



## **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?**

Central Freshman Academy was established in 2009. The Academy has the distinct honor and privilege of serving all ninth grade students who matriculate in the Phenix City School System. The Academy is located in a suburban area in Phenix City, Alabama. The current enrollment is approximately 470 students. The student population is comprised of 0.2% Asian students, 0.2% Pacific Islander 66% black students, 0.3% multi-raced students, 24.6% white students, 0.4% Hispanic students, and 0.1% American Indian/Alaskan Native. The Academy has of 42 unique and caring individuals. Our base staff includes 26 teachers, 1 principal, 1 assistant principal, 1 guidance counselor, 1 media specialist, 5 support staff, 2 custodians, 5 CNP workers, and 1 SRO. All teachers provide instruction for 5 full classes in his or her subject area for 58 minutes. Each teacher is given a common planning time for 58 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 inhibited 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 choices and meet the challenges of the 21st Century. Each freshman has the opportunity to take 4 core courses, physical education, career technical options, 3 electives, numerous fine arts courses and several student club activities. Our students are afforded the opportunity of traveling to Central High School for 3 periods a day to engage in musical theater, gifted and talented, band, ROTC, and athletics. Central High School and the Freshman Academy 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 Smart Board, two student lap top mobile labs, an iPad mobile lab and 3 computer labs. Two of the labs are used daily to teach Career Preparedness and the third lab is our media 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 devices.

Central Freshman Academy has been in existence for 6 years. Within that time span, three changes have been made to the administration team 3 new principals and 3 new assistant principals, 5 changes made to faculty and staff for 2014-2015 school year. Regardless of those changes each year, we continue to strive for excellence as well as demand a high quality instruction for our students.

One of the unique challenges our school faces every day is poverty. These challenges we face are inclusive of, but not limited to: the poverty level of families living in Phenix City (Currently, 68% of our students qualify for free or reduced lunch. Another challenge we are facing is the rapid increase of EL students over the past year. This year will have six students who are EL students who speak very little or no English at all. We are making great strides to accommodate the students, however, at times these students are frustrated with their own progress of being proficient in English, due to the fact; they are trying very hard to understand their 9th grade cohorts/peers as well as the content being taught. We have purchased Rosetta Stone, we are using apps translators, we have a district-wide EL teacher, students are paired with in classes with others students who speak the same language, students travel to Central High School for help from a teacher that is fluent in their native language and the school system provides a community liaison to meet with parents/students and teachers as well as to translate phone calls and written messages.





## 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.**

Central Freshman Academy has been striving to reduce the number of disciplinary referrals within the last five years. The number of discipline referrals has decreased significantly from 2010 to 2014. The 2010-2011 school year ended with 818 discipline infractions, 2011-2012 school year ended with 840 and 2012-2013 year ended with 648. As the year ended for the 2013-2014 school year there were only 476 discipline referrals, which shows a significant drop of 172 less referrals as compared to the previous year. We have also made strides in the 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. We hope by reducing the number discipline referrals and the number of retained ninth graders, this 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), the Academy has also shifted focus on continued improvement of graduation rates, as well as preparing our students to meet or exceed proficiency standards on the PLAN in 10th grade, due to the direct correlation of the PLAN and ACT test that will be administered to all 11th grade students.

Over the next three years we will continue to focus on discipline of students, number of retained students, rigorous instruction, student engagement, engaging lesson plans, teaching state standards on grade level, and College /Career Readiness Standards. Professional development has been provided for the entire staff and will we continue to provide numerous professional development training to ensure students are highly engaged and as well as academically challenged. Central Freshman Academy will continue to provide opportunities for teachers to expand their teaching and learning knowledge 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.**

Central Freshman Academy is a great place to be! CFA's Future Business Leaders of America is one of our premier groups of the school. The 2014-2015 FBLA club has 104 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 three years, our competition team has become a national contender by placing 3rd place or better in FBLA State Competition. For the past two years, our FBLA has won 1st place in the Atlanta Hawks Marketing Day Competition. Additionally, we have received many awards for increased membership and contributions to the March of Dimes.

# **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 and administrators. The first meeting was held July 21, 2014. 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 given a copy of the 2013-2014 ACIP for review and revisions. Our next SLT meeting was held on August 4, 2014 to select two parent volunteers. The parents were contacted by the administrator and informed of the committee's purpose and vision. All stakeholders were notified and invited to attend the next SLT meeting. 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 their second meeting on September 3, 2014. SLT members consist of a principal, assistant principal, counselor, media specialist, a representative from each discipline at CFA, and two parents who make up our improvement team. The Principal, or his designee, guided the team through the ACIP and each stakeholder had the responsibility of collecting data or other forms of pertinent information needed to complete the plan. Data was obtained from the 2013-2014 school year including Stakeholder Surveys, (completed by parents, faculty and students), School Incidence Report (SIR), Information Now (INOW), Global Scholar Performance Assessment, Aspire Assessment (8th grade) Explore Assessment (8th grade), ACCESS test, walk-through observation data and 2013-2014 ACIP. During this meeting the members reviewed and analyzed 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 reviewed the ACIP on October 7, 2014 during our faculty meeting. During this meeting all faculty members had an opportunity to review the ACIP. All stakeholders articulated any questions or concerns pertaining to any components of the 2014-2015 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 on our improvement needs. All stakeholders receive notification via emails, school website and at our next scheduled Annual Title I meeting, which will be held in January, 2015. Further notification of our ACIP can be found on the CFA parent/student board located in school lobby. Our counselor 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.](#)



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Central High School Freshman Academy

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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

### 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. These same items were also scored highly on the counselors' needs assessment survey.



## 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

### 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.

### What are the implications for these stakeholder perceptions?

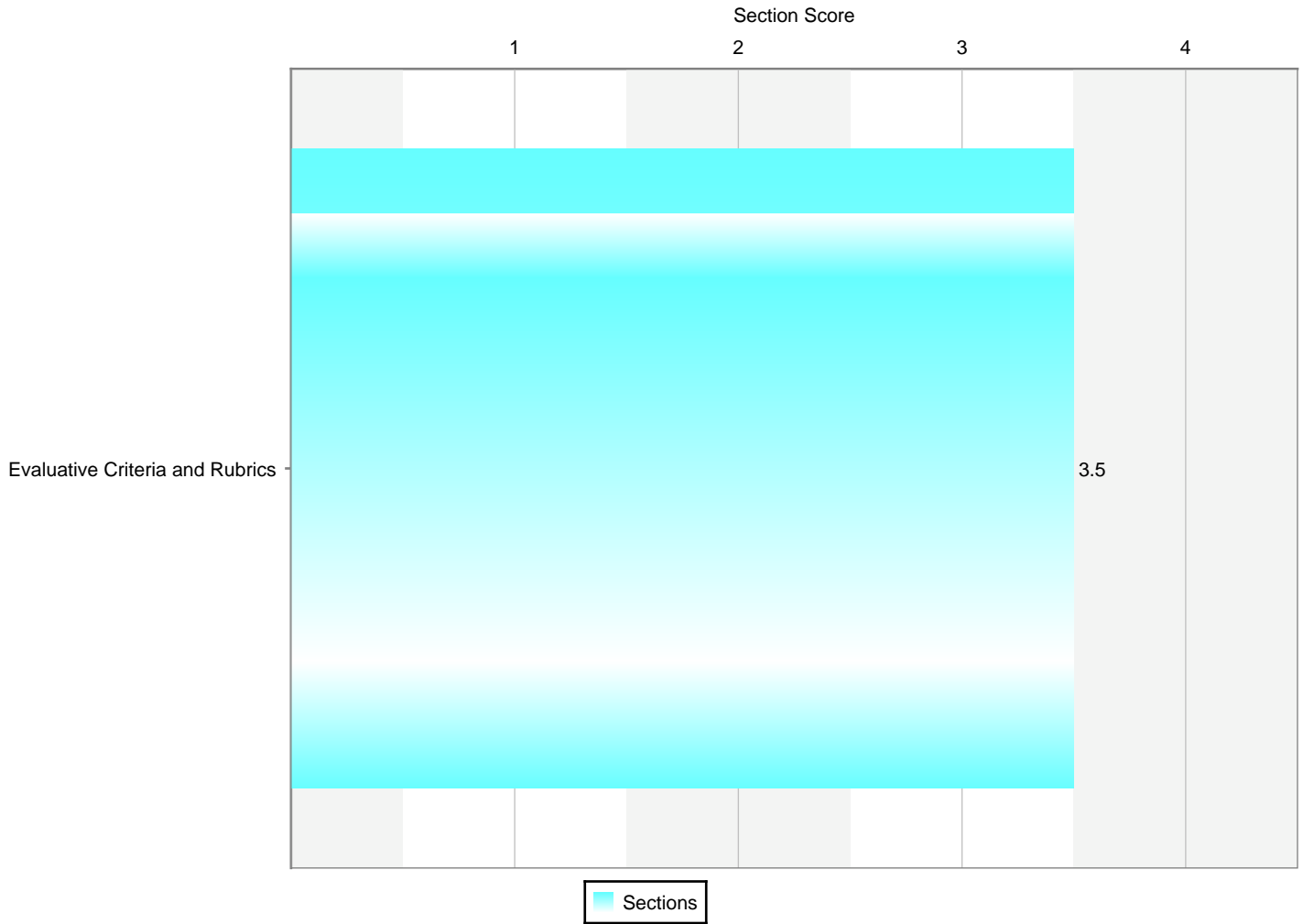
These results imply that the majority of Central Freshman Academy stakeholders feel that the school engages in a continuous improvement process to determine verifiable improvement in student learning, including readiness for the next level. This indicator was identified in both student and parent surveys. 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.

