






TITLE I SCHOOLWIDE PLAN		
School Name: Tri-Cities HS		District Name: Fulton
Principal Name: Termerion McCrary-Lakes		School Year: 2018-2019
School Mailing Address: 2575 Harris Street, East Point, GA 30344		
Telephone: 470-669-8200		
District Title I Director/Coordinator Name:		Catherine Harper
District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339		
Email Address:		harpercd@fultonschools.org
Telephone:		470-254-0426
ESSA ACCOUNTABILITY STATUS		
Comprehensive Support School <input type="checkbox"/>		Targeted Support School <input type="checkbox"/>
Principal's Signature:		Date: 9/10/2018
Title I Director's Signature:		Date:
Revision Date: September 10, 2018	Revision Date:	Revision Date:

District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths</p>
 <p>Student Achievement</p>	<p>3rd grade literacy: Increase the percentage of students reading at or above grade level in 3rd grade</p>
	<p>Middle school proficiency: Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p>
	<p>On-track for graduation: Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT</p>
	<p>Student success skills: Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 <p>People & Culture</p>	<p>School and district culture: Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend</p>
	<p>Staff engagement: Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p>
	<p>Teacher retention: Increase retention of teachers beyond their 5th year</p>
 <p>Community Collaboration</p>	<p>Partnerships: Increase the percentage of schools with impactful partnerships that align to school goals</p>
	<p>School governance: Increase the percentage of effective School Governance Councils</p>
	<p>Family engagement: Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 <p>Fiscal Responsibility</p>	<p>Funding to schools: Maintain a high percentage of the overall budget that directly supports schools</p>
	<p>Budget management: Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p>
	<p>Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils</p>

Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Termerion McCrary-Lakes		Principal
Thomas Bonds		Asst. Principal – Curriculum
Janika Floyd		Parent Liaison
Jennifer Favors		Literacy Instructional Coach
Eric Porter		Title I Math Teacher
Zach Blindauer		Title I Math Teacher
Tammie Jones		Parent
Carmena Lawson		Parent
Raniya Peebles		Student
Simone Allen		Student

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

1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used developing your needs and goals for your Strategic Plan and/or 90-day plan.

Response:

Tri-Cities High School utilized the school's recent 90-Day Plan develop our Title I schoolwide plan for the 2018-2019 school year. The plan was done by members of the Title I Committee (see above) and will carry out the comprehensive school-wide program plan. They were involved in disaggregating the school's academic and Georgia Milestones data in the content areas of Math, ELA and Science from the 2017-2018 school year, reviewing trends within subgroups (White, Black, Hispanic, English Language Learner, Students with Disabilities, and Economically Disadvantaged), reviewing/revising the Positive Behavior Discipline and Intervention Plan, and implementing mentoring and incentive programs to encourage student success. The leadership team will meet weekly throughout the year along with periodic meetings with the Title I Committee to revisit and adjust data and interventions associated with the plan. The plan will be revised yearly with the participation of individuals (staff, community members and parents).

The process used to select our Title I improvement planning process is a voluntary-based procedure. All stakeholders are invited by multiple forms of communication such as letters, callouts, website, and other forms of media to participate in the process. Team members are assigned a part(s) in the completion of our comprehensive needs assessment and school improvement plan, with the focus and intent to support the needs of all students and particularly, those who are failing or in danger of failing.

Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

Response

The plan is based on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards [the Georgia Standards of Excellence (GSE)] and demonstrating proficiency on the Georgia Milestones Assessments for 2017-2018.

ALL students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 9th Grade Literature increased (50% to 62%)
- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature increased (40% to 61%)
- The number of students demonstrating Developing or above on the Georgia Milestones Algebra I increased (20% to 36%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Geometry increased (27% to 41%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Biology increased (35% to 44%)

Black students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 9th Grade Literature increased (50% to 62%)
- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature increased (40% to 61%)
- The number of students demonstrating Developing or above on the Georgia Milestones Algebra I increased (20% to 36%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Geometry increased (27% to 41%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Biology increased (35% to 44%)

Hispanic students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 9th Grade Literature decreased (77% to 64%)

- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature decreased (65% to 60%)
- The number of students demonstrating Developing or above on the Georgia Milestones Algebra I increased (32% to 36%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Geometry increased (39% to 41%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Biology increased (39% to 46%)

SWD students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 9th Grade Literature decreased (20% to 17%)
- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature decreased (15% to 12%)
- The number of students demonstrating Developing or above on the Georgia Milestones Algebra I increased (2% to 8%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Geometry remained the same (3%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Biology increased (6% to 7%)
-

ELL students:

