



ACIP

Central Freshman Academy

Phenix City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Central High Freshman Academy (CFA) was established in 2009. CFA has the distinct honor and privilege of serving all ninth grade students for the Phenix City School System. CFA is located in a suburban area in Phenix City, Alabama. The 2016-2017 enrollment is approximately 462 students. The student population is comprised of 1% Asian students, 68% Black/African American, 23% white students, 7% Hispanic students, and 1% American Indian/Alaskan Native. The Academy has a staff of 41 unique and caring individuals. Our base staff includes 25 teachers, 1 principal, 1 assistant principal, 1 guidance counselor, 1 media specialist, 5 support staff, 2 custodians, 4 CNP workers, and 1 SRO. All teachers provide instruction for 6 full classes in his or her subject area for 50 minutes. Each teacher is given a common planning time of 50 minutes to collaborate, plan and contact parents, or have parent conferences. Faculty and staff are also allotted a non-encumbered lunch break.

The Central Freshman Academy was established to remove obstacles that prohibited student success among high school students in America. According to research, ninth grade is a critical component to establishing and maintaining a good foundation in high school. Our goal is to provide an educational program that will empower all students to make good choices and meet the challenges of the 21st Century. Each freshman has the opportunity to take 4 core courses, physical education, Career Preparedness, numerous electives, and several student club activities. Our students are afforded the opportunity of traveling to Central High School (CHS) at a specific period in the school day and participate in band, ROTC, and athletics. CHS and CFA are connected by a bridge walk; the travel distance is approximately 30 seconds by walking in a normal pace. Our students are also exposed to technology in the classrooms via the 1:1 chromebook initiative for grades 9 - 12. Other technologies include: Smart Boards, two student laptop mobile labs, a chromebook mobile lab and 4 computer labs. Three of the labs are used daily to teach Career Preparedness and the third is our Business Technology Applications lab. Each lab consists of 30 to 32 student computers. These technological resources are used to support and enhance the quality instruction that our teachers provide while giving the students experience using the latest technological devices.

CFA has been in existence for 6 years. Within that time span, there have been numerous changes to the administration team resulting in 4 new principals and 4 new assistant principals. Changes made to the faculty and staff for the 2016-2017 school year include two new science teachers, one new Math teacher, two new English teachers, one new History teacher, one new Career Technology teacher, one new Paraprofessional, and one Assistant Principal. Regardless of these changes, every new school year we continue to strive for excellence as well as demand high-quality instruction for our students.

One of the unique challenges our school faces every day is poverty. These challenges are inclusive of, but not limited to: the poverty level of families living in Phenix City. Currently, 74% of our students qualify for free or reduced lunch. To help service our students, CFA does receive Title I funding. CFA is also participating in the GEAR UP Alabama initiative for the 2016-2017 school year. This grant-funded program targeting low-income students and families seeks to better prepare students and parents for post-secondary success by providing additional funding and resources such as: field trip funding, parental involvement activities, Kaplan materials for intervention and acceleration in core areas, ePrep CERT practice testing and remedial software for ASPIRE preparation, and Scholar Centric personality testing for identification of at-risk students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of the Central Freshman Academy is to create a positive learning environment that promotes academic achievement and personal-social growth and development. The Academy is a transitional, small learning community that in partnership with parents, teachers, scholars, and the local community, is committed to providing a secure, positive learning environment where students achieve the skills necessary for responsible citizenship and the achievement of post-secondary goals.

The Academy Statements of Belief:

Our scholars are unique individuals that are worthy of tolerance and acceptance and deserve to be treated fairly

Our scholars are capable of learning and need to experience success

Our scholars need a variety of teaching strategies to meet their individual needs and learn best when they are actively involved in meaningful learning experiences

Our scholars merit an undisturbed, safe, and orderly learning environment

Our scholars should respect themselves and others and need to be surrounded by positive role models

Our scholars should set achievable goals and then work towards them

Our scholars learn to be responsible by being given responsibility

Our scholars learn best when their family and community are involved with their education

Our scholars should give their time and use their talent to benefit others through community service

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The Central Freshman Academy continually strives to reduce the number of disciplinary referrals each year, with an added emphasis for the 2016-2017 school year. The number of discipline referrals varied significantly from 2010 to 2016. The 2010-2011 school year ended with 818 discipline infractions, 2011-2012 school year ended with 840, 2012-2013 year ended with 648, 2013-2014 school year tended with 476 discipline referrals, which showed a significant drop of 172 less referrals as compared to the previous year. The 2014-2015 school year ended with 599 discipline referrals, while the 2015-2016 school year ended with 959 discipline referrals (60% increase). It is believed that the significant variation and increase in discipline referrals was due to a combination of leadership changes, discipline documentation requirement changes, as well as added disciplinary policies.

We also made strides in reducing the number of students being retained in ninth grade. At the end of the 2010-2011 school year, we had 64 retained students. The 2011-2012 school year we ended with 46 retained students (a 28% decrease). At the end of the 2012-2013 school year, we ended with 33 retained students (a 48% decrease from 2010-2011). The 2013-2014 school year ended with 40 retained ninth graders, and the 2014-2015 school year ended with 101 retained ninth graders (153% increase). Unfortunately, the 2015-2016 school year resulted in only a slight decrease in retentions with 92. We hope by reducing the number discipline referrals and 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 work force.

Since the AHSGE accountability requirements have shifted to PLAN 2020 and the implementation of the College and Career Readiness Standards (CCRS). CFA has also shifted focus, directing more attention to continued improvement of graduation rates. As well, CFA is preparing our students to meet or exceed proficiency standards on the ASPIRE in 10th grade, due to the direct correlation of the ASPIRE and ACT test that will be administered to all 11th grade students. Some of our notable initiatives to better prepare our students for college or career include the following:

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

Science in Motion labs from Auburn University are used in science classes to improve upon the students' inquiry and problem-solving skills. Career Technical teachers are implementing the use of the online program Everfi to promote financial literacy for our students.

CFA has implemented a 1:1 initiative in which all students have a Chromebook. Schoolwork is available on and off-line.

Digital textbooks have been implemented in most classes to provide age and generation-appropriate resources.

Cross-disciplinary projects are implemented by way of collaborative efforts between departments each year.

English and History Departments collaborate on a six week documentary project implementing various standards from both courses of study into a technological medium.

CFA teachers have common planning to the maximum extent possible in related subjects.

CFA teachers and departments are developing shared documents and introducing students and parents to more collaborative projects. We are all learning together to collaborate with a project-based learning mindset.

School-wide use of Learning Earnings for student motivation.

School-wide professional learning goal for the integration of emerging technologies into all academic areas.

Time for additional support during the regular school day in each academic content area was built into course pacing guides to improve student achievement.

Each core area has common benchmark assessments to utilize for data-driven instruction. Benchmark assessments are completed a minimum of three times per year.

Tutoring time available in all subject areas before school daily from 8:15-8:55 AM.

Math and reading remediation half-credit courses are being taught in an elective space for identified at-risk students. Career Prep and Business Tech classes serve as the foundation and prerequisite for subsequent specialized courses in their career path of choice.

All departments reviewed ASPIRE-8 assessment data and identified areas of weakness/content-specific objectives to focus on for remediation throughout the school year.

Career Prep students build resumes and conduct mock interviews to make a connection between school and the world of work.

Career Prep students participate in the H&R Block Budget Challenge for a nine week period.

FBLA freshmen work together to compete on local, state, and national levels in various work-based learning experiences such as creating business plans, financial business plans, computer gaming and simulation, and introduction to business presentation.

All students are required to earn community service hours in a field that interests them. Ten hours are required freshman year; a total of 55 hours are required prior to graduation.

Students can attend various community service field trips with clubs and athletics at CFA.

CFA has a yearly college fair during which students research and receive information from prospective schools. Career Preparedness teachers will utilize this in class as well.

Guidance counselor meets with students in large-group settings through core classes on a monthly basis.

Open-door policy- Students have the opportunity to meet with the guidance counselor one-on-one as needed.

Students all participate in Kuder, the online program for academic and career planning. This is accomplished with the grade-level counselor, as well as the College and Career Readiness Counselor from Career Tech.

Red Devil Advisory during 4th period- Extra time built into this class period is utilized by the teacher to review grades and other pertinent factors affecting the students' academic success. This teacher serves as an adult mentor for students.

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

Over the next three years CFA will continue to focus on collaboration and problem-solving skills, discipline of students, number of retained students, rigorous instruction, student engagement, engaging lesson plans incorporating technology, teaching state standards on or above grade level, and College /Career Readiness Standards. Professional development is provided for the entire staff and will we continue to ensure students are highly engaged as well as academically challenged. CFA is relentless in providing opportunities for teachers to enhance their teaching skills in order to prepare our students for college or the workforce.

