subgroups and 98% for the white and Free and reduced subgroups.

**Weaknesses:**

There were 7987 student absence days were recorded in 2010-11 in grades 10-12. STI reported 8,109 tardies for FHS students.

**School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**

**Strengths:**

NA

**Weaknesses:**

NA

**School Perception Information related to student PRIDE data.****Strengths:**

Based on the Pride Survey completed by teachers at Florence High School:

**Strengths**

Teachers at Florence High School are still motivated to teach for the same reasons they entered the profession (80%), they enjoy their work (78%), and they never question whether teaching is the right job for them (78%).

Teachers at Florence High School feel that their principals provide a high quality of leadership (85%), understand how students learn (94%), value teacher feedback (76%), and back teachers when dealing with discipline issues (85%).

Teachers at Florence High School feel that the school is a good place to work and learn (87%), feel optimistic about the future of the school (80%), and feel that the school is headed in the right direction (75%).

Teachers at Florence High School (50%) feel that we are moving from being individual teachers to being a part of a collaborative team.

There is no student PRIDE survey data for 2010-11.

**Weaknesses:**

Based on the Pride Survey completed by teachers at Florence High School:

Teachers at Florence High School are unaware of the issue of bullying and its impact on the students (55%).

Based on the Pride Survey completed by teachers at Florence High School:

Teachers at Florence High School feel like they are not treated and respected as educational professionals (40%).

Teachers at Florence High School feel that students and parents do not respect teachers (over 30%).

There was no PRIDE Survey data for students in 2010-11.

**School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).****Strengths:**

100% EL students are in inclusive programs as well as pull out.

**Weaknesses:**

Scheduling of EL students for pull out time continues to be a problem due to the sharing of the EL teacher between three schools.

**School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).****Strengths:**

Florence City Schools employs an EL teacher for FHS who is shared with FFC and FMS.

Professional Development is being provided for teachers in order to support the success of FHS's ELL population.

- All ELL students are in inclusive classes.

**Weaknesses:**

There are students in the program for 5 years or more are still not exiting.

## School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

### Strengths:

- FHS's diverse curriculum provides multiple opportunities for student success.
- Lesson plans are monitored by administration on a weekly basis and objectives and reading strategies are being documented each day.
- Professional Development opportunities for data analysis.
- FHS has pacing guides for all courses to ensure curriculum alignment for all classes.

### Weaknesses:

- Non-core classes should be better aligned to the state standards that are taught in the core areas.
- Multiple single classes cause difficulty in scheduling students.

## Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

### CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

#### **G1. Increase Reading Scores on the AHSGE**

##### Description:

Increase scores on the AHSGE Reading section for the sub-group of 11th grade Free Lunch scoring proficient (Levels 3 & 4) from 69% to 79% and the black subgroup proficiency (Level 3 and 4) from 73% to 83%.

##### Data Results on which goal is based:

Spring 2011 AHSGE Disaggregated Data

Target Grade Level(s): 11

Target Content Area(s): Reading

ARMT: Reading

##### Additional Academic Indicators:

Attendance and Graduation Rate

##### Target Student Subgroup(s):

Free Lunch and Black Subgroups

##### Courses of Study:

I-1 Identify supporting details I-2 Determine sequence of events I-3 Follow directions II-1 Identify main idea II-2 Draw conclusions II-3 Determine cause and effect II-4 Propaganda; Fact from opinion II-5 Recognize summary statements III-1 Recognize logic and arguments III-2 Analyze literary elements III-3 Understand figurative language IV-1 Determine meaning of words IV-2 Preview, predict IV-3 Discern organizational patterns IV-4 Demonstrate reference material usage

### Strategies:

**S1.1 Focus on Verbage.**

**Description:**

Plan and facilitate lessons and assessments that focus on common verbage from the reading portion of the AHSGE.

**Action Steps:****AS1.1.1 Incorporation of Testing Verbage****Description:**

All core and elective teachers will incorporate common testing verbage from the reading portion of the AHSGE in all classrooms for all students during instruction and assessment. Teachers will continue to focus on the five reading standards chosen by each content area. Teachers will emphasize the common testing verbage established on the Key Words for Testing document as part of the AHSGE reading objectives embedded within the core content classroom instruction.

