



Title I Schoolwide Diagnostic

Central Freshman Academy

Phenix City Board of Education

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

TABLE OF CONTENTS

Introduction.....	1
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)).....	2
Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)).....	4
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)).....	57
Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV)).....	58
Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).....	59
Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V)).....	60
Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2)).....	76
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A)).....	77
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V)).....	79
Component 10: Evaluation (Sec.1114(b)(3)):	80

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).

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

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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:

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

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

Title I Schoolwide Diagnostic

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>

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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

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.

Title I Schoolwide Diagnostic

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 - 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

Title I Schoolwide Diagnostic

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 Students) - 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>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>

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>

Title I Schoolwide Diagnostic

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 - 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:

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>

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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-](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](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:

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)

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

[2016.pdf](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

Title I Schoolwide Diagnostic

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.

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 - 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 - 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.	Academic Support Program Direct Instruction Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	All core content teachers

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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.	Academic Support Program Professional Learning Direct Instruction	06/04/2018	05/23/2019	\$1000 - Title I Schoolwide	All core teachers

Title I Schoolwide Diagnostic

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 Other 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>

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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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 Academic 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>

Title I Schoolwide Diagnostic

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.	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 - 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 - 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

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.	Behavioral Support Program Academic 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-

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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.	Field Trip Behavioral Support Program Academic Support Program Extra Curricular	09/28/2018	05/23/2019	\$0 - No Funding Required	All CFA Instructional and Administrative Staff

Strategy2:

Title I Schoolwide Diagnostic

Central Freshman Academy

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 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.	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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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

Title I Schoolwide Diagnostic

Central Freshman Academy

- 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

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.

Title I Schoolwide Diagnostic

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 - 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

Title I Schoolwide Diagnostic

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>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>

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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:

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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
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.	Academic Support Program Career Preparation/ Orientation 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 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

Title I Schoolwide Diagnostic

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) 	Academic Support Program Other Behavioral Support Program Tutoring	10/15/2018	05/23/2019	\$0 - No Funding Required	Problem Solving Team

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

Strategy2:

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.

Title I Schoolwide Diagnostic

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 - 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

Strategy3:

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.

Title I Schoolwide Diagnostic

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

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: 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)

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

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

Title I Schoolwide Diagnostic

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

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-](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](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)

[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)

Title I Schoolwide Diagnostic

Central Freshman Academy

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 Equiped 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:

Title I Schoolwide Diagnostic

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) 	Academic Support Program Other Tutoring Behavioral Support Program	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
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.	Academic Support Program Direct Instruction Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	All core content teachers

Title I Schoolwide Diagnostic

Central Freshman Academy

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.	Professional Learning Academic Support Program Direct Instruction	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.	Academic Support Program Behavioral 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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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.	Academic Support Program Policy and Process	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

Title I Schoolwide Diagnostic

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>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>

Strategy2:

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.

Title I Schoolwide Diagnostic

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

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.	Behavioral Support Program Field Trip Academic Support Program Extra Curricular	09/28/2018	05/23/2019	\$0 - No Funding Required	All CFA Instructional and Administrative Staff

Title I Schoolwide Diagnostic

Central Freshman Academy

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 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.

Title I Schoolwide Diagnostic

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 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-

Title I Schoolwide Diagnostic

Central Freshman Academy

•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 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.

Title I Schoolwide Diagnostic

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>

Title I Schoolwide Diagnostic

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.	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	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.	Behavioral Support Program Academic Support Program	10/01/2018	05/16/2019	\$4000 - Title I Schoolwide	Designated advisory instructor CFA Administration

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 - 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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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.

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

Title I Schoolwide Diagnostic

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.	Technology Professional Learning Academic Support Program	10/08/2018	05/23/2019	\$500 - State Funds	Math Instructors

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 - 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 - 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

Title I Schoolwide Diagnostic

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>

Title I Schoolwide Diagnostic

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.	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	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

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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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:

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)

[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)

Title I Schoolwide Diagnostic

Central Freshman Academy

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->

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	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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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.	Academic Support Program Professional Learning Direct Instruction	06/04/2018	05/23/2019	\$1000 - Title I Schoolwide	All core teachers

Title I Schoolwide Diagnostic

Central Freshman Academy

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 Academic Support Program Direct Instruction	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

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

Title I Schoolwide Diagnostic

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 Behavioral 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>

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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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 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 Other 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>

Title I Schoolwide Diagnostic

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.	Academic Support Program Policy and Process	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 - 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

Strategy2:

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

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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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.	Extra Curricular Field Trip Behavioral Support Program Academic 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:

Title I Schoolwide Diagnostic

Central Freshman Academy

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 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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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:

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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.

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.	Academic Support Program Professional Learning	09/03/2018	05/23/2019	\$0 - No Funding Required	All CFA instructional staff and administration

Title I Schoolwide Diagnostic

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.	Technology Academic Support Program Professional Learning	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:

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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.	Behavioral Support Program Academic Support Program	10/01/2018	05/16/2019	\$4000 - Title I Schoolwide	Designated advisory instructor CFA Administration

Title I Schoolwide Diagnostic

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 Academic Support Program Behavioral 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>

Title I Schoolwide Diagnostic

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.	Behavioral Support Program Academic Support Program	10/15/2018	05/23/2019	\$2140 - Title I Schoolwide	Problem Solving Team CFA Administration Classroom teachers

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

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 - 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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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:

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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 Other Tutoring Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required	Problem Solving Team

Title I Schoolwide Diagnostic

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 - 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

Strategy3:

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

Title I Schoolwide Diagnostic

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

Goal 3:

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).

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.	Academic Support Program Technology	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.	Professional Learning Direct Instruction Academic Support Program	06/04/2018	05/23/2019	\$1000 - Title I Schoolwide	All core teachers

Title I Schoolwide Diagnostic

Central Freshman Academy

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

Title I Schoolwide Diagnostic

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>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>

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:

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.

Title I Schoolwide Diagnostic

Central Freshman Academy

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

Strategy2:

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

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.	Academic Support Program Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	All CFA Instructional Staff

Title I Schoolwide Diagnostic

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) 	Other Tutoring Behavioral Support Program Academic Support Program	10/15/2018	05/23/2019	\$0 - No Funding Required	Problem Solving Team

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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 - 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.	Academic Support Program Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	All CFA Instructional Staff

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 Academic Support Program Extra Curricular 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

Title I Schoolwide Diagnostic

Central Freshman Academy

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 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.	Behavioral Support Program Academic 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

Title I Schoolwide Diagnostic

Central Freshman Academy

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

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

Title I Schoolwide Diagnostic

Central Freshman Academy

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.

