

 **VISION**  
Florence City Schools strives to offer our students tomorrow.... today.

 **MISSION**  
Our mission at FCS is to empower students to explore, create, challenge, innovate, and lead.

 **BELIEFS**  
The Falcon Way - We are FALCONS, and we follow these beliefs in all that we do. FAMILY ACHIEVERS LOYAL COLLABORATIVE ONE FLORENCE NEVER GIVE UP SERVE OTHERS

|                      | Academic Growth                                                                                                                                                                                                                                                                                                                                               | School Culture                                                                                                                                                                                                                                                                                                 | Talent and Leadership Development                                                                                                                                                                                       |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE            | <ul style="list-style-type: none"><li>By the end of the 2026–2027 school year, the percentage of 11th grade students taking the ACT will increase from 30% to 35% proficient on the Algebra subcategory of the ACT Math section.</li></ul>                                                                                                                    | <ul style="list-style-type: none"><li>By the end of the 2026–2027 school year, the percentage of students responding positively to the identified School Climate Survey measure related to student belonging will increase from 76% to 85%.</li></ul>                                                          | <ul style="list-style-type: none"><li>By the end of the 2026-2027 school year, school faculty will show an overall increase in capacity to improve student learning as measured by observation feedback data.</li></ul> |
| CRITICAL INITIATIVES | <ul style="list-style-type: none"><li>Provide instructional supports for Tier III students via advisory math teachers</li><li>Implement targeted interventions for low-performing students in Algebra by providing a co-requisite math lab</li><li>Offer Kids First professional development to assist with instructional design and implementation</li></ul> | <ul style="list-style-type: none"><li>Restructure teacher locations to match cohorts</li><li>Implement RISE campaign to introduce common language and shared values</li><li>implement faculty/student mentor program</li><li>Review quarterly culture survey feedback from faculty and students</li></ul>      | <ul style="list-style-type: none"><li>provide quick feedback following classroom observations</li><li>implement targeted weekly coaching cycles for teachers with our Instructional Coach</li></ul>                     |
| INTENDED OUTCOMES    | <ul style="list-style-type: none"><li>students will show increased engagement and improvement with grades</li><li>increased achievement in student performance in Algebra</li><li>improve student performance on the math portion of the ACT</li></ul>                                                                                                        | <ul style="list-style-type: none"><li>improve student behavior in the hallways and promote healthy competition</li><li>promote a common language and set of values for all stakeholders</li><li>increase students' sense of belonging at school</li><li>promote open communication and collaboration</li></ul> | <ul style="list-style-type: none"><li>improve instructional quality in all classrooms</li><li>determine areas where growth is still needed and increase capacity</li></ul>                                              |
| KEY MEASURES         | <ul style="list-style-type: none"><li>review progress monitoring data</li><li>review grades and ACT results from cohort</li><li>results of state assessment</li></ul>                                                                                                                                                                                         | <ul style="list-style-type: none"><li>observations of hallway transitions and faculty feedback</li><li>quarterly culture survey feedback</li><li>results from School Climate Survey</li><li>teacher feedback</li></ul>                                                                                         | <ul style="list-style-type: none"><li>SchoolMint observation data</li><li>observation data comparisons</li></ul>                                                                                                        |