- The number of students demonstrating Developing or above on the Georgia Milestones for 9th Grade Literature decreased (35% to 21%)
- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature increased (8% to 11%)
- The number of students demonstrating Developing or above on the Georgia Milestones Algebra I decreased (13% to 3%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Geometry increased (22% to 25%)
- The number of students demonstrating Developing or above on the Georgia Milestones for Biology increased (13% to 9%)

List any additional needs to be addressed with your Title I program that are not in your strategic plan or 90-day plan (if none, type N/A)	
<p>Need 1: Increase ELA gains for students in 9th Grade Literature and American Literature. A Literacy Coach was hired to support teacher professional development and improve student academic achievement in Georgia Standards of Excellence using the Instructional Coaching Framework model. In addition, a Title I ELA teacher was hired to reduce class size so that flexible grouping, differentiation, and other teaching strategies can be readily applied to increase student achievement.</p>	<p>Data to Show Need 1: 2016-2017 and 2017-2018 Georgia Milestones ELA (see attachment)</p>
<p>Need 2: Increase ELA, Science and Math gains for students in Algebra I, Geometry, Biology, 9th Grade Literature and American Literature. Six Title I teachers (2 ELA, 2 Math, and 2 Science) was hired to reduce class size so that flexible grouping, differentiation, and other teaching strategies can be readily applied to increase student achievement.</p>	<p>Data to Show Need 2: 2016-2017 and 2017-2018 Georgia Milestones Algebra I, Geometry, Biology, 9th Grade Literature and American Literature (see attachment)</p>
<p>Need 3:</p>	<p>Data to Show Need 3:</p>

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 1 The percentage of students in Algebra I performing at Developing and above on the Georgia Milestones will increase by 3%, from 36% to 39% for the 2018-2019 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
2 Math Teachers for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal; Assistant Principal; Math Department Head

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Shared strategies addressed with all students	N/A
English Learners	Migrant
Shared strategies addressed with all students	N/A
Race/Ethnicity	Students with Disability
Shared strategies addressed with all students	Shared strategies addressed with all students

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2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 2: The percentage of students in 9th Grade Literature performing at Developing and above on the Georgia Milestones will increase by 3%, from 62% to 65% for the 2018-2019 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
2 ELA Teachers for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal; Assistant Principal; ELA Department Head; ELA Instructional Coach
ELA Instructional Coach	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal; Assistant Principal; ELA Department Head

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Shared strategies addressed with all students	N/A
English Learners	Migrant
Shared strategies addressed with all students	N/A
Race/Ethnicity	Students with Disability
Shared strategies addressed with all students	Shared strategies addressed with all students

2a.i: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

2a.ii: School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

Goal 3: The percentage of students in Biology performing at Developing and above on the Georgia Milestones will increase by 3%, from 44% to 47% for the 2018-2019 school year.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
2 Science Teachers for Class Size Reduction	see Logic Model	August 2018 – May 2019	Please refer to budget report per Principal	Principal; Assistant Principal; Science Department Head

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Shared strategies addressed with all students	N/A
English Learners	Migrant
Shared strategies addressed with all students	N/A
Race/Ethnicity	Students with Disability
Shared strategies addressed with all students	Shared strategies addressed with all students

<p>2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:</p>
<p>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas</p>
<p><i>Response</i> Tri Cities High School offers an assortment of aides to provide students in need with social emotional-support. Although all students are supported, targeted students receive weekly check ins from counselors, RTI staff, CIS staff and small group meetings are held weekly to start meaningful dialogue between students and assigned support teams. Multiple mentor programs are offered by staff and outside community based groups for additional support.</p>
<p>b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p>
<p><i>Response</i> Tri Cities uses a variety of programs to expose and prepare students for the workforce and post-secondary education. Use of programs include CTAE, Dual Enrollment through a partnership with Clayton State and Georgia Military College and College and Career Academy. Work Based Students receive exposure to work environments and students can visit with colleges and universities with guidance counselors to explore post-secondary options for success through AVID. Tri Cities also host an annual college and career fair. Students and parents are also invited to an annual financial aid assistance informational program on campus.</p>
<p>c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p>
<p><i>Response</i> Tri Cities has adopted the use of a tiered Discipline plan which includes opportunities for rewarding on task behavior and providing support for students in need. Using the HERO system and PBIS, students are both celebrated monthly during grade level meetings and provided small group advisement through RTI specialist support to aide in determining root causes of off task behavior. Using the HERO system helps to monitor, track and decrease attendance and tardy concerns.</p>
<p>e. strategies for assisting preschool children in the transition from early childhood education</p>
<p><i>Response</i> NA</p>

3. Schoolwide Plan Development: Sec. 1114(b)(1-5)

a. is developed during a 1-year period, unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

Response

Tri Cities High School has developed its schoolwide plan during a one-year period for the 2018-2019 school year, with community stakeholder input. Parents were invited to partner and provide input in the Title I schoolwide planning process through multiple means of communication. We have developed, and will revise yearly, our school improvement plan with the participation and input of all invited parents/stakeholders (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan.