Additional Information

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

As a part of the system-wide i3 initiative, 95% of the CFA student population in the 2016-2017 school year are 1:1 with a Chromebook personal and portable electronic device for use in the classroom and at home. To prepare for this, our teachers have received training on and begun implementation of Google Classroom, Google Apps for Education, and Learning Earnings, as well as planning for more technology use in instruction. By the end of 2016-2017, all CFA traditional classroom teachers will be Google Level 1 Educator Certified.

The Class of 2020 is a part of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant initiative in the state of Alabama. This allows for all CFA students to be provided with more resources to further their education and strive to be college and career ready.

CFA's Future Business Leaders of America (FBLA) is one of our premier groups of the school. The 2016-2017 FBLA club has 100 members. All FBLA members take great pride in this opportunity to gain an insight on future business goals. The FBLA club aid students into being competent leaders, it strengthens their confidence level and, creates an interest in understanding American business enterprise. Students are encouraged to develop projects that will contribute to home, business and the community; while at the same time promotes school loyalty. .

Annually, FBLA participates in over 200 hours of community service, including the Salvation Army, March of Dimes, Relay for Life, and local nursing homes. For the past four years, our competition team has become a national contender by placing 3rd place or better in FBLA State Competition. For 2015 - 2016 our Computer Gaming and Simulation team placed 3rd nationally. For the 2012-2013 and 2013-2014 years, our FBLA won 1st place in the Atlanta Hawks Marketing Day Competition. Achievements for the 2014-2015 school year included:

Placed 4th in Atlanta Hawks Marketing Day Competition

Raised over \$33,000 to support state and national competition travel

Completed 20 hours of community service with Salvation Army- Sorting and Donation Drives

Placed 1st at State Competition- Business Financial Plan, Computer Gaming and Simulation and Business Plan.

Completed at National Conference in Atlanta, GA and place 3rd in Computer Gaming and Simulation.

Award winning FBLA program at the national level (3rd place summer 2016)

Finalist in the XQ Super School grant competition

Area 21 is still a goal

Still researching STEM opportunities for the secondary level of Phenix City Schools

Increased ASPIRE practice testing scores over the course of the last school year, and the students earned a block party

Undefeated football season in 2015 - (1st Season ever for CFA)

95% participation rate for 1:1 Chromebook Initiative

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Leadership team was developed within the first month of school, initially consisting of departmental chairpersons, the CFA counselor and administrators. The first meeting was held August 23, 2016. During this meeting, members were informed of their roles, duties and responsibilities as a member of school leadership team. They were also informed that they would be required to participate in future continuous improvement meetings for review and revisions of our ACIP. Each member was shared the 2015-2016 ACIP on the Google MyPCBOE drive for review and revisions. Our next SLT meeting was held on September 1, 2016 to select parent volunteers. The parents were contacted by an SLT member and informed of the committee's purpose and vision, as well as future meeting dates. Student members are automatically assigned and advised of their leadership team duties after being elected to serve as the student council class president and vice president. All meetings are planned in advance to accommodate and meet the needs of all stakeholders.

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

The School Leadership Team held the third meeting on September 8, 2016. SLT members make up our improvement and GEAR UP team and consist of a principal, assistant principal, counselor, a representative from each discipline at CFA, one parent, and two students. The Principal guides the team through the ACIP and each stakeholder has the responsibility of collecting data or other forms of pertinent information needed to complete the plan. Data was obtained from the 2015-2016 school year including Stakeholder Surveys, (completed by parents, faculty and students), School Incidence Report (SIR), Information Now (INOW), Aspire Assessment (8th grade), ACCESS test, walk through observation data and the 2015-2016 ACIP. During this meeting the members were assigned portions of the ACIP to complete, along with their department members. This involves collection of data, review and analyzation of data to determine areas of strengths and weaknesses as well as determine improvement goals, strategies, and action steps for the Continuous Improvement Plan. All meetings will be documented with sign-in sheets, and agendas to determine participation, as well as goals that were set forth by the committee.

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

All faculty members, parents, and students will be provided with an electronic copy of the completed ACIP prior to October 1, 2016. This will provide all stakeholders with an opportunity to review the ACIP. All stakeholders can articulate any questions or concerns pertaining to any components of the 2016-2017 ACIP. Additionally, faculty members that are not on the School Leadership Team can convey questions and concerns to their department chairperson. The SLT meetings are predetermined and scheduled each month to accommodate all stakeholders involved. During the meetings amendments and recommendations can be noted and reviewed based our improvement needs. All stakeholders receive notification of the final CIP via email, school website and at our next scheduled Annual Title I meeting, which will be held in January, 2017. Further notification of our ACIP can be found on the CFA parent/student board located in school lobby. Our administration also has an area established for parents/students pertaining to academics, colleges, and other student-related issues. A final copy of the ACIP can be viewed in a notebook near parent/student board and a copy can be viewed the in administrator's office and

counselor's office.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	A thorough review of the 2015-2016 8th-grade ASPIRE was completed by the GEAR UP SREB team for the desktop audit portion of the technical assistance visit.	2015-2016 ASPIRE Review

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

In comparison of the 2014-2015 7th-grade ASPIRE to 2015-2016 8th-grade ASPIRE results for the reading tests, all five sub-populations made more than one year's growth from the 7th to 8th grades.

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

With the exception of Black Males, all sub-populations showed marked improvement from 7th to 8th grad on the Key Ideas and Details reading subtest.

Consistent with other reading subtests, Black Males improved only slightly while other sub-populations saw significant improvement for the Craft and Structure reading subtest.

Which area(s) indicate the overall highest performance?

These data reinforce the finding that reading is an area where teachers are doing a very fine job.

Most sub-populations, except White Males, showed very good progress in the area of Geometry. However, White Males still out-performed all other sub-populations. This may indicate that while White Males had a fairly substantial advantage over other groups in 7th grade, the 8th grade teachers were able to reduce this gap by improving the performance of the other sub-populations.

All five sub-populations showed solid increases in Statistics and Probability. This is likely due to an increase in the amount of time and practice devoted to these skills compared to 7th grade.

The Expressions and Equations subtest shows remarkably different achievement patterns compared to other math subtests. All five sub-populations showed considerable improvement. The likely explanation is this topic (Expressions and Equations) was treated in more depth and with more practice in 8th grade than in 7th grade.

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

While White and Hispanic students made the most gains in reading, Black students also gained more than one year.

While all five sub-populations increased their scale score, only one (White Females) met the grade level benchmark on the 8th-grade ASPIRE math test.

Hispanic students and White Females gained more than one year's growth in 8th grade on the math ASPIRE.

Between which subgroups is the achievement gap closing?

The achievement gap between whites and hispanics continues to close for males and females.

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

All of the above reported findings are consistent with data analyzed in reading and math on the eighth spring 2012-2013 Explore Assessment.

Areas in Need of Improvement

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

In comparison of the 2014-2015 7th-grade ASPIRE to the 2015-2016 8th-grade ASPIRE results, math should be considered an area of emphasis in planning schoolwide initiatives.

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

Consistent with the percentile rank data, three of the five sub-populations showed declines in the percentage of students in the top two achievement levels for math.

Which area(s) indicate the overall lowest performance?

The benchmark scale score for 8th grade is 3 points higher than the score for 7th grade on the ASPIRE test for math. This is an unusual situation and can create issues in interpreting these data. While all five sub-populations increased their scale score for math, only one (White Females) met the grade level benchmark.

Performance on the Grade Level Progress subtest was about the same as last year. With percent correct ranging from 32% to 44%, these data indicate students had a slightly below average foundation of math skills from earlier grades.

The Foundation subtest in math data show a mixed picture with two sub-populations improving and three staying constant. This also indicates a need for a stronger foundation in math during the elementary years.

The Justification and Explanation subtest math data show a consistent decline for all sub-populations. This is likely due to the more challenging nature of the math problems students are asked to solve in 8th grade. Extra emphasis (e.g., more class time) should be devoted to asking students to explain how they reached their answer or solution.

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

Hispanic students and White Females gained more than one year's growth in 8th grade. All other sub-populations failed to achieve one year's progress in math.

Between which subgroups is the achievement gap becoming greater?

for math.