**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





# 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		

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 acceptably analyzed and presented with reasonable 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 at or above what would otherwise be expected.	Level 3

	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?

#### ASPIRE Eight Grade 2013-2014

Forty-seven percent of all students tested met or exceeded the college readiness benchmark score for the math subtest of the 2013-2014 eighth grade Aspire administration.

#### Math

Thirty-six percent of the Caucasian subgroup (eighteen-percent male and nine percent female) tested exceeded the college readiness benchmark score for the math subtest of the 2013-2014 eighth grade Aspire administration.

#### Global Scholar Performance Series 2013-2014

Forty-five percent of ninth grade students tested in reading on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

Fifty-two percent of ninth grade students tested in algebra on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

Forty-one percent of ninth grade students tested in geometry on the spring Global Scholar Performance Assessment obtained a scale score that was within the national norm.

Sixty-five percent of the special education population, of ninth grade students tested in math on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

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

The CFA ninth grade retention rate is decreasing each year. We have gone from 90 retained students in 2009-2010 to 33 retained students in 2012-2013 to 40 retained students in 2013-2014.

Central Freshman Academy has been striving to reduce the number of disciplinary referrals within the last five years. The number of discipline referrals have decreased significantly from 2010 to 2014. The 2010-2011 school year ended with 818 discipline infractions, 2011-2012 school year ended with 840 and 2012-2013 year ended with 648. As the year ended for the 2013-2014 school year there were only 476 discipline referrals, which shows a significant drop of 172 less referrals as compared to the previous year.

**Which area(s) indicate the overall highest performance?**

The overall highest performance was illustrated in math on both the Aspire Assessment and the Global Scholar Performance Performance Series Assessment.

The math subtest on the eighth grade Aspire Assessment administered spring 2013-2014 illustrated the overall highest performance for the current freshman class. Sixty-seven percent of the special education population met their target scale score in math on the spring 2014 Global Scholar Performance Series Assessment ( Fall Scale Score 2273-Spring Scale Score 2367).

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

Due to the 2013-2014 being the first year in which the eighth grade Aspire Assessment was administered, there is not any data trend to report on the 2013-2014 eighth Aspire Assessment:

Global Scholar Performance Series 2013-2014

Forty-five percent of ninth grade students tested in reading on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

Fifty-two percent of ninth grade students tested in algebra on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

Forty-one percent of ninth grade students tested in geometry on the spring Global Scholar Performance Assessment obtained a scale score that was within the national norm.

Sixty-five percent of the special education population, of ninth grade students tested in math on the spring Global Scholar Performance Series Assessment obtained a scale score that was within the national norm.

Our focus this year will be on analyzing data in depth to identify subgroups to determine increasing performance as well as make changes to our instructional program accordingly.

**Between which subgroups is the achievement gap closing?**

Due to 2013-2014 school year being the first year in which the eighth grade Aspire Assessment was administered, there is not any data trend to report. However, after analyzing the data it was determined there was a trending gap between the African American male subgroup and the Caucasian male subgroup. Four-percent of the African American male subgroup tested in reading exceeded the college readiness

benchmark as compared to the twenty-one percent of the Caucasian male subgroup tested and exceeded the college readiness benchmark on the 2013-2014 eighth grade Aspire Assessment.

**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 2012-2014 Explore Assessment.

56% of students tested in 8th grade benchmarked in English

21% of students tested in 8th grade benchmarked in Mathematics

19% of students tested in 8th grade benchmarked in Reading

21% of students tested in 8th grade benchmarked in Science

## Areas in Need of Improvement

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

#### ASPIRE Eighth Grade 2013-2014

Eighty-eight percent of all students tested scored below the college readiness benchmark score for reading subtest on the 2013-2014 eighth grade Aspire administration.

Fifty-four percent of all students tested scored the college readiness benchmark score for the math subtest on the 2013-2014 eighth grade Aspire administration.

#### Reading

Forty-two percent of the Caucasian subgroup (forty-five percent male and thirty-eight percent female) tested scored below the college readiness benchmark score for the reading subtest of the 2013-2014 eighth grade Aspire administration.

Six-one percent of the African American subgroup (sixty-nine percent male and fifty-one percent female) tested scored below the college readiness benchmark score for the reading subtest of the 2013-2014 eighth grade Aspire administration.

Sixty-seven percent of the Hispanic subgroup (fifty- percent male and one-hundred percent female) tested scored below the college readiness benchmark score for the reading subtest of the 2013-2014 eighth grade Aspire administration.

Twenty-one percent of the multi-race subgroup (thirteen- percent male and thirty-three-percent female) tested scored below the college readiness benchmark score for the reading subtest of the 2013-2014 eighth grade Aspire administration.

#### Global Scholar Performance Series Ninth Grade 2013-2014

Fifty-five percent of ninth grade students tested in reading on the spring 2014 Global Scholar Assessment scored below or far below the national norm.

Ninth grade students tested in algebra on the spring 2014 Global Scholar Assessment obtained an overall scale score of 5371 (Fall Assessment SS was 5336 -Winter SS was 5365) which is a mean SS difference of +35 for the entire year. Therefore minimal gains were made in Algebra I A courses.

Ninth grade students tested in geometry on spring 2014 Global Scholar Assessment obtained an overall scale score of 5564. (Fall Assessment SS was 5484 -Winter SS was 5533) which is a mean difference of +80 for the entire year. Geometry tests have a SS range of 5000-6000. Only 2% of students tested obtained a scale score between 5700-5799.

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

Due to the 2013-2014 being the first year of administering the eighth grade Aspire Assessment, there is not a negative trend in performance  
SY 2014-2015



to compare data or make a depiction of a negative trend for the current academic school year. However, after analyzing several data sources, there is a negative trend in reading and math proficiency skills according to Aspire Assessment, Explore Assessment, and the Global Scholar Performance Series Assessment.

Forty-four percent of eighth grade students tested on the spring 2013-2015 Explore Assessment in reading did not benchmark.

Seventy-nine percent of eighth grade students tested on the spring 2013-2015 Explore Assessment in math did not benchmark.