**Benchmarks:**

100% of teachers will be implementing Key Words for Testing vocabulary usage through core instruction and assessment weekly. Teacher will have Key Words for Testing Word Walls prominently displayed in the classroom. Teachers will keep documentation of verbage from instruction in their lesson plans and on the check list located in their documentation box. They will also keep copies of student progress on assessments in the documentation box. Student progress will be monitored through benchmark assessments administered using USATest Prep in English classes.

**Interventions:**

CIP team will reevaluate benchmark data through data monitoring.

**Resources:**

Professional Development for Teachers

**S1.2 Intensive Reading Class****Description:**

11th grade students who did not pass the AHSGE reading subtest as 10 graders will receive intensive daily reading instruction from the reading teacher in the Power Reading Class.

**Action Steps:****AS1.2.1 Power Reading Class****Description:**

All 11th grade students that did not pass the AHSGE subtest in Reading as 10th graders will receive intensive, daily reading instruction. The teacher will use Coach Reading Materials, USAtest Prep and teacher designed lessons based on AHSGE objectives including other relevant resources.

**Benchmarks:**

Power Reading teacher will keep weekly documentation of instruction in lesson plans and on the check list located in their documentation box. Teacher will keep copies of student progress on weekly assessments in the documentation box. Student progress will be monitored through benchmark assessments each nine-weeks administered using USATest Prep and the data monitoring meetings.

**Interventions:**

CIP team will reevaluate benchmark data in monthly data meeting.

**Resources:**

Salary for Reading teacher. Reading Resource to include high interest reading materials, USATest Prep subscription and Coach reading materials.

**G2. Increase Math Scores on the AHSGE****Description:**

Increase scores on the AHSGE Math section for the sub-group of 11th grade free lunch scoring proficient (Levels 3 &4) from 76% to 86% and the black subgroup proficiency (Level 3 and 4) from 79% to 89%.

**Data Results on which goal is based:**

Spring 2011 AHSGE Disaggregated Data

Target Grade Level(s): 11

Target Content Area(s): Math

ARMT: Math

**Additional Academic Indicators:**

Attendance and Graduation Rate

**Target Student Subgroup(s):**

Free Lunch and Black Subgroups

**Courses of Study:**

I Perform basic operations on algebraic expressions. II Solve equations and inequalities. III Apply concepts related to functions. IV Apply formulas. (Formulas will be given in each item.) V Apply graphing techniques. VI Represent problem situations (translate). VII Solve problems.

**Strategies:****S2.1 Intensive Math Class****Description:**

11th grade students who did not pass the AHSGE subtest in Math as 10th graders will receive intensive, daily math instruction by a math teacher in the Power Math Class.

**Action Steps:****AS2.1.1 Power Math Class****Description:**

Teachers will keep documentation of instruction in lesson plans and on the check list located in the documentation box. Teachers will keep copies of students progress on assessments in the documentation box. Student progress will be monitored through benchmark assessments administered using USATest prep.

**Benchmarks:**

Power Math teacher will keep weekly documentation of instruction in lesson plans and on the check list located in their documentation box. Teacher will keep copies of student progress on weekly assessments in the documentation box. Student progress will be monitored through benchmark assessments each nine-weeks administered using USATest Prep and data monitoring meetings.

**Interventions:**

CIP team will reevaluate benchmark data in data meetings.

**Resources:**

USA Test Prep subscription. Partial Teacher units allocated for Power Reading class.

## **Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS**

**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note:** Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

### **ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

#### **G1. Adequate Progress in Language Acquisition (APLA)**

**Description:**

By the end of the 2011-2012 school year, Florence High School will increase the number of students making APLA school-wide from 42.9% - 46%.

**Data Results on which goal is based:**

Disaggregated Grade Level Data: Grade 10 (25% - 46%) Grade 11 (N/A - 46%) Grade 12 (33.3% - 46%) Data above is based on ACCESS for ELLs ELP Test / disaggregated scores of ELs who met APLA (.5 overall gain); language domain data.

Target Grade Level(s): 10-12

Target ELP Language Domain(s): Reading, Writing, Comprehension

WIDA Standards: Grade 10 - Language of Social Studies / Science Grade 11- = N/A Grade 12 - Language of Social Studies / Math

**Strategies:**

#### **S1.1 Student Goal Setting / IELP**

**Description:**

Content Teachers engage in student goal setting for ELs scoring 3-9 to 4.7 or for ELs that did not make APLA during the 2011 school year in their EL Committee meeting. The EL committee (content teachers / EL teacher/parent / administrator / counselor) writes an Individualized English Language Plan (IELP) and reviews the satisfactory progress of the student achievement goals bi-annually.