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

Response

Tri Cities High School invited all parents to participate and provide input in the Title I schoolwide planning process by multiple means of communication. We have developed, and will revise yearly, our plan with the participation of individuals (staff, community members and parents) who will participate in carrying out our comprehensive school improvement plan. Our team consists of the principal, administration team, teachers from core academic areas, parents, PTSA officers, and SGC Members. Members on this plan were updated as of 9/18/2018

c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Response

The plan will be regularly monitored and revised as necessary based on student needs. The current plan will remain in effect for the school year.

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Response

In partnership with our Parent Liaison and Bilingual Community Liaison, Tri Cities High School will create a Parent and Family Engagement Plan (PFEP) and Student-Compact to educate the parents and students on programs, strategies and workshops to foster continued academic achievement and student success overall. A copy of our Title I schoolwide plan, PFEP, as well as our School-Parent Compact, will be available after it is written and reviewed with the assistance of the committee, parents, and community members. Plans will be made available on the school website, PTSA meetings, and school council meetings, and will also be housed in the parent resource room and media center. Additional copies of the plans will be made available upon request and Via School Messenger, and postings in the Parent Resource Room or Counseling Suite. The plan will be offered in a variety of languages to meet out school population needs.

4b: Describe how the school will use and implement effective parent and family engagement Strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

Response

The school will:

- Offer specific nights and or events for parents to visit and obtain information that promotes on time graduation
- Conduct meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the PFEP
- As applicable, partner with appropriate translation servicers or interpreters or staff members to develop and promote various types of classes for parents who speak languages besides English

4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

Response

New Students enrolling:

- Counselors will meet with student once a week for the 1st month to ensure a smooth transition
- Student will be assigned a peer monitor to assist with class transitions, questions about school, and any other concerns
- Teachers will call parents to introduce themselves
- Students will have access to visit the school and tour, meet with teachers and learn pertinent school rules and culture norms.

Students returning:

- Letters will be sent home concerning the upcoming school year
- Call messengers will be sent home for the upcoming school year expectations and events
- Sneak a Peek and Open House dates will be scheduled prior to the first day of school

8th Grade Transition to High School:

- Visit the high schools during the spring of the year.
- Experience switching classes in our departmentalized and co-taught academic setting
- Counselor facilitated Guidance Counseling on:
 - Coping with peer pressure
 - Coping with transition
 - Time Management
 - Study Skills
 - credit recovery
 - understanding transcripts
 - graduation requirements
 - Tri Cities High Schools culture of P.R.I.D.E

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Response

Tri Cities High School uses and implements College Board workshops. Junior and Senior counselors are implementing one-on-one meetings with students to understand and identify transitional decisions, i.e., four year colleges, technical schools, career choices and educational paths to achieve set goals.

Professional Development Plan

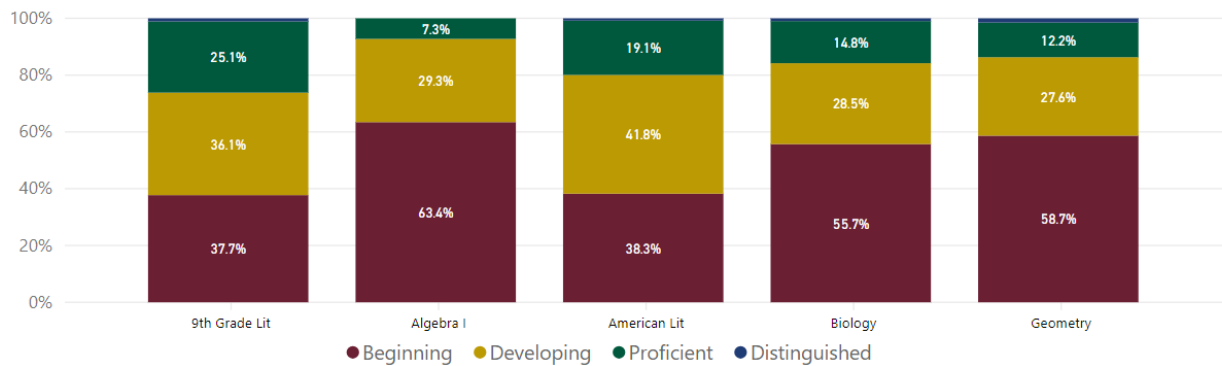
2d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects				
Professional Learning Strategy	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Monitoring Teacher Implementation of Professional Learning	Evidenced Based Level & Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> • Waste, Fraud, Abuse, and Corruption • Title I Complaint Process 	August 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet and Handouts.
Personalized coaching for teachers using “Get Better Faster.”	August, September, October, November & December of 2018	Local Funds	Principal Assistant Principals Instructional Coaches Leadership team members	Walkthrough/observations. Fastbridge Growth Measure. Coaching and feedback documentation. Video and informal teacher evaluations.
Personalized Coaching using “Leverage Leadership.”	August, September, October, November & December of 2018	Local Funds	Principal Assistant Principals Instructional Coaches Leadership team members	Coaching and feedback documentation. Video and informal teacher evaluations
Flex Days\ (various locations)	September –May 2019	Local Funds/0	Principal Assistant Principals Instructional Coaches Leadership team members	Agenda, Sign In Sheet and Handouts.
Weekly PLC’s Monthly Department meetings	August- May 2019	0	Principal Assistant Principals Instructional Coaches Leadership team members	Walkthrough/observations. Feedback documentation. Surveys

