



ACIP

Central Freshman Academy

Phenix City Board of Education

Ms. Rachael Peters
2800 Dobbs Dr
Phenix City, AL 36870-2325

TABLE OF CONTENTS

Executive Summary

| | |
|--|---|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 7 |
| Additional Information | 9 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|----|
| Introduction..... | 12 |
| Improvement Planning Process..... | 13 |

Student Performance Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 16 |
| Student Performance Data..... | 17 |
| Evaluative Criteria and Rubrics..... | 18 |
| Areas of Notable Achievement..... | 19 |
| Areas in Need of Improvement..... | 20 |
| Report Summary..... | 21 |

ACIP Assurances

Introduction 23

ACIP Assurances 24

2018-2019 Plan for ACIP

Overview 27

Goals Summary 28

- Goal 1: Promote and sustain a positive student centered learning environment. 29
- Goal 2: Students will demonstrate college readiness growth 32
- Goal 3: Schools without a grade 12 will increase parental involvement 36
- Goal 4: Students will demonstrate college readiness proficiency 38
- Goal 5: Reduce student retention rate 40
- Goal 6: Increase Average Daily Attendance 43
- Goal 7: Implement mentoring program 44
- Goal 8: The percent of EL students exiting the ESOL program as measured by ACCESS will increase 45

Activity Summary by Funding Source 46

Stakeholder Feedback Diagnostic

Introduction 60

Stakeholder Feedback Data 61

Evaluative Criteria and Rubrics 62

Areas of Notable Achievement 63

Areas in Need of Improvement 64

Report Summary 65

Title I Schoolwide Diagnostic

Introduction 67

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 68

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 70

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 121

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 122

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).... 123

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 124

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 139

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 140

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 142

Component 10: Evaluation (Sec.1114(b)(3))..... 143

Coordination of Resources - Comprehensive Budget

Introduction..... 146

FTE Teacher Units..... 147

Administrator Units..... 148

Assistant Principal..... 149

Counselor..... 150

Librarian..... 151

Career and Technical Education Administrator..... 152

Career and Technical Education Counselor..... 153

Technology..... 154

Professional Development..... 155

EL Teachers..... 156

Instructional Supplies..... 157

Library Enhancement..... 158

Title I..... 159

Title II..... 161

Title III..... 162

Title IV..... 163

Title V..... 164

Career and Technical Education-Perkins IV..... 165

Career and Technical Education-Perkins IV..... 166

Other..... 167

Local Funds..... 168

Parent and Family Engagement

Introduction..... 170

Parent and Family Engagement..... 171

Executive Summary

DRAFT

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.

DRAFT

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 Central High Freshman Academy (CFA) was established in 2009. CFA has the distinct honor and privilege of serving all ninth grade students for the Phenix City School System. CFA is located in a suburban area in Phenix City, Alabama. Our city has a population of approximately 36, 219 people and is steadily, with over 9% growth in the last seven years. Over 34% of our local population is comprised of children under the age of 18. The white sub-population comprises the largest racial group, followed by 44% African-American, 5% Hispanic or Latino, 3% multi-race, and 1% Asian. The unemployment rate is approximately 4.3%, with a mean annual income of \$39,691.00, and 21.0% of citizens below the poverty level.

The 2018-2019 CFA enrollment is approximately 442 students. The student population is comprised of 1% Asian students, 60% Black/African American, 26% white students, 9% Hispanic students, 2% American Indian/Alaskan Native, and 1% Native Hawaiian or Other Pacific Islander. The Academy has a staff of 39 unique and caring individuals. Our base staff includes 23 teachers, 1 principal, 1 assistant principal, 1 guidance counselor, 1 media specialist, 5 support staff, 3 custodians, 3 CNP workers, and 1 SRO. All teachers provide instruction for 6 full classes in his or her subject area for 50 minutes. Each teacher is given a planning time of 50 minutes to collaborate with colleagues, plan and contact parents, or have parent conferences. There is also a 45 minute time period before school begins that often times can be used as extra planning and collaboration opportunities for teachers. Faculty and staff are also allotted a non-encumbered lunch break.

The Central Freshman Academy was established to remove obstacles that prohibited student success among high school students in America. According to research, ninth grade is a critical component to establishing and maintaining a good foundation in high school. Our goal is to provide an educational program that will empower all students to make good choices and meet the challenges of the 21st Century. As such, we have embraced the district's i3 initiative of providing for inquiry, innovation, and impact in everything we do. Each freshman has the opportunity to take 4 core courses, physical education, Career Preparedness, numerous electives, and several student club activities. Our students are afforded the opportunity of combining with Central High School (CHS) students at a specific period in the school day and participate in smaller group classes for core content, band, drama, visual art, choir, NJROTC, Television/Media Productions, Engineering, Healthcare, and various athletics. Each of the career and technical programs also involve community and corporate partnerships with local businesses in order to allow for students to receive training in the skills they identify as needed. CHS and CFA are connected by a walk-over (bridge); the travel distance is approximately 30 seconds by walking at a normal pace. Our students are also exposed to technology in the classrooms via the 1:1 chromebook initiative for grades 9 - 12. Other classroom technologies also include: Smart Boards, Mobi slates, hover cameras, web cameras, and even some 3D goggles. Three of the classrooms that utilize and learn applications of technology are used daily to teach Career Preparedness and the fourth is our Business Technology Applications lab. These technological resources are used to support and enhance the quality instruction that our teachers provide while giving the students experience using the latest technological devices. CFA has been in existence for 9 years. Within that time span, there have been numerous changes to the administration team resulting in 4 new principals and 4 new assistant principals. Changes made to the faculty and staff for the 2018-2019 school year include one new science teacher, two new Math teachers, one new English teacher, two new History teachers, two new Career Technology teachers, and one new Paraprofessional. Regardless of these changes, every new school year we continue to strive for excellence as well as demand high-quality instruction for our students. One of the unique challenges our school faces every day is poverty. These challenges are inclusive of, but not limited to: the poverty level of families living in Phenix City. Currently, 68% of our students qualify for free or reduced lunch. To help service our students, CFA does receive Title I funding. We are currently in year two of the A+ College Ready Laying the Foundation SY 2018-2019

curriculum in all core content areas, furthering our teachers knowledge and understanding of strategies to teach at a more rigorous level and challenge our students to reach new heights.

DRAFT

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.

Central Freshman Academy shares the mission of Phenix City Schools to create a positive learning environment in collaboration with families and community members who are personally committed to the success of each student. CFA strives to become a premier school in a premier school system. Staff members effectively engage students and inspire their emotional, ethical, intellectual, physical, and social development. Through an inquiry-based teaching approach and utilization of innovative practices to foster student ownership of learning, these empowered students will possess the ability to adapt in an ever-changing world and will become responsible and productive citizens who positively impact society.

The philosophy of the Central Freshman Academy is founded on the belief that each student can learn and has the fundamental right to an environment conducive to the best possible education. Central Freshman Academy believes that students learn best when there is an invested partnership between the home, school, and community. Students should feel that their teachers and parents are supporting their academic efforts. Central Freshman Academy must work closely with the parent to ensure that each student is hearing the same message about the importance of his/her education. Educating our Academy students is a full time responsibility that does not end when the student leaves the school building. This means that the school team must listen carefully to the parent and community stakeholders to understand the expectations of the home and community, and to ensure that the parent and community understand and share the mission of the school team.

Students learn best when they are actively involved in their own learning. They need opportunities to manipulate their own environment, explore alternatives, and to be challenged with interesting problems. The need to be actively engaged in making sense of the information provided them; they cannot be passive receivers of information if they are to truly learn. Students must develop the ability to communicate through both oral and written language, and to compute. They must then learn how to observe, consider, and synthesize information using lifelong learning strategies. These learning strategies include, but are not limited to, problem-solving skills, the ability to use critical and creative thinking skills, and the ability to access and use information. Once these basics are established, Academy students will be prepared for learning in any environment with any discipline.

The Central Freshman Academy must be an organization that fosters trust and belief in self for each member of the Central Freshman Academy team, each parent, and each student. Every member of the Central Freshman Academy community must have high expectations for success for himself/herself as well as for the rest of the community members. The organization must be filled with growth-oriented faculty and staff that is constantly open for changes in order to match the complexities and expectations of the society in which we live.

It is the general belief that when opportunities arise, the school, home, and community should work together in the educational process to create in the student a desire for learning. Emphasis on the necessity of learning in order to cope with diverse and complex problems of daily living is an integral part of the educational process.

The Central Freshman Academy Performance Goals are to:

Advocate for all freshmen within Central Freshman Academy learning community

Increase Ninth grade student attendance rates

Focus on student performance data and improve academic skills and understanding

Reduce the number of "Freshmen" (retained 9th graders) by reducing the gap in retention of all subgroups

Improve student literacy, numeracy, and writing skills

Recognize student achievement

Make a positive impact in the reduction of high school dropouts

Promote student ownership of learning, creativity, problem-solving skills and the ability to effectively collaborate with other learners

Prepare students to successfully achieve post-secondary goals--college, technical training, workforce, military

DRAFT

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.

We continue to make strides in offering resources for struggling students at Central Freshman Academy. Our goal of reducing the number of students being retained in ninth grade continues this school year. At the end of the 2014-2015 school year, we had 101 retained students out of 463 (22%). The 2015-2016 school year we ended with 92 retained students out of 417 (22%). At the end of the 2016-2017 school year, we ended with 104 retained students out of 458 (23%). The 2017-2018 school year saw a drastic improvement in the number of students being retained as ninth graders, with only 65 out of 439 (15%). We hope by further reducing the number of retained ninth graders, we will in-turn increase the graduation rate of Central High School (our 10th, 11th, and 12th grade high school), as well as help prepare our students for college level work or the workforce.

CFA utilizes the College and Career Readiness Standards (CCRS) as a framework for our instruction. The ultimate goals of our yearly efforts is continued improvement of graduation rates and post-secondary success, whether that is college or career. CFA is also preparing our students to meet or exceed proficiency standards on the ACT test that will be administered to all 11th grade students. Some of our notable initiatives to better prepare our students for college or career include the following:

Accelerated Academy allows for high achieving students to attempt advanced coursework for credit, allowing for more options each year and the possibility of graduating early

A+ College Ready's Laying the Foundation curricula implementation in all four core areas promotes higher order thinking skills through rigorous instruction

School-wide use of Google Classroom for stronger preparation of students for collaborative expectations in the workforce, as well as post secondary education

Science in Motion labs from Auburn University in science classes to improve upon the students' inquiry and problem-solving skills

Career Technical implementation of project-based learning with an added emphasis on CTE credentialing

1:1 Chromebook initiative for school resources to be available on and off-line

Digital textbook implementation for age and generation-appropriate resources

Cross-disciplinary project implementation for a collaborative culture

The CFA Future Business Leaders of America chapter is top notch. Over the 2017-2018 school year, they accomplished a plethora of achievements:

Placed 2nd in the State for the Business Financial Plan Competition

Placed 1st in Business Presentation (First ever for our chapter)

Won a National bid for Business Financial Plan and Business Presentation

Designated as a National FBLA Outstanding Chapter

Participated in National Fall Leadership Conference (New Orleans, LA)

Created a recruitment video which was debuted at JLDC

Raised \$1,000 for Columbus Hospice

Three members achieved the America Level (highest level) of the Business Achievement Awards

One member awarded nationally for community service

Raised over \$31,000 for FBLA operations

Attended National Leadership Conference in Baltimore, MD.

CFA teachers and departments are developing shared documents and introducing students and parents to more collaborative projects. We are all learning together to collaborate with a project-based learning mindset. To promote our unity in learning, we have a school-wide use of Learning Earnings for student motivation, as well as a common professional learning goal for the integration of emerging technologies into all academic areas. We also provide time for additional support during the academic assistance time before the regular school day from 8:15-8:55 AM.

Each department implemented a benchmark or progress assessment plan this school year to utilize data-driven instructional efforts. Core areas focus on ACT-preparation and standards mastery with benchmark testing, Career and Technical courses focus on College and Career Readiness Indicator (credential) progress, and physical education and NJROTC instructors monitor physical fitness assessments for improvement. Every class has a purpose and is goal-oriented!

All Phenix City Schools students are required to earn community service hours in a field that interests them. Ten hours are required freshman year, with a total of 55 hours required prior to graduation. Students can attend various community service field trips with clubs and athletics at CFA. Each year, students are presented with community service awards for going above and beyond the minimum.

Central Freshman Academy shares a unique media center with Central High School. This space is innovative, attractive, interactive, cutting edge, and technologically equipped to meet the demands of the 21st Century. The collaborative space allows teachers to facilitate lessons across the curriculum with exceptional instructional practices. The library/media center prepares students to become lifelong learners by providing flexible and open access to unlimited digital media, printed materials to include test preparation, career outlook supplement, and a plethora of library and ebooks from different genres. The library also provides an inviting and comfortable atmosphere in which students are encouraged to utilize a variety of technologies as well as read for pleasure.

CFA will continue to focus on collaboration and problem-solving skills, rigorous instruction, student engagement, engaging lesson plans incorporating technology, teaching state standards on or above grade level, and College /Career Readiness Standards. Professional development is provided for the entire staff and will we continue to ensure students are highly engaged as well as academically challenged. CFA is relentless in providing opportunities for teachers to enhance their teaching skills in order to prepare our students for college or the workforce. We also will continue our focus on decreasing student discipline and retention rates, with added efforts to increase teacher retention.

Additional Information

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

As a part of the system-wide i3 initiative, 95% of the CFA student population in the 2018-2019 school year are 1:1 with a Chromebook personal and portable electronic device for use in the classroom and at home. To prepare for this, our teachers have received training on and begun implementation of Google Classroom, Google Apps for Education, and Learning Earnings, as well as planning for more technology use in instruction. By the end of 2018-2019, our goal is for all CFA traditional classroom teachers to be Google Level 1 Educator Certified.

CFA's Future Business Leaders of America (FBLA) is one of our premier groups of the school. The 2018-2019 FBLA club has over 100 members. All FBLA members take great pride in this opportunity to gain an insight on future business goals. The FBLA club aids students into being competent leaders, it strengthens their confidence level and, creates an interest in understanding American business enterprise. Students are encouraged to develop projects that will contribute to home, business and the community; while at the same time promotes school loyalty. Annually, FBLA participates in over 200 hours of community service, including the Salvation Army, March of Dimes, Relay for Life, and local nursing homes. For the past four years, our competition team has become a national contender by placing 3rd place or better in state competition.

On August 3, 2018, Governor Kay Ivey announced that Central Freshman Academy has been selected as an official Alabama Bicentennial School in a ceremony in the Old House Chamber of the State Capitol. Central Freshman Academy is one of 200 schools selected to receive this special designation and receive a grant to fund a community project developed by the school.

Launched by Governor Ivey in December 2017, the Alabama Bicentennial Schools Initiative encourages all public, private, and homeschool students and teachers to participate in the celebration of Alabama's 200th anniversary of statehood in 2019. In early 2018, all K-12 schools in Alabama were invited to submit a proposal that engages in outreach and improvement projects to connect their classrooms with their local communities.