**Action Steps:**

#### **AS1.1.1 Scheduling Goal Setting Meetings**

**Description:**

During the first weeks of school, the EL and content area teachers schedule student goal meetings to review and analyze each EL's comprehensive data.

**Benchmarks:**

There will be sign-in sheets for these review meetings and they will be submitted to the Federal Programs Office.

**Interventions:**

The EL Committee will meet once in November and in February to discuss the students' progress in language acquisition and recommend changes to the plan if necessary.

Resources:

None

### **1.2 Professional Learning Community**

Description:

Establish a Professional Learning Community (PLC) that will engage in a monthly SIOP book study. Key content area teacher will incorporate research-based strategies to increase language acquisition at the same time that content is being taught. Implementation of Best Practices strategies will increase student engagement and language output.

**Action Steps:**

#### **1.2.1 SIOP Teacher Book Study**

Description:

SIOP Book study and lesson planning.

Benchmarks:

1. Sign-in sheets for every meeting will be submitted to the Federal Programs Office. 2. Lesson Plans will eventually reflect language objectives. 3. Random CIP Team Walk-Throughs twice a year. 4. 2012 ACCESS scores. 5. AMAOS

Interventions:

The EL teachers will provide mentoring and assistance to content teachers in implementing Best Practices in their classrooms.

Resources:

SIOP books: 14 books @ \$50= \$700.00 Stipends: \$50.00\* 15 teachers= \$750.00

## **Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS**

**Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS** Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

### **1. Increase Graduation Rate**

Description:

The Florence High School graduation rate indicated on the 2010-11 AYP Accountability report is 86%. The rate should reflect a rate of 90% or above.

**Strategies:**

#### **1.1 Graduation Coach**

Description:

Graduation Coach will collaborate with school administration and teachers, use data assessment, goal establishment, student tracking, parental communication, and development of intervention plans to increase success of at-risk students.

**Action Steps:****AS1.1.1 Graduation Coach Duties**

## Description:

1. Graduation Coach collaborates weekly with high school personnel and uses assessment data to identify students who are at-risk and in danger of dropping out of school. 2. Graduation Coach meets weekly with the principal and principal's designee(s) to discuss students who are at-risk of not graduating. 3. Coach establishes goals for each target student as needed. 4. Coach plans for tracking and intervention of identified students when meeting with identified students. 5. Coach analyzes, develops, implements, and tracks intervention plans and strategies to meet goals established for individual students as coach meets with students. 6. Coach consistently monitors and meets monthly with identified at-risk students. 7. Coach works to develop lines of communication with parents through phone calls, emails, conferences or home visits in order to facilitate success of the at-risk student on as needed basis. 8. Arranges for and assigns mentors to at-risk students as needed. 9. Assists counselors with registering students for ACCESS Distance Learning, Second Chance, RESCUE, tutoring and other credit recovery options as needed. 10. Tracks students' progress toward successfully passing all portions of the AHSGE as well as completing required course credits as needed. 11. Helps teachers employ differentiated instruction and other best practices for helping struggling students increase academic achievement as needed. 13. Participates in professional development and appropriate workshops as opportunities arise. 14. Works to motivate students to face and overcome challenges to graduation and celebrates with students the small victories and steps accomplished towards graduation as opportunities arise.

## Benchmarks:

Graduation Coach will keep documentation box of all contacts, duties and interventions related to the task of dropout prevention.

## Interventions:

CIP Team will meet and evaluate progress monthly.

## Resources:

Graduation Coach Unit Allocation

**S1.2 Intervention Strategies**

## Description:

Florence City Schools initiatives for student success including non-punitive alternative educational opportunities, business partnerships with educational focus and credit recovery options.

**Action Steps:****AS1.2.1 RESCUE**

## Description:

At-Risk students work with HQ teachers in small classroom setting during night classes to attain high school course credits required for graduation.

## Benchmarks:

Student report cards will be monitored by RESCUE administrator and teachers each nine-weeks. Alternative School Committee discusses success and strategy implementation of students accepted into the RESCUE program.