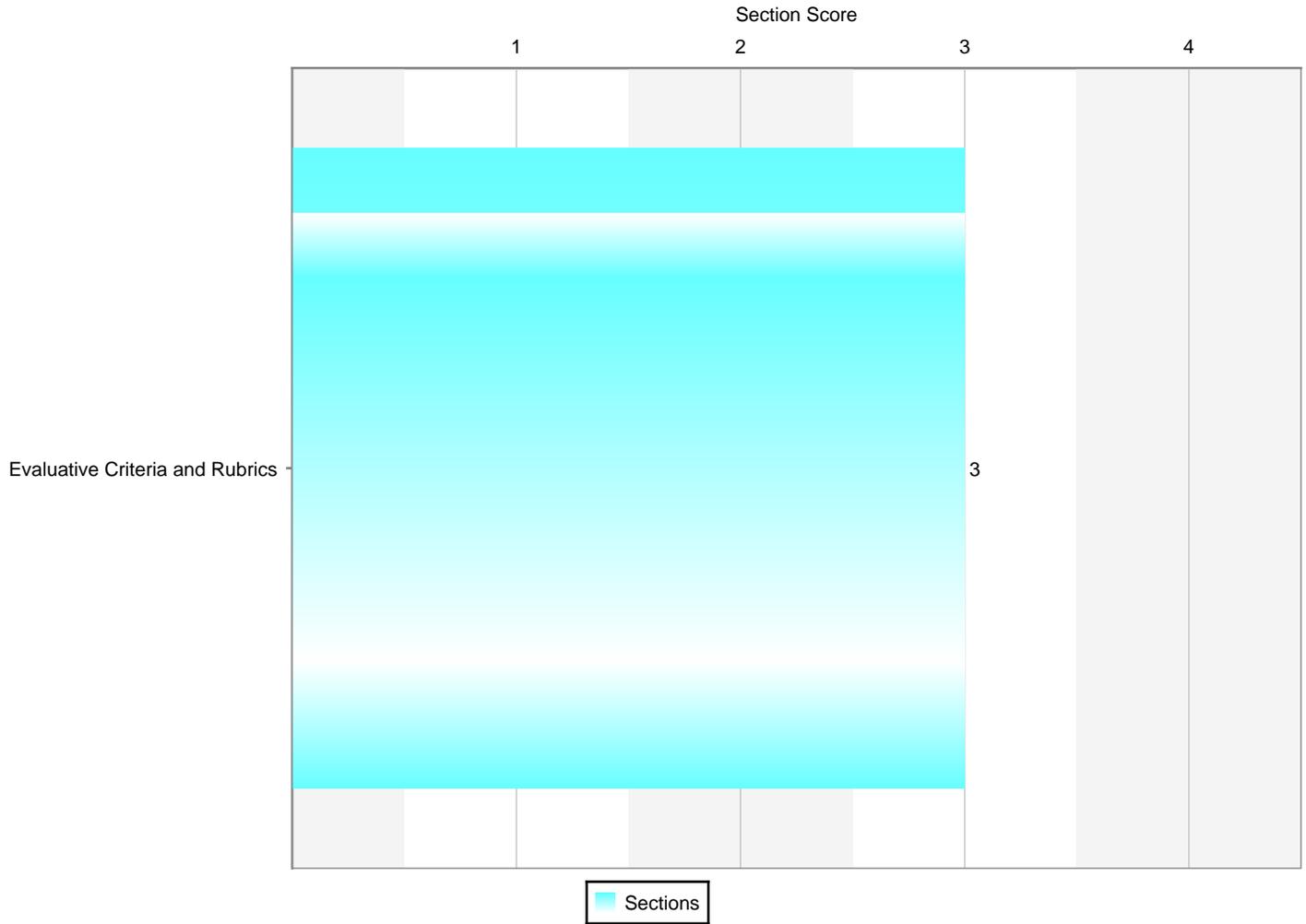
It may be noteworthy that the largest decline was among Black Males for math.

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

All of the above reported findings are consistent with data analyzed in reading and math on the eighth spring 2012-2013 Explore Assessment.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Joe Blevins Director of Student Services, Personnel, and Operations Phenix City Schools 1212 Ninth Avenue Phenix City, Alabama 36867 334-298-0534	Title IX Assurance

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		CFA Parental Involvement Plan

ACIP

Central Freshman Academy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Title I Compact

2016-2017 CFA Continuous Improvement Plan

Overview

Plan Name

2016-2017 CFA Continuous Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL students at CFA will improve their ACCESS scores	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
2	Promote and sustain a positive student centered learning environment.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$405
3	Implement an i3 Initiative at the school level to prepare students for 21st century college and career success	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$110000
4	Careers in Technology	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250
5	All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$0

Goal 1: EL students at CFA will improve their ACCESS scores

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency in language acquisition to meet State's AMAO goal in English Language Arts by 05/24/2017 as measured by 0.5 point gain on the ACCESS test..

(shared) Strategy 1:

WIDA Standards Awareness - SAMUEL Training

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

Interventions

Professional development and consultations with Ms. Gomez

Resources

Professionals development funds, consultants, and training sessions

Category: Develop/Implement Learning Supports

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the policies in place when instructing an EL student, as well as accomodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0	No Funding Required	CFA Administration Seval Gomez-PCBOE ESL Teacher

Measurable Objective 2:

22% of English Learners students will demonstrate a proficiency in English Language acquisition in English Language Arts by 05/24/2017 as measured by ACCESS for ELs 2.0 assessment.

(shared) Strategy 1:

WIDA Standards Awareness - SAMUEL Training

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

Interventions

Professional development and consultations with Ms. Gomez

Resources

Professionals development funds, consultants, and training sessions

Category: Develop/Implement Learning Supports

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the policies in place when instructing an EL student, as well as accomodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0	No Funding Required	CFA Administration Seval Gomez-PCBOE ESL Teacher

Goal 2: 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 05/24/2017 as measured by INOW disciplinary reports.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will create and uphold a classroom management plan that includes a positive behavior support system. This will be published in the course syllabus for parents and students.	Behavioral Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	CFA Instructional Staff

Strategy 2:

Learning Earnings - 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.

Category: Develop/Implement Student and School Culture Program

Activity - Learning Earnings Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award.	Behavioral Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	All CFA staff

Strategy 3:

ScholarCentric - The data reports provided after students take the Success Highways Resiliency Assessments provide educators with insight into the root causes of frequent absences, poor behavior, and low grades. When viewed in combination with attendance, coursework, and behavior data, educators have a complete picture of the whole student and can initiate interventions to more effectively support students' needs.

Category: Develop/Implement Student and School Culture Program

Activity - ScholarCentric Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CFA students will take the ScholarCentric resiliency assessment t provided by the GEAR UP program to help CFA staff identify which students are at risk of failure as early as three years before warning signs appear. Resiliency data will also aid in building an overall school culture of resiliency by targeting areas for school- or district-wide improvement.	Behavioral Support Program	10/10/2016	11/11/2016	\$0	No Funding Required	All CFA instructional, counseling, and administrative staff

Measurable Objective 2:

demonstrate a proficiency in digital classroom technology use, document sharing, and collaborative project-based learning by 05/24/2017 as measured by academic achievement of assignments submitted through Google Classroom.

Strategy 1:

Google Classroom - Google Classroom will be utilized by CFA teachers to introduce and train students on the use of digital classrooms. Teachers will utilize computer labs as necessary throughout the school year to allow for electronic assignments to be completed and submitted. This program will allow for students to become knowledgeable of online learning to better 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

Activity - Google Apps for Education Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CFA instructional staff will attend Google Classroom and Apps for Education training to become GAPE Level 1 Educator certified.	Professional Learning	08/01/2016	05/24/2017	\$405	General Fund	All CFA Instructional Staff

Goal 3: Implement an i3 Initiative at the school level to prepare students for 21st century college and career success

Measurable Objective 1:

collaborate to increase student engagement in STEM related lessons and activities by 05/24/2017 as measured by an increase in student participation in STEM lessons from a baseline of 43% during the 2014-2015 school year to 100% during the 2016-2017 school year.

Strategy 1:

STEM Education Pedagogy - At the beginning of the 2015-2016 school year, Phenix City Schools implemented a long-range i3 Initiative which includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, digital media/coding, robotics, and engineering labs at South Girard Junior High School, SmartLab Programs at the primary and elementary levels, and a state-of-the art STEM Center at Phenix City Intermediate School that will house multiple STEM labs and learning centers which will ultimately be utilized by students of all ages. STEM lessons and activities will be embedded in the core curriculum areas at all grade levels.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM lessons and activities into 9th grade core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/04/2016	05/24/2017	\$110000	Other	Rachael Peters, William R. Wilkes, Darrell Seldon
Activity - STEM-IQ Science Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CFA Honors Biology students will participate in a school-wide and district science fair for a chance to advance to the STEM-IQ Science Fair at Auburn University. This inaugural year will lay the foundation for a school-wide science fair for all CFA students to participate in the following school year.	Academic Support Program	08/04/2016	03/17/2017	\$0	No Funding Required	All CFA science teachers

Goal 4: Careers in Technology

Measurable Objective 1:

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 63% in fall 2016 to a target goal of 65% in spring 2017.