Parent and Family Engagement Plan

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Parent & Family Engagement Plan (PFEP)	<ul style="list-style-type: none"> Revised from parent input. Distributed by October 31st Ongoing distribution throughout the year for new, incoming students – should be documented 	<ul style="list-style-type: none"> Acquire Title I Parent Liaison to help build parent /staff capacity (PFEP) revision, compact, parent workshop./ meetings) to help improve student achievement See budget spreadsheet 	Parents/families School staff	<p>GaDOE checklist (new template)</p> <p>Must include a parent feedback and suggestion option at the end which must have a question or request for revisions to the PFEP's content (This is separate from the input meeting feedback form.)</p> <p>Parent survey including questions which are relevant to content included in the PFEP</p> <p>Summary of survey results (ongoing)</p>	Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before Oct. 31 st ; teacher dissemination statement; photos; distribution checklist
School-Family Compact	<ul style="list-style-type: none"> Revised from parent input Signed and returned by October 31st 100% compacts collected by December 14, 2018 	\$0	Principal Assistant Principal Parent Liaison Staff Parents Students (9-12)	<p>GaDOE checklist (new template)</p> <p>Parent survey including questions which are relevant to content included in the compact</p> <p>Summary of survey results</p>	Parent/staff/student feedback and supporting documents from input meetings and opportunities; signature pages signed and dated on or before Oct. 31 st , 2019 teacher dissemination statement; photos distribution checklist
Parent Input Meeting (1%) Stakeholder input in Title I plan	<ul style="list-style-type: none"> By August 31st Foundation of PFE program Hold Input Meeting March/April 2019 	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families' invitations incl. website, feedback forms, summary, surveys
Title I Annual Parent Meeting	<ul style="list-style-type: none"> By September 28th 	\$0	Principal Parent Liaison Staff Parents	Georgia Department of Education Checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families' invitations incl. website
Student Assessment & Results Parent Meeting	Throughout the year	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all Parents/families' invitations incl. website
Transition Meetings (Preschool Programs; all transitions)	Throughout the year and at least once per semester Aug. 2018-May 2019	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families' invitations incl. website
Building Staff Capacity	<ul style="list-style-type: none"> Nov. 16th March 15th 	\$0	All Staff Parents	Staff assignments/ follow-up, evaluations required	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, invitations, assignments w/follow-up, parent input
Parent Resource Center (open house, tours and orientations)	August 2018-May 2019	\$0	Parent Liaison Parents/families School staff	Surveys	sign in sheets, surveys, agenda's, and observation notes from guest.
Monthly Title I Parent Meetings/ Family Nights aligned to compact and school goals	Ongoing October -May	\$0	Principal Parent Liaison Teachers	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families' invitations incl. website
Technology including harms of copyright piracy and how to monitor child's progress (HAC)	Ongoing October -May	\$0	Media Specialist Parent Liaison Parents/families	Title I Parent Meetings	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families' invitations incl. website
Building Parent Capacity	Ongoing October -May	\$0	Principal Parent Liaison Teachers	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, evaluation, presentation, handouts, all parents/families' invitations incl. website
<ul style="list-style-type: none"> See GaDOE checklist and reference the 6 SHALLS 					