From a competitive pool of nearly 400 proposals, 200 schools were selected to be official Alabama Bicentennial Schools and receive \$2,000 grants to support the implementation of their projects. Additionally, 56 schools received honorable mentions and \$500 grants. Schools were chosen through a review process involving committees of local educators, community leaders, and private citizens.

Representing all corners of the state, the selected schools have developed a wide variety of projects that will make meaningful contributions to their local communities. Our project description is below:

Rising Phoenix: A Tour of Phenix City

Description

Students from multiple subject areas at Central Freshman Academy will work closely with the Phenix City Chamber of Commerce, city leadership, and the Phenix City Historic Preservation and Russell County Historical Commissions to develop a virtual historical tour for our community. The plan will include researching where historical markers are already located as well as where they are needed. Students will create and publish a brochure that highlights local historical markers and historical places within the city. Ideally, this would later lead to a named walking trail with markers or guided tours, allowing visitors and residents to see the rich history of Phenix City.

Statement of Purpose

Phenix City, or "Sin City" as it was notoriously known as in the earlier twentieth century, has a rich history in our own backyard. This project would be of great importance to CFA and the surrounding community. It would allow our students to discover all of the events that have helped to make our city what it is today, while also taking part in the creation of a resource for others. The work that our students will complete during this project could help future generations of school children by becoming a virtual field trip hot spot! It will also be beneficial to our community with the money it could generate through visitors wishing to participate in an historical tour of our city. With Fort Benning being so close and a growing interest in the Chattahoochee River recreational activities, we have a lot of out of town guests from all over the country who visit and could learn so much more about Alabama's rich history.

DRAFT

Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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 School Leadership team was developed the month prior to the start of school, initially consisting of departmental chairpersons, the CFA counselor, media specialist, and administrators. The first planning day was held July 31, 2018. During this meeting, members were informed of their roles, duties and responsibilities as a member of school leadership team and their participation in future continuous improvement meetings for review and revisions of our ACIP.

The 2017-2018 ACIP was shared on the Google MyPCBOE drive for review and revisions of the SLT members' content area goals, strategies, and action steps as determined by their department member's Personal Action Plans. During the summer of 2018, all instructional staff were tasked with completing a training on the school district's Strategic Plan, which is a comprehensive effort of improvement and advancement for our premier system. As a personalized follow up, CFA teachers developed their Personal Action Plan pertaining to the pieces of the Strategic Plan that correlated to their classroom instructional efforts. These personalized efforts will be built into our ACIP to strengthen our efforts to improve our students' college and career readiness, as well as contribute to the school district's strategic plan efforts.

Parent volunteers were solicited at Open House on August 2nd, as well as from an invitation shared via Blackboard (email, call out, and text). The first Continuous Improvement Committee meeting held with parents was on September 7th. The parents were informed of the committee's purpose and vision, as well as future meeting dates. Stakeholder survey data was disseminated for team members to analyze with the provided questions and also identify 3-5 areas of strength and opportunity. At the second meeting, the entire team will determine suggested strategies and actions to address opportunities for improvement. Student members are automatically assigned and advised of their leadership team duties after being elected to serve as the student council class president and vice president. All meetings are planned in advance to accommodate and meet the needs of all stakeholders.

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

CFA's SLT members make up some of our improvement team and consist of a principal, assistant principal, counselor, media specialist, and a representative from each discipline at CFA. The complete improvement team also includes multiple parents and students. The principal guides the team through the ACIP process as the team leader and each stakeholder has the responsibility of collecting and/or analyzing data or other forms of pertinent information needed to complete the plan. Data was obtained from the 2017-2018 school year including the School Incidence Report (SIR), Information Now (INOW) reporting data, various assessment data, walk-through observation data and the 2017-2018 ACIP goals, strategies, and improvement efforts. Stakeholder Surveys for the current school year were sent after the first full month of school (completed by parents, faculty and students) and are also utilized as data for the current ACIP. During CI team meetings, the members are assigned portions of the ACIP to complete. This involves collection of data, review and analyzation of data to determine areas of strengths and weaknesses as well as determine improvement goals, strategies, and action steps for the Continuous Improvement Plan. All meetings will be documented with sign-in sheets, meeting agendas, and meeting minutes.

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

All faculty members, parents, and students will be provided with an electronic copy of the completed ACIP prior to October 3, 2018. This will provide all stakeholders with an opportunity to review the ACIP. All stakeholders can articulate any questions or concerns pertaining to any components of the 2018-2019 ACIP. Additionally, faculty members that are not on the School Leadership Team can convey questions and concerns to their department chairperson. The CI Team meetings are scheduled as needed to accommodate all stakeholders involved.

During the meetings, amendments and recommendations can be noted and reviewed based on improvement needs.

All stakeholders receive notification of the final CIP via email, school website, and at subsequent school events. Further notification of our ACIP can be found on the CFA parent/student board located in the school lobby. Our administration also has an area established for parents/students pertaining to academics, colleges, and other student-related issues. A final copy of the ACIP can be viewed in a notebook near the parent/student board and copies can be viewed in the administrator's and counselor's offices.

DRAFT

Student Performance Diagnostic

DRAFT

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.

DRAFT

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | |

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to 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 indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

Areas of Notable Achievement

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

The goal for the student population was 80% of the entire student population increasing by at least two percent. We just missed that with a percentage of 77.1%

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

Each category of Math, English, Reading and Science demonstrated a 2-point scaled growth from Fall to Spring.

Which area(s) indicate the overall highest performance?

In regards to the 2017-2018 CERT scores, Math demonstrated the highest total increase from Fall to Spring with 5 points.

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

By analyzing performance scores for the classes of 2020 - 2022 all categories Math, Science, Reading and English demonstrated overall score increases, although percentage of proficiency did not always increase. However, the percentage of proficiency for the class of 2022 in Math and Reading is tremendously trending upward.

Between which subgroups is the achievement gap closing?

Although we do not have data for specific subgroups, we do see an increase in proficiency from class to class in Math and Reading.

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

The class of 2022 demonstrates a increase in proficiency in Math by 26 percentage points while increasing the Reading proficiency by 14 percentage points.

Areas in Need of Improvement

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

The data reflects that while we are above expected levels in English and Reading for the class of 2021, we are currently below the expected levels of performance in Math and Science.

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

The data indicates that while overall scores increased, there is a decrease in proficiency in Math and Science from classes 2020 - 2021.

Which area(s) indicate the overall lowest performance?

According to the data, the overall lowest performance is area of Math for 2021, at 11.4% proficiency.

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

We do not have data for specific subgroups, but we do see the trend decreasing from class 2020 to 2021 in the area of Math.

Between which subgroups is the achievement gap becoming greater?

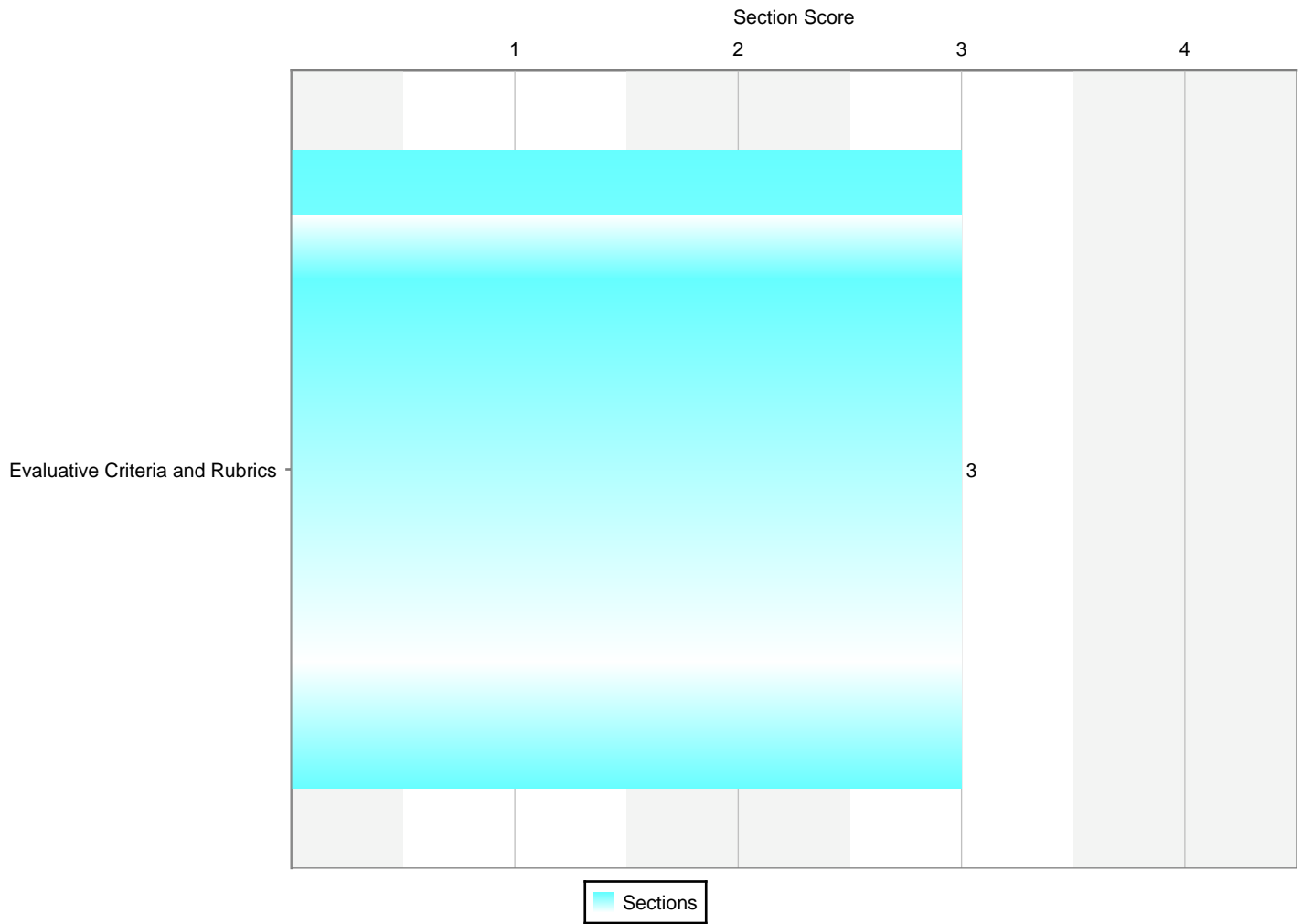
Based on the current data, and although we do not have data by specific subgroups, the largest deficit we see is in the area of Math by 10.7% percentage points from 2020 to 2021.

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

While we see from other sources that the class of 2022 shows a significant increase in the Math proficiency, the findings from 2020 - 2021 confirm that Math is the area with the largest decrease in proficiency.

Report Summary

Scores By Section



D

ACIP Assurances

DRAFT

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.

DRAFT

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 | | Signatures |

| 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 | | Title IX Assurance 2018-2019 |

| 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 | Joe Blevins Director of Personnel and Student Services Phenix City School District 1212 9th Avenue Phenix City, AL 36867 334-298-0534 | Title IX Assurance 2018-2019 |

| 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 | | Parental Involvement Plan Parents on Board Activities |

ACIP

Central Freshman Academy

| 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 | | Compact |

DRAFT

2018-2019 Plan for ACIP

DRAFT

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

DRAFT

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 | Promote and sustain a positive student centered learning environment. | Objectives: 2 Strategies: 3 Activities: 8 | Organizational | \$8140 |
| 2 | Students will demonstrate college readiness growth | Objectives: 1 Strategies: 3 Activities: 12 | Organizational | \$133857 |
| 3 | Schools without a grade 12 will increase parental involvement | Objectives: 1 Strategies: 3 Activities: 5 | Organizational | \$2120 |
| 4 | Students will demonstrate college readiness proficiency | Objectives: 1 Strategies: 1 Activities: 5 | Organizational | \$3682 |
| 5 | Reduce student retention rate | Objectives: 1 Strategies: 3 Activities: 7 | Organizational | \$8581 |
| 6 | Increase Average Daily Attendance | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$0 |
| 7 | Implement mentoring program | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 8 | The percent of EL students exiting the ESOL program as measured by ACCESS will increase | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$0 |

Goal 1: Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinary reports.

Strategy 1:

At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out of school or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem Solving Team for Rtl intervention strategies and individualized guidance to target the at-risk characteristics.

Category: Develop/Implement Student and School Culture Program

Research Cited: McMillan, James H; Reed, Daisy F. At-risk students and resiliency: Factors contributing to academic success. Clearing House. Jan/Feb94, Vol. 67 Issue 3, p137. 4p. 1 Diagram.

| Activity - At-risk student identification and targeted support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|---|
| An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Behavioral Support Program, Academic Support Program | 10/15/2018 | 05/23/2019 | \$2140 | Title I Schoolwide | Problem Solving Team CFA Administration Classroom teachers |
| Activity - After Hours Advisory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Behavioral Support Program, Academic Support Program | 10/01/2018 | 05/16/2019 | \$4000 | Title I Schoolwide | Designated advisory instructor CFA Administration |
| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Problem Solving Team</p> |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|

Strategy 2:

School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positive behavior support incentive system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Shared Student Classroom Discipline Log | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|-----------------------------|
| Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA instructional staff |
| Activity - Learning Earnings PBS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Behavioral Support Program, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA instructional staff |

Measurable Objective 2:

demonstrate a behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by 05/23/2019 as measured by the Effective Learning Environment Observation Tool.

Strategy 1:

Teacher Ownership of the Engaging Classroom Environments - CFA teachers will utilize the ELEOT tool to evaluate lesson plans for engagement in the areas of:

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning

This will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them for college and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms of instruction and assignment submission that better suit our 21st century students. Category: Develop/Implement Learning Supports

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: AdvancEd ELEOT research

| Activity - ELEOT Observational Rounds and Constructive Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|--|
| The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Professional Learning, Academic Support Program | 09/03/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA instructional staff and administration |
| Activity - Math Interactive Touchpad Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Professional Learning, Academic Support Program, Technology | 10/08/2018 | 05/23/2019 | \$500 | State Funds | Math Instructors |
| Activity - College and Career Readiness Field Trip | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students will visit the Central High School Career and Technical Education center, as well as Chattahoochee Valley Community College, in order to learn about career programs offered. The students will also learn about dual enrollment and scholarship opportunities available through articulation between the two schools. | Career Preparation/Orientation, Field Trip, Community Engagement | 02/04/2019 | 02/28/2019 | \$1500 | Title I Part A | All CFA Instructional Staff |

Goal 2: Students will demonstrate college readiness growth

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scores benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT)..

Strategy 1:

Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based on Laying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have time allocated for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE and financial literacy. Teachers will adhere to the pacing guide developed during the 2017 beginning of year planning to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensure adherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week's instruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Laying the Foundation Curricula studies

ACIP

Central Freshman Academy

| Activity - Daily Grammar Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | ELA Teachers |
| Activity - Kaplan ACT Test Prep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All core area teachers |
| Activity - Research-Based Instructional Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 | State Funds | All CFA academic teachers |
| Activity - Summer Collaborative Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 | State Funds | New teachers and School Leadership Team |

Strategy 2:

Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performance during data meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.