Fifty-five percent of ninth grade students tested in reading on the spring 2014 Global Scholar Assessment scored below or far below the national norm.

**Which area(s) indicate the overall lowest performance?**

The overall lowest area of performance was illustrated in the reading subtest 2013-2014 eighth grade Aspire Assessment. Seventy-seven percent of all eighth grade students tested scored below the college readiness benchmark in reading. The ninth grade 2013-2014 Global Scholar Performance Series Assessment indicated that Fifty-five percent of ninth grade students tested in reading scored below or far below the national norm.

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

Due to, 2013-2014 being the first year the Aspire Assessment was administered, there is not a subgroup to illustrate a trend in decreasing performance. However, according to various data sources, the African American subgroup is not making adequate growth in reading and math as compared to the other subgroups.

Our focus this year will be on analyzing data in depth to identify subgroups to determine decreasing as well as increasing performance in specific subgroups. Instructional modifications and adjustments will be made accordingly.

**Between which subgroups is the achievement gap becoming greater?**

Due to, 2013-2014 being first year the Aspire Assessment was administered, there is not a subgroup to illustrate a trend in decreasing performance. According to various data sources, the African American subgroup is not making adequate growth in reading and math as compared to the other subgroups.

Our focus this year will be on analyzing data in depth to identify subgroups to determine decreasing as well as increasing performance in specific subgroups. Instructional modifications and adjustments will be made accordingly. According to various data sources, the gap is becoming greater between the African American, Caucasian and multi-race subgroups in math and reading. Thirty-five percent of the Caucasian subgroup was identified at the readiness level in math. Only sixteen-percent of the African American subgroup was identified at the readiness level in math on the 2013-2014 eighth grade Aspire Assessment. Fifty-eight percent of the Caucasian subgroup was identified at the readiness level in reading. Only thirty-nine percent of the African American subgroup was identified at the readiness level in reading on the 2013-2014 eighth grade Aspire Assessment.

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

All of the above findings were consistent with data analysis in reading and math from 2013-2014 eighth grade Explore Assessment.

44% of students tested in 8th grade benchmarked in English did not benchmark.

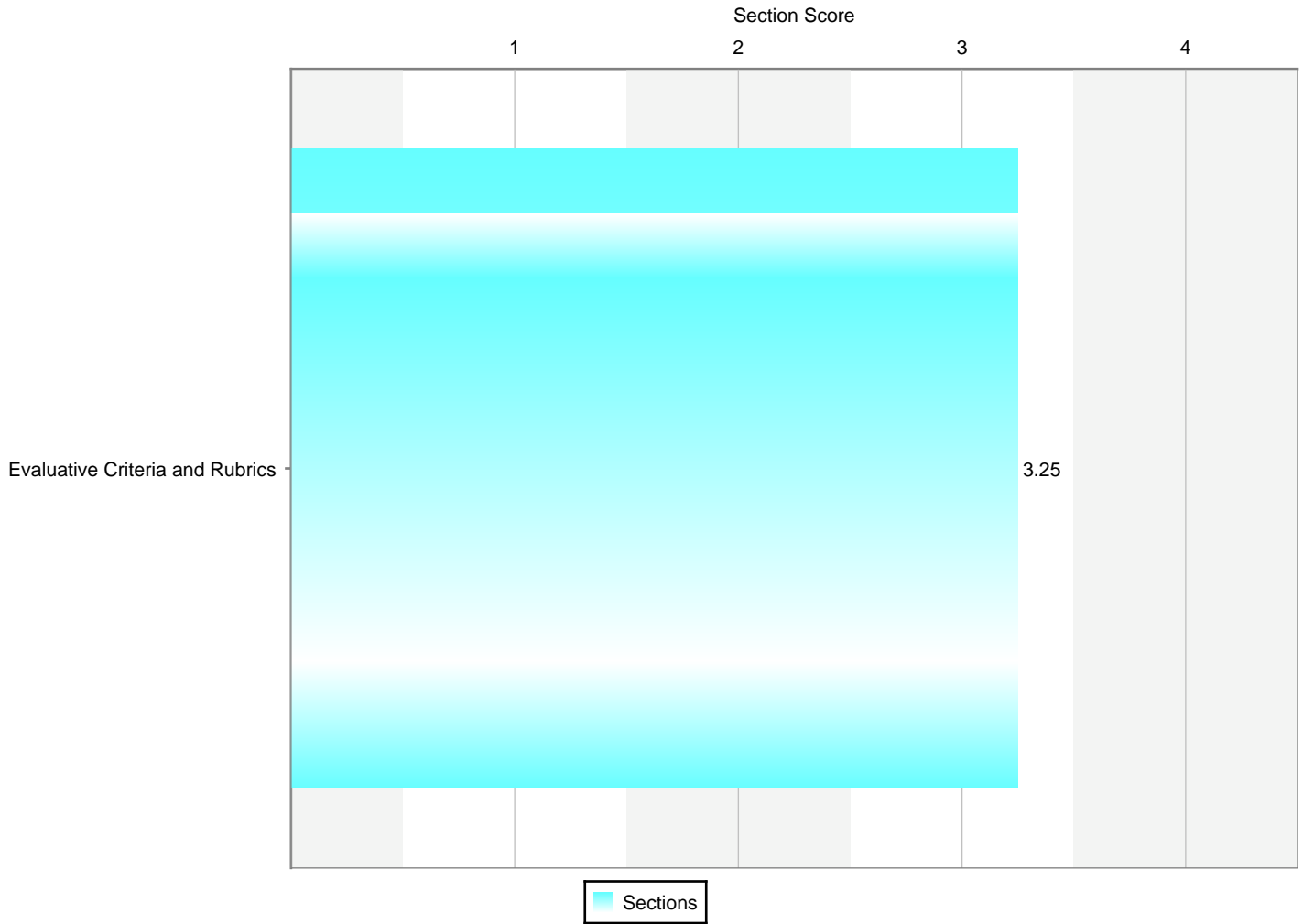
79% of students tested in 8th grade benchmarked in Mathematics did not benchmark.

81% of students tested in 8th grade benchmarked in Reading did not benchmark.

79% of students tested in 8th grade benchmarked in Science did not benchmark.

## 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	Cassandra Bird Valerie Borders Lisa Ciancio Lara Dixon Gabriella DuBose Angela Green Regina Hall Scott King Aretha McDonald Allison Nickless Jeannie Shiver David Sikes Kristen Thomas Rodgetta Wiliams	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		Assurance Mr. Joe Blevins

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joe Blevins Student, Personnel & Operations 1212 Ninth Avenue Phenix City, Al. 36868 (334) 298-0534	Mr. Joe Blevins' Signature

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		LEA Parental Involvement Plan

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		School Parent Compact School Parent Compact Signature Page

# **Plan for ACIP 2014-2015**

## Overview

### Plan Name

Plan for ACIP 2014-2015

### 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	All students at CFA will increase History scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at CFA will increase Biology scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	EL students at CFA will improve their ACCESS scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All students at CFA will increase English/Language Arts Scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	All students at CFA will increase Math Scores.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
6	EL students will become proficient in reading and math by meeting AYP requirements for EL the subgroup.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	EL students will become proficient in reading and math by meeting the requirements for the EL subgroup.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	All students will demonstrate a behavior that will foster the reduction in the number of discipline referrals.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students at CFA will increase History scores.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Social Studies by 05/21/2015 as measured by the students' scores on the History benchmark assessment given by their teacher at the end of the year.

### Strategy 1:

Develop a World History/Geography Pacing Guide - Action Steps:

#### 3.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade History students are taught the skills required for the History course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

#### 3.1.2 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration. Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 3.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 3.1.4 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.

#### 3.1.5 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations will be used to monitor this action step.

### Interventions

CFA Tutorial program will be held (Monday-Friday 8:15 -9:45 AM). Parent/student/teacher conferences, Support from individual teachers (coordinated by the student

and teacher) will be utilized throughout the year.