**AS1.2.2 12 For Life Program**

## Description:

Cooperative Partnership between FCS and Southwire Corporation designed to provide opportunities to help at-risk students who are behind academically or are in financial situations that would lead to the student dropping out of school. This partnership allows students to work, gain financial

income, gain academic credit, participate in credit recovery, receive academic support and receive financial bonuses for academic successes and exemplary attendance.

**Benchmarks:**

Student report cards, attendance, work behaviors will be monitored by Southwire and FCS employees weekly.

**AS1.2.3 Credit Recovery**

**Description:**

APEX Learning Software will be used to help students gain proficiency of content objectives previously not mastered. Students will be instructed using the APEX software and monitored by a trained facilitator.

**Benchmarks:**

Progress is measure using the APEX report card, computer progress monitoring and facilitator monitoring performed daily by the APEX lab facilitator.

**Interventions:**

CIP and school system evaluation.

**Resources:**

Rescue teachers; FCS 12 for Life personnel salaries and transportation allotment, APEX site licenses and personnel.

**S1.3 Voluntary Teacher/Student Mentoring**

**Description:**

Volunteer teachers will assist at-risk seniors by providing student's with support and encouragement.

**Action Steps:**

**AS1.3.1 Volunteer Teachers Mentoring At-Risk Seniors**

**Description:**

Teachers will mentor students using weekly meetings and monitor student academic progress weekly. Teachers will progress monitor and submit weekly mentoring analysis to the project administrator.

**Benchmarks:**

Teachers will monitor students progress by reviewing progress report and report cards every 4.5 weeks. Project administrator will evaluate success based on weekly mentor analysis forms submitted by teachers.

**Interventions:**

CIP team will monitor mentor data monthly.

**Resources:**

No cost

**G2. Student Engagement**

**Description:**

According to the 2011 Student School Climate Survey, 79% of students indicated they spend a lot of time listening to teachers talk and work from a book or weeksheet and 69% indicated their teachers challenge them to do better.

### Strategies:

#### 2.1 Focusing on Student Engagement

##### Description:

Teachers will plan and facilitate lessons that focus on students engagement.

##### Action Steps:

#### AS2.1.1 Engagement Teaching Strategies Training

##### Description:

All core teachers will be trained in teaching strategies that bring rigor and relevance to classroom instruction including student engagement strategies beginning in August 2011.

##### Benchmarks:

All teachers will participate in "The Expert Next Door" Professional development and other professional development activities.

#### AS2.1.2 Implementation of Engaging Lessons

##### Description:

All core teachers will implement engaging, strategic lessons on a weekly basis beginning in October.

##### Benchmarks:

All teachers implementing engaging lessons as demonstrated in their lesson plans, student examples in the documentation box, walkthrough evidence, and postive student responses at the Mid-Year Review.

##### Interventions:

Teachers will participate in "The Neighbor Next Door," school based professional development activities.

##### Resources:

no extra cost

## Part V - Additional Components, That When Addressed, Positively Impact Student Achievement

### Teacher Mentoring:

**Describe teacher mentoring activities. For example, are novice teachers given support from an assigned master teacher and what does that support look like?**

Florence City Schools has a unpaid mentoring program. Most first year teachers are assigned a mentor and have additional in-service opportunities. Mentors meet with teacher weekly to help with classroom management and instructional issues.

### Budget:

**Describe the coordination of all federal, state, and local programs, including career and technical education.**

FHS administration met with superintendent to determine budgetary needs in the spring. Administration submits a Title II professional development plan to secure funding for professional

needs based on the the school's needs assessment. CT director secures funding and follows federal and state mandates as appropriated for specifice programs.

### **Transition:**

**Describe transition strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten.**

- Many 9th grades participate in band, sports, career tech activities on the high school campus.
- High School counselors visit students at the freshman center for scheduling annually.

### **Highly Qualified Teachers:**

**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

Florence City Schools provide a higher salary matrix than other surrounding school districts.

### **Assessments and Teacher Involvement:**

**Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

- Teachers meet in departmental meetings monthly to discuss student data.
- Teachers review Grad exam data and evaluate their students strengths and weaknesses.
- Teacher create spreadsheets of their students' data from the non-mastery data from the AHSGE data.

### **Special Populations:**

**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

- For ELL, Florence City Schools employs an ELL facilitator.
- All first year teachers participate in ELL strategies.
- Florence City Schools has a Homeless Liaison that cooperates with teachers and counselors.
- Florence City Schools has social workers which work with the community to provide resources for the economically disadvantaged students.
- Florence High School special education teachers are in inclusion classes throughout the insturctional day.
- Currently Florence City Schools has no migrate students.