Category: Develop/Implement Learning Supports

| Activity - CERT Testing and ePrep | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|------------------------|
| All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed. | Academic Support Program | 10/02/2018 | 05/23/2019 | \$0 | No Funding Required | All core area teachers |
| Activity - CFA Tutoring and Academic Assistance | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

ACIP

Central Freshman Academy

| | | | | | | |
|--|--|-------------------|-----------------|--------------------------|--------------------------|-----------------------------|
| CFA tutorial program will be held Monday- Friday from 8:15- 8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA teachers |
| Activity - Remedial Support Math and Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation. | Class Size Reduction, Academic Support Program | 08/07/2018 | 05/23/2019 | \$118986 | Title I Schoolwide | Designated teachers |
| Activity - Mobymax | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tier II intervention will include Mobymax remediation in reading and/or math for identified students. | Academic Support Program | 10/15/2018 | 05/23/2019 | \$1990 | Title I Schoolwide | SST/Rtl Teams |
| Activity - Departmental Student Achievement Goals | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their are of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms. | Career Preparation/Orientation, Tutoring, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |
| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

ACIP

Central Freshman Academy

| | | | | | | |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Problem Solving Team</p> |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|

Strategy 3:

Increased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.

Category: Implement Community Based Support and Intervention System

Research Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCE FOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p.

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|--|--------------------|------------|------------|--------|-------------|--|
| Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 | State Funds | All CFA teachers, counselor and administration |
|--|--------------------|------------|------------|--------|-------------|--|

| Activity - Parental Involvement Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA staff |

Goal 3: Schools without a grade 12 will increase parental involvement

Measurable Objective 1:

collaborate to increase parental involvement per school-based events by 05/23/2019 as measured by event sign-in sheets .

Strategy 1:

Innovative Scheduling - Parent meetings will be held outside of the normal school-based setting and at alternative times throughout the day to accommodate parents that have a lack of transportation and/or availability

Category: Implement Community Based Support and Intervention System

Research Cited: o http://www.educationworld.com/a_admin/archives/partners.shtml

o http://www.educationworld.com/a_admin/admin/admin421.shtml

o http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf

o <http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - Event Site Locations at Community and School-based Venues | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|--|---------------------------|-------------------|-------------------|------------|----------------------------|---|
| <p>Increased parental involvement in district-wide and school-based events will be pursued through innovative scheduling of events including holding events at various times or at various venues around the community such as, but not limited to: Community-based schools Feeder schools Restaurants Community parks Community Centers City football stadium</p> | <p>Parent Involvement</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>This may include but is not limited to the Superintendent, Central Office Administrators, Principals, Assistant Principals, Faculty, Staff, Students, Community Members, Partners in Education, PTA/PTO, City Council, Chamber of Commerce, and Booster Clubs.</p> |
|--|---------------------------|-------------------|-------------------|------------|----------------------------|---|

| Activity - CFA Parenting Days | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------|-------------------|-------------------|-------------------|----------------------------|--|
| <p>Fall and Spring Parenting Days will allow for parents to visit the school and participate in various workshops throughout the school day, allowing for flexibility in attendance.</p> | <p>Parent Involvement</p> | <p>10/04/2018</p> | <p>05/15/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Parents on Board School Leadership Team</p> |

Strategy 2:

Student Incentives - Students will be provided with incentives to encourage their parents' involvement in school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o http://www.educationworld.com/a_admin/admin/admin421.shtml o

http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf o

<http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - Parent Involvement Learning Earnings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|-------------------|-------------------|-------------------|----------------------------|------------------------------------|
| <p>Students who have parental participation at a parent or community event will receive Learning Earnings points from teachers. The administration will share sign-in sheets with teachers to report all students who were represented.</p> | <p>Parent Involvement</p> | <p>08/07/2018</p> | <p>05/15/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>All CFA instructional staff</p> |

Strategy 3:

Parental Involvement Promotion - Door prizes, meals and/or refreshments, and student presentations or involvement will be provided for during parent activities to encourage attendance. Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o http://www.educationworld.com/a_admin/admin/admin421.shtml o http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf o <http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - Parental Attendance Incentives Publishing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 | No Funding Required | Parents on Board School Leadership Team |

| Activity - District Parental Involvement Specialist | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| A district Parental Involvement Specialist will be employed that can assist with helping inactive parents or those that lack the resources to be actively involved, such as a lack of transportation. | Parent Involvement | 08/01/2018 | 05/23/2019 | \$2120 | Title I Part A | Mrs. Annie Lindsey, Parental Involvement Specialist |

Goal 4: Students will demonstrate college readiness proficiency**Measurable Objective 1:**

demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT).

Strategy 1:

Student Growth Initiatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individual student growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.

Category: Develop/Implement Professional Learning and Support

| Activity - A+ College Ready-Laying the Foundation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|---|---|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Direct Instruction, Professional Learning, Academic Support Program | 06/04/2018 | 05/23/2019 | \$1000 | Title I Schoolwide | All core teachers |
| Activity - ACT Preparation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores. | Direct Instruction, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All core content teachers |
| Activity - Student Incentives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance. | Behavioral Support Program, Academic Support Program | 10/08/2018 | 05/15/2019 | \$0 | No Funding Required | All instructional and administrative staff |
| Activity - Library Enhancement Funds for Rigorous Materials | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Academic Support Program, Technology | 10/01/2018 | 05/23/2019 | \$2682 | State Funds | Media Specialist |
| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

| | | | | | | |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Problem Solving Team</p> |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|

Goal 5: Reduce student retention rate

Measurable Objective 1:

demonstrate a behavior to reduce ninth grade retention by 2% by 05/23/2019 as measured by State EOY Retention Report.

Strategy 1:

CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically and earn all attempted credits in their ninth grade year.

Category: Develop/Implement Learning Supports

Research Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Rates of At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol. 130 Issue 3, p225-239. 15p. 1 Chart.

| Activity - Late Work Policy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|-----------------------------|
| Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |
| Activity - CFA Morning Tutoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Tutoring, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |
| Activity - Grading Rubric Usage | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |
| Activity - Mobymax | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Tier II interventions will include Mobymax remediation in reading and math. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$1990 | Title I Schoolwide | SST/Rtl Team |
| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

ACIP

Central Freshman Academy

| | | | | | | |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Problem Solving Team</p> |
|--|--|-------------------|-------------------|------------|----------------------------|-----------------------------|

Strategy 2:

Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school credit-recovery program.

Category: Develop/Implement Learning Supports

Research Cited: Ezarik, Melissa. The Road Not Traveled. District Administration. Oct2003, Vol. 39 Issue 10, p34. 5p.

| Activity - Spring Credit Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|---|--------------------------|------------|------------|--------|--------------------|-----------------------------------|
| Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 | Title I Schoolwide | CFA Counselor Designated teachers |
|---|--------------------------|------------|------------|--------|--------------------|-----------------------------------|

Strategy 3:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program, Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |

Goal 6: Increase Average Daily Attendance**Measurable Objective 1:**

demonstrate a behavior of desired average daily attendance rate of 95% by 05/23/2019 as measured by State EOY ADA report.

Strategy 1:

School-Wide Positive Behavior Support - CFA will implement a positive behavior program that allows school administrators and teachers to reward students for academic achievement, classroom participation and improvement, as well as positive attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Learning Earnings Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA staff |

ACIP

Central Freshman Academy

| Activity - Student Reward Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--|
| Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Behavioral Support Program, Extra Curricular, Field Trip, Academic Support Program | 09/28/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional and Administrative Staff |

Strategy 2:

Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.

Category: Implement Community Based Support and Intervention System

Research Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77 Issue 9, p28-32. 5p. 1 Diagram.

| Activity - Truancy Invention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|---|
| Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Behavioral Support Program, Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | CFA Attendance Clerk and Administration |

Goal 7: Implement mentoring program**Measurable Objective 1:**

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention Report.

Strategy 1:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|--|------------|------------|-----|---------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program, Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |
|--|--|------------|------------|-----|---------------------|-----------------------------|

Goal 8: The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS Test.

Strategy 1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | All CFA Instructional Staff |

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Direct Instruction, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | English Acquisition Instructor |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|---|------------|------------|-------------------|-----------------------------------|
| Mobymax | Tier II intervention will include Mobymax remediation in reading and/or math for identified students. | Academic Support Program | 10/15/2018 | 05/23/2019 | \$1990 | SST/Rtl Teams |
| Remedial Support Math and Reading | Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation. | Class Size Reduction, Academic Support Program | 08/07/2018 | 05/23/2019 | \$118986 | Designated teachers |
| Mobymax | Tier II interventions will include Mobymax remediation in reading and math. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$1990 | SST/Rtl Team |
| Spring Credit Recovery | Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 | CFA Counselor Designated teachers |
| A+ College Ready-Laying the Foundation | Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Direct Instruction, Professional Learning, Academic Support Program | 06/04/2018 | 05/23/2019 | \$1000 | All core teachers |

ACIP

Central Freshman Academy

| | | | | | | |
|---|--|--|------------|------------|----------|---|
| At-risk student identification and targeted support | An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Behavioral Support Program, Academic Support Program | 10/15/2018 | 05/23/2019 | \$2140 | Problem Solving Team CFA Administration Classroom teachers |
| After Hours Advisory | A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Behavioral Support Program, Academic Support Program | 10/01/2018 | 05/16/2019 | \$4000 | Designated advisory instructor CFA Administration |
| Total | | | | | \$136697 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--|------------|------------|-------------------|--|
| District Parental Involvement Specialist | A district Parental Involvement Specialist will be employed that can assist with helping inactive parents or those that lack the resources to be actively involved, such as a lack of transportation. | Parent Involvement | 08/01/2018 | 05/23/2019 | \$2120 | Mrs. Annie Lindsey, Parental Involvement Specialist |
| College and Career Readiness Field Trip | All students will visit the Central High School Career and Technical Education center, as well as Chattahoochee Valley Community College, in order to learn about career programs offered. The students will also learn about dual enrollment and scholarship opportunities available through articulation between the two schools. | Career Preparation/Orientation, Field Trip, Community Engagement | 02/04/2019 | 02/28/2019 | \$1500 | All CFA Instructional Staff |
| Total | | | | | \$3620 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------------------|------------|------------|-------------------|-------------------|
| Library Enhancement Funds for Rigorous Materials | The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Academic Support Program, Technology | 10/01/2018 | 05/23/2019 | \$2682 | Media Specialist |

ACIP

Central Freshman Academy

| | | | | | | |
|--|--|---|------------|------------|---------|--|
| Summer Collaborative Sessions | New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 | New teachers and School Leadership Team |
| Research-Based Instructional Resources | Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 | All CFA academic teachers |
| Parent Communication | Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 | All CFA teachers, counselor and administration |
| Math Interactive Touchpad Instruction | Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Professional Learning, Academic Support Program, Technology | 10/08/2018 | 05/23/2019 | \$500 | Math Instructors |
| Total | | | | | \$16063 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

| | | | | | | |
|--|---|--|------------|------------|-----|--|
| Learning Earnings PBS | Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Behavioral Support Program, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA instructional staff |
| Parental Attendance Incentives Publishing | Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 | Parents on Board School Leadership Team |
| Late Work Policy | Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| EL Intervention | All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| CERT Testing and ePrep | All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed. | Academic Support Program | 10/02/2018 | 05/23/2019 | \$0 | All core area teachers |
| EL Acquisition Elective Course | All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Direct Instruction, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | English Acquisition Instructor |
| ELEOT Observational Rounds and Constructive Feedback | The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Professional Learning, Academic Support Program | 09/03/2018 | 05/23/2019 | \$0 | All CFA instructional staff and administration |
| Truancy Invention | Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Behavioral Support Program, Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 | CFA Attendance Clerk and Administration |

ACIP

Central Freshman Academy

| | | | | | | |
|--|--|--|------------|------------|-----|--|
| CFA Parenting Days | Fall and Spring Parenting Days will allow for parents to visit the school and participate in various workshops throughout the school day, allowing for flexibility in attendance. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 | Parents on Board School Leadership Team |
| Red Devil Advisory | Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program, Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| Departmental Student Achievement Goals | All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their are of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms. | Career Preparation/Orientation, Tutoring, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| Red Devil Advisory | Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program, Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| Daily Grammar Practice | English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | ELA Teachers |
| Grading Rubric Usage | All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| Student Reward Activities | Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Behavioral Support Program, Extra Curricular, Field Trip, Academic Support Program | 09/28/2018 | 05/23/2019 | \$0 | All CFA Instructional and Administrative Staff |

ACIP

Central Freshman Academy

| | | | | | | |
|---|--|----------------------------|------------|------------|-----|-----------------------------|
| Shared Student Classroom Discipline Log | Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA instructional staff |
|---|--|----------------------------|------------|------------|-----|-----------------------------|

DRAFT

| | | | | | | |
|-------------------|---|--|-------------------|-------------------|------------|-----------------------------|
| <p>Rtl at CFA</p> | <p>Secondary plan for Rtl: Tier I (All Sudents) - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students</p> <p>Tier II (Students Referred to PST) - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort</p> <p>Tier III (Official PST Students) - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment)</p> | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>Problem Solving Team</p> |
|-------------------|---|--|-------------------|-------------------|------------|-----------------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|--------------------------------------|--|----------------------------|------------|------------|-----|-----------------------------|
| Parental Involvement Activities | The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 | All CFA staff |
| Learning Earnings Implementation | Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA staff |
| Parent Involvement Learning Earnings | Students who have parental participation at a parent or community event will receive Learning Earnings points from teachers. The administration will share sign-in sheets with teachers to report all students who were represented. | Parent Involvement | 08/07/2018 | 05/15/2019 | \$0 | All CFA instructional staff |
| Kaplan ACT Test Prep | All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All core area teachers |

| | | | | | | |
|------------|--|---|------------|------------|-----|----------------------|
| Rtl at CFA | <p>Secondary plan for Rtl:</p> <p>Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | Behavioral Support Program, Other, Tutoring, Academic Support Program | 10/15/2018 | 05/23/2019 | \$0 | Problem Solving Team |
|------------|--|---|------------|------------|-----|----------------------|

| | | | | | | |
|-------------------|---|--|-------------------|-------------------|------------|-----------------------------|
| <p>Rtl at CFA</p> | <p>Secondary plan for Rtl: Tier I (All Sudents) - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students</p> <p>Tier II (Students Referred to PST) - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort</p> <p>Tier III (Official PST Students) - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment)</p> | <p>Behavioral Support Program, Other, Tutoring, Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>Problem Solving Team</p> |
|-------------------|---|--|-------------------|-------------------|------------|-----------------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|---|---|---|------------|------------|-----|--|
| CFA Morning Tutoring | All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Tutoring, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA Instructional Staff |
| CFA Tutoring and Academic Assistance | CFA tutorial program will be held Monday- Friday from 8:15-8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All CFA teachers |
| Event Site Locations at Community and School-based Venues | Increased parental involvement in district-wide and school-based events will be pursued through innovative scheduling of events including holding events at various times or at various venues around the community such as, but not limited to: Community-based schools Feeder schools Restaurants Community parks Community Centers City football stadium | Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 | This may include but is not limited to the Superintendent, Central Office Administrators, Principals, Assistant Principals, Faculty, Staff, Students, Community Members, Partners in Education, PTA/PTO, City Council, Chamber of Commerce, and Booster Clubs. |
| ACT Preparation | Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores. | Direct Instruction, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All core content teachers |

| | | | | | | |
|------------|--|---|------------|------------|-----|----------------------|
| Rtl at CFA | <p>Secondary plan for Rtl:</p> <p>Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | Behavioral Support Program, Other, Tutoring, Academic Support Program | 10/15/2018 | 05/23/2019 | \$0 | Problem Solving Team |
|------------|--|---|------------|------------|-----|----------------------|

ACIP

Central Freshman Academy

| | | | | | | |
|--------------------|--|--|------------|------------|-----|--|
| Student Incentives | Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance. | Behavioral Support Program, Academic Support Program | 10/08/2018 | 05/15/2019 | \$0 | All instructional and administrative staff |
| Total | | | | | \$0 | |

DRAFT

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | 2018 - 2019 Stakeholder Feedback Diagnostic |

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

DRAFT

Areas of Notable Achievement

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

The areas that indicate the highest level of satisfaction are Purpose and Direction and Governance and Leadership.