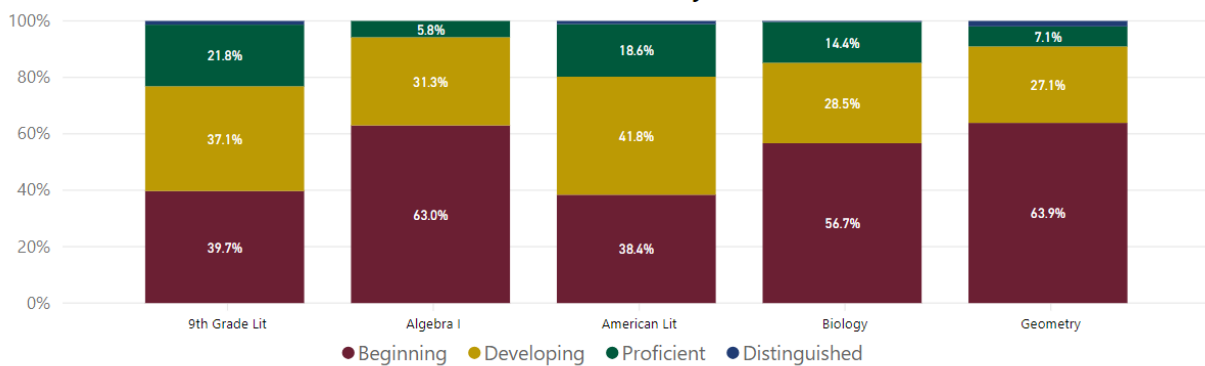
All Students

Distribution of Proficiency Levels, 2018



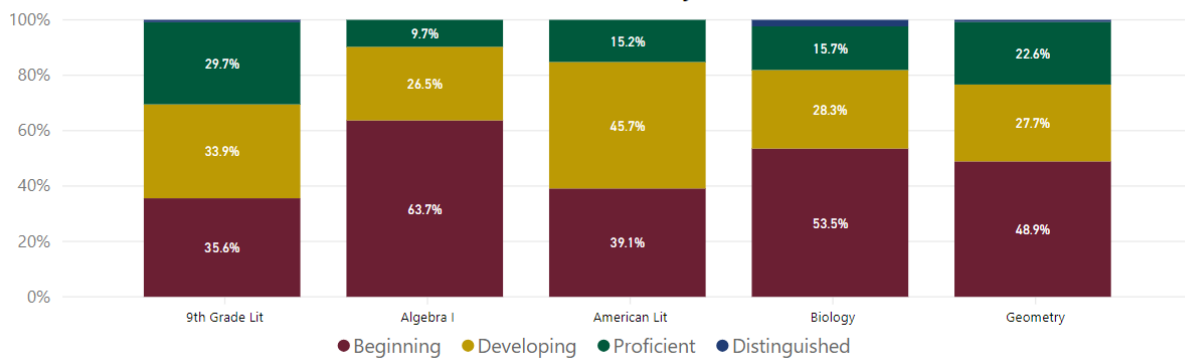
Black

Distribution of Proficiency Levels, 2018



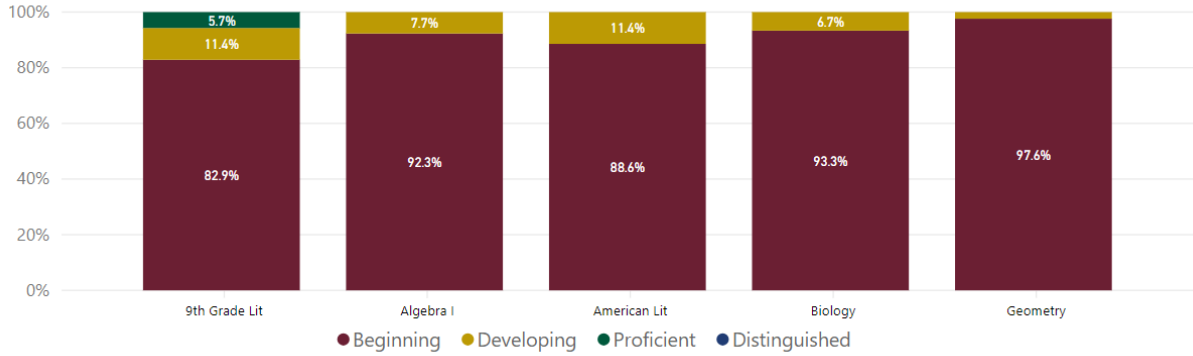
Hispanic

Distribution of Proficiency Levels, 2018



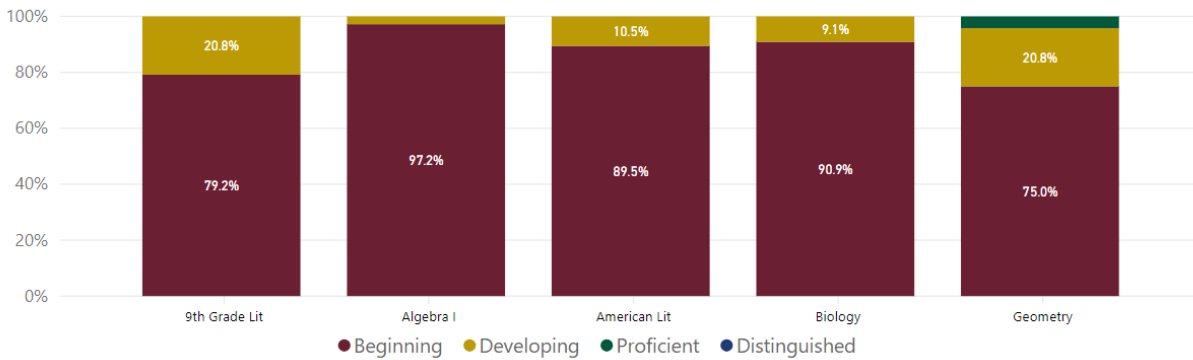
SPED