Strategy 1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology learning and technology use in lesson plans.	Technology, Academic Support Program, Career Preparation/Orientation	08/04/2016	05/24/2017	\$0	No Funding Required	classroom teachers
Activity - STEM Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Technology, Academic Support Program, Career Preparation/Orientation, Parent Involvement	08/04/2016	05/24/2017	\$250	General Fund	administrators and teachers
Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement a Career Day program with an emphasis on STEM careers, especially technology	Technology, Career Preparation/Orientation	10/03/2016	05/24/2017	\$0	No Funding Required	guidance counselors; administrators

Goal 5: All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

Strategy 1:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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

Activity - Daily Grammar Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	ELA Teachers
Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0	No Funding Required	All core area teachers
Activity - Vocabulary Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	All CFA academic teachers
Activity - Research-Based Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize ARI and AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	All CFA academic teachers

Strategy 2:

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

Category: Develop/Implement Learning Supports

Activity - CERT Testing and ePrep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core departments will implement CERT testing provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0	No Funding Required	All core area teachers
Activity - CFA Tutoring and Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/04/2016	05/24/2017	\$0	No Funding Required	All CFA teachers
Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0	No Funding Required	PST and media staff

Strategy 3:

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

Category: Implement Community Based Support and Intervention System

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will utilize email, Remind 101, Celly, websites, 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.	Parent Involvement	08/04/2016	05/24/2017	\$0	No Funding Required	All CFA teachers, counselor and administration

ACIP

Central Freshman Academy

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CFA administration and instructional staff will work with GEAR UP to implement various parental involvement activities throughout the school year, to include: 1. Title I and GEAR UP Parent Meetings(BOY, October, and January) 2. Parenting Day in October 3. Parental Lunch Opportunities (October, November, December, and March) 4. Parental chaperone opportunities for field trips (November and April) 5. One-on-one conferences for sophomore registration 6. Various parental representation opportunities on school-wide committees	Parent Involvement	08/04/2016	05/24/2017	\$0	Other	All CFA staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google Apps for Education Initiative	The CFA instructional staff will attend Google Classroom and Apps for Education training to become GAFE Level 1 Educator certified.	Professional Learning	08/01/2016	05/24/2017	\$405	All CFA Instructional Staff
STEM Night	The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Technology, Academic Support Program, Career Preparation/Orientation, Parent Involvement	08/04/2016	05/24/2017	\$250	administrators and teachers
Total					\$655	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ScholarCentric Assessment	All CFA students will take the ScholarCentric resiliency assessment provided by the GEAR UP program to help CFA staff identify which students are at risk of failure as early as three years before warning signs appear. Resiliency data will also aid in building an overall school culture of resiliency by targeting areas for school- or district-wide improvement.	Behavioral Support Program	10/10/2016	11/11/2016	\$0	All CFA instructional, counseling, and administrative staff
Parent Communication	Teachers and administration will utilize email, Remind 101, Celly, websites, 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.	Parent Involvement	08/04/2016	05/24/2017	\$0	All CFA teachers, counselor and administration

ACIP

Central Freshman Academy

Daily Grammar Practice	English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$0	ELA Teachers
CERT Testing and ePrep	All core departments will implement CERT testing provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0	All core area teachers
Positive Behavior Support	All teachers will create and uphold a classroom management plan that includes a positive behavior support system. This will be published in the course syllabus for parents and students.	Behavioral Support Program	08/04/2016	05/24/2017	\$0	CFA Instructional Staff
Kaplan Test Prep	All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0	All core area teachers
Career Day	The school will implement a Career Day program with an emphasis on STEM careers, especially technology	Technology, Career Preparation/Orientation	10/03/2016	05/24/2017	\$0	guidance counselors; administrators
Vocabulary Intervention	Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0	All CFA academic teachers
STEM Lessons	Teachers will include technology learning and technology use in lesson plans.	Technology, Academic Support Program, Career Preparation/Orientation	08/04/2016	05/24/2017	\$0	classroom teachers
Research-Based Instructional Resources	Teachers will utilize ARI and AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0	All CFA academic teachers

ACIP

Central Freshman Academy

Edgenuity MyPath for PST	Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0	PST and media staff
Teacher Training on EL Students	Teachers will learn the policies in place when instructing an EL student, as well as accommodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0	CFA Administration Seval Gomez-PCBOE ESL Teacher
STEM-IQ Science Fair	All CFA Honors Biology students will participate in a school-wide and district science fair for a chance to advance to the STEM-IQ Science Fair at Auburn University. This inaugural year will lay the foundation for a school-wide science fair for all CFA students to participate in the following school year.	Academic Support Program	08/04/2016	03/17/2017	\$0	All CFA science teachers
Learning Earnings Implementation	Teachers will have the option to create classroom awards that promote positive student behavior and academic responsibility. When students earn the reward, the teachers will assign credits from the INow grade book. Student can cash in their points electronically via their own LE account to receive an award.	Behavioral Support Program	08/04/2016	05/24/2017	\$0	All CFA staff
CFA Tutoring and Academic Assistance	CFA tutorial program will be held Monday- Friday from 8:15-8:55 AM. Teachers may provide tutoring passes after evaluation of specific classroom grades or academic needs of an individual student determined by classroom performance. Students can also request tutoring or academic assistance passes.	Academic Support Program	08/04/2016	05/24/2017	\$0	All CFA teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Central Freshman Academy

Parental Involvement Activities	The CFA administration and instructional staff will work with GEAR UP to implement various parental involvement activities throughout the school year, to include: 1. Title I and GEAR UP Parent Meetings(BOY, October, and January) 2. Parenting Day in October 3. Parental Lunch Opportunities (October, November, December, and March) 4. Parental chaperone opportunities for field trips (November and April) 5. One-on-one conferences for sophomore registration 6. Various parental representation opportunities on school-wide committees	Parent Involvement	08/04/2016	05/24/2017	\$0	All CFA staff
STEM Lessons and Activities	Incorporate STEM lessons and activities into 9th grade core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/04/2016	05/24/2017	\$110000	Rachael Peters, William R. Wilkes, Darrell Seldon
Total					\$110000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2015-2016 Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The overall highest level of satisfaction or approval level was illustrated in indicator 5.5. After analyzing the surveys, both students and staff were satisfied with Governance and Leadership. The survey indicated that leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and achievement of school improvement goals to stakeholders.

Parent Survey Results:

4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level

Staff Survey Results:

5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff

Student Survey Results:

3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level

5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders

According to the parent survey conducted by the Title I Parental Involvement Specialist at the closing of the 2015-2016 school year, 95% of parents feel welcome in the school, 94% understand report cards and test scores, and 90% feel that CFA teachers are interested and cooperative when a parent discusses their child's academic progress.

According to the CFA Counselor's Needs Assessment Surveys conducted at the closing of the 2015-2016 school year:

- Over 70% of CFA teachers felt that the guidance counselor almost always:
 - Provided the faculty with an orientation to the guidance program/services
 - Worked with the teachers to integrate guidance with the curriculum
 - Helps students find resources and support services when needed
 - Assists in crisis management planning and related activities
 - Demonstrates respect, interest, and consideration for those whom she interacts
 - Adjusts her schedule/activities when necessary to accommodate other activities
 - Holds conferences at times convenient to all
 - Promotes cooperation with parents/guardians
- Over 50% of freshman students felt the guidance counselor almost always or usually:
 - Provided info to students about counseling services
 - Listened to their concerns and advise them
- Respectful and considerate of others

- Available to conference with them
- Helps students explore possible careers

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

The area that depicted a trend toward increasing stakeholder satisfaction or approval Governance and Leadership. The survey indicated that leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and achievement of school improvement goals to stakeholders. According to the surveys, staff and students are satisfied with the leadership of the school. Our goal is to continue this trend of communicating information about students' learning and achievement.

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

All reported findings from stakeholders indicated consistent findings with stakeholder feedback from AdvanceEd surveys submitted 2013 2014. The above items reported 5.5 on the administered surveys.

Positive feedback regarding communication with stakeholders by the school's leadership was consistent from The Parental Involvement and Counselor Needs Assessment surveys.

Areas in Need of Improvement

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

Parent Survey Results:

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress

3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses

2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively

Staff Survey Results:

3.5: Teachers participate in collaborative learning communities to improve instruction and student learning

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress

3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience

Student Survey Results:

2.4: Leadership and staff foster a culture consistent with the school's purpose and direction

4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff

According to the Title I Parental Involvement surveys conducted at the closing of the 2015-2016 school year, only 50% of parent knew how they could be involved in school planning/review committees.

According to the Counselor Needs Assessment surveys conducted at the closing of the 2015-2016 school year, the areas that had lower percentages all pertained to testing, testing data, and training. This is likely due to the lack of standardized testing in the ninth grade.

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

The areas that depicted a trend toward decreasing stakeholder satisfaction or approval was indicated in Purpose and Direction. Student surveys indicated 1.1 the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for students success. Additionally, staff surveys indicated 1.3 the school's leadership implements a continuous improvement process that provides clear, direction for improving conditions and support learning. and 1.3.