#### Resources

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Activity - Effective Lesson Planing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	History Teachers

## Goal 2: All students at CFA will increase Biology scores.

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Science by 05/21/2015 as measured by the students' scores on the Biology benchmark assessment given by their teacher at the end of the year..

#### Strategy 1:

Develop a Biology Pacing Guide - Action Steps:

##### 4.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade Science students are taught the skills required for the Biology course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

##### 4.1.2 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

##### 4.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

##### 4.1.4 Parental Involvement

Teachers will use 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 so 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.

Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**4.1.5 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Observations will be used to monitor this action step.

**Interventions**

CFATutorial program will be held (Monday-Friday 8:15- 8:45 AM Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Activity - Teacher Training on adding CCRS to Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on how to develop lesson plans that will include CCRS .	Professional Learning	10/15/2014	05/21/2015	\$0	No Funding Required	All teachers

**Goal 3: EL students at CFA will improve their ACCESS scores**

**Measurable Objective 1:**

53% of English Learners students will demonstrate a proficiency in language acquisition to meet State's AMAO goal in English Language Arts by 05/21/2015 as measured by students score on the ACCESS test..

**Strategy 1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

**Interventions**

Professional development and consultations with Mrs. Herman

**Resources**

Professionals development funds, consultants, and training sessions

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning	08/06/2014	05/21/2015	\$0	No Funding Required	All CFA teachers, Principal, Assistant Principal

## Goal 4: All students at CFA will increase English/Language Arts Scores.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the ninth grade College and Career Readiness Standards in English Language Arts by 05/21/2015 as measured by the students' scores on the English Language Arts benchmark assessment given by their teacher at the end of the year..

### Strategy 1:

Revised the English Language Arts Pacing Guide to reflect CCRS and new ELA textbook - Action Steps:

#### 1.1.1 Adhere to CCRS /Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade English students are taught the skills required for the English 9 course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

#### 1.1.2 Daily Grammar Practice

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.

#### 1.1.3 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 1.1.4. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 1.1.5 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**1.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Use Strategic Teaching Strategies to actively engage all learners during instruction. Observations and lesson plans will be used to monitor this action step.

**Interventions**

CFA tutorial program will be held Monday- Friday from 8:15- 8:45 AM Parent/student/teacher conferences, and support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Credit Recovery Salaries, Benefits, and Transportation \$16,806.79 and Professional Development \$14,902.00

Activity - Teacher Training on New English/Languague Arts Texbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers will be trained on how to utilize new textbooks and available reources.	Professional Learning	08/05/2014	05/21/2015	\$0	No Funding Required	All English Teachers.

**Goal 5: All students at CFA will increase Math Scores.**

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

**Strategy 1:**

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

**2.1.1 Align and revise Pacing Guide to Correlate with CCRS**

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**2.1.2 Teach 9th Grade Standards as Outlined by Alabama State Department of Education**

Teachers will teach and assess ststandards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

**2.1.3 Data Analysis**

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.4. Lesson Plans**

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.5 Parental Involvement**

Teachers will use 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 so 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.

Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**2.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

**Interventions**

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Scantrons (\$100.00) and basic Calculators (\$200.00)

Activity - CCRS Training to Align Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning	10/29/2014	05/21/2015	\$0	No Funding Required	All Math Teachers and Principal
Activity - Teacher Training on New Math Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning	10/29/2014	05/21/2015	\$0	No Funding Required	All Math Teachers
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## Goal 6: EL students will become proficient in reading and math by meeting AYP requirements for EL the subgroup.

### Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency illustrating adequate progress in language acquisition in English Language Arts by 05/22/2015 as measured by the state's AMAO-A goal..

### Strategy 1:

WIDA Standards Awareness 1.1.1 SAMUEL Training - During the 2014-2015 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. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the requirements for qualification of EL students and the steps they will have to take in event they receive an EL student.	Professional Learning	08/06/2014	05/22/2015	\$0	No Funding Required	All CFA teachers, principal, assistant principal and counselor.

## Goal 7: EL students will become proficient in reading and math by meeting the requirements for the EL subgroup.

### Measurable Objective 1:

19% of English Learners students will demonstrate a proficiency in the attainment of the English language in English Language Arts by 05/22/2015 as measured by State's AMAO-B goal..

### Strategy 1:

WIDA Standards Awareness-1.1.1 SAMUEL Training - During the 2014-2015 school year, Central Freshman Academy teachers will be made aware of the WIDA Standards and how to develop appropriate learning goal and activities to increase student performance. Selected teachers will participate in SAMUEL Training to gain knowledge of the administration of the ACCESS test and how to develop appropriate goals for EL students.



STIP documentation, detached duty forms, and sign-in sheets will be used to monitor this action step.

Activity - Teacher Training for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the requirements for qualification of EL students and the steps they will have to take in event they receive an EL student.	Professional Learning	08/06/2014	05/22/2015	\$0	No Funding Required	All CFA teachers, principal, assistant principal and counselor.

## Goal 8: All students will demonstrate a behavior that will foster the reduction in the number of discipline referrals.

### Measurable Objective 1:

demonstrate a behavior that will reduce the number of student discipline referrals by 05/22/2015 as measured by INOW discipline report..

### Strategy 1:

Student Discipline Log - The School Leadership Team as well as administrators will develop 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.

Activity - The Highly Engaged Classroom Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will participate in three book study sessions covering content in "The Highly Engaged Classroom" written by Robert Marzano and Debra Pickering. Teachers will learn and implement strategies that will promote a positive, student centered climate as well as how to generate high levels of student engagement and motivation.	Professional Learning	08/06/2014	05/22/2015	\$0	No Funding Required	All CFA Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training for EL Students	Teachers will learn the requirements for qualification of EL students and the steps they will have to take in event they receive an EL student.	Professional Learning	08/06/2014	05/22/2015	\$0	All CFA teachers, principal, assistant principal and counselor.
Teacher Training on adding CCRS to Lesson Plans	Train teachers on how to develop lesson plans that will include CCRS .	Professional Learning	10/15/2014	05/21/2015	\$0	All teachers
Teacher Training on EL Students	Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning	08/06/2014	05/21/2015	\$0	All CFA teachers, Principal, Assistant Principal
Effective Lesson Planing	Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program	08/06/2014	05/21/2015	\$0	History Teachers
CCRS Training to Align Math Standards	Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning	10/29/2014	05/21/2015	\$0	All Math Teachers and Principal
The Highly Engaged Classroom Book Study	Classroom teachers will participate in three book study sessions covering content in "The Highly Engaged Classroom" written by Robert Marzano and Debra Pickering. Teachers will learn and implement strategies that will promote a positive, student centered climate as well as how to generate high levels of student engagement and motivation.	Professional Learning	08/06/2014	05/22/2015	\$0	All CFA Teachers
Teacher Training on EL Students	Teachers will learn the requirements for qualification of EL students and the steps they will have to take in event they receive an EL student.	Professional Learning	08/06/2014	05/22/2015	\$0	All CFA teachers, principal, assistant principal and counselor.
Teacher Training on New English/Languauge Arts Textbook	Train teachers will be trained on how to utilize new textbooks and available reources.	Professional Learning	08/05/2014	05/21/2015	\$0	All English Teachers.

**ACIP**

Central Freshman Academy

Teacher Training on New Math Pacing Guide	Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning	10/29/2014	05/21/2015	\$0	All Math Teachers
<b>Total</b>					\$0	

# 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 February. During the meeting administrators will 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 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 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. The meeting is followed by a question and answer session.

Parents are involved in the review and planning process for the school by being on the leadership team. Every parent is given the opportunity to help in the decision making process. They only have to notify an administrator or a member of the leadership team to be included in the meeting.