### **Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

Florence City Schools employs a homeless counselor, participates in a foster grandparents program, and has an Early Head Start Program. Young mothers participate in parenting programs, prenatal classes, and children have care at the age of 6 weeks old. In addition, FCS houses classes for adults with limited English proficiency, provides interpreter services for parents at conferences, PTO, student graduation, and other major events. FCS has 52 career-tech programs, dual enrollment with the university, and partnerships with community business and industry.

### **Extended Learning Opportunities:**

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

- RESCUE
- Second Chance
- High Hopes
- Summer School
- 12 for Life

## Part VI – School Parental Involvement Plan

### Parental Involvement:

**Describe how the school will communicate information about the Parent Involvement Plan and, to the extent practicable in a language they can understand, how parents can have access to descriptions of the school’s curriculum, assessments, and student achievement expectations, and opportunities for regular meetings to review and assist in improving student progress.**

- The Charting Your Course, parent student handbooks, forms and major forms of communication are available in most language via Transact.
- Interpreters are available for parent conferences, meeting and other activities as needed.
- System and School Web sites provide access to policies, curriculum, programs, activities and schedules.
- Grades, attendance, behavior are available through INOW home.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for students.**

- Principal Advisory Committee serves to collaborate with the administrative staff.
- Principal meets with Families once a month to discuss issues.
- Continuous Improvement plan Committee, Textbook adoption, and booster club rely heavily on parent involvement through out decision making processes.

**Describe procedures to allow parents to submit comments of dissatisfaction with the School Parent Involvement Policy.**

- FHS has an open door policy. Parents are encouraged to express concerns and suggestions to school administrators.
- Principal conducts an open forum monthly parent meeting in order for parents to share concerns.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.**

- Booster Clubs are very active.
- Parent teacher conferences
- STI Home
- School Website
- Email distribution list for many grade levels at the guidance and administrative level.
- Crisis Call Out
- Attendance Call Out
- Principal’s Parent Group

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

- The Charting Your Course, parent student handbooks, forms and major forms of communication are available in most language via Transact.
- Interpreters are available for parent conferences, meeting and other activities as needed.
- Transact in all offices
- 12 headsets for parent interpretations for parents.

## Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, [www.alsde.edu](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

**Learning Activities:**

**Testing Verbage**

**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Teachers will recognize and learn to incorporate various testing verbage used in standardized testing to help increase students recognition to increase performance on the AHSGE and other standardized tests.

**What types of professional learning will be offered?**

Teachers will participate in PD that will offer instruction on different types of testing verbage and methods of instructional practice in order to teach students the meaning and use of the verbage.

**When will the session be delivered?**

October 7

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Teachers will emphasize different verbage in instruction and use the verbage on classroom assessments.

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

Teachers will be add testing verbage to their classroom assessments. The assessments will be used as documentation of their efforts.

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

Professional development will be incorporated into the system wide professional development day.

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	52.58	63.24	3241962.00

Administrator Units	1.00	1.00	94000.00
Assistant Principal	1.50	2.00	140953.00
Counselor	1.50	3.00	208590.00
Librarian	1.50	2.00	91188.00
Career and Technical Education Administrator	0	1.00	68213.00
Career and Technical Education Counselor	0	1.00	57633.00
Technology			0
Professional Development			0
State ELL Funds			1584.00
Instructional Supplies			7895.00
Library Enhancement			0
<b>Total of All Salaries:</b>			<b>\$3,912,018.0</b>

**II. Federal Funds**

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

Provide a brief explanation and a breakdown of expenses.

N/A

**Total :**

**Title I: ARRA Funds**

Provide a brief explanation and a breakdown of expenses.

N/A

**Total :**

**Title II: Professional Development Activities**

Provide a brief explanation and a breakdown of expenses.

Professional development activities including: Content Literacy, Technology, and Quadrant 4.

**Total :**

**Title III: For English Language Learners**

Provide a brief explanation and a breakdown of expenses.

N/A

**Total :**

**Title IV: For Safe and Drug-free Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Title VI: For Rural and Low-income Schools**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

**Provide a brief explanation and a breakdown of expenses.**

Program improvement, including new equipment; professional development

**Total :**

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

Public - \$463,564.00  
Non-Public - \$401,464.00

**Total :**