



TITLE I SCHOOLWIDE PLAN		
School Name: Langston Hughes High School		District Name: Fulton County Schools
Principal Name: Octavius Harris		School Year: 2024-2025
School Mailing Address: 7510 Hall Road Fairburn, GA 30213		
Telephone: (470) 254-3620		
District Federal Program Director Name:		Catherine Harper
District Federal Program Director Address:		6201 Powers Ferry Rd. NW Atlanta, Georgia 30339
Email Address: harpercd@fultonschools.org		
Telephone: 470-254-0200		
ESSA ACCOUNTABILITY STATUS – ONLY FEDERALLY IDENTIFIED SCHOOLS		
Comprehensive Support (CSI) <input type="checkbox"/>		Additional Targeted Support and Improvement (ATSI) <input type="checkbox"/>
BUDGET MODEL		
Traditional Budget <input type="checkbox"/>		Consolidated Budget: Title I, State, and Local Funds <input checked="" type="checkbox"/>
SIGNATURES AND REVISION DATE		
Principal's Signature: <i>Octavius Harris</i>		Date: 8/22/2024
Federal Program Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

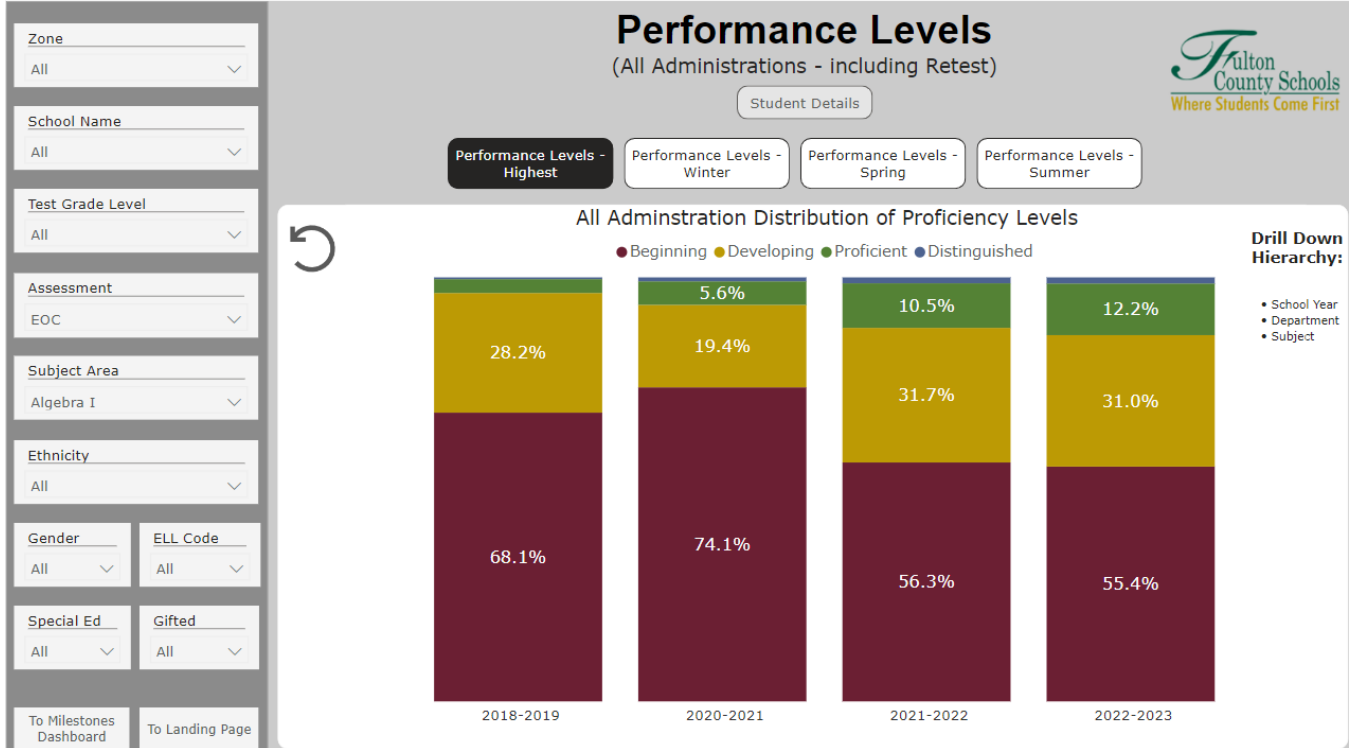
Title I Committee:

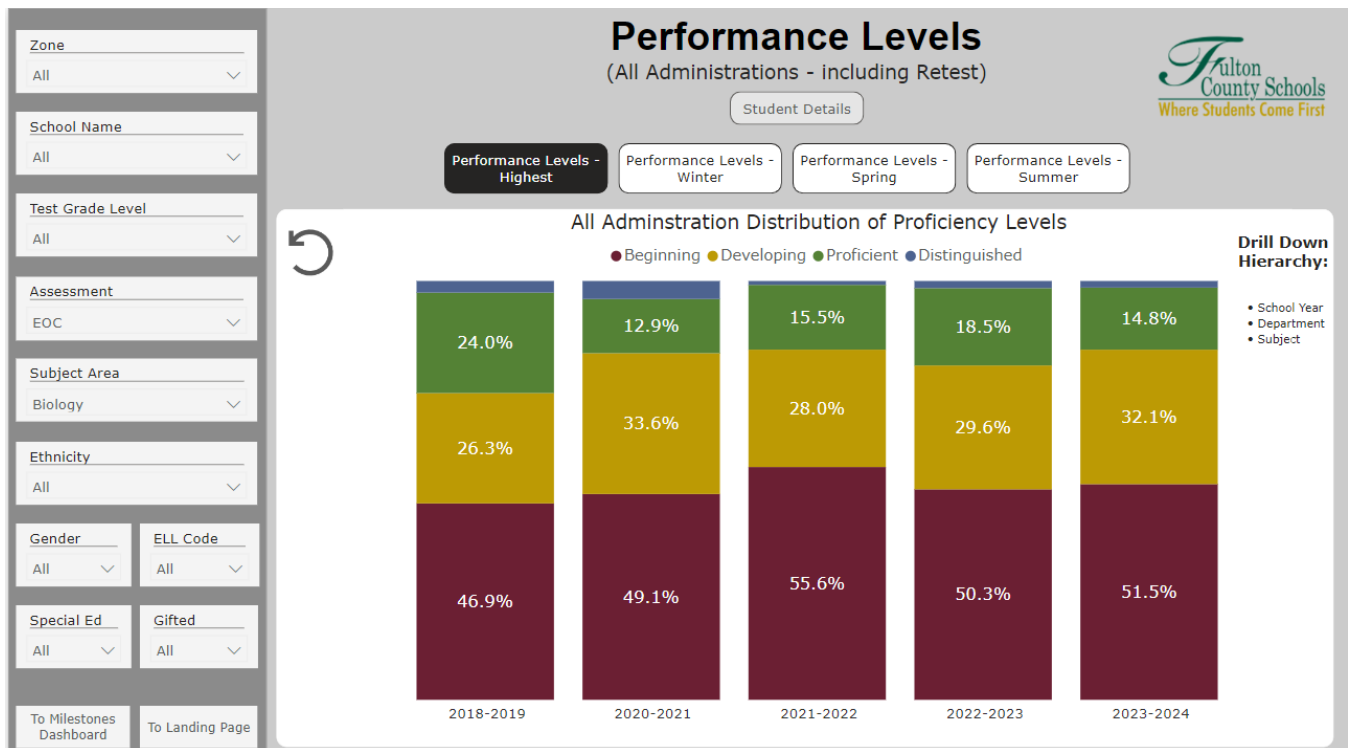
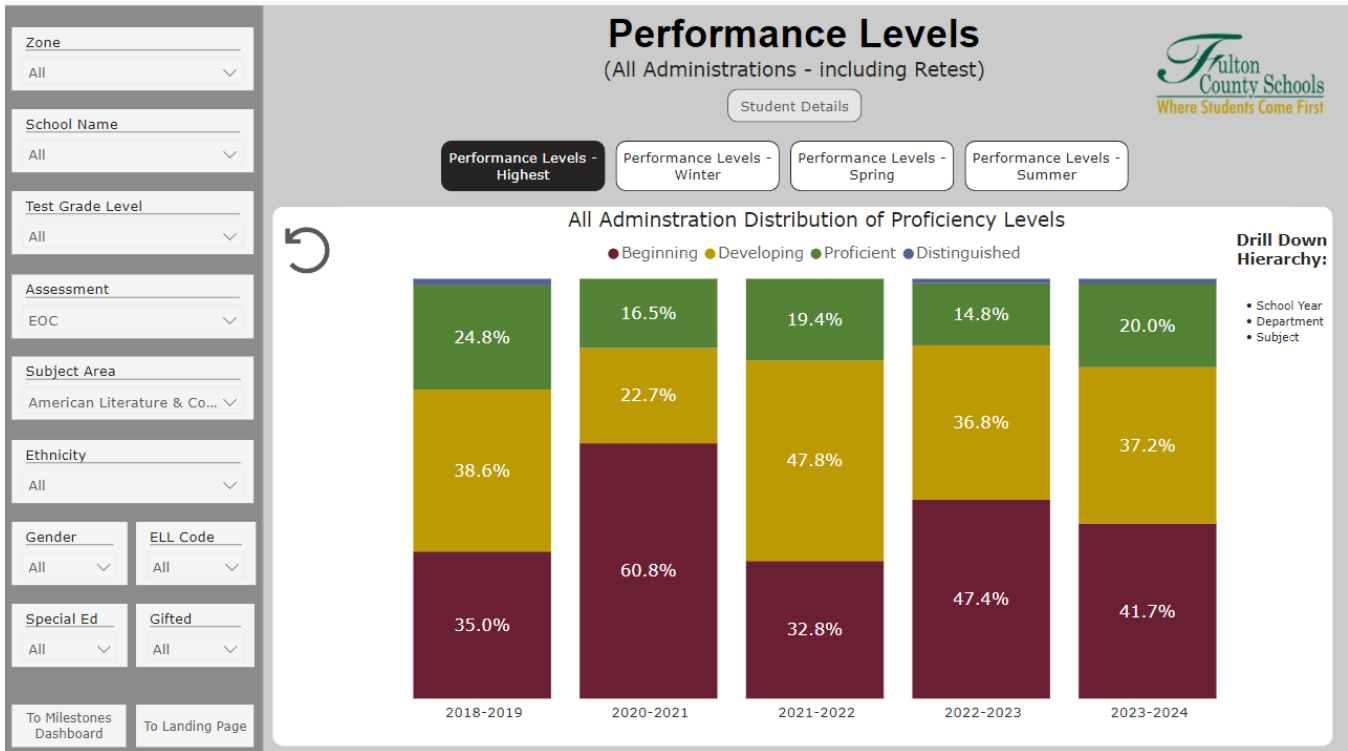
The principal attests that a Title I committee meeting was held, and the following stakeholders collaborated on this Title I Plan. Agendas and sign-in sheets for all Title I planning meetings must be uploaded in Crate.

