# 2019-2020 Title I Schoolwide Diagnostic for ACIP _09062019_21:47

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Central Freshman Academy**
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Last Modified: 12/09/2019
Status: Open

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# 2019-2020 Title I Schoolwide Diagnostic for ACIP

## Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

• **Title I Schoolwide Diagnostic**
• **ACIP Assurances**
• **Parent and Family Engagement Diagnostic**
• **Coordination of Resources - Comprehensive Budget Diagnostic**
• **eProve<sup>TM</sup> strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

eProve diagnostics

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. 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 yeargrade/credit and retention reports, CERT assessment data from 2018-2019, and CFA 2018-2019 Discipline and Attendance Reports. TheSchool Leadership team met in August and September to review the 2018-2019 ACIP as well as examine previous year data to identify areas of focusfor 2019-2020 school year.

2. 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 on ACT preparation, as well as increasing parental involvement and student leadership efforts. There is also a continued need for a decrease in discipline referrals and student retentions in the ninth grade. Survey data also yielded a great need for a school community focus to address student demeaning behavior and bullying.

3. 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 withcollaborative learning. It was concluded that the overarching goals for academic school wide improvement would include focusing onengaging lessons involving CCR standards for the following: English Language Arts for English 9 courses, Reading for World History, Science in Biology and Chemistry courses, and Mathematics for Algebra and Geometry courses. 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 o 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 It was concluded that goals for academic school-wide improvement would focus on engaging lessons involving CCR standards for the following: English Language Arts for English 9 courses, Reading for World History 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 2019-2020 school year.academic achievement. It was also concluded that the school would continue goals to decrease discipline referrals and student grade retentions for the 2019-2020school year.

4. 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 ofstudents being retained in ninth grade continues this school year. At the end of the 2014-2015 school year, we had 101 retained students Our goal of reducing the number of students being retained in the ninth grade continues this school year. At the end of the 2014-2015 Our goal for reducing the number of students being retained in the ninth grade continues this school year as we had 101 retained Our Our goal of reducing student retention continues this school year. At the end of the 2014-2015 school year 101 students out of 463 (22%) were retained. 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 2018-2019 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 as well as help prepare our students for college level work or the workforce.

5. 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 to be 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 yearand 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.

6. 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.

7. 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 forindividualized assistance may be addressed through strategies created to provide assistance outside of or within the regular classroomsetting. 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))

1. 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 behavior that will increase a positive teacher-student learning environment by 05/23/2019 as measured by INOW disciplinaryreports.Strategy1:At-Risk Student Intervention - At-Risk Student Identification and targeted support- Students will be identified as at-risk of dropping out ofschool or disciplinary issues based on low academic achievement and/or excessive disciplinary offenses and referred to the Problem SolvingTeam for RtI intervention strategies and individualized guidance to target 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. ClearingHouse. Jan/Feb94, Vol. 67 Issue 3, p137. Strategy2:School-wide Positive Behavior Support - All teachers will utilize a uniform classroom discipline step model and work together for a positivebehavior support incentive system.Category: Develop/Implement Student and School Culture ProgramResearch

Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Surveyof School Implementation. Preventing School Failure.Measurable Objective 2:demonstrate the behavior of active student engagement by increasing learning opportunities with the four Cs and technology integration by05/23/2019 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 forengagement in the areas of:• Equitable Learning• High Expectations• Supportive Learning• Active Learning• Progress Monitoring and Feedback• Well-Managed Learning• Digital LearningThis will allow for learner-centric tasks, attitudes, and dispositions conducive to optimal learning, which will ultimately prepare them forcollege and career. It will also aid teachers in keeping students engaged with lessons while providing more current and effective forms ofinstruction and assignment submission that better suit our 21st-century students. Category: Develop/Implement Learning SupportsCategory: Develop/Implement Teacher Effectiveness PlanResearch Cited: AdvancEd Goal 2:Students will demonstrate college readiness growthMeasurable Objective 1:increase student growth whereas 80% of students will demonstrate at least 2 scaled points growth or higher (versus fall composite scoresbenchmark) by 05/23/2019 as measured by College Equipped Readiness Tool (CERT)..Strategy1:Data-Driven Instruction and Intervention - CFA designated staff and teachers will analyze assessments and student academic performanceduring data, meetings to identify areas of weakness and plan for targeted interventions for whole-group and individualized instruction.Category: Develop/Implement Learning SupportsResearch CitedIncreased Parental Involvement - Teachers and administration will use various strategies to increase parental involvement at CFA.Category: Implement Community Based Support and Intervention SystemResearch Cited: KHANH BUI; RUSH, RYAN A. PARENTAL INVOLVEMENT IN MIDDLE SCHOOL PREDICTING COLLEGE ATTENDANCEFOR FIRST-GENERATION STUDENTS. Education. Summer2016, Vol. 136 Issue 4, p473-489. 17p. Strategy3:Collaborative Instruction for College and Career Readiness - Departments will collaborate to develop the yearly pacing guides based onLaying the Foundation resources and training, as well as previous year's feedback and assessment data. Pacing guides will also have timeallocated 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 aretaught the skills required for academic success in enrolled coursework. Teachers will evaluate lesson plans collaboratively to ensureadherence to the pacing guide and the 5E's (Engage, Explore, Explain, Elaborate, and Evaluate) for their students before each week'sinstruction. Strategic Teaching Strategies will be planned for to actively engage all learners during instruction.Category: Develop/Implement College and Career Ready StandardsResearch Cited: A+ College Ready Laying the foundation.Goal 3:Schools without a grade 12 will increase parental involvementMeasurable Objective 1:collaborate to increase parental involvement per school-based events by 05/23/2019 as measured by event sign-in sheets .Strategy1:Student Incentives - Students will be provided with incentives to encourage their parents' involvement in school activities.Category: Implement Community Based Support and Intervention SystemResearch Cited: http://www.educationworld.com/a_admin/archives/partners.shtml ohttp://www.educationworld.com/a_admin/admin/admin421.shtml o http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdnassl.com/wpcontent/uploads/2016/02/Mitchell_C_Parent_Involvement_in_Public_Education.pdf o http://www.aecf.org/m/resourcedoc/AECFEngagingParentsDevelopingLeaders-2016.pdfStrategy2:Innovative Scheduling - Parent meetings will be held outside of the normal school-based setting and at alternative times throughout the dayto accommodate parents that have a lack of transportation and/or availabilityCategory: Implement Community Based Support and Intervention SystemResearch Cited: o http://www.educationworld.com/a_admin/archives/partners.shtmlo http://www.educationworld.com/a_admin/admin/admin421.shtmlohttp://8rri53pm0cs22jk3vvqna1ubwpengine.netdnassl.com/wpcontent/uploads/2016/02/

Mitchell_C_Parent_Involvement_in_Public_Education.pdfo http://www.aecf.org/m/resourcedoc/ AECF-EngagingParentsDevelopingLeadersStrategy3:Parental Involvement Promotion - Door prizes, meals and/or refreshments, and student presentations or involvement will be provided forduring parent, activities to encourage attendance. Lists of prizes, meals provided, and agendas to encourage planned attendance will beshared 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 SystemResearch Cited: http://www.educationworld.com/a_admin/ archives/partners.shtml ohttp://www.educationworld.com/a_admin/admin/admin421.shtml o http:// 8rri53pm0cs22jk3vvqna1ub-wpengine.netdnassl.com/wpcontent/uploads/2016/02/ Mitchell_C_Parent_Involvement_in_Public_Education.pdf o http://www.aecf.org/m/resourcedoc/ AECFEngagingParentsDevelopingLeaders- 2016.pdfGoal 4:Students will demonstrate college readiness proficiencyMeasurable Objective 1:demonstrate a proficiency in each CERT category by 2% increase (versus fall benchmark) by 05/23/2019 as measured by College EquippedReadiness Tool (CERT)Strategy1:Student Growth Initatives - CFA traditional classroom teachers will receive training and support to assist in the goal to show individualstudent growth on the CERT ACT-practice assessment from fall 2018 to spring 2019.Category: Develop/Implement Professional Learning and SupportGoal 5:Reduce student retention rateMeasurable Objective 1:demonstrate 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 orclassroom teachers that they can meet with throughout the school year.Strategy2:Credit Recovery - Students will have the opportunity to earn lost credits from the previous semester in an after or before school creditrecovery program.Category: Develop/Implement Learning SupportsResearch Cited: Ezarik, Melissa. The Road Not Traveled. District AdministrationStrategy3:CFA Universal Academic Assistance - CFA will implement numerous activities that pertain to helping students succeed academically andearn all attempted credits in their ninth-grade year.Category: Develop/Implement Learning SupportsResearch Cited: Nowicki Jr., Stephen; Duke, Marshall P; Sisney, Sherleen; Stricker, Bridget; Tyler, Mary Ann. Reducing the Drop-Out Ratesof At-Risk High School Students: The Effective Learning Program (ELP). Genetic, Social & General Psychology Monographs. Aug2004, Vol.130 Issue 3, p225-239. 15p. 1Goal 6:Increase Average Daily AttendanceMeasurable Objective 1:demonstrate 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 toreward students for academic achievement, classroom participation and improvement, as well as positive attendance.Category: Develop/Implement Student and School Culture ProgramResearch Cited: Rodriguez, Billie Jo; Loman, Sheldon L; Borgmeier, Christopher. Tier 2 Interventions in Positive Behavior Support: A Surveyof School Implementation. Preventing School Failure. 2016, Vol. 60 Issue 2, p94-105. 12p. 3 Charts, 2 GraphsStrategy2:Streamlined Truancy Tracking - Each school will utilize a common tiered truancy warning program.Category: Implement Community Based Support and Intervention SystemResearch Cited: Vance, E; Block, Jerald; Heuston, George. Effective Truancy Intervention. FBI Law Enforcement Bulletin. Sep2008, Vol. 77Issue 9, p28-32. 5p. 1 DiagramGoal 7:Implement a mentoring program Measurable Objective 1:demonstrate behavior of participants in a mentoring program by all students by 05/23/2019 as measured by State EOY Retention ReportStrategy1:Advisory Program - CFA will implement an advisory program to provide students with an adult advocate besides the guidance counselor orclassroom teachers that they can meet throughout the school year.Category: Develop/Implement Learning SupportsResearch Cited: Manning, M. Lee; Saddlemire, Richard. High school advisory programs: The Roosevelt Roads experience. Clearing House.Mar/Apr98, Vol. 71 Issue 4, p359Goal 8:The percent of EL students exiting the ESOL program as measured by ACCESS will increaseMeasurable 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 ACCESSTest.Strategy1:WIDA

