



CONSOLIDATED PLAN FY23

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Recognizing that children are our most important natural resource, Magic City Acceptance Academy will strive to maintain a climate & culture that promotes and nurtures educational excellence and creativity by inspiring students to meet challenging academic achievement standards.

The Magic City Acceptance Academy LEA Consolidated Plan is developed in consultation with teachers, principal, administrators, other appropriate personnel and with parents of children in schools served under this part.

Magic City Acceptance Academy uses various assessment measures to monitor student progress. Our staff gathers academic achievement data from pre-ACT, Workkeys, ACT, NWEA which is given twice a year. We also use Rhithm to monitor students' daily mental health status. This helps us to know when kids are struggling and need extra support.

Our school has a School Leadership Team that is responsible for school-wide planning; they meet regularly to review data, monitor program implementation, and adjust program components to ensure all students meet the state's achievement standards. MCAA uses MTSS, REM, data meetings, PLCs, and ELL committees to discuss at-risk students and determine the most appropriate educational plan for each student. Walk-through visits will be conducted in our school to ensure components of the CIP are being implemented.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Magic City Acceptance Academy will continuously monitor students' progress in

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meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

MCAA's CIP and State Courses of Study provide a framework for teaching and learning in the classroom. ACAP provides summative reading and math data for 2nd – 8th grade students; students in grades 4, 6, and 8 will also be tested in science. 10th graders take the Pre-ACT; 11th graders take the ACT with writing; and 12th graders take ACT WorkKeys.

Students are assessed in NWEA twice a year and progress is monitored according to the student's needs. Results from NWEA are used to group students based on identified instructional needs of student's progress in reading and math. Parents are informed of the progress of their children based on NWEA results through conferences with classroom teachers on or before the first progress report. The performance expectations are also monitored through performance-based assessments, and benchmark assessments. Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. MCAA uses multiple strategies to ensure that the needs of the disadvantaged and failing students are identified and met. Summer enrichment opportunities sessions will be considered for students in grades 6-12 who have failed one or more portions of the state mandated tests. Funds from Title I are allocated to support the after school and summer school programs. The system provides 1 full time EL teacher. The system currently has in place the *Response To Intervention* (RTI) model where all students are administered a benchmark screener three times per year to identify any student who would be at risk based on the results of the screener. Students who are performing at or below the 10th percentile are provided additional interventions based on their specific tier placement. These students, to include limited English Learners, are progress monitored to determine if students are being successful. The RTI teams meet to problem solve and to make instructional decisions regarding students' academic achievement toward the standards. In Grades 6-12, other measures are utilized to identify students performing at or below benchmarks and interventions are provided to these students also. In addition, we also provide after school tutoring for our ELL students and this year we will provide a summer STEM Academy specifically for ELL students.



3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

MCAA's Continuous Improvement Plan (CIP), state courses of study, the Alabama College and Career Ready Standards and local pacing guides provide the foundation for teaching and learning. Data is analyzed to guide instruction for all students and sub groups. Additional assistance is provided to those students not mastering the state content standards. Students identified as at-risk of not meeting the state's challenging student academic achievement standards are provided assistance in the following ways:

6-12th graders:

Students are served by highly motivated teachers who regularly collaborate in an effort to develop individualized plans, based on formative and summative assessments, for students identified as at-risk of not mastering standards. Students are identified as in need of academic assistance as evidenced by NWEA data, writing assessments, course grades, and Pre-ACT scores. Data from the Graduation Tracking Log provides teachers and administrators access to risk factors that may identify students who need additional support. The master schedule also provides time designed for Tier II instruction and support for students in need of academic support. This includes special education students as well. Students utilize individualized paths to address weaknesses. Teacher-led instruction used for students with more intensive needs. Before/after school tutoring and summer enrichment are offered for students to receive additional academic support.

Transportation is offered to enable all students the opportunity to participate. Credit recovery programs are utilized at the high school level to offer academic summer school and summer enrichment/support opportunities. Additional activities include: social services support, frequent parent contact regarding school issues, and peer tutoring.



4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

MCAA's strategic plan is the driving force for our work. We prioritize social emotional integrated practices, trauma informed practices, restorative practices. Various surveys and inventories are used to assess and inform our work regarding improving instruction and culture. A Thriveway Peer Helpers program will be used to help monitor and support student progress. Explicit instruction and formative assessment are identified teaching & learning priorities for this school year. The implementation of STEM, building leadership capacity, instructional technology, safety and social emotional learning are all focus for this school year.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers It is the practice of this district only to interview certified and credentialed applicants.