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.**

CFA offers different programs that are funded by Title I. Parents are notified about the programs provided by Title I through written information that is sent home with the students, postings on the CFA web-site, e-mails, and through automated call outs. In an effort to reach all of our parents the written information is translated into Spanish and other languages for our non-English speaking parents.

Parents have the option to request a meeting at any time. They only have to contact the counselor. Our counselor 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 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 for each student. The compact is used as guide and as an accountability measure for all parties involved. It is 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.**

The parents can contact the school administrator via phone, email, or in written communication, The suggestions are then followed up by the administration of the school in an effort to resolve the situation through a better understanding on the parents part or a revision of the CIP upon the suggestion of the parent, if it is a legitimate concern.

**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)**

During the Title I parent meetings and the Open House meeting, the administrators discuss and explain academic content standards and graduation standards. Parents are provided with internet resources and websites for further information on the topics. 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 students 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 Parent's Day.

**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.)**

**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 and the Open House meeting, the administrators discuss and explain academic content standards and graduation standards. Parents are provided with internet resources and websites for further information on the topics. 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 students 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 Parents Day. During Parents Day, topics range from 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. We believe that a positive climate is a must for a successful school.

We require that all of our teachers have a working email address and/or phone number for each student's parents, so they can contact them if they need to and the parents can contact the teacher. This helps to foster a positive relationship between parents and school personnel because it keeps them up to date with their child's academic progress. It also allows us to get pertinent information to the parents.

**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 resources center that includes written



information and a computer for parent use for things such as filling out job applications, research, and the ability to communicate via email. We have a Parents 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)**

CFA offers different programs that are funded by Title I. Parents are notified about the programs provided by Title I through written information that is sent home with the students, postings on the CFA web-site, e-mails, and through automated call outs. In an effort reach all of our parents the written information is translated into Spanish and 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. Our staff is very caring and nurturing. Each of us try to let the parents know that through our actions and the way we treat each of them.

Parents can come to us with just about any problem and we can get them in touch with the agency that handles it if it is not something offered by our school.

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 Parent's 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 is 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.



# 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: Global Scholar Assessment, 8th grade Aspire Assessment, 8th grade Explore Assessment, End of the Year Course Assessment, CFA 2013-2014 Discipline Report, CFA 2013-2014 Attendance Report. The School Leadership team met in August to review the 2013-2014 ACIP as well as examine the data to identify areas of focus for 2014-2015 school year.

### 2. What were the results of the comprehensive needs assessment?

The results indicated that Reading and Math were our areas of focus. CFA used the following data sources to determine the needs:

### 3. What conclusions were drawn from the results?

It was concluded that the overarching goals for the school wide improvement would be English Language Arts and Mathematics instruction. All data sources indicated there was a deficient in those areas.

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

The failure rate from 2012-2013 was much lower than the 2013-2014 failure rate. The failure rate for 2012-2013 school year ended with 33 students retained in ninth grade. The failure rate for 2013-2014 school year ended with 40 students retained ninth grade, which is a 7% increase.

Data received from the 8th grade 2014 spring Aspire Assessment illustrated that only 22% of students tested in reading were proficient.

Data received from the 8th grade 2014 spring Aspire Assessment illustrated that only 46% of students tested in math were proficient.

Data received from 8th grade 2014 spring Aspire Assessment illustrated that on 39% of black students tested in reading were proficient.

Data received from 8th grade 2014 spring Aspire Assessment illustrated that on 16% of black students tested in math were proficient.

Data received from the 8th grade spring 2014 Explore Assessment illustrated that only 19% of students tested in reading were proficient.

Data received from the 8th grade spring 2014 Explore Assessment illustrated that only 21% of students tested in math were proficient.

Data received from 9th grade spring 2014 Global Scholar Assessment illustrated that 56% of students tested in reading scored below the  
SY 2014-2015

national norm.

From analyzing the data it was concluded that there is a large gap represented among the black subgroup when compared to to the white subgroup in reading and math.

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

All goals, strategies, and activities were developed by the school leadership team with research-based strategies for effective classroom instruction implemented in all subject areas with an emphasis on CCRS in reading and math.

These goals related directly to our needs. Through the needs assessment we saw that our failure rate needs to improve as well as the percentage of students scoring at college readiness benchmark in reading and math. 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 rate data , testing data from multiple tests, 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?**

The Academy ultimate is goal is for every student to graduate, attend college or enter the workforce with the appropriate skills they need to have successful and productive lives after graduating from high school. This is important especially for all students, especially those who are disadvantaged. Many of the strategies we have put into this plan will help address many of the problems faced by children who are disadvantage ,such as a high failure rate and not working on grade level. These goals will help address all these needs and help all students become college and career ready.

## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

#### Goal 1:

All students at CFA will increase Math Scores.

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

#### Strategy1:

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

##### 2.1.1 Align and revise Pacing Guide to Correlate with CCRS

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

##### 2.1.2 Teach 9th Grade Standards as Outlined by Alabama State Department of Education

Teachers will teach and assess standards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

##### 2.1.3 Data Analysis

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

##### 2.1.4. Lesson Plans

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

##### 2.1.5 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

##### 2.1.6 Best Practices

## ACIP

Central Freshman Academy

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Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

### Interventions

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

### Resources

Scantrons (\$100.00) and basic Calculators (\$200.00)

### Research Cited:

Activity - Teacher Training on New Math Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers

Activity - CCRS Training to Align Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers and Principal

### Goal 2:

Develop a Positive School Culture

### Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resourcefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

### Strategy1:

Be Better Initiative - Action Steps:

#### 1.1.1 Tools for Teaching

All CFA teachers will participate in a "Tools for Teaching" professional development session in August 2013. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2013-2014 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.

#### 1.1.2 Strategic Teaching

CFA teachers will participate in a Strategic Teaching professional development session in August 2013. In service



evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.

1.1.3 The Three R's

CFA teachers will teach the three R's (Respectful, Resourceful, and Responsible) to their students.

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

Activity - Teacher Training Highly Engaged Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn new strategic teaching strategies to implement into their daily lessons.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

**Narrative:**

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

**Goal 1:**

All students at CFA will increase English/Language Arts Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the ninth grade College and Career Readiness Standards in English Language Arts by 05/21/2015 as measured by the students' scores on the English Language Arts benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Revised the English Language Arts Pacing Guide to reflect CCRS and new ELA textbook - Action Steps:

1.1.1 Adhere to CCRS /Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade English students are taught the skills required for the English 9 course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

1.1.2 Daily Grammar Practice

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.

#### 1.1.3 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 1.1.4. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 1.1.5 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

#### 1.1.6 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations and lesson plans will be used to monitor this action step.

#### Interventions

CFA tutorial program will be held Monday- Friday from 8:15- 8:45 AM Parent/student/teacher conferences, and support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

#### Resources

Credit Recovery Salaries, Benefits, and Transportation \$16,806.79 and Professional Development \$14,902.00

#### Research Cited:

Activity - Teacher Training on New English/Languauge Arts Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers will be trained on how to utilize new textbooks and available reources.	Professional Learning			08/05/2014	05/21/2015	\$0 - No Funding Required	All English Teachers.

#### Goal 2:

All students at CFA will increase Math Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

**2.1.1 Align and revise Pacing Guide to Correlate with CCRS**

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**2.1.2 Teach 9th Grade Standards as Outlined by Alabama State Department of Education**

Teachers will teach and assess standards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

**2.1.3 Data Analysis**

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.4. Lesson Plans**

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.5 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**2.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

**Interventions**

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

Resources

Scantrons (\$100.00) and basic Calculators (\$200.00)

Research Cited:

Activity - Teacher Training on New Math Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers

Activity - CCRS Training to Align Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers and Principal

**Goal 3:**

All students at CFA will increase History scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Social Studies by 05/21/2015 as measured by the students' scores on the History benchmark assessment given by their teacher at the end of the year.

**Strategy1:**

Develop a World History/Geography Pacing Guide - Action Steps:

3.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade History students are taught the skills required for the History course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

3.1.2 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration. Pacing guides, lesson plans, and observations will be used to monitor this action step.