According to the Parental Involvement surveys, as well as the counseling surveys, parental volunteering for school committees or volunteer opportunities were lacking.

What are the implications for these stakeholder perceptions?

These results imply that the majority of Central Freshman Academy stakeholders feel that the school engages in a continuous improvement process to determine verifiable improvement in student learning, including readiness for the next level. This indicator was identified in both student and parent surveys. According to the staff and students, school leadership needs to implement a continuous improvement process that is clear as well as provides direction for improving conditions that support student learning. Additionally, governance and leadership is a top priority for staff and students. CFA has been and will continue to communicate as well as monitor information about student learning, conditions that support student learning, and achievement.

CFA leadership will strive to implement more parental involvement opportunities through planning and review committees, as well as volunteer opportunities.

According to the Survey Monkey questionnaires completed by the parents, student and staff stakeholder groups for the 2015-2016 school year, the following represent the greatest needs: CFA Parent Needs Assessment 1. I need to know how I can help my child's teachers in the classroom. 75.2% yes/ 24.8% no 2. My child needs to identify unique characteristics of him/herself in order to better plan for their high school and post-secondary goals. 64.9% yes/ 35.1% no 3. I need to know more about helping my child study. 64.9% yes/ 35.1% no 4. My child needs to learn more about study skills. 68.6% yes/ 31.4% no 5. My child needs to learn about how their school work/choices can affect future work. 66.9% yes/33.1% no 6. My child needs to learn to use their time wisely. 66.9% yes/ 33.1% no

CFA Student Needs Assessment 1. I need to know more about my abilities, interests, and strengths and how to apply them to planning for my future. 73.9% yes/ 26.1% no 2. I need to learn to study better. 70.7% yes/ 29.3% no 3. I need to learn how to identify unique characteristics of myself to better prepare for high school and post-secondary goals. 65.9% yes/34.1% no 4. I need to learn to better prepare for taking tests. 63.9% yes/36.1% no 5. I need to learn what people do in different jobs. 62.2% yes/ 37.8% no 6. I need to learn how my school work will help me in future jobs. 61.4% yes/ 38.6% no

CFA Staff Needs Assessment

How much support do the parents with children at this school give to the teaching staff? 48.15% A little/33.33% A moderate amount

How much support do you feel the parents of your students give you? 44.44% A little/37.04 A moderate amount

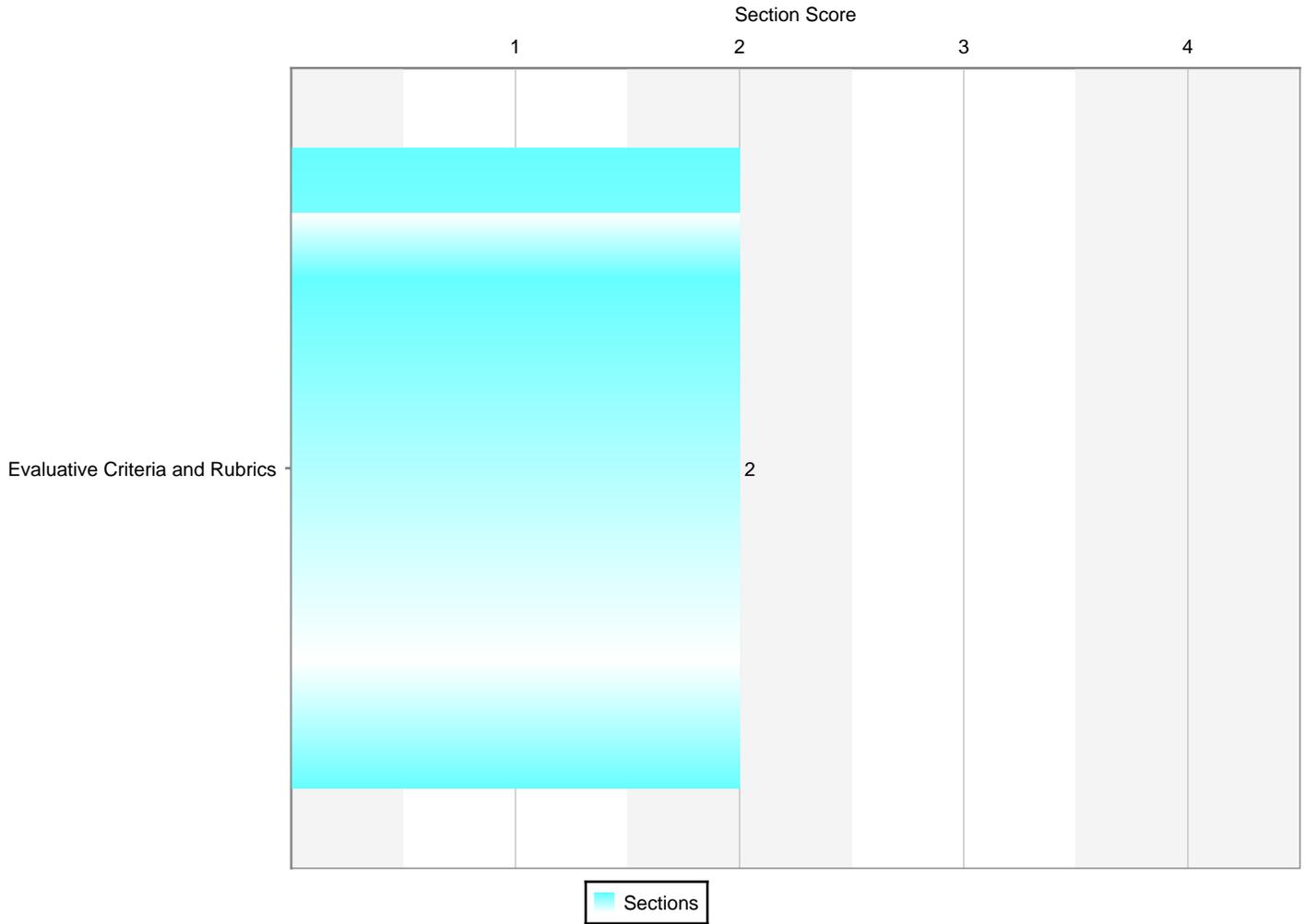
How much financial assistance does this school provide you with for professional growth opportunities? 21.43% A little/46.43% A moderate amount

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

All of the reported findings are supported with stakeholder feedback from the administered AdvancED surveys. All sources concur that school needs to engage in a systematic and comprehensive process to review, revise as well as communicate our school purpose and vision. As a result of these findings we will ensure at our next Annual Title I meeting to communicate to all stakeholders our purpose and vision for student learning.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

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: Survey Monkey parent, student and staff surveys, 8th grade Aspire Assessment, CFA 2015-2016 Discipline Report, CFA 2015-2016 Attendance Report. The School Leadership team met in August and September to review the 2015-2016 ACIP as well as examine the data to identify areas of focus for 2016-2017 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, as well as assisting parents and students with study skills. There was also a need for a decrease in discipline referrals and student retentions in the ninth grade.

3. What conclusions were drawn from the results?

It was concluded that the overarching goals for academic school wide improvement would include focusing on 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 study skills and how parents can be of assistance 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 2016-2017 school year.

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

The number of discipline referrals varied significantly from 2010 to 2016. The 2010-2011 school year ended with 818 discipline infractions, 2011-2012 school year ended with 840, 2012-2013 year ended with 648, 2013-2014 school year tended with 476 discipline referrals, which showed a significant drop of 172 less referrals as compared to the previous year. The 2014-2015 school year ended with 599 discipline referrals, while the 2015-2016 school year ended with 959 discipline referrals (60% increase). It is believed that the significant variation and increase in discipline referrals was due to a combination of leadership changes, discipline documentation requirement changes, as well as added disciplinary policies.

The 2013-2014 school year ended with 40 retained ninth graders, and the 2014-2015 school year ended with 101 retained ninth graders (153% increase). Unfortunately, the 2015-2016 school year resulted in only a slight decrease in retentions with 92. We hope by reducing the number discipline referrals and 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 work force.

In comparison of the 2014-2015 7th-grade ASPIRE to the 2015-2016 8th-grade ASPIRE results, math should be considered an area of emphasis in planning schoolwide initiatives.

The benchmark scale score for 8th grade is 3 points higher than the score for 7th grade on the ASPIRE test for math. This is an unusual situation and can create issues in interpreting these data. While all five sub-populations increased their scale score for math, only one (White Females) met the grade level benchmark.

Performance on the Grade Level Progress subtest was about the same as last year. With percent correct ranging from 32% to 44%, these data indicate students had a slightly below average foundation of math skills from earlier grades.