Distribution of Proficiency Levels, 2018



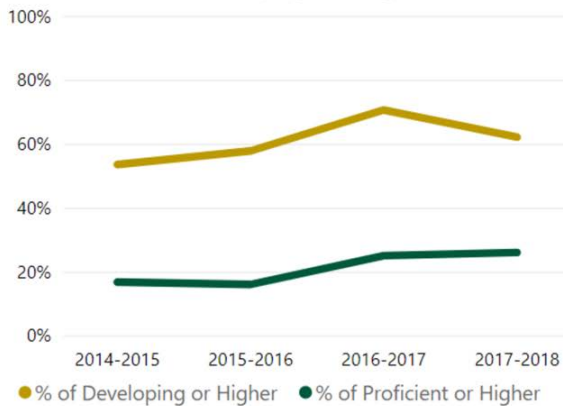
ELL

Distribution of Proficiency Levels, 2018

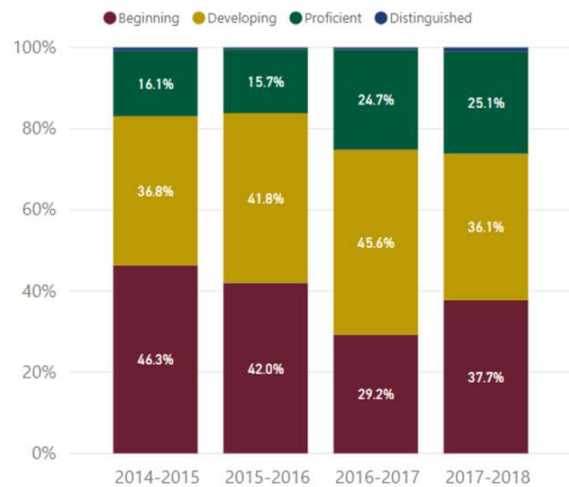


Scores Over Time 9th

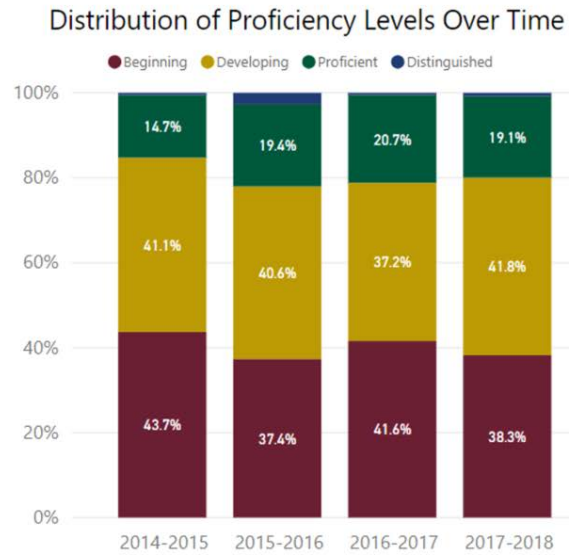
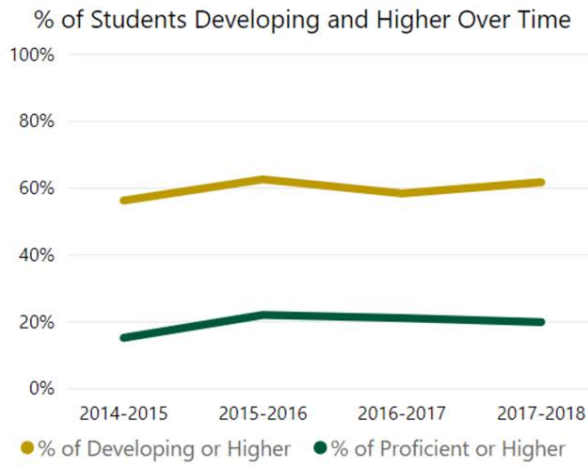
% of Students Developing and Higher Over Time