Standard Implementation - Central Freshman Academy teachers will utilize the WIDA Standards and develop appropriate learninggoals and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of theadministration of the ACCESS test and how to develop appropriate goals for EL students.Category: Develop/Implement Learning SupportsResearch 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

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

• counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

• preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

• implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

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. 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.

3. 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 individualizedbased 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 findmore effective strategies to have all students highly engaged in the classroom. A required component of lesson planning includes thestrategic teaching strategies before, during, and after, as well as the 5 Es of inquiry-based learning, Webb's depth of knowledge, and the 4Cs of engagement. Lesson standards are also required to be listed on the whiteboard along with student-friendly objectives. All core areateachers utilize Kaplan materials for intervention or acceleration in their subject area.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English 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. Identifiedstudents 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 referredto the Problem Solving Team (PST). Parent conferences and notifications for identified students are held to discuss strategies as well asdetermine the best method to address the student's needs. In the Spring we have a Credit Recovery Class for students who did not obtainfull 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.

5. 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.

All score reports and communication is provided in their home language and an EL representative/interpreter from the PCBOE central office can assist with interpreting the data.

6. What is the school's teacher turnover rate for this school year?

2019-202030% New (7/23 certified teachers)Four resignations, two non-renewals and one transfer

7. 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 if the experience for this staff is 8.19years. Forty-eight percent of the staff hold masters degrees in their teaching field.

8. If there is a high turnover rate, what initiatives has the school 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 veteranteacher 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 areaspertinent to student and teacher success. All new teachers receive new teacher professional development training prior to the first day ofschool 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 thecourse of their first year of teaching. CFA also provides for planning time for all departments to the maximum extent possible, commonplanning for mentors and mentees, and cross-curricular planning sessions throughout the school year.

9. 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 eachcourse. 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 verticalalignment of instructional needs.

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

Instructional Staff Professional Development for the 2019-2020 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

11. 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 training and meetings toassist them in learning and implementing effective instructional strategies. Mentor teachers preferably hold a master's level or above in theirteaching field, have 3 or more years of successful teaching experience, and receive a recommendation from their building principal.

12. 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 schoolyear, in August, January, and May. This allows for opportunities to assess teacher implementation of the professional learning and toschedule 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 contentareas

13. 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.

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14. 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.

**(N/A for Elementary Schools)**

CFA follows the guidelines outlined from school district LEA Comprehensive English Learner District Plan. This plan is designed andsupported to help students acquire fluency in English, to ensure and provide equal access to academic core curriculum for all ELstudents.Our school EL representative attended various training in order to train our teachers. CFA teachers were trained in October on thevarious strategies that they can incorporate in their classroom to help students with English proficiency. Teachers use various apps toaccommodate 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 CentralHigh School Spanish Teachers to aid in assisting students toward reaching English proficiency goals. Procedures for ELL students PhenixCity School District's ESL core program is SIOP (Sheltered Instruction Observation Protocol). Central Freshman Academy's delivery model isbilingual. During the registration process, on the Home Language Survey the parent indicates if a child's first learned language is any otherthan English. The ESL teacher administers the W-APT to the student. Scores are sent home to the parent in their home language notifyingeligibility 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 Englishlanguage 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 theprogram and monitor progress for two years. Each school EL representative attends continuous district training and delivers to theirrespective 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 livingwith someone else or in a motel/hotel/camper. The student may also disclose a living situation with the counselor. The counselor/McKinney Ventorepresentative notifies the district coordinator as well as the Parental Involvement Specialist. The Parent Involvement Specialist will makecontact with the family to assist the child. Arrangements can be made for transportation, clothing, etc

## Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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 arerequired to meet once a month in their discipline area to discuss data, student progress, etc. Minutes of these meetings are submitted to theprincipal. The principal also meets periodically with each content area to discuss progress and other issues.

Unannouncedobservations/walkthroughs and snapshot observations are conducted by the administration as well as district personnel. The results of thesedata meetings and observations help us determine our school improvement goals for the school year. The Continuous Improvement Teamalso meets monthly to review multiple data sources for academic achievement as well as stakeholder input.

2. 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 comparethese scores with last year scores to current scores which were obtained after the implementation of the school-wide plan. Failure rates forcontent areas are compared from one year to the next as well. Administrators and teachers look for an increase or improvement inachievement in areas which were previously identified as a need. This helps us determine if our strategies and action plans have beeneffective

3. 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 teamwill discuss data to determine what trends exist and to determine if these are school-wide or being seen in specific subgroups. The teamreviews strategies and activities that have been implemented to determine their impact on student learning and what necessary changesneed 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.

## Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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 localschool funding. Teachers provide tutoring for students to ensure those students are on track to achieving school-wide goals. CreditRecovery is also offered during the spring to help students that failed a course during the first semester and did not earn credit. Theprogram is offered on an online course using the Edgenuity software.

2. 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 implementnecessary resources for our school-wide improvement goals. These services also allow our school to provide additional support and trainingfor our teachers, parents, and students. State and local funds are utilized prior to Title I federal funds.

## ACIP Assurances

**Instructions:**

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- **YES**
- ○ NO
- ○ N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.

- **YES**
- ○ NO
- ○ N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- **YES**
- ○ NO
- ○ N/A

## Parent and Family Engagement

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

CFA held a Title I parent meeting at the open house on August 3, 2019. During the meeting, parents were informed by way of a Googlepresentation about the school's participation in Title I and the requirements of Title I, including the rights of the parents to be involved in thedecision making the process and the money that is set aside for parental involvement. CFA will hold a Title I parent meeting on a date thatcoincides with another event during the spring of 2018. During the meeting, administrators will again inform parents about the school'sparticipation in Title I and the requirements of Title I, including the rights of the parents to be involved in the decision making the process and themoney that is set aside for parental involvement.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Parent meetings are held by request of the teacher, parent, administrator or counselor at different times of the day and at different times ofthe year in order to try to meet the varying schedules of the parents. During the meeting, administrators may inform parents that did notattend a previous parent meeting about the school's participation in Title I and the requirements of Title I including the rights of the parents tobe involved in the decision making the process and the money that is set aside for parental involvement. Parent meetings always allow for aquestion and answer session. All parents are given the opportunity to be involved in the review and planning process for the school byserving on the School Leadership/Continuous Improvement Team, Parents On Board Committee or Guidance Advisory Committee. Duringsummer registration, all parents are given a volunteer form to complete if they are interested in serving on one of the school's planningcommittees. These forms were also sent with the first electronic parent newsletter, and are available at all times in the parent resource are ofthe front office, Parents are also encouraged to notify an administrator, teacher or counselor at anytime that they decide they would like to beinvolved with a planning committee.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Committee meetings are held at various times to allow for parents to attend. Plans to increase parental involvement by holding school informational meetings in the community by utilizing other neighborhood venues is also a part of this school year's local indicator for all PCBOE schools without a grade 12. Suggestion/comment cards are also available in the main office reception area for parents to provide input as they see fit.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

CFA sets aside 1% of its funds for parental involvement. Part of the funds for the school is being used to help fund a system-wide parental involvement coordinator. The rest of the funds are used to aid parents in the education of their students through the purchase of materials that are pertinent to the development of the student.