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

There is no trend data to report due to AdvancEd surveys not being administered in previous year.

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

We see recurring themes between student survey and climate/culture data. Both areas of achievement and areas of improvement seem to mirror each other.

DRAFT

Areas in Need of Improvement

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

The areas that represent the lowest level of satisfaction or approval are Resources and Support Systems, and Using results for Continuous Improvement.

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

There is no trend data to report due to AdvancEd surveys not being administered in previous year.

What are the implications for these stakeholder perceptions?

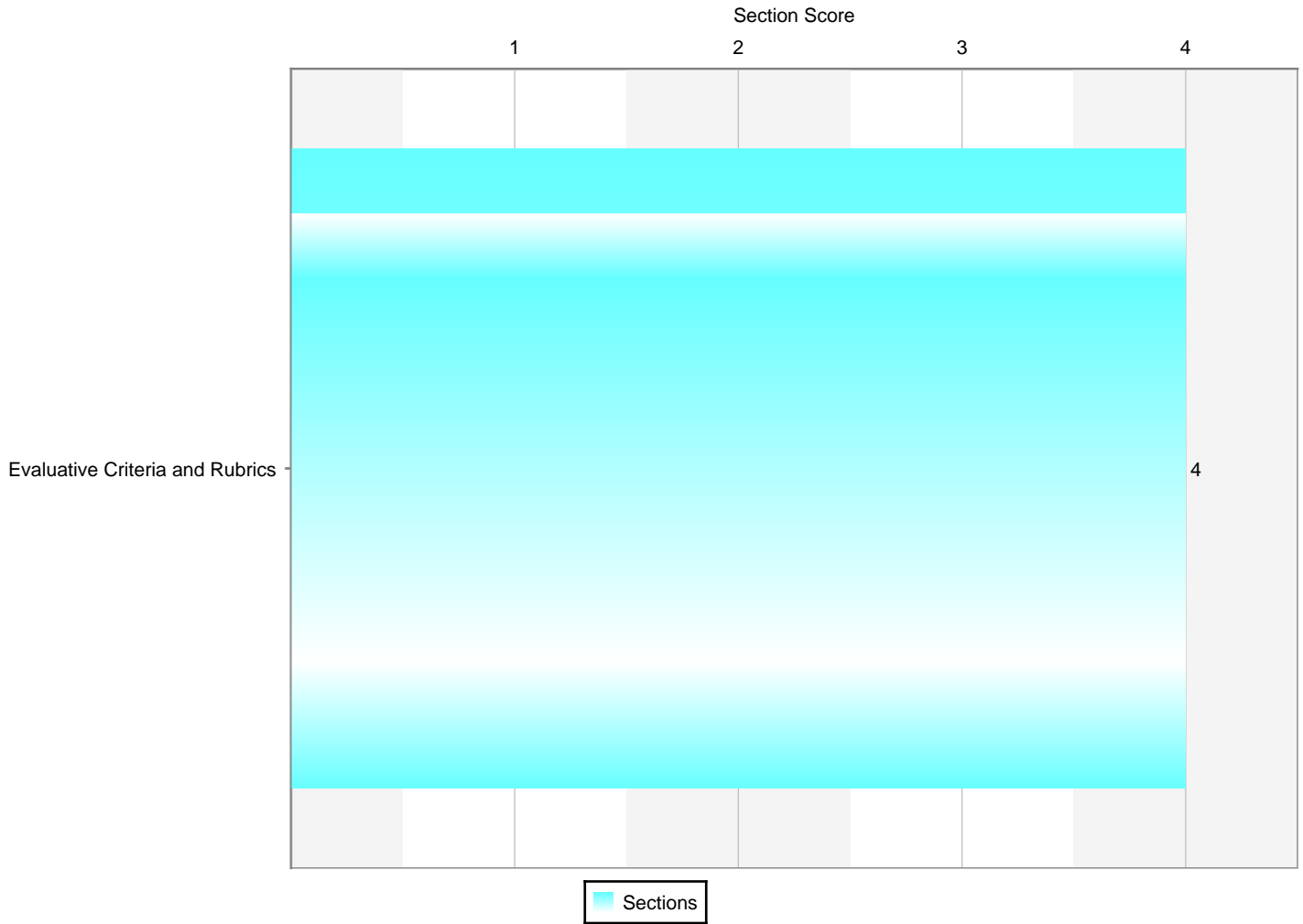
Student academic success is based on being a data-driven school, having a positive school climate, rigorous lessons/activities along with collaborative learning.

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

We see recurring themes regarding the statement, "My school prepares me for success for the next school year".

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

Introduction

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

DRAFT

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by surveying all stakeholders, collecting, disaggregating, and analyzing data from the following data sources: AdvancED parent, student and staff surveys, 8th grade Scantron Assessment, previous year grade/credit and retention reports, CERT assessment data from 2017-2018, and CFA 2017-2018 Discipline and Attendance Reports. The School Leadership team met in August and September to review the 2017-2018 ACIP as well as examine the data to identify areas of focus for 2018-2019 school year.

What were the results of the comprehensive needs assessment?

The results indicated that Reading, Math, English Language Arts and Science were all areas in need of focus for academic achievement, as well as assisting parents and students with 4-year planning and college and career readiness. There is also a continued need for a decrease in discipline referrals and student retentions in the ninth grade

What conclusions were drawn from the results?

Student academic success is based on being a data-driven school, having a positive school climate, rigorous lessons/activities along with collaborative learning. It was concluded that the overarching goals for academic school wide improvement would include focusing on engaging lessons involving CCR standards for the following: English Language Arts for English 9 courses, Reading for World History, LIFE and elective courses, Science for Biology courses, and Mathematics for Algebra courses. Parental training and Red Devil Advisory topics covering four-year plans and college and career readiness were also concluded to be necessary areas of focus to assist in improving academic achievement.

It was also concluded that the school would continue goals to decrease discipline referrals and student grade retentions for the 2018-2019 school year.

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

We continue to make strides in offering resources for struggling students at Central Freshman Academy. Our goal of reducing the number of students being retained in ninth grade continues this school year. At the end of the 2014-2015 school year, we had 101 retained students out of 463 (22%). The 2015-2016 school year we ended with 92 retained students out of 417 (22%). At the end of the 2016-2017 school year, we ended with 104 retained students out of 458 (23%). The 2017-2018 school year saw a drastic improvement in the number of students being retained as ninth graders, with only 65 out of 439 (15%). We hope by further reducing the number of retained ninth graders, we will in-turn increase the graduation rate of Central High School (our 10th, 11th, and 12th grade high school), as well as help prepare our students for college level work or the workforce.

CFA utilizes the College and Career Readiness Standards (CCRS) as a framework for our instruction. The ultimate goals of our yearly efforts is continued improvement of graduation rates and post-secondary success, whether that is college or career. CFA is also preparing our
SY 2018-2019

students to meet or exceed proficiency standards on the ACT test that will be administered to all 11th grade students.

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

Every school goal within our Continuous Improvement Plan is a top priority need determined by data analysis from the previous school year.

Some of our notable initiatives to better prepare our students for college or career include the following:

- Accelerated Academy allows for high achieving students to attempt advanced coursework for credit, allowing for more options each year and the possibility of graduating early
- A+ College Ready's Laying the Foundation curricula implementation in all four core areas promotes higher order thinking skills through rigorous instruction.
- School-wide use of Google Classroom for stronger preparation of students for collaborative expectations in the workforce, as well as post secondary education Science in Motion labs from Auburn University in science classes to improve upon the students' inquiry and problem-solving skills
- Career Technical implementation of project-based learning with an added emphasis on CTE credentialing
- 1:1 Chromebook initiative for school resources to be available on and off-line
- Digital textbook implementation for age and generation-appropriate resources
- Cross-disciplinary project implementation for a collaborative culture

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

Many goals share strategies and activities as the data analysis from various sources yielded overlapping needs or areas for improvement.

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

Each goal developed involves 100% of the student population. Students who are disadvantaged and show a need in any area for individualized assistance may be addressed through strategies created to provide assistance outside of or within the regular classroom setting. These extra strategies are free of charge to any student and do not require transportation on the part of the parent. They were also developed to not interfere with core content area courses.

CFA utilizes a comprehensive Problem Solving Team approach to Response to Intervention (RtI).

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by 05/23/2019 as measured by the Effective Learning Environment Observation Tool.

Strategy1:

Teacher Ownership of the Engaging Classroom Environments - CFA teachers will utilize the ELEOT tool to evaluate lesson plans for engagement in the areas of:

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning

This will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them for college and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms of instruction and assignment submission that better suit our 21st century students. Category: Develop/Implement Learning Supports

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: AdvancEd ELEOT research

| Activity - Math Interactive Touchpad Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------|-------------------|
| Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Professional Learning Academic Support Program Technology | 10/08/2018 | 05/23/2019 | \$500 - State Funds | Math Instructors |

| Activity - ELEOT Observational Rounds and Constructive Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Professional Learning Academic Support Program | 09/03/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff and administration |

Measurable Objective 2:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinary reports.

Strategy1:

At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out of school or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem Solving Team for RtI intervention strategies and individualized guidance to target the at-risk characteristics.

Category: Develop/Implement Student and School Culture Program

Research Cited: McMillan, James H; Reed, Daisy F. At-risk students and resiliency: Factors contributing to academic success. Clearing House. Jan/Feb94, Vol. 67 Issue 3, p137. 4p. 1 Diagram.

| Activity - After Hours Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|--|
| A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Academic Support Program Behavioral Support Program | 10/01/2018 | 05/16/2019 | \$4000 - Title I Schoolwide | Designated advisory instructor CFA Administration |

| Activity - At-risk student identification and targeted support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|--|
| An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Academic Support Program Behavioral Support Program | 10/15/2018 | 05/23/2019 | \$2140 - Title I Schoolwide | Problem Solving Team CFA Administration Classroom teachers |

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Other Academic Support Program Tutoring Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

Strategy2:

School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positive behavior support incentive system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Shared Student Classroom Discipline Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-----------------------------|
| Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

| Activity - Learning Earnings PBS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Behavioral Support Program Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

Goal 2:

Students will demonstrate college readiness growth

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scores benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT)..

Strategy1:

Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based on Laying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have time allocated for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE and financial literacy. Teachers will adhere to the pacing guide developed during the 2017 beginning of year planning to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensure adherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week's instruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Laying the Foundation Curricula studies

ACIP

Central Freshman Academy

| Activity - Kaplan ACT Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - Research-Based Instructional Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---------------------------|
| Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 - State Funds | All CFA academic teachers |

| Activity - Summer Collaborative Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 - State Funds | New teachers and School Leadership Team |

| Activity - Daily Grammar Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | ELA Teachers |

Strategy2:

Increased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.

Category: Implement Community Based Support and Intervention System

Research Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCE FOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p.

ACIP

Central Freshman Academy

| Activity - Parental Involvement Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|-------------------|
| The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2120 - Title I Schoolwide | All CFA staff |

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 - State Funds | All CFA teachers, counselor and administration |

Strategy3:

Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performance during data meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - CFA Tutoring and Academic Assistance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| CFA tutorial program will be held Monday-Friday from 8:15- 8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA teachers |

ACIP

Central Freshman Academy

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Tutoring Behavioral Support Program Other Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|-------------------|-------------------|------------------------------------|----------------------|
| <p>Tier II intervention will include Mobymax remediation in reading and/or math for identified students.</p> | <p>Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$1990 - Title I Schoolwide</p> | <p>SST/RtI Teams</p> |

| Activity - Remedial Support Math and Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------------|---------------------|
| Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation. | Class Size Reduction Academic Support Program | 08/07/2018 | 05/23/2019 | \$118986 - Title I Schoolwide | Designated teachers |

| Activity - Departmental Student Achievement Goals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-----------------------------|
| All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their area of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms. | Career Preparation/ Orientation Academic Support Program Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - CERT Testing and ePrep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed. | Academic Support Program | 10/02/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

Goal 3:

Schools without a grade 12 will increase parental involvement

Measurable Objective 1:

collaborate to increase parental involvement per school-based events by 05/23/2019 as measured by event sign-in sheets .

Strategy1:

Student Incentives - Students will be provided with incentives to encourage their parents' involvement in school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf) o [http://www.aecf.org/m/resourcedoc/AECF-](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

[EngagingParentsDevelopingLeaders- 2016.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

| Activity - Parent Involvement Learning Earnings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-----------------------------|
| Students who have parental participation at a parent or community event will receive Learning Earnings points from teachers. The administration will share sign-in sheets with teachers to report all students who were represented. | Parent Involvement | 08/07/2018 | 05/15/2019 | \$0 - No Funding Required | All CFA instructional staff |

Strategy2:

Parental Involvement Promotion - Door prizes, meals and/or refreshments, and student presentations or involvement will be provided for during parent activities to encourage attendance. Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[sssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf) o <http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - District Parental Involvement Specialist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| A district Parental Involvement Specialist will be employed that can assist with helping inactive parents or those that lack the resources to be actively involved, such as a lack of transportation. | Parent Involvement | 08/07/2017 | 05/23/2018 | \$2274 - Title I Part A | Mrs. Annie Lindsey, Parental Involvement Specialist |

| Activity - Parental Attendance Incentives Publishing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

Strategy3:

Innovative Scheduling - Parent meetings will be held outside of the normal school-based setting and at alternative times throughout the day to accommodate parents that have a lack of transportation and/or availability

Category: Implement Community Based Support and Intervention System

Research Cited: o http://www.educationworld.com/a_admin/archives/partners.shtml

o http://www.educationworld.com/a_admin/admin/admin421.shtml

o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[sssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

o [http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

2016.pdf

ACIP

Central Freshman Academy

| Activity - Event Site Locations at Community and School-based Venues | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Increased parental involvement in district-wide and school-based events will be pursued through innovative scheduling of events including holding events at various venues around the community such as, but not limited to: Community-based schools Feeder schools Restaurants Community parks Community Centers City football stadium | Parent Involvement | 08/07/2018 | 05/23/2019 | \$10000 - General Fund | This may include but is not limited to the Superintendent, Central Office Administrators, Principals, Assistant Principals, Faculty, Staff, Students, Community Members, Partners in Education, PTA/PTO, City Council, Chamber of Commerce, and Booster Clubs. |

| Activity - CFA Parenting Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Fall and Spring Parenting Days will allow for parents to visit the school and participate in various workshops throughout the school day, allowing for flexibility in attendance. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

Goal 4:

Students will demonstrate college readiness proficiency

Measurable Objective 1:

demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT).