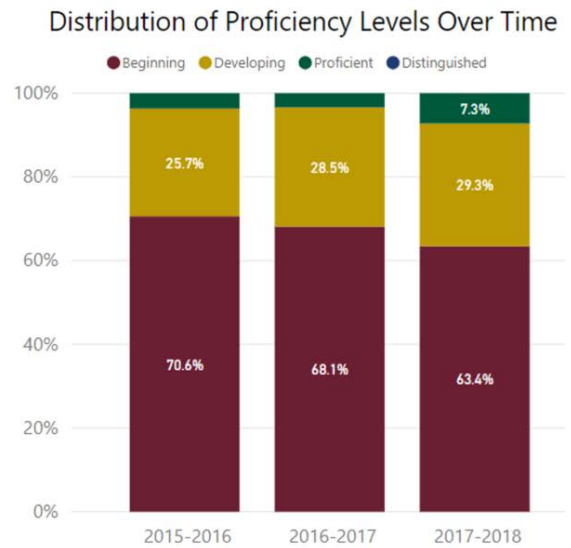
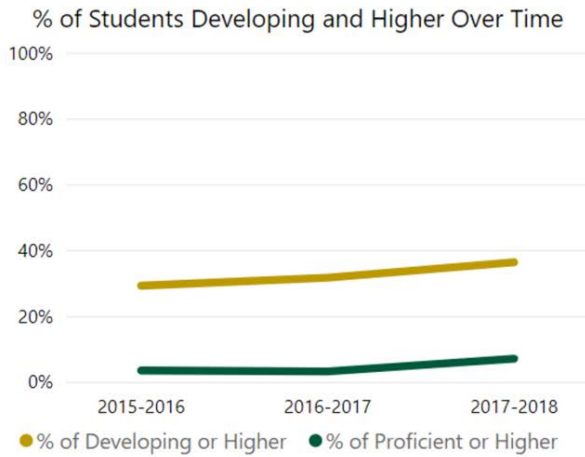
Distribution of Proficiency Levels Over Time



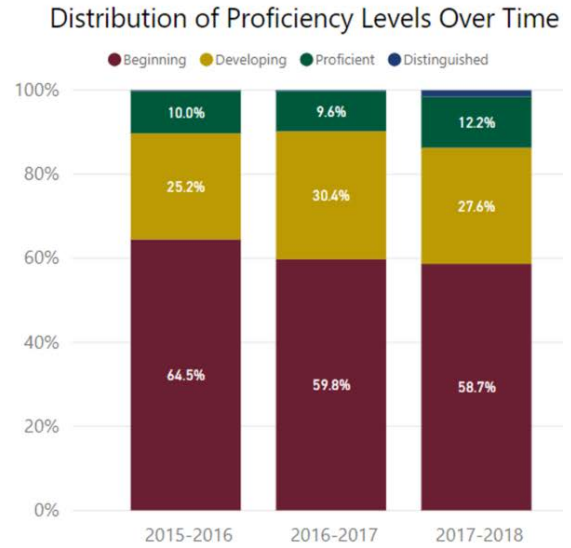
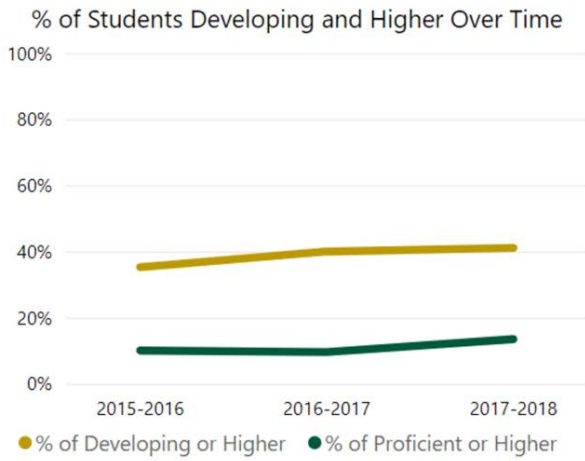
Scores Over Time Ame. Lit



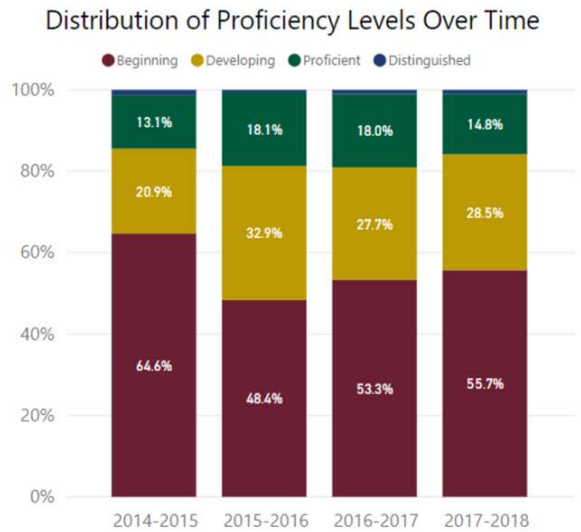
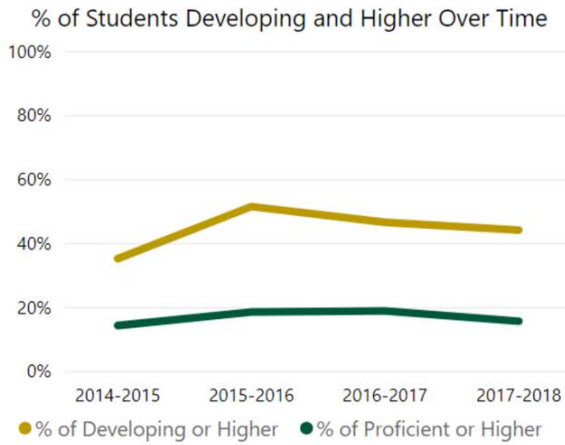
Scores Over Time Alg 1