The Foundation subtest in math data show a mixed picture with two sub-populations improving and three staying constant. This also indicates a need for a stronger foundation in math during the elementary years.

The Justification and Explanation subtest math data show a consistent decline for all sub-populations. This is likely due to the more challenging nature of the math problems students are asked to solve in 8th grade. Extra emphasis (e.g., more class time) should be devoted to asking students to explain how they reached their answer or solution.

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

All goals were developed by the school leadership team with research-based strategies, and activities for effective classroom instruction and parent/student trainings implemented in all subject areas with an emphasis on CCRS standards for reading, English language arts, science and mathematics. These goals relate directly to our needs. Through the needs assessment, it was determined that our failure rate needs to improve, as well as the percentage of students scoring at college readiness benchmarks in all areas tested by the ACT ASPIRE. By working towards these goals, we expect to see an improvement in all of these areas.

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

The goals are based on the failure/retention rate data, testing data from multiple ASPIRE tests, school wide discipline and attendance data, and from stakeholder input. All of these sources were utilized when creating the goals.

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 for individualized assistance may be addressed through strategies created to provide assistance outside of 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.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

EL students at CFA will improve their ACCESS scores

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency in language acquisition to meet State's AMAO goal in English Language Arts by 05/24/2017 as measured by 0.5 point gain on the ACCESS test..

Strategy1:

WIDA Standards Awareness - SAMUEL Training

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

Interventions

Professional development and consultations with Ms. Gomez

Resources

Professionals development funds, consultants, and training sessions

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the policies in place when instructing an EL student, as well as accommodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Administration Seval Gomez- PCBOE ESL Teacher

Measurable Objective 2:

22% of English Learners students will demonstrate a proficiency in English Language acquisition in English Language Arts by 05/24/2017 as measured by ACCESS for ELs 2.0 assessment.

Strategy1:

WIDA Standards Awareness - SAMUEL Training

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Central Freshman Academy

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

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Teachers will learn the policies in place when instructing an EL student, as well as accommodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Administration Seval Gomez- PCBOE ESL Teacher

Goal 2:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

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 - CERT Testing and ePrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core departments will implement CERT testing provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0 - No Funding Required	All core area teachers

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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	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA teachers

Activity - Remedial Support Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade ASPIRE, classroom grade and/or STAR reading and math scores were placed into a half-credit elective course for reading or mathematics intervention.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	Designated teachers

Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0 - No Funding Required	PST and media staff

Strategy2:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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:

Activity - Research-Based Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize ARI and AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

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Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0 - No Funding Required	All core area teachers

Activity - Vocabulary Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	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 the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	ELA Teachers

Activity - Financial Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career Preparatory classes will implement the full GEAR UP financial literacy curriculum to promote student success in college and career readiness.	Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	All CP teachers

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:

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will utilize email, Remind 101, Celly, websites, 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.	Parent Involvement	08/04/2016	05/24/2017	\$0 - No Funding Required	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 GEAR UP to implement various parental involvement activities throughout the school year, to include: 1. Title I and GEAR UP Parent Meetings(BOY, October, and January) 2. Parenting Day in October 3. Parental Lunch Opportunities (October, November, December, and March) 4. Parental chaperone opportunities for field trips (November and April) 5. One-on-one conferences for sophomore registration 6. Various parental representation opportunities on school-wide committees	Parent Involvement	08/04/2016	05/24/2017	\$0 - Other	All CFA staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Implement an i3 Initiative at the school level to prepare students for 21st century college and career success

Measurable Objective 1:

collaborate to increase student engagement in STEM related lessons and activities by 05/24/2017 as measured by an increase in student participation in STEM lessons from a baseline of 43% during the 2014-2015 school year to 100% during the 2016-2017 school year.

Strategy1:

STEM Education Pedagogy - At the beginning of the 2015-2016 school year, Phenix City Schools implemented a long-range i3 Initiative which includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, digital media/coding, robotics, and engineering labs at South Girard Junior High School, SmartLab Programs at the primary and elementary levels, and a state-of-the art STEM Center at Phenix City Intermediate School that will house multiple STEM labs and learning centers which will ultimately be utilized by students of all ages. STEM lessons and activities will be embedded in the core curriculum areas at all grade levels.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM-IQ Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CFA Honors Biology students will participate in a school-wide and district science fair for a chance to advance to the STEM-IQ Science Fair at Auburn University. This inaugural year will lay the foundation for a school-wide science fair for all CFA students to participate in the following school year.	Academic Support Program	08/04/2016	03/17/2017	\$0 - No Funding Required	All CFA science teachers

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into 9th grade core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/04/2016	05/24/2017	\$110000 - Other	Rachael Peters, William R. Wilkes, Darrell Seldon

Goal 2:

Careers in Technology

Measurable Objective 1:

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 63% in fall 2016 to a target goal of 65% in spring 2017.

Strategy1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include technology learning and technology use in lesson plans.	Academic Support Program Technology Career Preparation/Orientation	08/04/2016	05/24/2017	\$0 - No Funding Required	classroom teachers

Goal 3:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

Strategy1:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled SY 2016-2017

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coursework. Teachers will develop constructive lesson plans that adhere 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:

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 the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$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 AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Financial Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career Preparatory classes will implement the full GEAR UP financial literacy curriculum to promote student success in college and career readiness.	Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	All CP teachers

Activity - Vocabulary Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0 - No Funding Required	All core area 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 - 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	08/04/2016	05/24/2017	\$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 provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0 - No Funding Required	All core area teachers

Activity - Remedial Support Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade ASPIRE, classroom grade and/or STAR reading and math scores were placed into a half-credit elective course for reading or mathematics intervention.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	Designated teachers

Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0 - No Funding Required	PST and media staff

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

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 05/24/2017 as measured by INOW disciplinary reports.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will create and uphold a classroom management plan that includes a positive behavior support system. This will be published in the course syllabus for parents and students.	Behavioral Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Instructional Staff

Strategy2:

Learning Earnings - 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.

Category: Develop/Implement Student and School Culture Program

Research Cited:

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	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA staff

Strategy3:

ScholarCentric - The data reports provided after students take the Success Highways Resiliency Assessments provide educators with insight into the root causes of frequent absences, poor behavior, and low grades. When viewed in combination with attendance, coursework, and behavior data, educators have a complete picture of the whole student and can initiate interventions to more effectively support students' needs.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ScholarCentric Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CFA students will take the ScholarCentric resiliency assessment t provided by the GEAR UP program to help CFA staff identify which students are at risk of failure as early as three years before warning signs appear. Resiliency data will also aid in building an overall school culture of resiliency by targeting areas for school- or district-wide improvement.	Behavioral Support Program	10/10/2016	11/11/2016	\$0 - No Funding Required	All CFA instructional, counseling, and administrative staff

Measurable Objective 2:

demonstrate a proficiency in digital classroom technology use, document sharing, and collaborative project-based learning by 05/24/2017 as measured by academic achievement of assignments submitted through Google Classroom.

Strategy1:

Google Classroom - Google Classroom will be utilized by CFA teachers to introduce and train students on the use of digital classrooms. Teachers will utilize computer labs as necessary throughout the school year to allow for electronic assignments to be completed and submitted. This program will allow for students to become knowledgeable of online learning to better 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

Research Cited:

Activity - Google Apps for Education Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CFA instructional staff will attend Google Classroom and Apps for Education training to become GAPE Level 1 Educator certified.	Professional Learning	08/01/2016	05/24/2017	\$405 - General Fund	All CFA Instructional Staff

Goal 2:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

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:

ACIP

Central Freshman Academy

Activity - Remedial Support Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade ASPIRE, classroom grade and/or STAR reading and math scores were placed into a half-credit elective course for reading or mathematics intervention.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	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	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA teachers

Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0 - No Funding Required	PST and media staff

Activity - CERT Testing and ePrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core departments will implement CERT testing provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0 - No Funding Required	All core area teachers

Strategy2:

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CFA administration and instructional staff will work with GEAR UP to implement various parental involvement activities throughout the school year, to include: 1. Title I and GEAR UP Parent Meetings(BOY, October, and January) 2. Parenting Day in October 3. Parental Lunch Opportunities (October, November, December, and March) 4. Parental chaperone opportunities for field trips (November and April) 5. One-on-one conferences for sophomore registration 6. Various parental representation opportunities on school-wide committees	Parent Involvement	08/04/2016	05/24/2017	\$0 - Other	All CFA staff

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will utilize email, Remind 101, Celly, websites, 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.	Parent Involvement	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA teachers, counselor and administration

Strategy3:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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:

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 the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$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 AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Financial Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career Preparatory classes will implement the full GEAR UP financial literacy curriculum to promote student success in college and career readiness.	Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	All CP teachers

Activity - Vocabulary Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0 - No Funding Required	All core area teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Promote and sustain a positive student centered learning environment.