If an employee were not to meet the requirements, they are counseled and offered encouragement and support to complete Praxis, college, or Work Key requirements. If funds are needed to assist employees in meeting certification criteria, Title II funds are utilized. MCAA carefully places new teachers to ensure that all students are receiving equitable services as it pertains to high quality, certified teachers. Data is reviewed at the school level regularly via grade level/departmental data meetings, monthly data assessment surveys, and quarterly monitoring meetings. Multiple data sources/measures are used to identify root causes among students and



teachers. The analysis informs outcomes for staff to include: professional learning, support, and personnel decisions. Principal is required to bring data and evidence to annual board meetings.

6. Sec. 1112(b)(3)

Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and/ or (2) Targeted Support Schools

Not applicable

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113. Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
 - Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
 - Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).) For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying

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the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

<https://egrant.alsde.edu/Funding/FundedEntity/BudgetDetails.aspx?FundingElementStatusId=F861F733-3BA9-4BF9-A474-5FFC4E702A72&Id=77FBCFB2-2BEA...> 3/16

9/30/2021 eGap

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools: - The LEA must notify its secondary schools to inform them of the option.
 - A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a) (5)(B) and (C).)
- An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)

MCAA is dedicated to supporting students who come from poverty. We identify those students through our free and reduced lunch program. We offer assistance to any student in need as reported by staff members, or their families themselves. We offer clothing closet, showers, and free hygiene products to any student in need. We identify many students based on observations and communications with their teachers or other staff members. When this occurs, we provide and support students in filling out a free and reduced lunch application.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

MCAA is a Title I school and provides schoolwide programs to assist low

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achieving students in achieving the State’s challenging academic standards. MCAA has developed a Continuous Improvement Plan (CIP) and services are provided as indicated in the CIP. These plans were developed according to the ten components of the schoolwide program as outlined in Section 1114(b). The plans will be revised annually to respond to the data from the previous year, and more frequently as needed. All instruction is aligned with the Alabama State Courses of Study and the Alabama College and Career Ready Standards. The school-wide Title I program focuses on core instruction, providing support for those students in need of academic support to ensure that all students graduate prepared for college and/or career. Progress monitoring and assessment data serves as indicators that allow us to target students that require additional help from the classroom teacher through additional individual or small group instruction. Many resources are used for teaching and reteaching. A continuous review of student data empowers teachers and administrators to focus directly on individual student needs. Reading and math are also the focus (along with other core areas) in order to prepare students to be college and or career ready. Title I supports teachers as they facilitate mastery of the standards and Covid relief opportunities. Along with a strong academic program; students benefit from opportunities for career tech certifications, dual enrollment, career preparedness, STEM opportunities, and ACT prep. Students who live in institutions for neglected or delinquent children or children in need of services by community day programs for neglected or delinquent are served through the Comprehensive Wellness Suite. We do provide transitional and academic support for any of our students who enter our schools under the McKinney Vento act and Foster Care Act.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

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The needs of students and their families living in homeless situations are addressed as defined by the McKinney-Vento Homeless Education Assistance Act. Homeless students are identified by school counselors, registrars, school secretaries, nurses, administrators, and Jefferson County social services agencies and are referred to the Homeless Liaison. They review the case, determine eligibility, and coordinate appropriate assistance in collaboration with the Director of Federal Programs & Strategic Planning. Board Policy will be followed for enrollment procedures. Homeless students are eligible for all programs available at MCAA. MCAA participates in the Community Eligible Provision so all students receive a breakfast and lunch at no cost to the student. Services may include transportation, academic assistance, tutoring, school supplies, personal hygiene items, and school uniform items. Assistance is also available to cover the cost of school field trips, school fees/dues.

Assistance is available to provide information so that students and their families have access to shelters, transitional living programs, soup kitchens, food availability, counseling services, emergency medical, dental, medication, and mental health services. If needed, assistance is also provided in obtaining educational records. Teachers will be provided with professional development on recognizing common signs of homelessness. Funds received under Section 1113 are used to provide school supplies, school clothing, and transportation.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Coordination and integration of services at the local educational agency and individual school level is accomplished through the involvement of administrators, staff, and parents involved in program implementation. Collaboration of services between major funding sources helps to increase program effectiveness and

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eliminate duplication and reduce fragmentation of the instructional program. Local funds, AtRisk, and Title I contribute to programming and resources for students who are considered at-risk. In addition, monthly administrative team meetings involving program directors provide a means of coordination and communication between and among programs.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Not applicable

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Research from the Consortium on Chicago School Research at the University of Chicago in 2007 suggests that more students fail ninth grade than any other year in school. The reasons for this dip in student achievement are varied and complex. Eighth graders contemplating the move to ninth grade worry about a variety of issues: getting picked on by older students, harder work, earning lower grades, getting "lost" in the crowd, etc. And, research has shown that at the ninth grade students do, in fact, show a decline in grades and attendance and have a more