Strategy1:

Student Growth Initiatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individual student growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - Library Enhancement Funds for Rigorous Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|-------------------|
| The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Technology Academic Support Program | 10/01/2018 | 05/23/2019 | \$2682 - State Funds | Media Specialist |

ACIP

Central Freshman Academy

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program Tutoring Academic Support Program Other</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - ACT Preparation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|-------------------|-------------------|----------------------------------|----------------------------------|
| <p>Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores.</p> | <p>Professional Learning Academic Support Program Direct Instruction</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>All core content teachers</p> |

| Activity - A+ College Ready-Laying the Foundation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Direct Instruction Professional Learning Academic Support Program | 06/04/2018 | 05/23/2019 | \$1000 - Title I Schoolwide | All core teachers |

| Activity - Student Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance. | Behavioral Support Program Academic Support Program | 10/08/2018 | 05/15/2019 | \$0 - No Funding Required | All instructional and administrative staff |

Goal 5:

Reduce student retention rate

Measurable Objective 1:

demonstrate a behavior to reduce ninth grade retention by 2% by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically and earn all attempted credits in their ninth grade year.

Category: Develop/Implement Learning Supports

Research Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Rates of At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol. 130 Issue 3, p225-239. 15p. 1 Chart.

ACIP

Central Freshman Academy

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Other Academic Support Program Behavioral Support Program Tutoring</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|-------------------|-------------------|------------------------------------|---------------------|
| <p>Tier II interventions will include Mobymax remediation in reading and math.</p> | <p>Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$1990 - Title I Schoolwide</p> | <p>SST/RtI Team</p> |

ACIP

Central Freshman Academy

| Activity - Grading Rubric Usage | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - CFA Morning Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|---------------------------|-----------------------------|
| All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Tutoring Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Late Work Policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-----------------------------|
| Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Strategy2:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Strategy3:

Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school credit-recovery program.

Category: Develop/Implement Learning Supports

Research Cited: Ezarik, Melissa. The Road Not Traveled. District Administration. Oct2003, Vol. 39 Issue 10, p34. 5p.

ACIP

Central Freshman Academy

| Activity - Spring Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------------------------|
| Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 - Title I Schoolwide | CFA Counselor Designated teachers |

Goal 6:

Increase Average Daily Attendance

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/23/2019 as measured by State EOY ADA report.

Strategy1:

Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.

Category: Implement Community Based Support and Intervention System

Research Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77 Issue 9, p28-32. 5p. 1 Diagram.

| Activity - Truancy Invention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Parent Involvement Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CFA Attendance Clerk and Administration |

Strategy2:

School-Wide Positive Behavior Support - CFA will implement a positive behavior program that allows school administrators and teachers to reward students for academic achievement, classroom participation and improvement, as well as positive attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Student Reward Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Academic Support Program Extra Curricular Field Trip Behavioral Support Program | 09/28/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional and Administrative Staff |

| Activity - Learning Earnings Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA staff |

Goal 7:

Implement mentoring program

Measurable Objective 1:

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 8:

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS Test.

Strategy1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Academic Support Program Direct Instruction | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | English Acquisition Instructor |

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by 05/23/2019 as measured by the Effective Learning Environment Observation Tool.

Strategy1:

Teacher Ownership of the Engaging Classroom Environments - CFA teachers will utilize the ELEOT tool to evaluate lesson plans for engagement in the areas of:

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning

- Digital Learning

This will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them for college and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms of instruction and assignment submission that better suit our 21st century students. Category: Develop/Implement Learning Supports

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: AdvancEd ELEOT research

| Activity - Math Interactive Touchpad Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------|-------------------|
| Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Academic Support Program Professional Learning Technology | 10/08/2018 | 05/23/2019 | \$500 - State Funds | Math Instructors |

| Activity - ELEOT Observational Rounds and Constructive Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Academic Support Program Professional Learning | 09/03/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff and administration |

Measurable Objective 2:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinary reports.

Strategy1:

School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positive behavior support incentive system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Shared Student Classroom Discipline Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-----------------------------|
| Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

| Activity - Learning Earnings PBS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

Strategy2:

At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out of school or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem Solving Team for RtI intervention strategies and individualized guidance to target the at-risk characteristics.

Category: Develop/Implement Student and School Culture Program

Research Cited: McMillan, James H; Reed, Daisy F. At-risk students and resiliency: Factors contributing to academic success. Clearing House. Jan/Feb94, Vol. 67 Issue 3, p137. 4p. 1 Diagram.

| Activity - At-risk student identification and targeted support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|--|
| An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Behavioral Support Program Academic Support Program | 10/15/2018 | 05/23/2019 | \$2140 - Title I Schoolwide | Problem Solving Team CFA Administration Classroom teachers |

ACIP

Central Freshman Academy

| Activity - After Hours Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|---|
| A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Academic Support Program Behavioral Support Program | 10/01/2018 | 05/16/2019 | \$4000 - Title I Schoolwide | Designated advisory instructor CFA Administration |

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|----------------------|
| <p>Secondary plan for Rtl:</p> <p>Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | Behavioral Support Program Academic Support Program Other Tutoring | 10/15/2018 | 05/23/2019 | \$0 - No Funding Required | Problem Solving Team |

Goal 2:

Students will demonstrate college readiness growth

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scores benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT)..

Strategy1:

Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performance during data meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II intervention will include Mobymax remediation in reading and/or math for identified students. | Academic Support Program | 10/15/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Teams |

| Activity - CERT Testing and ePrep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed. | Academic Support Program | 10/02/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - CFA Tutoring and Academic Assistance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| CFA tutorial program will be held Monday-Friday from 8:15- 8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA teachers |

ACIP

Central Freshman Academy

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Other Tutoring Academic Support Program Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Remedial Support Math and Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|-------------------|-------------------|--------------------------------------|----------------------------|
| <p>Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation.</p> | <p>Academic Support Program Class Size Reduction</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$118986 - Title I Schoolwide</p> | <p>Designated teachers</p> |

| Activity - Departmental Student Achievement Goals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their area of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms. | Academic Support Program Career Preparation/ Orientation Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Strategy2:

Increased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.

Category: Implement Community Based Support and Intervention System

Research Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCE FOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p.

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 - State Funds | All CFA teachers, counselor and administration |

| Activity - Parental Involvement Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|-------------------|
| The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2120 - Title I Schoolwide | All CFA staff |

Strategy3:

Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based on Laying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have time allocated for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE and financial literacy. Teachers will adhere to the pacing guide developed during the 2017 beginning of year planning to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensure adherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week's instruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Laying the Foundation Curricula studies

| Activity - Kaplan ACT Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - Daily Grammar Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | ELA Teachers |

| Activity - Research-Based Instructional Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---------------------------|
| Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 - State Funds | All CFA academic teachers |

| Activity - Summer Collaborative Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 - State Funds | New teachers and School Leadership Team |

Goal 3:

Schools without a grade 12 will increase parental involvement

Measurable Objective 1:

collaborate to increase parental involvement per school-based events by 05/23/2019 as measured by event sign-in sheets .

Strategy1:

Parental Involvement Promotion - Door prizes, meals and/or refreshments, and student presentations or involvement will be provided for during parent activities to encourage attendance. Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

<http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - District Parental Involvement Specialist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| A district Parental Involvement Specialist will be employed that can assist with helping inactive parents or those that lack the resources to be actively involved, such as a lack of transportation. | Parent Involvement | 08/07/2017 | 05/23/2018 | \$2274 - Title I Part A | Mrs. Annie Lindsey, Parental Involvement Specialist |

| Activity - Parental Attendance Incentives Publishing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

Strategy2:

Innovative Scheduling - Parent meetings will be held outside of the normal school-based setting and at alternative times throughout the day to accommodate parents that have a lack of transportation and/or availability

Category: Implement Community Based Support and Intervention System

Research Cited: o http://www.educationworld.com/a_admin/archives/partners.shtml

o http://www.educationworld.com/a_admin/admin/admin421.shtml

o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

2016.pdf

| Activity - Event Site Locations at Community and School-based Venues | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Increased parental involvement in district-wide and school-based events will be pursued through innovative scheduling of events including holding events at various venues around the community such as, but not limited to: Community-based schools Feeder schools Restaurants Community parks Community Centers City football stadium | Parent Involvement | 08/07/2018 | 05/23/2019 | \$10000 - General Fund | This may include but is not limited to the Superintendent, Central Office Administrators, Principals, Assistant Principals, Faculty, Staff, Students, Community Members, Partners in Education, PTA/PTO, City Council, Chamber of Commerce, and Booster Clubs. |

| Activity - CFA Parenting Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Fall and Spring Parenting Days will allow for parents to visit the school and participate in various workshops throughout the school day, allowing for flexibility in attendance. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

Strategy3:

Student Incentives - Students will be provided with incentives to encourage their parents' involvement in school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[http://www.aecf.org/m/resourcedoc/AECF-](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

EngagingParentsDevelopingLeaders- 2016.pdf

| Activity - Parent Involvement Learning Earnings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-----------------------------|
| Students who have parental participation at a parent or community event will receive Learning Earnings points from teachers. The administration will share sign-in sheets with teachers to report all students who were represented. | Parent Involvement | 08/07/2018 | 05/15/2019 | \$0 - No Funding Required | All CFA instructional staff |

Goal 4:

Students will demonstrate college readiness proficiency

Measurable Objective 1:

demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT).

Strategy1:

Student Growth Initiatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individual student growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|----------------------|
| <p>Secondary plan for Rtl: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Academic Support Program Tutoring Behavioral Support Program Other</p> | 10/15/2018 | 05/23/2019 | \$0 - No Funding Required | Problem Solving Team |

| Activity - ACT Preparation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---------------------------|
| <p>Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores.</p> | <p>Academic Support Program Professional Learning Direct Instruction</p> | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core content teachers |

| Activity - Student Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance. | Academic Support Program Behavioral Support Program | 10/08/2018 | 05/15/2019 | \$0 - No Funding Required | All instructional and administrative staff |

| Activity - Library Enhancement Funds for Rigorous Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|-------------------|
| The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Technology Academic Support Program | 10/01/2018 | 05/23/2019 | \$2682 - State Funds | Media Specialist |

| Activity - A+ College Ready-Laying the Foundation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Direct Instruction Academic Support Program Professional Learning | 06/04/2018 | 05/23/2019 | \$1000 - Title I Schoolwide | All core teachers |

Goal 5:

Reduce student retention rate

Measurable Objective 1:

demonstrate a behavior to reduce ninth grade retention by 2% by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school credit-recovery program.

Category: Develop/Implement Learning Supports

Research Cited: Ezarik, Melissa. The Road Not Traveled. District Administration. Oct2003, Vol. 39 Issue 10, p34. 5p.

ACIP

Central Freshman Academy

| Activity - Spring Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------------------------|
| Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 - Title I Schoolwide | CFA Counselor Designated teachers |

Strategy2:

CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically and earn all attempted credits in their ninth grade year.

Category: Develop/Implement Learning Supports

Research Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Rates of At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol. 130 Issue 3, p225-239. 15p. 1 Chart.

| Activity - Grading Rubric Usage | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Late Work Policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-----------------------------|
| Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - CFA Morning Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|---------------------------|-----------------------------|
| All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Academic Support Program Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II interventions will include Mobymax remediation in reading and math. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Team |

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Other Academic Support Program Tutoring Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

Strategy3:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

ACIP

Central Freshman Academy

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 6:

Increase Average Daily Attendance

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/23/2019 as measured by State EOY ADA report.

Strategy1:

School-Wide Positive Behavior Support - CFA will implement a positive behavior program that allows school administrators and teachers to reward students for academic achievement, classroom participation and improvement, as well as positive attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Learning Earnings Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA staff |

| Activity - Student Reward Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--|
| Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Extra Curricular Academic Support Program Field Trip Behavioral Support Program | 09/28/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional and Administrative Staff |

Strategy2:

Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.

Category: Implement Community Based Support and Intervention System

Research Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77 Issue 9, p28-32. 5p. 1 Diagram.

ACIP

Central Freshman Academy

| Activity - Truancy Invention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Parent Involvement Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CFA Attendance Clerk and Administration |

Goal 7:

Implement mentoring program

Measurable Objective 1:

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 8:

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS Test.

Strategy1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Academic Support Program Direct Instruction | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | English Acquisition Instructor |

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by 05/23/2019 as measured by the Effective Learning Environment Observation Tool.

Strategy1:

Teacher Ownership of the Engaging Classroom Environments - CFA teachers will utilize the ELEOT tool to evaluate lesson plans for engagement in the areas of:

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning

This will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them for college and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms of instruction and assignment submission that better suit our 21st century students. Category: Develop/Implement Learning Supports

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: AdvancEd ELEOT research

| Activity - Math Interactive Touchpad Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------|-------------------|
| Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Academic Support Program Technology Professional Learning | 10/08/2018 | 05/23/2019 | \$500 - State Funds | Math Instructors |

| Activity - ELEOT Observational Rounds and Constructive Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Academic Support Program Professional Learning | 09/03/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff and administration |

Measurable Objective 2:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinary reports.

Strategy1:

School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positive behavior support incentive system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Shared Student Classroom Discipline Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-----------------------------|
| Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

| Activity - Learning Earnings PBS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Behavioral Support Program Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

Strategy2:

At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out of school or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem Solving Team for RtI intervention strategies and individualized guidance to target the at-risk characteristics.

Category: Develop/Implement Student and School Culture Program

Research Cited: McMillan, James H; Reed, Daisy F. At-risk students and resiliency: Factors contributing to academic success. Clearing House. Jan/Feb94, Vol. 67 Issue 3, p137. 4p. 1 Diagram.

| Activity - At-risk student identification and targeted support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|--|
| An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Academic Support Program Behavioral Support Program | 10/15/2018 | 05/23/2019 | \$2140 - Title I Schoolwide | Problem Solving Team CFA Administration Classroom teachers |

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|----------------------|
| <p>Secondary plan for Rtl: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | Other Behavioral Support Program Tutoring Academic Support Program | 10/15/2018 | 05/23/2019 | \$0 - No Funding Required | Problem Solving Team |

| Activity - After Hours Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|--|
| A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Academic Support Program Behavioral Support Program | 10/01/2018 | 05/16/2019 | \$4000 - Title I Schoolwide | Designated advisory instructor CFA Administration |

Goal 2:

Students will demonstrate college readiness growth

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scores benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT)..

Strategy1:

Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performance during data meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II intervention will include Mobymax remediation in reading and/or math for identified students. | Academic Support Program | 10/15/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Teams |

| Activity - Remedial Support Math and Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------------|---------------------|
| Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation. | Class Size Reduction Academic Support Program | 08/07/2018 | 05/23/2019 | \$118986 - Title I Schoolwide | Designated teachers |

| Activity - CERT Testing and ePrep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed. | Academic Support Program | 10/02/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - CFA Tutoring and Academic Assistance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| CFA tutorial program will be held Monday-Friday from 8:15- 8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA teachers |

| Activity - Departmental Student Achievement Goals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|-------------------|-------------------|----------------------------------|------------------------------------|
| <p>All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their are of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms.</p> | <p>Academic Support Program Tutoring Career Preparation/ Orientation</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>All CFA Instructional Staff</p> |

DRAFT

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Tutoring Other Academic Support Program Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

Strategy2:

Increased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.