Measurable Objective 1:

demonstrate a proficiency in digital classroom technology use, document sharing, and collaborative project-based learning by 05/24/2017 as measured by academic achievement of assignments submitted through Google Classroom.

Strategy1:

Google Classroom - Google Classroom will be utilized by CFA teachers to introduce and train students on the use of digital classrooms.

Teachers will utilize computer labs as necessary throughout the school year to allow for electronic assignments to be completed and submitted. This program will allow for students to become knowledgeable of online learning to better prepare them for college and career. It
SY 2016-2017

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

Research Cited:

Activity - Google Apps for Education Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CFA instructional staff will attend Google Classroom and Apps for Education training to become GAPE Level 1 Educator certified.	Professional Learning	08/01/2016	05/24/2017	\$405 - General Fund	All CFA Instructional Staff

Measurable Objective 2:

demonstrate a behavior that will increase a positive teacher-student learning environment by 05/24/2017 as measured by INOW disciplinary reports.

Strategy1:

ScholarCentric - The data reports provided after students take the Success Highways Resiliency Assessments provide educators with insight into the root causes of frequent absences, poor behavior, and low grades. When viewed in combination with attendance, coursework, and behavior data, educators have a complete picture of the whole student and can initiate interventions to more effectively support students' needs.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ScholarCentric Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CFA students will take the ScholarCentric resiliency assessment t provided by the GEAR UP program to help CFA staff identify which students are at risk of failure as early as three years before warning signs appear. Resiliency data will also aid in building an overall school culture of resiliency by targeting areas for school- or district-wide improvement.	Behavioral Support Program	10/10/2016	11/11/2016	\$0 - No Funding Required	All CFA instructional, counseling, and administrative staff

Strategy2:

Learning Earnings - 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.

Category: Develop/Implement Student and School Culture Program

Research Cited:

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	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA staff

Strategy3:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will create and uphold a classroom management plan that includes a positive behavior support system. This will be published in the course syllabus for parents and students.	Behavioral Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Instructional Staff

Goal 2:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

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:

ACIP

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	08/04/2016	05/24/2017	\$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 provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0 - No Funding Required	All core area teachers

Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0 - No Funding Required	PST and media staff

Activity - Remedial Support Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade ASPIRE, classroom grade and/or STAR reading and math scores were placed into a half-credit elective course for reading or mathematics intervention.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	Designated teachers

Strategy2:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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:

Activity - Vocabulary Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the use of carefully researched and highly acclaimed vocabulary instruction strategies in lesson plans weekly. Words will be selected that do not simply label concepts student know, but include new words representing new concepts. Teachers will increase the amount of independent reading in order that the students experience a greater amount of vocabulary. The student will be equipped with strategies that foster understanding of a greater number of words, therefore increasing comprehension skills.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Research-Based Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize ARI and AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Activity - Financial Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career Preparatory classes will implement the full GEAR UP financial literacy curriculum to promote student success in college and career readiness.	Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	All CP teachers

Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0 - No Funding Required	All core area teachers

Activity - Daily Grammar Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will complete a daily grammar practice activity with their students. The activity will come from the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	ELA Teachers

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:

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CFA administration and instructional staff will work with GEAR UP to implement various parental involvement activities throughout the school year, to include: 1. Title I and GEAR UP Parent Meetings(BOY, October, and January) 2. Parenting Day in October 3. Parental Lunch Opportunities (October, November, December, and March) 4. Parental chaperone opportunities for field trips (November and April) 5. One-on-one conferences for sophomore registration 6. Various parental representation opportunities on school-wide committees	Parent Involvement	08/04/2016	05/24/2017	\$0 - Other	All CFA staff

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will utilize email, Remind 101, Celly, websites, 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.	Parent Involvement	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA teachers, counselor and administration

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

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:

ACIP

Central Freshman Academy

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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	08/04/2016	05/24/2017	\$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 provided by the GEAR UP program as benchmark assessments. ePrep will then be utilized as planned by each department to address individualized remediation needed.	Academic Support Program	09/01/2016	05/03/2017	\$0 - No Funding Required	All core area teachers

Activity - Remedial Support Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk for reading and/or mathematics based on data analyses of 8th-grade ASPIRE, classroom grade and/or STAR reading and math scores were placed into a half-credit elective course for reading or mathematics intervention.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	Designated teachers

Activity - Edgenuity MyPath for PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students referred to the Problem Solving Team (PST) after being identified as at-risk due to failing grades, low performance on the 8th grade ASPIRE or classroom benchmark testing, and/or general lack of academic achievement will be scheduled for remedial pull-out sessions. These students will be pulled from elective courses at least once per week to work on Edgenuity MyPath in the media center. While in the lab, the media specialist and instructional aide will assist students while working in the program. The PST will be responsible for monitoring and reporting of student progress.	Academic Support Program	10/17/2016	05/19/2017	\$0 - No Funding Required	PST and media staff

Strategy2:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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:

Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$0 - No Funding Required	All core area teachers

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

Goal 1:

EL students at CFA will improve their ACCESS scores

Measurable Objective 1:

22% of English Learners students will demonstrate a proficiency in English Language acquisition in English Language Arts by 05/24/2017 as measured by ACCESS for ELs 2.0 assessment.

Strategy1:

WIDA Standards Awareness - SAMUEL Training

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

Interventions

Professional development and consultations with Ms. Gomez

Resources

Professionals development funds, consultants, and training sessions

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the policies in place when instructing an EL student, as well as accommodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Administration Seval Gomez- PCBOE ESL Teacher

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency in language acquisition to meet State's AMAO goal in English Language Arts by 05/24/2017 as measured by 0.5 point gain on the ACCESS test..

Strategy1:

WIDA Standards Awareness - SAMUEL Training

During the 2016-2017 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goals and activities to increase student performance using SIOP strategies. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS tests and how to develop appropriate goals for EL students. STIPD documentation, detached duty forms, and sign in sheets will be used to monitor this action step. SAMUEL trained staff will then provide turn-around training for CFA teachers instructing EL students.

Interventions

Professional development and consultations with Ms. Gomez

Resources

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Teachers will learn the policies in place when instructing an EL student, as well as accommodations that can be utilized in the classroom to assist an EL student in academic success.	Professional Learning	08/04/2016	05/24/2017	\$0 - No Funding Required	CFA Administration Seval Gomez- PCBOE ESL Teacher

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Implement an i3 Initiative at the school level to prepare students for 21st century college and career success

Measurable Objective 1:

collaborate to increase student engagement in STEM related lessons and activities by 05/24/2017 as measured by an increase in student participation in STEM lessons from a baseline of 43% during the 2014-2015 school year to 100% during the 2016-2017 school year.

Strategy1:

STEM Education Pedagogy - At the beginning of the 2015-2016 school year, Phenix City Schools implemented a long-range i3 Initiative which includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, digital media/coding, robotics, and engineering labs at South Girard Junior High School, SmartLab Programs at the primary and elementary levels, and a state-of-the art STEM Center at Phenix City Intermediate School that will house multiple STEM labs and learning centers which will ultimately be utilized by students of all ages. STEM lessons and activities will be embedded in the core curriculum areas at all grade levels.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM-IQ Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All CFA Honors Biology students will participate in a school-wide and district science fair for a chance to advance to the STEM-IQ Science Fair at Auburn University. This inaugural year will lay the foundation for a school-wide science fair for all CFA students to participate in the following school year.	Academic Support Program	08/04/2016	03/17/2017	\$0 - No Funding Required	All CFA science teachers

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into 9th grade core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/04/2016	05/24/2017	\$110000 - Other	Rachael Peters, William R. Wilkes, Darrell Seldon

Goal 2:

Careers in Technology

Measurable Objective 1:

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 63% in fall 2016 to a target goal of 65% in spring 2017.

Strategy1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a Career Day program with an emphasis on STEM careers, especially technology	Career Preparation/Orientation Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	guidance counselors; administrators

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include technology learning and technology use in lesson plans.	Career Preparation/ Orientation Technology Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	classroom teachers

Goal 3:

All CFA students will increase academic performance and subsequently, post-secondary success in college and/or career.

Measurable Objective 1:

achieve college and career readiness in the areas of math, reading, science, and English language arts by 05/24/2017 as measured by 70% of All Students demonstrating a proficiency in the ninth grade College and Career Readiness Standards in math, reading, science, and English Language.