3.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. Pacing guides, lesson plans, and observations will be used to monitor this action step.

3.1.4 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.

**3.1.5 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations will be used to monitor this action step.

**Interventions**

CFA Tutorial program will be held (Monday-Friday 8:15 -9:45 AM). Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

**Research Cited:**

<b>Activity - Effective Lesson Planing</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	History Teachers

**Goal 4:**

All students at CFA will increase Biology scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Science by 05/21/2015 as measured by the students' scores on the Biology benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Biology Pacing Guide - Action Steps:

**4.1.1 Adhere to Pacing Guide**

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade Science students are taught the skills required for the Biology course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**4.1.2 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test

administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

4.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

4.1.4 Parental Involvement

Teachers will use 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 so 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.

Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

4.1.5 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Observations will be used to monitor this action step.

Interventions

CFATutorial program will be held (Monday-Friday 8:15- 8:45 AM Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

Resources

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on adding CCRS to Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop lesson plans that will include CCRS .	Professional Learning			10/15/2014	05/21/2015	\$0 - No Funding Required	All teachers

**Goal 5:**

EL students at CFA will improve their ACCESS scores

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the students' score on the ACCESS test.

**Strategy1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

**Interventions**

Professional development and consultations with Mrs. Herman

**Resources**

Professionals development funds, consultants, and training sessions

**Research Cited:**

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal

**Goal 6:**

Develop a Positive School Culture

**Measurable Objective 1:**

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resourcefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

**Strategy1:**

Be Better Initiative - Action Steps:

1.1.1 Tools for Teaching

All CFA teachers will participate in a "Tools for Teaching" professional development session in August 2013. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2013-2014 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.

1.1.2 Strategic Teaching

CFA teachers will participate in a Strategic Teaching professional development session in August 2013. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.

1.1.3 The Three R's

CFA teachers will teach the three R's (Respectful, Resourceful, and Responsible) to their students.

**Interventions**

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

**Resources**

Professional development (be-better-initiative, Strategic Teaching)

**Research Cited:**



Activity - Teacher Training on the 3 R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

Activity - Teacher Training Highly Engaged Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn new strategic teaching strategies to implement into their daily lessons.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

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

#### Goal 1:

All students at CFA will increase English/Language Arts Scores.

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the ninth grade College and Career Readiness Standards in English Language Arts by 05/21/2015 as measured by the students' scores on the English Language Arts benchmark assessment given by their teacher at the end of the year..

#### Strategy1:

Revised the English Language Arts Pacing Guide to reflect CCRS and new ELA textbook - Action Steps:

##### 1.1.1 Adhere to CCRS /Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade English students are taught the skills required for the English 9 course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

##### 1.1.2 Daily Grammar Practice

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.

##### 1.1.3 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

##### 1.1.4. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

#### 1.1.5 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

#### 1.1.6 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations and lesson plans will be used to monitor this action step.

#### Interventions

CFA tutorial program will be held Monday- Friday from 8:15- 8:45 AM Parent/student/teacher conferences, and support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

#### Resources

Credit Recovery Salaries, Benefits, and Transportation \$16,806.79 and Professional Development \$14,902.00

#### Research Cited:

Activity - Teacher Training on New English/Language Arts Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers will be trained on how to utilize new textbooks and available resources.	Professional Learning			08/05/2014	05/21/2015	\$0 - No Funding Required	All English Teachers.

#### Goal 2:

All students at CFA will increase Math Scores.

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

#### Strategy1:

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

#### 2.1.1 Align and revise Pacing Guide to Correlate with CCRS

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**2.1.2 Teach 9th Grade Standards as Outlined by Alabama State Department of Education**

Teachers will teach and assess standards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

**2.1.3 Data Analysis**

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.4. Lesson Plans**

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**2.1.5 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**2.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

**Interventions**

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Scantrons (\$100.00) and basic Calculators (\$200.00)

**Research Cited:**

Activity - Teacher Training on New Math Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers

Activity - CCRS Training to Align Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers and Principal

**Goal 3:**

All students at CFA will increase History scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Social Studies by 05/21/2015 as measured by the students' scores on the History benchmark assessment given by their teacher at the end of the year.

**Strategy1:**

Develop a World History/Geography Pacing Guide - Action Steps:

## 3.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade History students are taught the skills required for the History course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

## 3.1.2 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration. Pacing guides, lesson plans, and observations will be used to monitor this action step.

## 3.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. Pacing guides, lesson plans, and observations will be used to monitor this action step.

## 3.1.4 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.

## 3.1.5 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations will be used to monitor this action step.

**Interventions**

CFA Tutorial program will be held (Monday-Friday 8:15 -9:45 AM). Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

**Research Cited:**

Activity - Effective Lesson Planing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	History Teachers

**Goal 4:**

All students at CFA will increase Biology scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Science by 05/21/2015 as measured by the students' scores on the Biology benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Biology Pacing Guide - Action Steps:

**4.1.1 Adhere to Pacing Guide**

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade Science students are taught the skills required for the Biology course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**4.1.2 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**4.1.3. Lesson Plans**

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**4.1.4 Parental Involvement**

Teachers will use 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 so 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.

Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

#### 4.1.5 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Observations will be used to monitor this action step.

#### Interventions

CFATutorial program will be held (Monday-Friday 8:15- 8:45 AM Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

#### Resources

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

#### Research Cited:

Activity - Teacher Training on adding CCRS to Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop lesson plans that will include CCRS .	Professional Learning			10/15/2014	05/21/2015	\$0 - No Funding Required	All teachers

#### Goal 5:

EL students at CFA will improve their ACCESS scores

#### Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the students' score on the ACCESS test.

#### Strategy1:

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

#### Interventions

Professional development and consultations with Mrs. Herman

#### Resources

Professionals development funds, consultants, and training sessions

#### Research Cited:

**ACIP**

Central Freshman Academy

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal

**Goal 6:**

Develop a Positive School Culture

**Measurable Objective 1:**

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resourcefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

**Strategy1:**

Be Better Initiative - Action Steps:

## 1.1.1 Tools for Teaching

All CFA teachers will participate in a "Tools for Teaching" professional development session in August 2013. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2013-2014 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.

## 1.1.2 Strategic Teaching

CFA teachers will participate in a Strategic Teaching professional development session in August 2013. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.

## 1.1.3 The Three R's

CFA teachers will teach the three R's (Respectful, Resourceful, and Responsible) to their students.

## Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

## Resources

Professional development (be-better-initiative, Strategic Teaching)

## Research Cited:

Activity - Teacher Training on the 3 R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

Activity - Teacher Training Highly Engaged Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn new strategic teaching strategies to implement into their daily lessons.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

**4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

All students at CFA will increase English/Language Arts Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the ninth grade College and Career Readiness Standards in English Language Arts by 05/21/2015 as measured by the students' scores on the English Language Arts benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Revised the English Language Arts Pacing Guide to reflect CCRS and new ELA textbook - Action Steps:

**1.1.1 Adhere to CCRS /Pacing Guide**

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade English students are taught the skills required for the English 9 course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**1.1.2 Daily Grammar Practice**

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.

**1.1.3 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**1.1.4. Lesson Plans**

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**1.1.5 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**1.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Use Strategic Teaching Strategies to actively engage all



learners during instruction.

Observations and lesson plans will be used to monitor this action step.

**Interventions**

CFA tutorial program will be held Monday- Friday from 8:15- 8:45 AM Parent/student/teacher conferences, and support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Credit Recovery Salaries, Benefits, and Transportation \$16,806.79 and Professional Development \$14,902.00

**Research Cited:**

Activity - Teacher Training on New English/Language Arts Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers will be trained on how to utilize new textbooks and available resources.	Professional Learning			08/05/2014	05/21/2015	\$0 - No Funding Required	All English Teachers.