Category: Implement Community Based Support and Intervention System

Research Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCE FOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p.

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 - State Funds | All CFA teachers, counselor and administration |

| Activity - Parental Involvement Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|-------------------|
| The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2120 - Title I Schoolwide | All CFA staff |

Strategy3:

Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based on Laying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have time allocated for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE and financial literacy. Teachers will adhere to the pacing guide developed during the 2017 beginning of year planning to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensure adherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week's instruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Laying the Foundation Curricula studies

| Activity - Research-Based Instructional Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---------------------------|
| Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 - State Funds | All CFA academic teachers |

| Activity - Kaplan ACT Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - Daily Grammar Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | ELA Teachers |

| Activity - Summer Collaborative Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 - State Funds | New teachers and School Leadership Team |

Goal 3:

Schools without a grade 12 will increase parental involvement

Measurable Objective 1:

collaborate to increase parental involvement per school-based events by 05/23/2019 as measured by event sign-in sheets .

Strategy1:

Innovative Scheduling - Parent meetings will be held outside of the normal school-based setting and at alternative times throughout the day to accommodate parents that have a lack of transportation and/or availability

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml

o http://www.educationworld.com/a_admin/admin/admin421.shtml
 o http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf
 o <http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - CFA Parenting Days | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Fall and Spring Parenting Days will allow for parents to visit the school and participate in various workshops throughout the school day, allowing for flexibility in attendance. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

| Activity - Event Site Locations at Community and School-based Venues | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Increased parental involvement in district-wide and school-based events will be pursued through innovative scheduling of events including holding events at various venues around the community such as, but not limited to: Community-based schools Feeder schools Restaurants Community parks Community Centers City football stadium | Parent Involvement | 08/07/2018 | 05/23/2019 | \$10000 - General Fund | This may include but is not limited to the Superintendent, Central Office Administrators, Principals, Assistant Principals, Faculty, Staff, Students, Community Members, Partners in Education, PTA/PTO, City Council, Chamber of Commerce, and Booster Clubs. |

Strategy2:

Student Incentives - Students will be provided with incentives to encourage their parents' involvement in school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf o <http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf>

| Activity - Parent Involvement Learning Earnings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-----------------------------|
| Students who have parental participation at a parent or community event will receive Learning Earnings points from teachers. The administration will share sign-in sheets with teachers to report all students who were represented. | Parent Involvement | 08/07/2018 | 05/15/2019 | \$0 - No Funding Required | All CFA instructional staff |

Strategy3:

Parental Involvement Promotion - Door prizes, meals and/or refreshments, and student presentations or involvement will be provided for during parent activities to encourage attendance. Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets.

Category: Implement Community Based Support and Intervention System

Research Cited: http://www.educationworld.com/a_admin/archives/partners.shtml o

http://www.educationworld.com/a_admin/admin/admin421.shtml o [http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-](http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna-ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf)

[ssl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf) o [http://www.aecf.org/m/resourcedoc/AECF-](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

[EngagingParentsDevelopingLeaders-2016.pdf](http://www.aecf.org/m/resourcedoc/AECF-EngagingParentsDevelopingLeaders-2016.pdf)

| Activity - Parental Attendance Incentives Publishing | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Lists of prizes, meals provided, and agendas to encourage planned attendance will be shared with parents via school and district websites, emails and call outs, as well as all social media outlets. | Parent Involvement | 10/04/2018 | 05/15/2019 | \$0 - No Funding Required | Parents on Board School Leadership Team |

| Activity - District Parental Involvement Specialist | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| A district Parental Involvement Specialist will be employed that can assist with helping inactive parents or those that lack the resources to be actively involved, such as a lack of transportation. | Parent Involvement | 08/07/2017 | 05/23/2018 | \$2274 - Title I Part A | Mrs. Annie Lindsey, Parental Involvement Specialist |

Goal 4:

Students will demonstrate college readiness proficiency

Measurable Objective 1:

demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT).

Strategy1:

Student Growth Initiatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individual student growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - A+ College Ready-Laying the Foundation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Direct Instruction Professional Learning Academic Support Program | 06/04/2018 | 05/23/2019 | \$1000 - Title I Schoolwide | All core teachers |

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program Other Academic Support Program Tutoring</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Student Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|-------------------|-------------------|----------------------------------|---|
| <p>Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance.</p> | <p>Behavioral Support Program Academic Support Program</p> | <p>10/08/2018</p> | <p>05/15/2019</p> | <p>\$0 - No Funding Required</p> | <p>All instructional and administrative staff</p> |

| Activity - ACT Preparation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------|
| Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores. | Professional Learning Direct Instruction Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core content teachers |

| Activity - Library Enhancement Funds for Rigorous Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|-------------------|
| The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Academic Support Program Technology | 10/01/2018 | 05/23/2019 | \$2682 - State Funds | Media Specialist |

Goal 5:

Reduce student retention rate

Measurable Objective 1:

demonstrate a behavior to reduce ninth grade retention by 2% by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school credit-recovery program.

Category: Develop/Implement Learning Supports

Research Cited: Ezarik, Melissa. The Road Not Traveled. District Administration. Oct2003, Vol. 39 Issue 10, p34. 5p.

| Activity - Spring Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-----------------------------------|
| Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 - Title I Schoolwide | CFA Counselor Designated teachers |

Strategy2:

CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically and earn all attempted credits in their ninth grade year.

Category: Develop/Implement Learning Supports

Research Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Rates of At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol.

130 Issue 3, p225-239. 15p. 1 Chart.

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program Tutoring Other Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Grading Rubric Usage | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|-------------------|-------------------|----------------------------------|------------------------------------|
| <p>All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment.</p> | <p>Academic Support Program Policy and Process</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>All CFA Instructional Staff</p> |

| Activity - Late Work Policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-----------------------------|
| Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Academic Support Program Policy and Process | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - CFA Morning Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|---------------------------|-----------------------------|
| All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Tutoring Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II interventions will include Mobymax remediation in reading and math. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Team |

Strategy3:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Behavioral Support Program Academic Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 6:

Increase Average Daily Attendance

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/23/2019 as measured by State EOY ADA report.

Strategy1:

School-Wide Positive Behavior Support - CFA will implement a positive behavior program that allows school administrators and teachers to reward students for academic achievement, classroom participation and improvement, as well as positive attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Student Reward Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|--|
| Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Field Trip Extra Curricular Academic Support Program Behavioral Support Program | 09/28/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional and Administrative Staff |

| Activity - Learning Earnings Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA staff |

Strategy2:

Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.

Category: Implement Community Based Support and Intervention System

Research Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77 Issue 9, p28-32. 5p. 1 Diagram.

| Activity - Truancy Invention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Behavioral Support Program Parent Involvement | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CFA Attendance Clerk and Administration |

Goal 7:

Implement mentoring program

Measurable Objective 1:

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 8:

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS Test.

Strategy1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Direct Instruction Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | English Acquisition Instructor |

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

Goal 1:

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS Test.

Strategy1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Direct Instruction Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | English Acquisition Instructor |

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

English Learners are provided with all assessment results in the parents primary language. There is also a bilingual EL teacher to assist in the interpretation of all results provided.

DRAFT

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | | |

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

As teachers are interviewed , their teaching credentials are checked to ensure that they are highly qualified and hold a valid teaching certificate in their content area. Teacher resumes are meticulously reviewed and references are also contacted to determine if an applicant is a possible future member of the CFA team prior to the interview process. The master schedule is developed based on student requests prior to the school year ending at South Girard. We take into account our special education students, gifted, number of students requesting Honors English, Honors History, Honors Biology and the number of students requesting Algebra I or Geometry to determine the number of sections that are needed to accommodate the students. Teachers are identified based on their experience and meeting the requirements for ESSA.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**What is the school's teacher turnover rate for this school year?**

2018-2019

30% New (7/23 certified teachers)

Four resignations, two non-renewals and one transfer

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

Teaching years of experience range at CFA from 27 to multiple first-year teachers. The average years of experience for this staff is 8.19 years. Forty-eight percent of the staff hold masters degrees in their teaching field.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

The school (district) implements a Mentor Program for new teachers. Teachers newly hired in our school district are assigned a veteran teacher to mentor them throughout the year. The program provides meeting dates and time for the mentors and mentees to be trained and to collaborate. The new hires are supported in lesson planning, student assessment, data entry, classroom instruction, and other areas pertinent to student and teacher success. All new teachers receive new teacher professional development training prior to the first day of school for students as well as sustain on-going development throughout the school year.

First year teachers that sign a contract with the PCBOE are also provided with a monetary incentive given in incremental amounts over the course of their first year of teaching. CFA also provides for a planning time for all departments to the maximum extent possible, common planning for mentors and mentees, and cross-curricular planning sessions throughout the school year.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Assessment data is analyzed each year and utilized as a contributing factor in the lesson plan and pacing guide development for each course. Teachers are provided with professional development yearly that pertains to any newly-implemented academic endeavor, which are always in response to academic data analyses. This year, vertical team planning that involves data is being implemented for vertical alignment of instructional needs.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Instructional Staff Professional Development for the 2018-2019 school year:

- Google Classroom and Google Apps for Education
- Effective Lesson Planning with Laying the Foundation A+ College Ready curricula
- Lesson planning with the 5 Es, the 4 Cs, and Webb's DOK
- Learning Earnings student motivational tools
- De-escalation and Student Restraint

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

New, first year teachers in the Phenix City school system are assigned a mentor teacher and provided with ongoing trainings and meetings to assist them in learning and implementing effective instructional strategies. Mentor teachers preferably hold a master's level or above in their teaching field, have 3 or more years of successful teaching experience, and receive a recommendation from their building principal.

Describe how all professional development is "sustained and ongoing."

Teachers are exposed to new learning in manageable chunks. Professional development days are designated at the onset of the school year, in August, January, and May. This allows for opportunities to assess teacher implementation of the professional learning and to schedule follow-up sessions or extensions of the professional development sessions throughout each school year. Student engagement, utilizing technology, as well as designing effective lesson plans that promote higher order thinking, and teaching the standards in all content areas

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by 05/23/2019 as measured by the Effective Learning Environment Observation Tool.

Strategy1:

Teacher Ownership of the Engaging Classroom Environments - CFA teachers will utilize the ELEOT tool to evaluate lesson plans for engagement in the areas of:

- Equitable Learning
- High Expectations
- Supportive Learning
- Active Learning
- Progress Monitoring and Feedback
- Well-Managed Learning
- Digital Learning

This will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them for college and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms of instruction and assignment submission that better suit our 21st century students. Category: Develop/Implement Learning Supports

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: AdvancEd ELEOT research

| Activity - ELEOT Observational Rounds and Constructive Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|--|
| The CFA administration will work together to observe classes with ELEOT and provide consistent constructive feedback throughout the year. Teachers will first evaluate their own lesson plan(s) with ELEOT before providing peer evaluation of lessons and second semester peer observations. | Professional Learning Academic Support Program | 09/03/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff and administration |

ACIP

Central Freshman Academy

| Activity - Math Interactive Touchpad Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-------------------------|-------------------|
| Math teachers will receive training on and implement the use of interactive touchpads in their classroom as a means to enhance instruction. | Professional Learning Technology Academic Support Program | 10/08/2018 | 05/23/2019 | \$500 - State Funds | Math Instructors |

Measurable Objective 2:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinary reports.

Strategy1:

At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out of school or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem Solving Team for RtI intervention strategies and individualized guidance to target the at-risk characteristics.

Category: Develop/Implement Student and School Culture Program

Research Cited: McMillan, James H; Reed, Daisy F. At-risk students and resiliency: Factors contributing to academic success. Clearing House. Jan/Feb94, Vol. 67 Issue 3, p137. 4p. 1 Diagram.

| Activity - After Hours Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|--|
| A designated instructional staff member will meet with admin det students for the purposes of academic progress checks, mentoring for improved behavior, and obtaining parental support. | Academic Support Program Behavioral Support Program | 10/01/2018 | 05/16/2019 | \$4000 - Title I Schoolwide | Designated advisory instructor CFA Administration |

ACIP

Central Freshman Academy

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Tutoring Other Academic Support Program Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

ACIP

Central Freshman Academy

| Activity - At-risk student identification and targeted support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|--|
| An analysis of student averages and disciplinary data will be conducted at the end of each nine weeks. Students failing one or more required courses and/or illustrating behavior concerns with five or more disciplinary referrals will be referred to the school-based problem solving team. The team will provide supports and an individualized progress plan for improvement and meet with the students a minimum of twice per month to check for progress. Moby max will be utilized to specifically address reading and math deficits as a Tier II intervention. Each student receiving PST support will also receive and learn to use a planner. | Academic Support Program Behavioral Support Program | 10/15/2018 | 05/23/2019 | \$2140 - Title I Schoolwide | Problem Solving Team CFA Administration Classroom teachers |

Strategy2:

School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positive behavior support incentive system.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Shared Student Classroom Discipline Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-----------------------------|
| Instructional staff will share a student discipline log/classroom discipline plan that will include actions taken by classroom teachers before students are sent to the office for administrative disciplinary actions. Teachers will implement, maintain and follow the action steps identified on the discipline log for disruptive behavior or potentially disruptive behavior. The discipline steps will include counseling intervention, as well as PST referrals for students and development of individualized behavior intervention plans. These added efforts will help to reduce the number of disciplinary referrals to CFA administration and student absences from regular classroom instruction. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

| Activity - Learning Earnings PBS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| Learning Earnings is a positive behavior program that allows school administrators and teachers to assign credits to students that earn them for school-wide or teacher-assigned awards. This will be used by teachers as a part of the school-wide positive culture initiative. Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn classroom points, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive teacher or administrator delegated rewards. | Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA instructional staff |

Goal 2:

Students will demonstrate college readiness growth

SY 2018-2019

Page 127

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Measurable Objective 1:

increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scores benchmark) by 05/23/2019 as measured by College Equiped Readiness Tool (CERT)..

Strategy1:

Increased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.

Category: Implement Community Based Support and Intervention System

Research Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCE FOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p.