Strategy1:

Collaborative Pacing Guide Revisions and Lesson Planning - Departments will collaborate to develop the yearly pacing guides based on previous year's feedback and assessment data with added time for identified standards. Pacing guides will also have added days for remediation of identified ACT College Readiness Standards as determined by the 8th grade ASPIRE. Teachers will adhere to the pacing guide developed during the 2016 summer to ensure that all 9th grade students are taught the skills required for academic success in enrolled coursework. Teachers will develop constructive lesson plans that adhere 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:

Activity - Financial Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Career Preparatory classes will implement the full GEAR UP financial literacy curriculum to promote student success in college and career readiness.	Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	All CP 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 the book titled "Daily Grammar Practice" written by Dawn Burnette. Lesson plans and observations will be used to monitor the progress of this action step.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	ELA Teachers

ACIP

Central Freshman Academy

Activity - Kaplan Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core area teachers will implement the use of Kaplan test preparation materials provided by the GEAR UP program on a minimum of a weekly basis.	Academic Support Program	09/01/2016	05/24/2017	\$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 AMSTI resources to provide assistance in the areas of math, reading, science, and teaching strategies.	Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	All CFA academic teachers

Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that 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 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 NCLB.

Component 4: Strategies to Attract Qualified Teachers

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

The CFA has a turnover rate of 32% (8/25 certified teachers) for the 2016-2017 school year. One teacher retired, six resigned and one other was transferred within the school district.

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

The average years of experience of the current group of teachers is 4 or more years. We have five teachers with less than five years.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

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.

CFA also provides for common planning for all departments to the maximum extent possible and cross-curricular planning sessions throughout the school year.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

- Google Classroom and Google Apps for Education
- Learning Earnings student motivational tools
- Tools for Teaching
- Depth of Knowledge
- Strategies to Effectively Instruct English Learners

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Instructional Staff Professional Development for the 2016-2017 school year:

- Google Classroom and Google Apps for Education
- Effective Lesson Planning with the 5 Es
- Learning Earnings student motivational tools
- De-escalation and Student Restraint
- Depth of Knowledge -Strategies to Effectively Instruct English Learners

Parent Training Sessions for the 2016-2017 school year:

- GEAR UP for College- Mrs. Peters and Ms. Borders
- Mrs. Christina Wilson- Career Tech/Dual Enrollment
- Alabama Workforce Development- GEAR UP
- FAFSA Preparation and Post-Secondary Planning-CVCC

3. 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.

4. Describe how this 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 October, 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

are a top priority for 2016-2017 academic school.

Component 6: Transition Strategies

1. 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.

As part of the transition strategies, Central Freshman Academy has an opportunity to make a smooth transition from eighth to ninth grade. In May, South Girard students meet individually with the Central High School College and Career counselor, alongside the CFA counselor, during their Career Preparedness or elective class to discuss future goals. Students were given pertinent information regarding core academic classes, fine arts and electives. They were also made aware of the number of credits they needed to graduate as well as what options were available if they needed additional support and resources. Also, during this time students completed an on-line four year academic plan, using Kuder software. Incoming eighth grade students are afforded the opportunity to visit CFA in May. All eighth grade students and their teachers visited CFA in March 2016. They all assembled in the gym for a whole group presentation delivered by the administrator and the school counselor. During this time students received a copy of CFA Course Selection Guide. The counselor reviewed the course selection guide with students to ensure they were made aware of all available course selection options as well as fine arts, electives and sports. Students were also tasked with completing the course selection request form with parents in order for the form to be available when the counselor and CFA teachers visit South Girard the following week to go over courses choices they had selected. At the end of the whole group assembly, students and their 8th grade teachers were allowed to tour CFA and all students were made aware of the 8th grade parent orientation night that will be held at CFA. During this meeting the counselor and administrator had a question and answer meeting to inform parents about information regarding academic courses as well as other important information.

To assist with the transition of students from South Girard to Central Freshman Academy, vertical planning between the two schools also occurs. This planning is to help both schools understand the skills students are expected to have upon entering CFA. CFA teachers and counselor meets with SGS teachers and counselor in April to plan for students that are transitioning from SGS to CFA who require more assistance and special services. This helps the transition between schools be more successful.

Component 7: Teacher Participation in Making Assessment Decisions

1. 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 analyzation of ASPIRE 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

1. 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.

2. 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 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.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

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. These components 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. ePrep is another classroom tool utilized that is individualized based on the student's performance on the CERT benchmark assessment.

4. 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.

All students are given an opportunity to attend tutoring services offered by classroom teachers Monday-Friday from 8:15-8:55 AM. Identified students who have academic difficulty (Low scores on ASPIRE 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 after school on Monday, Tuesday, and Thursday.

5. 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.

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 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

6. 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.

Central Freshman Academy students are all required to take the Career Preparedness Course as mandated by the state.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

There are various fund sources used to sustain our educational program. 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.

2. 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.

For the 2016-2017 school year, Edgenuity MyPath diagnostic and prescriptive software will be used as a remediation resource to aid identified at-risk students for PST. Credit Recovery is also used as a remediation tool to provide students with an opportunity to make up credits that were not obtained during the first semester of school.

3. 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, vocational and technical education, and job training.

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.

Component 10: Evaluation

1. 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 during summer registration and again during the last month of school. Parents are made aware of surveys through electronic communication and are provided with a computer lab to complete the surveys online. 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.

2. 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.

3. 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.

4. 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.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

The CFA is keeping each core content area academic goal, as well as the positive school culture and climate goal. There was a significant decline in academic achievement, alongside a significant increase in disciplinary referrals for the previous year.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Each goal kept was altered to better suit the intent behind each goal and focus on specific strategies and actions. More detailed action steps have been listed, including standards-based instruction for identified areas of weakness in the core academic goals. A new diagnostic and prescriptive remedial program was also added as a means to further assist students identified as at-risk. For the positive school culture and climate goal, a strategy and action step were created to involve a research-based positive behavior support system.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	23.73	23.35	1,163,756.00
Administrator Units	1.00	1	75,943.00
Assistant Principal	0.50	1	68,249.00
Counselor	1.00	1	65,842.00
Librarian	1.00	1	53,426.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,611.13
Professional Development	0.00	0	1,737.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	578.91
Totals			1,434,143.04

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	129139.54

Provide a brief explanation and breakdown of expenses.

Title 1 funds will be used to employ a highly qualified English teacher and two educational assistants. Some funding is also provided for the district Parental Involvement Specialist. Title 1 funding is utilized to pay additional salaries for after-school credit/grade recovery and advancement programs, as well as student transportation for these academic achievement improvement programs. Lastly, funds are utilized for instructional supplies determined necessary by the school leadership team.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

not applicable

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	6742.0

Provide a brief explanation and a breakdown of expenses.

Title II funds will be used for high qualified English teacher.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Not applicable

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Not applicable

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

Provide a brief explanation and breakdown of expenses.

Not applicable

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

Not applicable

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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.

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

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Parent meetings are held by request of the teacher, parent, administrator or counselor at different times of the day and at different times of the year in order to try to meet the varying schedules of the parents. During the meeting, administrators may inform parents that did not attend a previous parent meeting about the school's participation in Title I and the requirements of Title I including the rights of the parents to be involved in the decision making process and the money that is set aside for parental involvement. Parent meetings always allow for a question and answer session. All parents are given the opportunity to be involved in the review and planning process for the school by serving on the School Leadership/Continuous Improvement Team, Parental Advisory Committee or Guidance Advisory Committee. During summer registration, all parents are given a volunteer form to complete if they are interested in serving on one of the school's planning committees. Parents are also encouraged to notify an administrator, teacher or counselor at anytime that they decide they would like to be involved with a planning committee. Suggestion/comment cards are also available in the main office reception area for parents to provide input as they see fit. CFA sets aside 1% of its funds for parental involvement. Part of the funds for the school are being used to help fund a system-wide parental involvement coordinator. The rest of the funds are used to aid parents in the education of their students through the purchase of materials that are pertinent to the development of the student.

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.

Parents are notified about curriculum and assessments, as well as student achievement expectations, through course syllabi that are sent home with the students, as well as posted on each CFA teacher's website. Various informational items are also sent out through announcements on the CFA website, e-mails, Remind text messages, as well as automated call outs. In an effort reach all of our parents,

written information is translated into the parent's' native language for our non-English speaking parents. Parents also have the option to request a meeting at any time by contacting the counselor or administration. The counselor or administrator in-turn sets up meetings between parents, students, and teachers in order to better serve the students in their educational progress through a collaborative effort. During the meetings, curriculum, assessments and expectations are also discussed.

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).

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

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

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

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school provides training for parents of participating children in understanding such topics as: academic content standards, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Multiple trainings and presentations are offered through our semester parent meetings and through the guidance program during Parenting Day. 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 two field trips.

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

involvement.)

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

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

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

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

participating in the education of their children.(Describe)

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

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parents are notified about the programs provided by Title I through written information that is shared at Title I parent meeting and provided electronically by request. It can also be sent home with the students, posted on the CFA web-site, or explained through automated call outs. In an effort reach all of our parents the written information may be translated into Spanish or other languages for our non-English speaking parents. When possible we also use translators for communication with these parents.

6f. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

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

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

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