NAME	POSITION/ROLE
Octavius Harris	Principal
Rashida Armstrong	Assistant Principal
Demetrius Cleveland	Assistant Principal
Candi Cottrell	Administrative Assistant
Patrick Greenaway	Counselor
Crystal Wooten	Teacher
Annettee Muhammad	Math Instructional Coach
Alvin Payton	Parent
Eduviges Gaytan	Parent
Ta’Nya Howard	Student
Kayleigh Williams Hoyte	Student
Rocio Aguilera	Parent Liaison



Data:







Zone
All

School Name
All

Test Grade Level
All

Assessment
EOC

Subject Area
Economics/Business/Free...

Ethnicity
All

Gender
All

ELL Code
All

Special Ed
All

Gifted
All

To Milestones Dashboard

To Landing Page

Performance Levels

(All Administrations - including Retest)



Student Details

Performance Levels - Highest

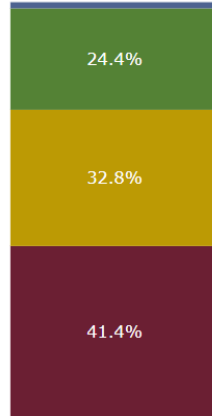
Performance Levels - Winter

Performance Levels - Spring

Performance Levels - Summer

All Administration Distribution of Proficiency Levels

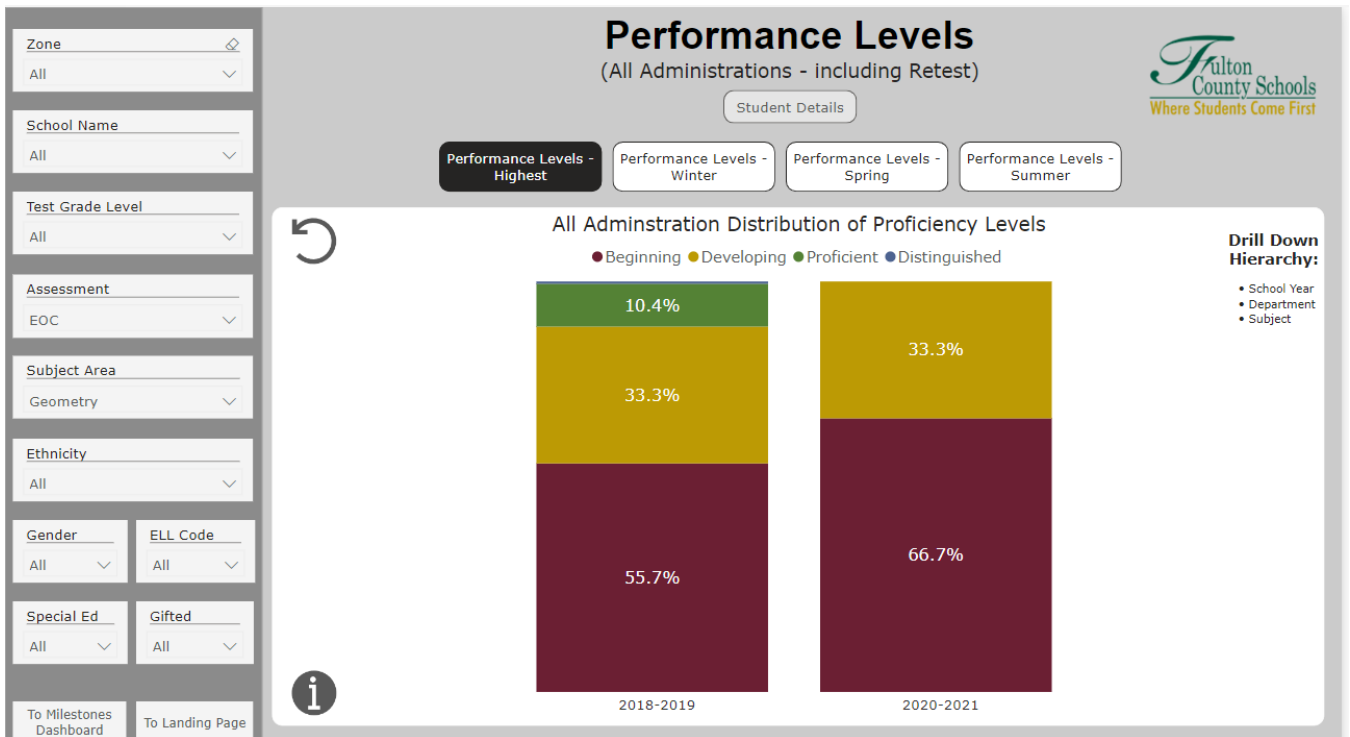
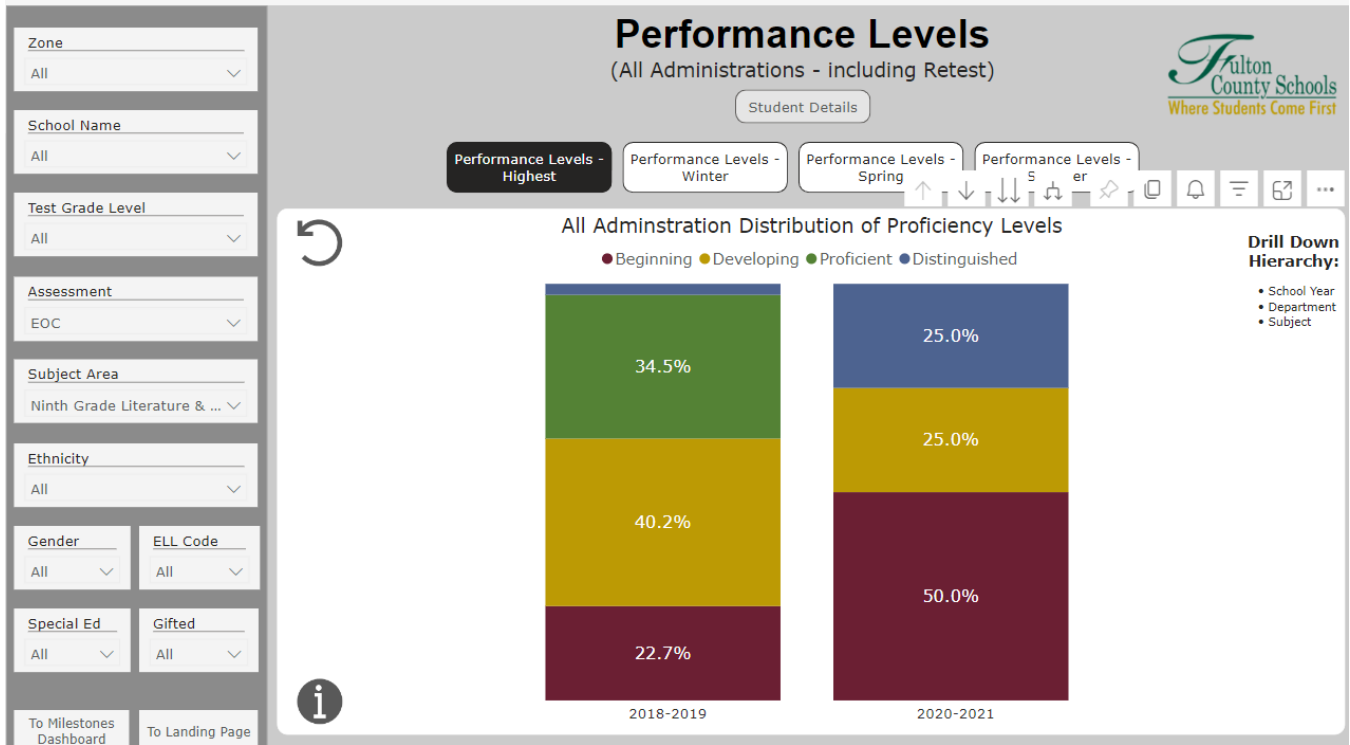
● Beginning ● Developing ● Proficient ● Distinguished