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

Parents are notified about curriculum and assessments, as well as student achievement expectations, through the Student Handbook/ParentResource Guide and Parental Involvement Plan given out at summer registration, as well as shared via email the first week of school.Individual course syllabi are sent home with the students as well as posted on each CFA teacher's website. Various informational items arealso sent out through announcements on the CFA website, e-mails, Remind text messages, as well as automated call-outs. In an effort to reachall of our parents, written information is translated into the parent's' native language for our non-English speaking parents. Parents also havethe option to request a meeting at any time by contacting the counselor or administration. The counselor or administrator in-turn sets upmeetings between parents, students, and teachers in order to better serve the students in their educational progress through a collaborativeeffort. During the meetings, curriculum, assessments, and expectations are also discussed.

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

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

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

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

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve studentacademic achievement, our school provides training for parents of participating children in understanding such topics as: academic contentstandards, financial literacy, using Chromebooks and Google Apps for Education, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Multiple pieces of training and presentations are offered through our semester parent meetings and through the guidance program during fall and spring Parenting Days. CFA also encourages all parents to join us multiple times a year for parenting lunches, which often include informational sessions. The GEAR UP Initiative also brings along more parental involvement opportunities throughout the school year, including GEAR UP for College Day for parents and students, as well as a possible two field trips. During the Title I parent meetings, the administration discusses and explains academic content standards andgraduation standards. Parents are provided with internet resources and websites for further information on the

topics. Parents are alsoprovided with ways to stay informed of school-related information through Remind text message accounts, the school website, anddistribution emails. The meetings are followed up by a question and answer session. In an effort to keep parents involved in their students'academic progress, CFA sends home an instruction sheet for the INOW parent portal for parents to access their student's records at anytime via the internet. These instruction sheets are sent home at the beginning of the school year. CFA also sends out progress reports toparents at the middle of the grading period for all students The PCBOE parent involvement coordinator sends home parent surveys toascertain the needs of the parents as far as workshops and training session. These needs are then filtered back down to the appropriateschools for planning activities such as Parenting Day. During Parenting Day, topics range from student achievement help at home toeducational services, community services, and health services.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

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

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

CFA expects our teachers and staff to help create a positive culture and climate through the respect of others and by treating themaccordingly. We specifically train office staff on how to deal with people that come into the office for assistance, as well as teachers on how tohandle upset parents and students. We believe that a positive climate is a must for a successful school. Each

year a training is provided to allstaff on de-escalation, within which appropriate communicative skills are discussed. We require that all of our teachers have a working emailaddress and/or phone number, as well as a class website, that has been provided to the parents and students. This allows for a constant flowof updated class-specific information, as well as an open line of communication. Fostering a positive relationship between parents and schoolpersonnel assists with students' academic achievement by keeping parents up to date with their child's academic progress and allowing forproductive conversations that lead to remedial assistance when necessary.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

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

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Parents are notified about the programs provided by Title I through written information that is shared at Title I parent meeting and providedelectronically by request. It can also be sent home with the students, posted on the CFA website, or explained through automated call-outs. In an effort to reach all of our parents the written information may be translated into Spanish or other languages for our non-English speakingparents. When possible we also use translators for communication with these parents. Through our parent surveys and interactions withparents, we try to meet the needs of every parent when it is possible. Parents are encouraged to contact the school administration orguidance counselor whenever they would like to discuss matters important to them and their student. These meetings could include parent-teacher, guidance or administrative conferences. Flexible scheduling of these meetings is always provided to allow for the parents to meet at their convenience and the convenience of staff members involved. The PCBOE parent involvement coordinator also, sends home parentsurveys to ascertain the needs of the parents as far as workshops and training session. These needs are then filtered back down to theappropriate schools for planning activities such as Parenting Day.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities,

and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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

# Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Coordination of Resources - Comprehensive Budget document.
Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**
- ○  I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

## ATTACHMENTS

## Attachment Name

- CFA Coordination of Resources Comprehensive Budget 2019-2020

# Coordination of Resources - Comprehensive Budget

# eProve<sup>TM</sup> strategies: Goals & Plans

The school has completed all components of its ACIP in eProve<sup>TM</sup> strategies.

- ● **Yes**
- ○ No

# eProve<sup>TM</sup> strategies: Goals & Plans

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| CFA ACIP Strategy Map | Summary of vision, mission, beliefs, and themed improvement objectives with critical initiatives and key measures | • |
| CFA ACIP Theory of Action | Summary of school mission, initiatives, key measures, and intended outcomes, along with pertinent resources | • |
| CFA Annual Implementation Plan | Summary of initiatives, objectives, and activities with funding details | • |
| CFA Annual Improvement Plan | Summary of objectives, critical initiatives, and their key measures | • |
| CFA Coordination of Resources Comprehensive Budget 2019-2020 | | • |
| Parental Involvement Plan CFA 2019-2020 | | • |
| Title I Parent-Student Compact 2019-2020 | | • |