**Goal 2:**

All students at CFA will increase Math Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

**2.1.1** Align and revise Pacing Guide to Correlate with CCRS

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**2.1.2** Teach 9th Grade Standards as Outlined by Alabama State Department of Education

Teachers will teach and assess standards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

**2.1.3** Data Analysis

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the

results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

2.1.4. Lesson Plans

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

2.1.5 Parental Involvement

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

2.1.6 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

Interventions

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

Resources

Scantrons (\$100.00) and basic Calculators (\$200.00)

Research Cited:

Activity - Teacher Training on New Math Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers

Activity - CCRS Training to Align Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers and Principal

**Goal 3:**

All students at CFA will increase History scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Social Studies by 05/21/2015 as measured by the students' scores on the History benchmark assessment given by their teacher at the end of the year.

**Strategy1:**

Develop a World History/Geography Pacing Guide - Action Steps:

**3.1.1 Adhere to Pacing Guide**

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade History students are taught the skills required for the History course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**3.1.2 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration. Pacing guides, lesson plans, and observations will be used to monitor this action step.

**3.1.3. Lesson Plans**

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. Pacing guides, lesson plans, and observations will be used to monitor this action step.

**3.1.4 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.

**3.1.5 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations will be used to monitor this action step.

**Interventions**

CFA Tutorial program will be held (Monday-Friday 8:15 -9:45 AM). Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

**Research Cited:**

Activity - Effective Lesson Planing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	History Teachers

**Goal 4:**

All students at CFA will increase Biology scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Science by 05/21/2015 as measured by the students' scores on the Biology benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Biology Pacing Guide - Action Steps:

## 4.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade Science students are taught the skills required for the Biology course. Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

## 4.1.2 Data Analysis

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

## 4.1.3. Lesson Plans

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

## 4.1.4 Parental Involvement

Teachers will use 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 so 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.

Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

## 4.1.5 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Observations will be used to monitor this action step.

## Interventions

CFATutorial program will be held (Monday-Friday 8:15- 8:45 AM Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

## Resources

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on adding CCRS to Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop lesson plans that will include CCRS .	Professional Learning			10/15/2014	05/21/2015	\$0 - No Funding Required	All teachers

**Goal 5:**

EL students at CFA will improve their ACCESS scores

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the students' score on the ACCESS test.

**Strategy1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

Interventions

Professional development and consultations with Mrs. Herman

Resources

Professionals development funds, consultants, and training sessions

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal

**Goal 6:**

Develop a Positive School Culture

**Measurable Objective 1:**

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resourcefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

**Strategy1:**

Be Better Initiative - Action Steps:

1.1.1 Tools for Teaching

All CFA teachers will participate in a "Tools for Teaching" professional development session in August 2013. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2013-2014 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.

1.1.2 Strategic Teaching

CFA teachers will participate in a Strategic Teaching professional development session in August 2013. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.

1.1.3 The Three R's

CFA teachers will teach the three R's (Respectful, Resourceful, and Responsible) to their students.

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

Activity - Teacher Training Highly Engaged Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn new strategic teaching strategies to implement into their daily lessons.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

**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 students at CFA will increase English/Language Arts Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the ninth grade College and Career Readiness Standards in English Language Arts by 05/21/2015 as measured by the students' scores on the English Language Arts benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Revised the English Language Arts Pacing Guide to reflect CCRS and new ELA textbook - Action Steps:

**1.1.1 Adhere to CCRS /Pacing Guide**

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade English students are taught the skills required for the English 9 course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

**1.1.2 Daily Grammar Practice**

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.

**1.1.3 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**1.1.4. Lesson Plans**

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

**1.1.5 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

**1.1.6 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations and lesson plans will be used to monitor this action step.

**Interventions**

CFA tutorial program will be held Monday- Friday from 8:15- 8:45 AM Parent/student/teacher conferences, and support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Credit Recovery Salaries, Benefits, and Transportation \$16,806.79 and Professional Development \$14,902.00

Research Cited:

Activity - Teacher Training on New English/Language Arts Textbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers will be trained on how to utilize new textbooks and available resources.	Professional Learning			08/05/2014	05/21/2015	\$0 - No Funding Required	All English Teachers.

**Goal 2:**

All students at CFA will increase Math Scores.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/21/2015 as measured by the students' scores on the Mathematics benchmark assessment given by their teacher at the end of the year..

**Strategy1:**

Develop a Math Pacing Guide Aligned with 9th Grade CCRS - Action Steps:

2.1.1 Align and revise Pacing Guide to Correlate with CCRS

Teachers will adhere to the new pacing guide to ensure that all 9th grade students are taught 9th grade standard /skills required for the Math course.

Lesson plans, benchmark test data, and observations will be used to monitor the progress of this action step.

2.1.2 Teach 9th Grade Standards as Outlined by Alabama State Department of Education

Teachers will teach and assess standards as prescribed by ASDE . The math textbook will only be used as a resource. Daily lessons should consist of introductory activities , review of previous lesson taught, presentation of the new concept, guided instruction, group practice and multiple opportunities for student practice with corrective feedback from the teacher.

Lesson plans and observations will monitor this action step.

2.1.3 Data Analysis

Teachers will administer a Pre-test and post-test for each unit. Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

2.1.4. Lesson Plans

Teachers will develop lesson plans that reflect CCRS in math. The lesson plans will outline before, during, and after activities for their student.

Pacing guides, lesson plans, and observations will be used to monitor this action step.

2.1.5 Parental Involvement

Teachers will use 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 so 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



# ACIP

Central Freshman Academy

their planning periods, after school, or during Parents on Board meetings. Students will take their planners, which contain assignments, home every day.

Observations, emails, planners, grade books will be used to monitor this action step.

## 2.1.6 Best Practices

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to ensure their students are actively engaged.

Observations will be used to monitor this action step.

## Interventions

Tutorial program will be held (Monday-Friday 8:15-8:45 AM. Parent/student/teacher conferences, support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

## Resources

Scantrons (\$100.00) and basic Calculators (\$200.00)

## Research Cited:

Activity - CCRS Training to Align Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math CCRS Training -Teacher Representative for CFA will provide turn around training on math standards to math department	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers and Principal

Activity - Teacher Training on New Math Pacing Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to find 9th grade math standards as well as use the available resources.	Professional Learning			10/29/2014	05/21/2015	\$0 - No Funding Required	All Math Teachers

## Goal 3:

All students at CFA will increase History scores.

## Measurable Objective 1:

70% of All Students will demonstrate a proficiency in the Alabama Course of Study and Common Core State Standards in Social Studies by 05/21/2015 as measured by the students' scores on the History benchmark assessment given by their teacher at the end of the year.

## Strategy1:

Develop a World History/Geography Pacing Guide - Action Steps:

### 3.1.1 Adhere to Pacing Guide

Teachers will adhere to the pacing guide developed during the 2014 summer to ensure that all 9th grade History students are taught the skills required for the History course. Lesson plans, benchmark test data, and observations will be used to monitor the progress

of this action step.

**3.1.2 Data Analysis**

Teachers will administer a Beginning of the Year (BOY) assessment in August, a Middle of the Year (MOY) assessment in December, and an End of the Year (EOY) assessment in May. They will examine the results of these assessments during data meetings following each test administration. Pacing guides, lesson plans, and observations will be used to monitor this action step.

**3.1.3. Lesson Plans**

Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. Pacing guides, lesson plans, and observations will be used to monitor this action step.

**3.1.4 Parental Involvement**

Teachers will use 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 so 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. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.

**3.1.5 Best Practices**

Teachers will arrange their classrooms in an order that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work and provide guided practice and corrective feedback. Teachers will use Strategic Teaching Strategies to actively engage all learners during instruction.

Observations will be used to monitor this action step.

**Interventions**

CFA Tutorial program will be held (Monday-Friday 8:15 -9:45 AM). Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year.