2018-2019

Drill Down Hierarchy:

- School Year
- Department
- Subject





Zone
All

School Name
All

Test Grade Level
All

Assessment
EOC

Subject Area
Ninth Grade Literature & ...

Ethnicity
All

Gender
All

ELL Code
All

Special Ed
All

Gifted
All

To Milestones Dashboard

To Landing Page

Performance Levels

(All Administrations - including Retest)



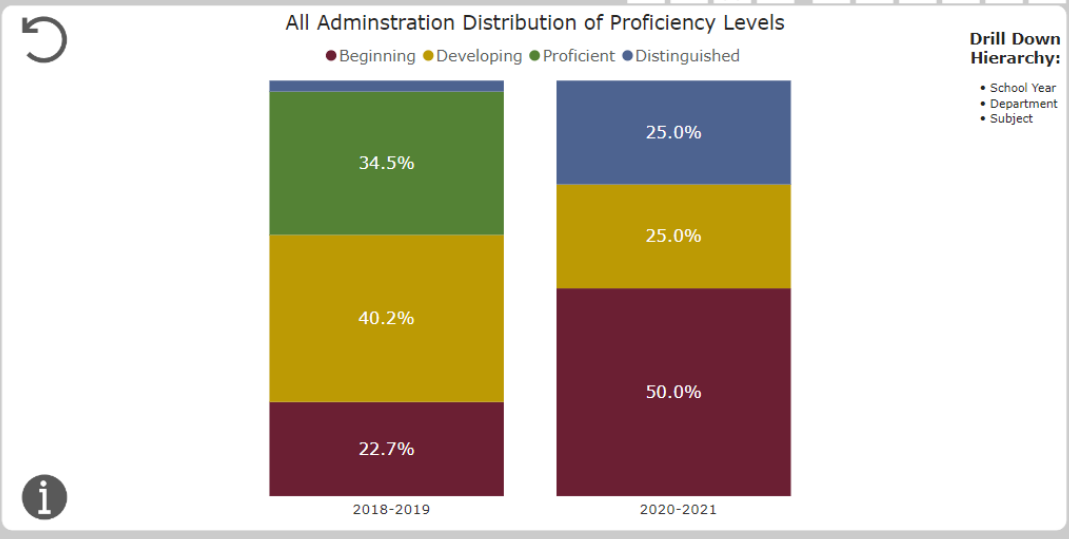
Student Details

Performance Levels - Highest

Performance Levels - Winter

Performance Levels - Spring

Performance Levels - Summer



Comprehensive Needs Assessment:

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

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 to develop your needs and goals for your school for: Strategic Plan and/or 90-day plan

We utilized the school’s recent 90-Day Proposal to develop our Title I Plan for the 2024-2025 school year. This plan was completed in part by individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those people directly involved are indicated above (by an asterisk) on the Committee’s Members’ page. They were involved in disaggregating the school’s academic and testing data from the 2023-2024 school year, reviewing trends within subgroups (White, Black, Hispanic, English Language Learner, Students with Disabilities, and Economically Disadvantaged). The data was reviewed by the committee. However, it is important to note periodically throughout the year, the school leadership will assist with updating or revising the plan.

SCHOOL VISION AND MISSION

VISION STATEMENT: All Langston Hughes High School students will graduate prepared to pursue a post-secondary option.

MISSION STATEMENT: Our mission is to educate all students to become productive and competitive citizens in an ever-changing global society. Each student will be provided with opportunities for academic and social growth which will allow them to reach their fullest potential.

Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing, or are at-risk of failing. (ED, EL, Race, SWD)

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 2024-2025.