Scores Over Time Geometry



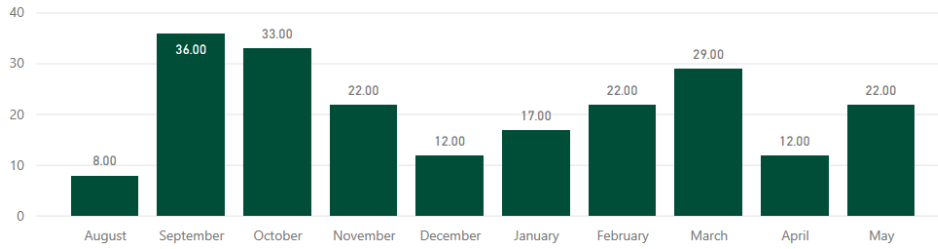
Scores Over Biology



Discipline

Total # of Discipline Incidents by Month

School Year ● 2017-2018



213

Total # of Discipline Incidents

42.00

ISS Days

866.50

OSS Days

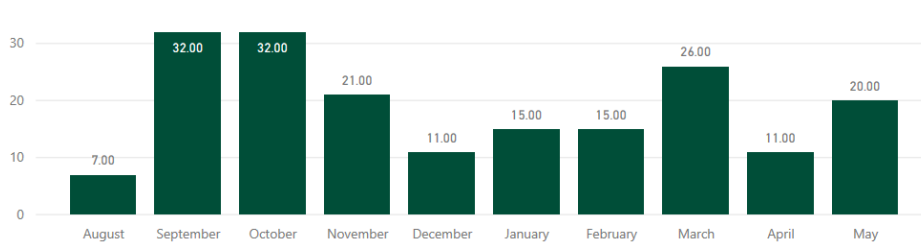
78

Count of Incidents without Time Coded

Black

Total # of Discipline Incidents by Month

School Year ● 2017-2018



190

Total # of Discipline Incidents

42.00

ISS Days

783.50

OSS Days

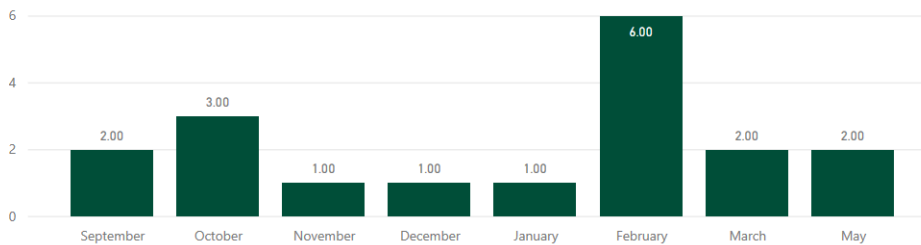
72

Count of Incidents without Time Coded

Hispanic

Total # of Discipline Incidents by Month

School Year ● 2017-2018



18

Total # of Discipline Incidents

(Blank)

ISS Days

63.00

OSS Days

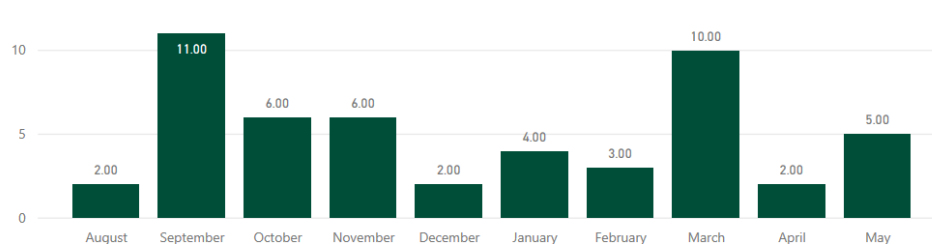
5

Count of Incidents without Time Coded

Sped

Total # of Discipline Incidents by Month

School Year ● 2017-2018



51

Total # of Discipline Incidents

10.00

ISS Days

149.00

OSS Days

24

Count of Incidents without Time Coded

Discipline Type