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Teachers and administration will utilize Blackboard, email, Remind 101, Celly, websites, social media and/or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current in order that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or during Parents on Board meetings. Parents will be provided with printed progress reports every 4-5 weeks and report cards every 9 weeks. | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2500 - State Funds | All CFA teachers, counselor and administration |

| Activity - Parental Involvement Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-----------------------------|-------------------|
| The CFA administration and instructional staff will work with the district parental involvement specialist, parents and community members to implement various parental involvement activities throughout the school year, to include: 1. Title I Parent Meetings (BOY, October, and March) 2. Parenting Days in October and May 3. Parental Lunch Opportunities (October, November, December, March, and May) 4. Parental chaperone opportunities for field trips or student activities 5. One-on-one conferences for registration questions 6. Various parental representation opportunities on school-wide committees | Parent Involvement | 08/07/2018 | 05/23/2019 | \$2120 - Title I Schoolwide | All CFA staff |

Strategy2:

Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performance during data meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Central Freshman Academy

| Activity - Departmental Student Achievement Goals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| All instructional staff will work with their departments to develop student achievement goals based on their curriculum. Core teachers will focus on their area of CERT. Physical Education and NJROTC will focus on physical fitness testing. Career and Technical Teachers will focus efforts on work-based credentialing. A plan of action will be developed on the department level, as well as individual teacher. Department plans can be found on the department page of the CFA website or on posters in teacher classrooms or the parent area of the front office. Individual teacher classroom goals and improvement efforts can be found in their class syllabi, posted in their classrooms, and/or posted in their Google Classrooms. | Academic Support Program Career Preparation/ Orientation Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Remedial Support Math and Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------------|---------------------|
| Two additional core teaching units will be added to reduce class sizes and allow for math and reading intervention elective courses to be offered for at-risk students. Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade classroom grades, CERT scores, Scantron and/or STAR reading and math scores could be placed into a whole-credit elective course for reading or mathematics intervention. Mobimax will also be used as a digital tool for remediation. | Academic Support Program Class Size Reduction | 08/07/2018 | 05/23/2019 | \$118986 - Title I Schoolwide | Designated teachers |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II intervention will include Mobymax remediation in reading and/or math for identified students. | Academic Support Program | 10/15/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Teams |

| Activity - CFA Tutoring and Academic Assistance | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| CFA tutorial program will be held Monday-Friday from 8:15- 8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA teachers |

ACIP

Central Freshman Academy

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Sudents)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Behavioral Support Program Other Tutoring Academic Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - CERT Testing and ePrep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------------------------|-------------------|-------------------|----------------------------------|-------------------------------|
| <p>All core departments will implement CERT testing as benchmark assessments for ACT preparation. ePrep will then be utilized as planned by each department to address individualized remediation needed.</p> | <p>Academic Support Program</p> | <p>10/02/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>All core area teachers</p> |

Strategy3:

Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based on Laying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have time allocated for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE and financial literacy.

ACIP

Central Freshman Academy

Teachers will adhere to the pacing guide developed during the 2017 beginning of year planning to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensure adherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week's instruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Laying the Foundation Curricula studies

| Activity - Daily Grammar Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from LTF provided resources. Lesson plans and observations will be used to monitor the progress of this action step. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | ELA Teachers |

| Activity - Kaplan ACT Test Prep | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|------------------------|
| All core area teachers will implement the use of Kaplan ACT test preparation materials on a minimum of a weekly basis. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core area teachers |

| Activity - Summer Collaborative Sessions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|---|
| New teachers and the school leadership team will have the opportunity to collaborate during a summer professional development session during which data reviews and plans for improvement will take place. This will also allow for school-based training of new staff prior the start of school. | Professional Learning | 06/03/2019 | 08/05/2019 | \$2011 - State Funds | New teachers and School Leadership Team |

| Activity - Research-Based Instructional Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---------------------------|
| Teachers will utilize ARI and Science in Motion/AMSTI resources to provide assistance in the areas of math, reading, science, and English Language Arts teaching strategies. GradeCam for classroom and department data-driven instruction will also be utilized. NearPod interactive presentation software will be used by teachers to allow for maximum student engagement. Turn It In will be used to assist teachers with grammar correction of writing assignments and reduction of plagiarism. Classroom Chromebooks will be purchased and maintained in classrooms for students that do not have their own. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$8370 - State Funds | All CFA academic teachers |

Goal 3:

Students will demonstrate college readiness proficiency

Measurable Objective 1:

SY 2018-2019

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT).

Strategy1:

Student Growth Initiatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individual student growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.

Category: Develop/Implement Professional Learning and Support

Research Cited:

| Activity - A+ College Ready-Laying the Foundation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|-------------------|
| Teachers will attend ongoing professional development on the Laying the Foundation program for all core content areas. Support from the A+ organization and school administration will be provided throughout the school year. This program provides for increased rigor and inquiry-based instruction in core content areas. The grant provides some funding but any additional equipment or classroom supplies needed to enhance classroom instruction will be purchased to maximize student achievement. | Professional Learning Academic Support Program Direct Instruction | 06/04/2018 | 05/23/2019 | \$1000 - Title I Schoolwide | All core teachers |

| Activity - Library Enhancement Funds for Rigorous Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-------------------------------------|------------|------------|-------------------------|-------------------|
| The media specialist will purchase library enhancement materials to allow for updated resources within the media center, as well as for check out by classroom teachers. Specifically, resources for new courses such as AP World History and Alabama History may be purchased. | Academic Support Program Technology | 10/01/2018 | 05/23/2019 | \$2682 - State Funds | Media Specialist |

| Activity - ACT Preparation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|---------------------------|
| Core teachers will implement Kaplan ACT test preparation instruction a minimum of once weekly. Core content area teachers will utilize ePrep online remediation to help students improve upon their CERT scores. | Professional Learning Direct Instruction Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All core content teachers |

| Activity - Student Incentives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Classroom-based and school-wide incentives will be developed to encourage students to strive for academic achievement and growth, reduce disciplinary issues which result in time out of the learning environment, as well as maintain regular attendance. Incentives will range from classroom specific rewards such as homework passes to school-wide rewards such as field day or dance attendance. | Behavioral Support Program Academic Support Program | 10/08/2018 | 05/15/2019 | \$0 - No Funding Required | All instructional and administrative staff |

| Activity - Rtl at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for Rtl: Tier I (All Sudents) - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students</p> <p>Tier II (Students Referred to PST) - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort</p> <p>Tier III (Official PST Students) - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment)</p> | <p>Academic Support Program Behavioral Support Program Tutoring Other</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

Goal 4:

Reduce student retention rate

Measurable Objective 1:

demonstrate a behavior to reduce ninth grade retention by 2% by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school credit-recovery program.

Category: Develop/Implement Learning Supports

Research Cited: Ezarik, Melissa. The Road Not Traveled. District Administration. Oct2003, Vol. 39 Issue 10, p34. 5p.

| Activity - Spring Credit Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|--------------------------------------|
| Students that failed to earn one or more half credits Fall semester will be given the opportunity to make up those missed credits via Edgenuity in a before or after school session at a cost of \$75 per half credit. Free transportation will be provided one day per week. | Academic Support Program | 01/21/2019 | 05/21/2019 | \$6591 - Title I Schoolwide | CFA Counselor Designated teachers |

Strategy2:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Strategy3:

CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically and earn all attempted credits in their ninth grade year.

Category: Develop/Implement Learning Supports

Research Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Rates of At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol. 130 Issue 3, p225-239. 15p. 1 Chart.

| Activity - Late Work Policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-----------------------------|
| Teachers will develop and publish a late work point deduction policy to encourage students to submit work, even if past the due date. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

ACIP

Central Freshman Academy

| Activity - RtI at CFA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|-------------------|-------------------|----------------------------------|-----------------------------|
| <p>Secondary plan for RtI: Tier I (All Students)</p> <ul style="list-style-type: none"> - Differentiated schedules based on student interests and academic needs - Differentiation of learning activities based on student needs in daily lessons - Kaplan supplementary learning activities in all core classes weekly - ePrep remediation for College Readiness Standards mastery improvement based on student needs determined by non-mastery on CERT assessment - Tutoring before school as needed - Teacher and school-based reward system for all students <p>Tier II (Students Referred to PST)</p> <ul style="list-style-type: none"> - Mandatory tutoring on schedule determined by PST with parental support - Test retakes for scores below a 60: <ul style="list-style-type: none"> - Must attend two tutoring sessions prior to retake - No more than two retakes - Documentation of classroom tutoring, test-retakes, and parent contacts in INow Grade book - Counselor Intervention and parent/teacher conference with documentation - Homework tracker/Student Planners utilized and checked by classroom teachers daily - Weekly progress reports shared by PST designee - Increased communication between school, parent and student regarding major assignments and classroom behavior/effort <p>Tier III (Official PST Students)</p> <ul style="list-style-type: none"> - Official PST referral: folder and detailed documentation and timeline of interventions begin - Essentials/Resource/Support/Transition Services class changes when necessary from non-essential electives (Content certified SpEd teachers) for extra help or work on Mobimax (all content areas) or Read Naturally for specific standards/concepts - Schedule change to utilize remedial/support classes (CFA) if necessary - Progress monitoring utilizing Mobimax (gives level of performance and grade level equivalency with repeated placement testing) - Can also use Edgenuity MyPath (built in pre-screener and prescriptive content/assessment) | <p>Academic Support Program Tutoring Other Behavioral Support Program</p> | <p>10/15/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>Problem Solving Team</p> |

| Activity - Grading Rubric Usage | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|-------------------|-------------------|----------------------------------|------------------------------------|
| <p>All major projects or assignments that involve multiple parts or submissions will be graded based upon a provided grading rubric that specifies varying requirements and points possible. Rubrics are to be given to the students at the initial start of a project or assignment.</p> | <p>Policy and Process Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0 - No Funding Required</p> | <p>All CFA Instructional Staff</p> |

ACIP

Central Freshman Academy

| Activity - CFA Morning Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------------------|------------|------------|---------------------------|-----------------------------|
| All students are eligible to receive tutoring or other academic assistance from 8:15 AM to 8:55 AM from their teachers. The only requirement is a tutoring pass that can be obtained from the teacher the day before, via email, or from the front office. For teachers that have a morning duty, they will inform their students of available tutoring arrangements. | Academic Support Program Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

| Activity - Mobymax | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|-------------------|
| Tier II interventions will include Mobymax remediation in reading and math. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$1990 - Title I Schoolwide | SST/RtI Team |

Goal 5:

Increase Average Daily Attendance

Measurable Objective 1:

demonstrate a behavior of desired average daily attendance rate of 95% by 05/23/2019 as measured by State EOY ADA report.

Strategy1:

School-Wide Positive Behavior Support - CFA will implement a positive behavior program that allows school administrators and teachers to reward students for academic achievement, classroom participation and improvement, as well as positive attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Survey of School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 Graphs

| Activity - Student Reward Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--|
| Students that meet reward requirements will be eligible to attend various student activities held throughout the year such as a Fall Field Day, Staff Lip Sync Battle, or the EOY Celebration. | Behavioral Support Program Extra Curricular Academic Support Program Field Trip | 09/28/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional and Administrative Staff |

| Activity - Learning Earnings Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|-------------------|
| Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award. | Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA staff |

Strategy2:

Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.

Category: Implement Community Based Support and Intervention System

Research Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77 Issue 9, p28-32. 5p. 1 Diagram.

| Activity - Truancy Invention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Attendance clerk will conduct and document the following: - At 3 unexcused absences- conference with student - At 5 unexcused absences- truancy alert letter given to student and administrator given student name for parent contact - At 7 unexcused absences- student and parent are referred to the district truancy officer | Parent Involvement Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CFA Attendance Clerk and Administration |

Goal 6:

Implement mentoring program

Measurable Objective 1:

demonstrate a behavior of participation in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention Report.

Strategy1:

Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor or classroom teachers that they can meet with throughout the school year.

Category: Develop/Implement Learning Supports

Research Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House. Mar/Apr98, Vol. 71 Issue 4, p239. 3p. 1 Chart.

| Activity - Red Devil Advisory | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-----------------------------|
| Students will be assigned a mentor/adviser that they will meet with a minimum of once per month during which time they will review grades and discuss various topics pertaining to their success in the ninth grade. | Academic Support Program Behavioral Support Program | 09/13/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Goal 7:

The percent of EL students exiting the ESOL program as measured by ACCESS will increase

Measurable Objective 1:

increase student growth by a 2% increase in comparison to last year by 03/29/2019 as measured by student performance on the ACCESS

Test.

Strategy1:

WIDA Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learning goals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Category: Develop/Implement Learning Supports

Research Cited: Miller, Rhonda D.; Moore Mackiewicz, Sara; Correa, Vivian I. A Multi-Modal Intervention for English Language Learners: Preliminary Results. Education & Treatment of Children. May2017, Vol. 40 Issue 2, p209-232. 24p. , Database: MasterFILE Premier

| Activity - EL Acquisition Elective Course | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|--------------------------------|
| All English Learners will have the opportunity to participate in an English language acquisition elective course specifically created for a curriculum that fits their learning needs. This course will be taught by a bilingual English instructor. | Direct Instruction Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | English Acquisition Instructor |

| Activity - EL Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------|
| All teachers of EL students will implement WIDA standards and utilize targeted strategies to assist identified students with content acquisition. The school counselor and EL teacher representative will make weekly progress checks with EL students and provide extra student assistance and teacher support when needed. | Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All CFA Instructional Staff |

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers meet within their department to provide input on the use of the school wide academic assessments after an analysis of Scantron and CERT data to determine focus standards for the school year. Each department also has the opportunity to create their own classroom assessments that will be used to measure achievement in preparation for future state standardized tests while covering all AL COS and CCRS. Teachers are also able to provide input during scheduled data, faculty and school leadership team meetings

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Annually, the district and school administrators review assessment data to determine if the school has made adequate progress as defined by the State Department of Education. The data is analyzed and compared annually to determine if students are showing continuous progress. At Central Freshman Academy, administrators, teachers, counselor, and the media specialist meet in August to review data and identify areas of improvement. Throughout the school year, teachers meet within their departments to review student's growth as well as attend scheduled data meetings. In October, identified at-risk students are brought before the PST. At this time interventions, resources, as well as a plan of action is developed to accommodate the needs of the identified students. Students are reviewed for growth and progress for a minimum of eight weeks. After the eight weeks are complete, students are recommended to be moved to Tier II or Tier III instruction.

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

Our school implements the Response to Instruction and provides tutoring before school and/or during pull-out times from elective courses. This year students that have been identified as at-risk and brought before the Problem Solving Team will utilize Edgenuity MyPath and/or MobyMax as tool for progress monitoring, if students have not made progress within an 8 week time frame, they will be moved to the next Tier of instruction.

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.

Teachers are available before school every day from 8:15 Am to 8:55 AM for tutoring. ePrep is a classroom tool utilized that is individualized based on the student's performance on the CERT benchmark assessment that can be utilized outside of the regular school day..

Teachers provide a variety of instructional strategies to ensure that all student's needs are being met. Teachers are constantly working to find more effective strategies to have all students highly engaged in the classroom. A required component of lesson planning includes the strategic teaching strategies before, during, and after, as well as the 5 Es of inquiry-based learning, Webb's depth of knowledge, and the 4 Cs of engagement. Lesson standards are also required to be listed on the whiteboard along with student friendly objectives. All core area teachers utilize Kaplan materials for intervention or acceleration in their subject area.

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

All students are given an opportunity to attend tutoring services offered by classroom teachers Monday-Friday from 8:15-8:55 AM. Identified

students who have academic difficulty (Low scores on CERT and/or D's and F's on the report cards and or progress reports may be referred to the Problem Solving Team (PST). Parent conferences and notifications for identified students are held to discuss strategies as well as determine the best method to address the student's needs. In the Spring we have a Credit Recovery Class for students who did not obtain full credit for courses taken the first semester of school. The Credit Recovery Class is held before or after school on Thursdays. Transportation home will be provided.