Algebra I			
Subgroup	FY23 Results	FY24 Results	Status
All	11.8%	N/A	N/A
Black	11.1%	N/A	N/A
Hispanic	13.6%	N/A	N/A
Students with Disability	1.8%	N/A	N/A
EL	0%	N/A	N/A

American Literature			
Subgroup	FY23 Results	FY24 Results	Status
All	19.5%		Increased
Black	19.3%		Increased
Hispanic	21.9%		-
Students with Disability	2.2%		Increased
EL	0%		-

Biology			
Subgroup	FY23 Results	FY24 Results	Status
All	16.4%	16.4%	-
Black	16.3%	16.7%	Decreased
Hispanic	15.6%	5.6%	Decreased
Students with Disability	16%	4.6%	Decreased
EL	7.7%	0%	Decreased

U.S. History			
Subgroup	FY23 Results	FY24 Results	Status
All	17.6%	29.3%	Increased
Black	17.8%	28.79%	Increased
Hispanic	20%	33.4%	Increased
Students with Disability	6.4%	33.3%	Increased
EL	0%	28.6%	Increased

Goals and Strategies:

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards.

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1

By May 2025, the percentage of students scoring at the Proficient learner and above on the GA Milestones Algebra I will increase by 5%.

Provide <u>2</u> or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Supplemental Algebra I teacher to reduce class size	N/A	August 2024 – May 2025	Fund 150	Principal; Assistant Principal; Instructional Coaches
Math Instructional Coach to support math teachers with evidence-based instructional strategies	N/A	August 2024 – May 2025	Fund 150	Principal; Assistant Principal

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

Economically Disadvantaged	Foster and Homeless
Build fluency in math using EDIA, (technology platforms) which focuses on developing and maintaining foundational skills in math with the use of a take-home device.	Build fluency in math using EDIA, (technology platforms) which focuses on developing and maintaining foundational skills in math with the use of a take-home device.
English Learners	Students with Disability
Build fluency in math using EDIA, (technology platforms) which focuses on developing and maintaining foundational skills in math with the use of a take-home device. Additionally, Extended Learning credit recovery is available after	Build fluency in math using EDIA, (technology platforms) which focuses on developing and maintaining foundational skills in math with the use of a take-home device. Additionally, Extended Learning credit recovery is available after



<p>school. ELL students have either shelter or push-in classes. In addition to the software used in their regular mathematics classes, they also have Imagine Math to assist with familiarizing themselves with the English language and how the vocabulary relates to the mathematics they are taking. Imagine Math is a personalize learning software that is equipped with on-demand tutors and incorporates scaffolds to assist with struggling English Language Learners.</p>	<p>school. The school provides small group learning settings using RTI support and assistive learning applications.</p>
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2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards.

b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 2: By May 2025, the percentage of students scoring at the Proficient learner and above on the GA Milestones American Literature will increase by 5%.

Provide <u>2</u> or more Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost and Budget Used (Title I or 1003a)	Person/Position Responsible
Supplemental American Literature teacher to reduce class size	N/A	August 2024 – May 2025	Fund 150	Principal; Assistant Principal; Instructional Coaches
ELA Instructional Coach to support math teachers with evidence-based instructional strategies	N/A	August 2024 – May 2025	Fund 150	Principal; Assistant Principal



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

Economically Disadvantaged	Foster and Homeless
<p>Provide opportunities for students to build content mastery as well as implement and utilize Achieve 3000 weekly to differentiate learning and accelerate literacy skills, remediate, reteach, or accelerate content. Focus on Bubble students to increase their proficiency. Focus on bubble students to increase proficiency levels. Additionally, Extended Learning credit recovery is available after school.</p>	<p>Provide opportunities for students to build content mastery as well as implement and utilize Achieve 3000 weekly to differentiate learning and accelerate literacy skills, remediate, reteach, or accelerate content. Focus on Bubble students to increase their proficiency. Focus on bubble students to increase proficiency levels. Additionally, Extended Learning credit recovery is available after school.</p>
English Learners	Students with Disability
<p>Provide opportunities for students to build content mastery as well as implement and utilize Achieve 3000 weekly to differentiate learning and accelerate literacy skills, remediate, reteach, or accelerate content. Focus on Bubble students to increase their proficiency. Focus on bubble students to increase proficiency levels. Additionally, Extended Learning credit recovery is available after school.</p> <p>Also, Collaborate with ESOL Department Chair regarding additional ways to build mastery.</p>	<p>Provide opportunities for students to build content mastery as well as implement and utilize Achieve 3000 weekly to differentiate learning and accelerate literacy skills, remediate, reteach, or accelerate content. Focus on Bubble students to increase their proficiency. Focus on bubble students to increase proficiency levels. Additionally, Extended Learning credit recovery is available after school.</p>

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will:

c) 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:



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

The school counseling activities are coordinated and/or delivered by the school counselor(s). This includes but is not limited to the following: classroom counseling lessons, small group counseling, individual counseling, parent nights, open house, student/parent/teacher meetings, standardized test dates, college and career nights, and other evening activities provided through the school/community.