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negative view of themselves, all the while having an increased need for friendships and social interaction. MCAA's Eighth Grade Transition Plan consists of activities connected to the following major components: (1) Provide students and parents comprehensive information/data about MCAA, (2) Provide opportunities for social support and peer interactions with current students, (3) Provide opportunities for communication between middle school and high school teachers, counselors, administrators and support staff, and (4) Provide opportunities for parent involvement. High school transition is facilitated through a variety of resources. A partnership exists with UAB Honors program that enables students to participate in academic and career and technical dual enrollment programs. These organizations also provide mentoring and exploratory programs for our students as well. All students engage in career and technical education courses. College and career fairs are a part of the program as well.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

MCAA's plan to ensure that our students are college and career ready include the following strategies: (1) Utilize incentives and remove barriers so students can have access to more rigorous courses, (2) Exercise flexibility to expand opportunities for students to accelerate (or catch up) via varied learning experiences, (3) Use college ready assessments to identify student needs, (4) Communicate with students and families



about the status of student transitions and the availability of supports, and (5) Use career and personal interest inventories to identify student needs and develop new programs

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

Staff is provided continuous training, feedback, and support regarding the Response to Instruction and MTSS team processes, which include a behavior component. MCAA has a systemwide goal that focuses on discipline infractions and referrals. MCAA supports restorative practices. Discipline data is monitored via monthly principal monitoring meetings that include the curriculum department and the superintendent. Anomalies surrounding this data are analyzed for root causes and used to inform professional learning and additional next steps.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

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MCAA is building qualified and skilled applicants to establish a sustainable workforce in our region. Our focus in this area include (1) Employability skills training, (2) Orientation for all stakeholders, (3) Field experiences, (4) Guest speakers, (5) Career fairs and expositions, and (6) Career Day. The initiative is represented in the MCAA Career and Technical goals which are: 1. To expose students in grades 6-8 to the Career Clusters. 2. To improve and emphasize employability skills by implementing various lessons and activities in grades 6-12. 3. To collaborate with neighboring districts , surrounding charter schools, and local business and industry to organize career fairs and expositions. 4. To increase dual technical enrollment. 5. To orient parents and staff members to workforce development and local community needs.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

MCAA Gifted Program provides pullout/resource room services to those students who qualify for the Gifted Program in grades 6-12. Consultative services are provided for students in 6-8 to develop differentiated lessons, activities, and or centers. 9-12 grade gifted students receive consultative services provided by the gifted coordinator three times per semester and may also take advanced classes, ACCESS, and/or Dual Enrollment. Because gifted students have unique cognitive and affective learning needs not ordinarily met by the general education program the gifted program must provide for these needs. Students are provided with Gifted Curricular Options including: Concept Based Units, Cognitive Development, and Creative Thinking Skills. Affective Development/Counseling is paramount to the Gifted Program as students develop social emotional skills and outcomes to enhance learning and growth.

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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MCAA provides a monthly collaborative professional learning community meeting with staff. The monthly meeting may include ALSDE updates, local updates, instructional technology training, planning and evaluation of goals and plans, and ALSDE support. The library is the literacy hub of the schools and are utilized to promote and support literacy throughout. Libraries consistently work to increase holdings via the acquisition of up to date titles. The programs use virtual libraries and ebooks to increase opportunities for engaging with literature. We also envision the media centers as the technological hub of the schools as well and plan to support the library programs with the appropriate hardware and software.

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A) A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

During the 2022-2023 school year, parents of Title I-A schools will be given the opportunity to participate in in-person or virtual literacy and math events. Beginning literacy resources will align with the Alabama College and Career Ready Standards (CCRS). Literacy resources will have activities for the parent and child to do together at home. The math resources will align with concepts found in the Alabama CCRS and taught through AMSTI; they will provide school-home extensions as well. The district provides a link on the Shelby County Schools web page under Student and Parent Resources to the Parent Institute newsletter, "Helping Children Learn" which includes parenting tips and strategies. Links to other websites for parents are also included on the district web page under the Technology home page. The district provides extensive resources aligned with our curriculum on the eLearning Parent Site. Local schools will offer workshops at various times on literacy, math, and technology as needed and appropriate. The district began a Family Engagement Academy (FEA) in the fall of 2015-2016. The academy will be held at least every other year; it will be held during the 2022-2023 school year and will offer 3 meetings in each school community focused on reading, math, technology, and social/emotional well-being. Each FEA session focuses on a topic to support family engagement and student success. Additionally, each session provides opportunities for families to talk with other families about current issues as well as strategies to take the information back to their school communities. Two parent representatives from each Title I-A school are invited to be members of the Shelby County Schools Parent Advisory Committee. The committee meets at least twice each year. Among their responsibilities are reviewing and making needed revisions to the Shelby County Schools Parent Engagement Plan. Each Title I-A school also has a Parent Advisory

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Committee that meets at least once each year. This body also reviews the school's Parent-School Compact and makes needed revisions.