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

CFA follows the guidelines outlined from school district LEA Comprehensive English Learner District Plan. This plan is designed and supported to help students acquire fluency in English, to ensure and provide equal access to academic core curriculum for all EL students. Our school EL representative attended various training in order to train our teachers. CFA teachers were trained in October on the various strategies that they can incorporate in their classroom to help students with English proficiency. Teachers use various apps to accommodate students English proficiency, students are paired in class with other EL students to assist in translating classwork information. Students are also afforded the opportunity to travel to Central High School for two class periods a day to attend a course with one of Central High School Spanish Teachers to aid in assisting students toward reaching English proficiency goals. Procedures for ELL students Phenix City School District's ESL core program is SIOP (Sheltered Instruction Observation Protocol). Central Freshman Academy's delivery model is bilingual. During the registration process, on the Home Language Survey the parent indicates if a child's first learned language is any other than English. The ESL teacher administers the W-APT to the student. Scores are sent home to the parent in their home language notifying eligibility for services. An Individual English Language Plan is formed by the ESL teacher, teacher(s), administrator, counselor, and parent. Interventions are designed based on the student's needs. All EL students within grades 9-12 have the opportunity to take an English language acquisition course. All EL students are given the ACCESS test annually. A score of a 4.8 or higher will allow the student to exit the program and monitor progress for two years. Each school EL representative attends continuous district training and delivers to their respective schools regarding learning styles, differentiating instruction etc.

Homeless Students- McKinney Vento During the registration process, on the Residency Questionnaire the parent indicates if they are living with someone else or in a motel/hotel/camper. The student may also disclose living situation with counselor. The counselor/McKinney Vento representative notifies the district coordinator as well as the Parental Involvement Specialist. The Parent Involvement Specialist will make contact with the family to assist the child. Arrangements can be made for transportation, clothing, etc

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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

There are various fund sources used to sustain our educational program, including state allocations, Title I, A+ grant, local district and local school funding. Teachers provide tutoring for students to ensure those students are on track to achieving school-wide goals. Credit Recovery is also offered during the spring to help students that failed a course during the first semester and did not earn a credit. The program is offered on an online course using the Edgenuity software.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

All of the different funding sources, local , state and Title funds are utilized to provide materials for faculty and staff members to implement necessary resources for our school-wide improvement goals. These services also allow our school to provide additional support and training for our teachers, parents, and students. State and local funds are utilized prior to Title I federal funds.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

As a school-wide program, we evaluate and revise the implementation of our program with the input of administrators, teachers, students, and parents through our Continuous Improvement Team. The team receives ongoing feedback throughout the school year and holds monthly meetings to discuss areas of concern. Surveys are also provided prior to the start of school and again during the the last month of school. Parents are made aware of surveys through electronic communication and are provided with a computer at the school to complete the surveys online if necessary. All surveys will be kept on file at the school and accessible to teachers and staff. The school-wide program will be updated annually as new concerns and recommendations are addressed.

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

Results achieved by the school-wide program are evaluated during data meetings held during common planning periods. Teachers are required to meet once a month in their discipline area to discuss data, student progress, etc. Minutes of these meetings are submitted to the principal. The principal also meets periodically with each content area to discuss progress and other issues. Unannounced observations/walk throughs and snapshot observations are conducted by the administration as well as district personnel. The results of these data meetings and observations help us determine our school improvement goals for the school year. The Continuous Improvement Team also meets monthly to review multiple data sources for academic achievement as well as stakeholder input.

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

We determine the effectiveness of our school-wide plan by comparing data from Aspire Assessment (8th and 10th grades). We compare these scores with last year scores to current scores which were obtained after the implementation of the school-wide plan. Failure rates for content areas are compared from one year to the next as well. Administrators and teachers look for an increase or improvement in achievement in areas which were previously identified as a need. This helps us determine if our strategies and action plans have been effective

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

The Continuous Improvement Team meets to discuss any revisions and actions steps that need to be adjusted. At these meetings, the team will discuss data to determine what trends exist and to determine if these are school-wide or being seen in specific subgroups. The team reviews strategies and activities that have been implemented to determine their impact on student learning and what necessary changes need to be made to continue to make gains in the classroom. These meetings will take place monthly and will include dialogue that is subject specific to ensure that all teachers are held accountable for the implementation of the Continuous Improvement Plan.

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 24.4 |

Provide the number of classroom teachers.

24.52

| Label | Question | Value |
|-------|--|------------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1237498.77 |

Total

1,237,498.77

DRAFT

Administrator Units

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

Provide the number of administrators.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 78358.0 |

Total

78,358.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 70482.0 |

Total

70,482.00

DRAFT

Counselor

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

Provide the number of Counselors.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Counselor. | 68713.0 |

Total

68,713.00

DRAFT

Librarian

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

Provide the number of Librarians.

1.00

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 55466.0 |

Total

55,466.00

DRAFT

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

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

Total

0.00

DRAFT

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

DRAFT

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. | 8370.0 |

Total

8,370.00

DRAFT

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. | 2511.0 |

Total

2,511.00

DRAFT

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

DRAFT

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. | 45609.0 |

Total

45,609.00

DRAFT

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. | 2682.0 |

Total

2,682.00

DRAFT

Title I

| Label | Question | Value |
|-------|---|----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 136337.0 |

Provide a brief explanation and breakdown of expenses.

Two core area teacher units salaries and benefits
\$118,386.00

Substitute pay for Title I teachers
\$600

District parental involvement specialist salary and benefits (distributed throughout Title I schools)
\$2,120.00

Spring CFA Credit Recovery Teacher Pay
Students that failed to earn one or more half credits during the fall of 2018 will be given the opportunity to make-up those credits via Edgenuity in a before and after school session.
\$3,604.00

Spring CFA Credit Recovery Transportation
This will provide after-school transportation for one day per week during the spring semester for students attending Credit Recovery.
\$2,987.00

School Planners
All students referred to PST for academic and/or behavioral intervention will receive a planner as part of their plan for achievement
\$150

Mobymax
Ten teacher subscriptions for all English and math teachers
\$1,990.00

Miscellaneous Instructional Supplies
Paper, pencils, notebooks, classroom storage equipment, DGP workbooks, composition notebooks
\$1,000.00

College and Career Readiness Field Trip
CT/CVCC Field trip transportation and substitutes for 3-day field trip involving all students
\$1,500.00

After Hours Advisory

One instructor to facilitate "After Hours Advisory" from 4-5 PM daily, Monday-Thursday. Students assigned administrative detention will have the following occur through this program: Monitored for school work completion, review of comprehensive progress report with student, disciplinary follow-up conference, and parent sign-out with progress report given.

\$4,000.00 (\$25 per hour for 22 weeks)

DRAFT

Title II

| Label | Question | Value |
|-------|--|-------|
| 1. | Professional Development Activities. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Not Applicable as all Title II funds associated with meeting the needs of professional development are covered by the Phenix City Board of Education's district budget.

DRAFT

Title III

| Label | Question | Value |
|-------|---|-------|
| 1. | For English Learners. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Not Applicable as all Title III funds associated with meeting the needs of English Learners are covered by the Phenix City Board of Education's district budget.

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Not Applicable as all Title IV funds associated with meeting the needs of 21st century are covered by the Phenix City Board of Education's district budget.

DRAFT

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.

Not Applicable as all Title II funds associated with meeting the needs of low-income schools are covered by the Phenix City Board of Education's district budget.

DRAFT

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Not Applicable as all Perkins IV funds associated with meeting the needs of Career and Technical Education are covered by the Central High School Career and Technical Center budget.

DRAFT

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Not Applicable

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

DRAFT

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.

Not Applicable

DRAFT

Local Funds

| Label | Question | Value |
|-------|-------------------|---------|
| 1. | Provide the total | 42646.0 |

Provide a brief explanation and breakdown of expenses.

Half FTE NJROTC Instructor- 30,300.00

Share of local funded para-professional at Success Academy- 4,846.00

Science Equipment- 7,500.00

DRAFT

Parent and Family Engagement

DRAFT

Introduction

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

DRAFT

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

CFA held a Title I parent meeting at the open house on August 2, 2018. During the meeting, parents were informed by way of a Google presentation about the school's participation in Title I and the requirements of Title I, including the rights of the parents to be involved in the decision making process and the money that is set aside for parental involvement. CFA will hold a Title I parent meeting on a date that coincides with another event during the spring of 2018. During the meeting, administrators will again inform parents about the school's participation in Title I and the requirements of Title I, including the rights of the parents to be involved in the decision making process and the money that is set aside for parental involvement.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Parent meetings are held by request of the teacher, parent, administrator or counselor at different times of the day and at different times of the year in order to try to meet the varying schedules of the parents. During the meeting, administrators may inform parents that did not attend a previous parent meeting about the school's participation in Title I and the requirements of Title I including the rights of the parents to be involved in the decision making process and the money that is set aside for parental involvement. Parent meetings always allow for a question and answer session. All parents are given the opportunity to be involved in the review and planning process for the school by serving on the School Leadership/Continuous Improvement Team, Parents On Board Committee or Guidance Advisory Committee. During summer registration, all parents are given a volunteer form to complete if they are interested in serving on one of the school's planning committees. These forms were also sent with the first electronic parent newsletter, and are available at all times in the parent resource area of the front office. Parents are also encouraged to notify an administrator, teacher or counselor at anytime that they decide they would like to be involved with a planning committee. Committee meetings are held at various times to allow for parents to attend. Plans to increase parental involvement by holding school informational meetings in the community by utilizing other neighborhood venues is also a part of this school year's local indicator for all PCBOE schools without a grade 12. Suggestion/comment cards are also available in the main office reception area for parents to provide input as they see fit. CFA sets aside 1% of its funds for parental involvement. Part of the funds for the school are being used to help fund a system-wide parental involvement coordinator. The rest of the funds are used to aid parents in the education of their students through the purchase of materials that are pertinent to the development of the student.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Parents are notified about curriculum and assessments, as well as student achievement expectations, through the Student Handbook/Parent Resource Guide and Parental Involvement Plan given out at summer registration, as well as shared via email the first week of school.

Individual course syllabi are sent home with the students as well as posted on each CFA teacher's website. Various informational items are also sent out through announcements on the CFA website, e-mails, Remind text messages, as well as automated call outs. In an effort reach all of our parents, written information is translated into the parent's' native language for our non-English speaking parents. Parents also have the option to request a meeting at any time by contacting the counselor or administration. The counselor or administrator in-turn sets up meetings between parents, students, and teachers in order to better serve the students in their educational progress through a collaborative effort. During the meetings, curriculum, assessments and expectations are also discussed.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The parents, students, and teachers meet or otherwise communicate in order to better serve the students in their educational progress through a collaborative effort. The School-Parent Compact is developed and reviewed by the Continuous Improvement Team, which involves parental input. The compact is used as a guide and as an accountability measure for all parties involved. It may be reviewed and updated as necessary for students that are not meeting expectations.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents can contact the administration via phone, in person, or email anytime to submit comments of dissatisfaction with the CIP, which is readily available for review in the office of the CFA and posted on the school's website. There are also comments and suggestion cards available in the front office for any visitors to complete and submit.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school provides training for parents of participating children in understanding such topics as: academic content standards, financial literacy, using Chromebooks and Google Apps for Education, the requirements of Title I, and how to monitor their child's

progress and work with teachers to improve the achievement of their children. Multiple trainings and presentations are offered through our semester parent meetings and through the guidance program during fall and spring Parenting Days. CFA also encourages all parents to join us multiple times a year for parenting lunches, which often include informational sessions. The GEAR UP Initiative also brings along more parental involvement opportunities throughout the school year, including GEAR UP for College Day for parents and students, as well as a possible two field trips. During the Title I parent meetings, the administration discusses and explains academic content standards and graduation standards. Parents are provided with internet resources and websites for further information on the topics. Parents are also provided with ways to stay informed of school-related information through Remind text message accounts, the school website, and distribution emails. The meetings are followed up by a question and answer session. In an effort to keep parents involved in their students' academic progress, CFA sends home an instruction sheet for the INOW parent portal for parents to access their student's records at any time via the internet. These instruction sheets are sent home at the beginning of the school year. CFA also sends out progress reports to parents at the middle of the grading period for all students. The PCBOE parent involvement coordinator sends home parent surveys to ascertain the needs of the parents as far as workshops and training sessions. These needs are then filtered back down to the appropriate schools for planning activities such as Parenting Day. During Parenting Day, topics range from student achievement help at home to educational services, community services, and health services.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

During the Title I parent meetings, the administration discusses and explains academic content standards and graduation standards. Parents are provided with internet resources and websites for further information on the topics. Parents are also provided with ways to stay informed of school-related information through Remind text message accounts, the school website, and distribution emails. The meetings are followed up by a question and answer session. In an effort to keep parents involved in their students' academic progress, CFA sends home an instruction sheet for the INOW parent portal for parents to access their student's records at any time via the internet. These instruction sheets are sent home at the beginning of the school year. CFA also sends out progress reports to parents at the middle of the grading period for all students. The PCBOE parent involvement coordinator sends home parent surveys to ascertain the needs of the parents as far as workshops and training sessions. These needs are then filtered back down to the appropriate schools for planning activities such as Parenting Day. During Parenting Day, topics range from student achievement help at home to educational services, community services, and health services.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

CFA expects our teachers and staff to help create a positive culture and climate through the respect of others and by treating them accordingly. We specifically train office staff on how to deal with people that come into the office for assistance, as well as teachers on how to handle upset parents and students. We believe that a positive climate is a must for a successful school. Each year a training is provided to all staff on de-escalation, within which appropriate communicative skills are discussed. We require that all of our teachers have a working email address and/or phone number, as well as a class website, that has been provided to the parents and students. This allows for a constant flow of updated class-specific information, as well as an open line of communication. Fostering a positive relationship between parents and school personnel assists with students' academic achievement by keeping parents up to date with their child's academic progress and allowing for productive conversations that lead to remedial assistance when necessary.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

CFA recognizes the importance of parents feeling comfortable and confident in the ability of the school to help their children to reach their academic goals. We invite parents to come to our school for many reasons. CFA has a parent resource area that includes written information on a plethora of topics that could assist them with their child's education. We also have a Parenting Day that includes various speakers on topics that are relevant to parents such as health, community services and educational issues.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parents are notified about the programs provided by Title I through written information that is shared at Title I parent meeting and provided electronically by request. It can also be sent home with the students, posted on the CFA web-site, or explained through automated call outs.

In an effort reach all of our parents the written information may be translated into Spanish or other languages for our non-English speaking parents. When possible we also use translators for communication with these parents. Through our parent surveys and interactions with parents, we try to meet the needs of every parent when it is possible. Parents are encouraged to contact the school administration or guidance counselor whenever they would like to discuss matters important to them and their student. These meetings could include parent-teacher, guidance or administrative conferences. Flexible scheduling of these meetings is always provided to allow for the parents to meet at their convenience and the convenience of staff members involved. The PCBOE parent involvement coordinator also, sends home parent surveys to ascertain the needs of the parents as far as workshops and training session. These needs are then filtered back down to the appropriate schools for planning activities such as Parenting Day.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Documents and information that are sent home from CFA are translated into various languages for the non-English speaking parents. We also offer interpreters for face-to-face and phone conversations with these parents. Information for parents with disabilities is also presented in whatever manner it can be attained by the parent.