Our Comprehensive School Counseling Department provide mandated programs and services such as:

- Bullying Prevention/Intervention Programs and Services (Conflict Resolution); Suicide Workshops
- Collaboration: Participate in beginning of the year 504, RTI, and IEP meetings as requested
- Facilitate schedule changes based on outlined process within the first 10 days of school
- Meet with students as requested by student, parent, or staff referral
- Meet with all seniors off track for graduation and create credit recovery/graduation plan (invite parents and document student meeting and information provided to parents)
- Finalize virtual learning enrollment/scheduling
- Audit transcripts and cross reference all students' schedules to verify accurate scheduling.
- Mentoring groups (Communities in Schools, Golf Club, The Langston 100, Link Leaders)

Core curriculum (classroom counseling) is conducted at least three times a year.

ii) 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)

For the 2024-2025 school year, Langston Hughes staff will ensure that students are introduced to various colleges on a weekly basis, and they are assisted with the college application process.

- During the 2023-24, Langston Hughes had 25 College Visits
- During the 2023-24, LHHS accumulated over 8,500 hours of Service to parents, students, and staff.
 - Career Counseling Programs and Services
 - College and Career Readiness Programs – recognized as EARLY COLLEGE
 - We had 124 students enrolled in the dual enrollment program during the 2022.23 year.
 - We had 10 seniors for the class of 2024 to graduate with an Associate's Degree from Georgia Military College.
 - We hosted 2 college fairs for the students, parents, and community, and we transported students to the local PROBE College Fair and Hispanic College Fair.



iii) 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.);

In the spring of 2014, Fulton County Schools designed the Coordinated Early Intervening Services (CEIS) Disproportionality Project (RTI/SST) to facilitate a prevention-based systematic plan in order to achieve a systemic change in exclusionary discipline and increase student engagement.

This vision has been carried out through the development of a preventative system that utilizes the problem-solving model to analyze data, identify student needs, implement interventions, and evaluate program effectiveness, with the goal of ensuring that all at-risk students can be successful. (Fulton County Schools website, 2018)

Langston Hughes H.S. began implementing CEIS services during the 2017-2018 school year, to provide additional support services to identified at-risk students.

Students with Disabilities in accordance with IDEA (when behavior warrants) undergo a functional behavioral assessment (FBA) that determines the development and implementation of a behavioral intervention plan (BIP) to address/modify student behavior. The problem-solving model of the CEIS program aligns with the FBA/BIP development and implementation model, in that both models collect/analyze data to identify student needs to implement interventions aimed at modifying negative student behavior. Also in both models, data is collected and evaluated in order to determine, when necessary, modifications need to be made in order to ensure program effectiveness.

v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Not applicable

Plan Development and Evaluation:

3. Evaluation of School-wide Plan

- 4) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.**



b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.

The Annual Title I Evaluation will be completed based on a review of multiple data points, including state assessments, to determine the effectiveness of the Title I Plan and inform actionable changes for the following school year. Evaluation documentation will be stored in Title I CRATE.

4. ESSA Requirements to Include in the Schoolwide Plan

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections © through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A school Parent and Family Engagement Plan (PFEP) will be jointly developed with parents and family members in a format that is easily understandable. It will be distributed to parents and families, posted on the school website, and will be made available to the local community.

5. Schoolwide Plan Development

a) is developed during a 1-year period

b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)

c) remains in effect for the duration of the school's participation in a Title I School-Wide Program



**d) is available to the school district, parents, and the public, in a language that parents can understand
e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.**

The schoolwide plan was developed with stakeholder input during a 1-year period. School data will be reviewed, and the plan will be revised annually in collaboration with the Title I Committee, which includes all required stakeholders. The revised plan will remain in effect for the school year. Schoolwide plans will be made available on the school's website. The plan is coordinated with Federal, State, and local resources.