**Resources**

Teacher stipends (\$1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

**Research Cited:**

<b>Activity - Effective Lesson Planing</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will develop effective lesson plans based on the updated pacing guide.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	History Teachers

**Goal 4:**

EL students at CFA will improve their ACCESS scores

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the

students' score on the ACCESS test.

**Strategy1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

**Interventions**

Professional development and consultations with Mrs. Herman

**Resources**

Professionals development funds, consultants, and training sessions

**Research Cited:**

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal

**Goal 5:**

Develop a Positive School Culture

**Measurable Objective 1:**

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resourcefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

**Strategy1:**

Be Better Initiative - Action Steps:

1.1.1 Tools for Teaching

All CFA teachers will participate in a "Tools for Teaching" professional development session in August 2013. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2013-2014 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.

1.1.2 Strategic Teaching

CFA teachers will participate in a Strategic Teaching professional development session in August 2013. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.

1.1.3 The Three R's

CFA teachers will teach the three R's (Respectful, Resourceful, and Responsible) to their students.

**Interventions**

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

**Resources**

Professional development (be-better-initiative, Strategic Teaching)

**Research Cited:**

Activity - Teacher Training Highly Engaged Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn new strategic teaching strategies to implement into their daily lessons.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers

Activity - Teacher Training on the 3 R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA 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:**

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the students' score on the ACCESS test.

**Strategy1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

**Interventions**

Professional development and consultations with Mrs. Herman

**Resources**

Professionals development funds, consultants, and training sessions

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal

**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:**

EL students at CFA will improve their ACCESS scores

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the students' score on the ACCESS test.

**Strategy1:**

WIDA Standards Awareness - 1.1.1 SAMUEL Training

During the 2014-2015 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. 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.

**Interventions**

Professional development and consultations with Mrs. Herman

**Resources**

Professionals development funds, consultants, and training sessions

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the requirements for qualification of EL and the steps they will have to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All CFA teachers, Principal, Assistant Principal



### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	Our goal is to hire certified and highly qualified teachers to meet the needs and demands of our students. However, at the present time we have 3 teachers that are deemed as not highly qualified by the state of Alabama. Teachers are highly qualified in other states.	NCLB Signature

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	Central Freshman Academy has three new teachers that do not meet HQ status. These teachers have been given necessary information in order to seek HQ status for the state of Alabama.	

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

As teachers are interviewed , their teaching credentials are checked to ensure that they are highly qualified and hold a valid teaching certificate in their content area. If deemed that a potential applicant is not highly qualified they are given information on how to seek highly qualified status in the state of Alabama.

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 Highly Qualified Teachers

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

Central Freshman Academy experiences transition of teachers and administrators periodically. The school welcomed a new principal and 4 new teachers which is about a 12% turnover rate.

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

The average years of experience of the current group of teachers is 5 or more years. We have 3 teachers with less than five years.

### 3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of 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 through out the school year.

### 4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

In order to attract highly qualified teachers, the district has developed partnerships with colleges and universities throughout the southeast region of the country. District representatives actively recruit at college fairs. Additionally, the school district and the city have launched videos to share the good news about Phenix City and its school district.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.



## 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?

Central Freshman Academy faculty has participated in various professional development activities that are high quality, effective and research-based. The following is the professional development activities our faculty participated in on September 29, 2014.

EL Differentiated Instruction

The Highly Engaged Classroom Book Study

PST/Response to Intervention

Confidentiality & Disproportionality

Educate Alabama/Collaborative Dialogue Session

Departmental Data Disaggregation

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

Parents were provided opportunities to volunteer and learn more about the implementation of the school wide plans. Parents requests conferences with teachers, counselors, and administrators throughout the year. CFA has three Annual Title I meetings during the school year. CFA has Parenting Day scheduled for October 10, 2014. Parents will have the opportunity to participate in various workshop sessions that are scheduled throughout the day.

The following are the wokshop sessions parents will be able to attend:

Learn About Charting Your Child's Course to Success in High School

Career Tech/Dual Enrollment

Cyberbullying

The compact was developed using schoolwide goals to ensure success in academics and a section is set aside for parents and students to add additional information once the school year has begun to ensure the plan is individualized to meet the needs of the students It is used a reference tool to ensure that the agreed upon responsibilities are being met by students, parents and school employees. The parents receive a copy of this document in their registration packet and may inquire about it at any time.

We strongly encourage and invite our parents to become involved in the school to support a partnership with our stakeholders. In order to meet the needs of our parents and students, the school has an open door policy for parents to visit and work with their child. Resources are set aside for Parental Involvement to meet the needs of our parents. The school's counselor serves as the liaison to help meet specific needs of the students and their parents.

The following is a list of professional development training provided for teachers:

EL Differentiated Instruction

The Highly Engaged Classroom Book Study

SY 2014-2015

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PST/Response to Intervention

Confidentiality & Disproportionality

Educate Alabama/Collaborative Dialogue Session

Departmental Data Disaggregation

**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.**

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 times 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.

Central Freshman Academy also provide professional development training for new teachers at the beginning of the school year. On August 25, 2014, CFA provided training for new teacher on best classroom practices and management classroom. CFA utilized the book *The First Days of School* by Harry Wong in order to get them off to a great start reagrding classroom routines, procedures, and classroom arrangement.

**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, in January, and in 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 as well as designing lesson plans, and teaching the standards in all content areas has been a top priority for 2014-2015 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 have an opportunity to make a smooth transition from ninth grade to tenth grade. In May, Central Freshman Academy students have an opportunity to meet with Central High School counselors individually during their Career Preparedness 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.

In-coming eight grade students are afforded the opportunity to visit CFA in May. All eight grade students and their teachers visited CFA in May 2014. 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.

## 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. Each department 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 ALCOS 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 state 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, administrator, 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 minimal 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. This year students that have been identified as at-risk and brought before the Problem Solving Team will utilize Global Scholar 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 white board along with student friendly objectives.

### **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 8:15-8:45 AM. Identified students who have academic difficulty (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. Also, we have transition students who are eighth grade students, but has not pass eighth grade courses. Those students are afforded the opportunity to attend the E2020 class after school held on Monday, Tuesday, and Thursday. 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 schoolwide 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 on-line course using the E2020 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 2014-2015 Global Scholar Assessment 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 schoolwide 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 schoolwide program, we evaluate and revise the implementation of our program with the input of administrators, teachers, students, and parents. Surveys are sent home during the first month of school and the last month of school. Parents are made aware of surveys at the Annual Title I meeting and are encouraged to return the surveys or complete the surveys on-line. All surveys will be kept on file at the school and accessible to teachers and staff. The schoolwide 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 schoolwide 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/walkthroughs and snapshot observations are conducted by the administrator as well as district personnel. The results of these data meetings and observations help us determine our school improvement goals for the school year.

### 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 schoolwide plan by comparing data from Global Scholar, Aspire Assessment (8th grade) and Explore Assessment (8th grade). We compare these scores with last year scores to current scores which were obtained after the implementation of the schoolwide plan. 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 School Leadership 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 schoolwide 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.



# **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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	22.76

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.0

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

### I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	26.06

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	964672.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	95023.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	65872.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	47000.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	47000.0

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

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
11.	Provide the total of all salaries for Instructional Supplies.	8141.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

1,227,708.00

## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds are used for the following items:

Additional teacher units; classroom supplies; student supplies; professional development; tutorial programs; transportation; and technology.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	102384.0

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are housed at the Central Office and will be requested for use.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

### Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Frug-free Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

**Title VI: For Rural and Low-income Schools**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0



**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant****Provide a brief explanation and a breakdown of expenses.**

NA

<b>Label</b>	<b>Question</b>	<b>Value</b>
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

### III. Local Funds (if applicable)

#### Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds provide CFA with extra teacher units to assist in keeping the teacher-pupil ratio lower.

Label	Question	Value
2.	Local Funds Provide the total.	51405.0