Professional Development (question 2iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Targeted Instruction	August 2024 – May 2025	Schoolwide Teachers (9-12 th ; All EOC & Non EOC Content)	Teaching & Learning
Checking for Understanding Aggressive Monitoring	August 2024 – May 2025	Schoolwide Teachers (9-12 th ; All EOC & Non EOC Content)	Teaching & Learning
AVID	August 2024 – May 2025	Schoolwide Teachers (9-12 th ; All EOC & Non EOC Content)	Mrs. McConnell Admin/Instructional Coaches
Numeracy Framework PD (SEC/SDI)	August 2024 – May 2025	Schoolwide Teachers (9-12 th ; All EOC & Non EOC Content)	Teaching & Learning
Math Co-Teaching	August 2024 – December 2024	Math & SEC Teachers	Clark-Harmon /Miller
Standards Master Framework (SMF)	August 2024 – May 2025	Schoolwide Teachers (9-12 th ; All EOC & Non EOC Content)	Teaching & Learning
Extended Learning Time	August 2024 – May 2025	Schoolwide (All EOC & Non-EOC Teachers)	Admin. Team Instructional Coaches
Common Assessment Analysis (every unit)	August 2024 – May 2025	Schoolwide (All EOC & Non-EOC Teachers)	Admin. Team Instructional Coaches



Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible	Date Due in CRATE	Dates Principal will meet with the school's Parent / Family Engagement designee and PLC
Sent Home and Posted on School Website: <ul style="list-style-type: none"> ○ School-Family Compact ○ School PFEP ○ District PFEP 	8/23/24	Mrs. Aguilera, Parent Liaison	Revisions Due 08/23/24 Distributed 10/11/24	Revisions: 8/19/24 Distribution: 10/1/24
School-Family Compact Discussion: <ul style="list-style-type: none"> ○ Parent-Teacher Conference (elementary) ○ Ongoing discussion (middle/high school) 	9/18/24 10/22/24 11/13/24	ALL LHHS Teachers	12/06/24	9/30/24
Annual Title I Parent Meeting: <ul style="list-style-type: none"> ○ Meeting held ○ Documents posted on school website 	9/18/24	Mr. Harris, Principal Mrs. Aguilera, Parent Liaison	9/27/24	8/23/24
Building Parent Capacity Fall: F2F or TEAMS) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a TEAMS workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i> <ul style="list-style-type: none"> ○ Curriculum Workshop 1 	9/18/24	Department Chairs, LHHS Admin Team, Mrs. Aguilera, Parent Liaison	9/27/24	8/23/24
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ Curriculum Workshop 2 	Literacy Night 11/13/24	Mrs. Jenkins, Literacy Coach Mrs. Aguilera, Parent Liaison	12/13/24	10/16/24
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ Technology/Copyright Piracy Workshop 	9/20/24	Mrs. Aguilera, Parent Liaison	11/15/24	8/23/24
Building Parent Capacity Fall: <ul style="list-style-type: none"> ○ EL Parent Workshop (if applicable) 	10/16/24	Mrs. Aguilera, Parent Liaison Mrs. White, ESOL Teacher	10/25/24	9/13/24
Building Parent Capacity Continuous Communications (Fall) <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	9/26/24 10/24/24 11/21/24	Mrs. Aguilera, Parent Liaison	9/27/24 10/25/24 11/29/24	11/1/24
Building Staff Capacity (Fall) Required Data Dig:	9/3/24	Mr. Harris, Principal	9/13/24	8/23/24
Building Staff Capacity Continuous Communications (Fall): <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	8/24/24 10/18/24 11/22/24	Mrs. Aguilera, Parent Liaison	9/27/24 10/25/24 11/29/24	11/1/24
Building Staff Capacity (Spring):	1/6/25	Mrs. Aguilera, Parent Liaison	3/14/25	12/11/24



Building Parent Capacity Spring: <ul style="list-style-type: none"> ○ Curriculum Workshop 3 	Family Math Night 2/19/25	Mrs. Muhammad, Math Coach	2/28/25	1/16/25
Building Parent Capacity Spring: <ul style="list-style-type: none"> ○ Assessment Workshop 	2/19/25	Mr. Cleveland, Assessment AP	3/7/25	1/16/25
Building Parent Capacity Spring: <ul style="list-style-type: none"> ○ Transition Meeting 	2/4/25	Mr. Cleveland, 9 th Grade AP Ms. Cottrell, 9 th Grade AA 9 th & 10 th Grade Counselors	5/2/25	12/11/24
Building Staff Capacity Continuous Communications (Spring): <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	2/28/25 3/21/25 4/4/25	Mrs. Aguilera, Parent Liaison	3/28/25 4/25/25 5/9/25	3/24/25
Building Parent Capacity Continuous Communications (Spring) <ul style="list-style-type: none"> ○ Continuous Communication 1 ○ Continuous Communication 2 ○ Continuous Communication 3 	2/28/25 3/21/25 4/4/25	Mrs. Aguilera, Parent Liaison	3/28/25 4/25/25 5/9/25	3/24/25
Input Meeting (s) FY25: <ul style="list-style-type: none"> ○ Staff ○ Parents/Families ○ Students 	3/12/25	Mr. Harris, Principal Mrs. Aguilera, Parent Liaison	3/28/25	2/12/25