

Annual Title I Meeting Hapeville Charter Career Academy



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OUR MISSION



“The mission of Hapeville Charter Charter Career Academy is to provide a challenging and encouraging learning environment, which substantially prepares each student for post-secondary plans and the work place.”

HCCA Governance Board Appointment



- **Foundation Board Representatives**
- Diane Terry, CEO
- Terry Martin, CFO
- Lew Valero, SEC

Community Representatives

Jocelyn Juhan
Barbara Mckee

Parent

Helen Willis
Natasha Stark

What is Title I?



- Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities which support students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading, and writing.

How Does HCCA Participate in the Title 1 program?

HCCA provides the following services through title 1 funding :

Title I

\$237,888.00

Extended Tutorials

Student Supplies

Technology Equipment

Teacher Professional Development

Parent Development Classes

Parent Resources

Highly Qualified Teachers

WHAT TESTS/ CURRICULUM DO WE USE?



- Benchmarks (monthly in core subject areas)
- STAR Testing
- PSAT 9th - 11th Grade
- Georgia Milestones (all grades) April 2016
- Midterm & Final exams: Dec. & May
- Pre & Post Test Core Subject Areas
- All courses use the statewide curriculum (Common Core)

Ga Milestones RESULTS 2016



Comparison of 2015 to *2016 Milestones Spring Administration EOC Data for All Students

2015-2016 Milestones	Beginning Learner Level 1	Developing Learning Level 2	Proficient Learner Level 3	Distinguished Learner Level 4	Total # Tested	% Levels 2-4 All Tested Students	Georgia EOC Performance Targets	2015 CCRPI Levels 2-4 FAY Students
9th Grade Lit/Comp.	75 53%	55 39%	12 8%	0 0%	142	47%	64.7	52.7%
2014-2015	19.1%	54.5%	25.8%	0.6%	178	81%	61.5	
American Literature	89 55%	55 34%	17 10%	1 >1%	162	44%	62.4	42.8%
2014-2015	33.7%	47.9%	18.4%	0%	163	66%	59.0	
Coordinate Algebra	87 62%	45 32%	9 6%	0 0%	141	38%	60.0	26.5%
2014-2015	50.3%	45.8%	4.0%	0%	177	50%	56.4	
Analytic Geometry	102 51%	75 38%	21 11%	0 0%	198	49%	59.3	12%
2014-2015	76.4%	23.6%	0%	0%	165	24%	55.6	
Biology	103 54%	62 33%	23 12%	2 1%	190	46%	60.2	23%
2014-2015	61.3%	31.0%	7.7%	0%	142	38%	56.6	
Physical Science	131 73%	39 22%	8 4%	1 >1%	179	27%	54.3	18.2%
2014-2015	68.2%	27.4%	4.5%	0%	314	32%	50.1	
US History	112 64%	55 31%	9 5%	0 0%	176	36%	64.8	27.8%
2014-2015	56.8%	32.1%	9.9%	1.2%	162	43%	61.6	
**Economics	110 70.5%	38 24.4%	8 5.1%	0 0%	156	29.5%	61.8	47.9%
2014-2015	35.9%	33.8%	29.0%	1.4%	145	64.2%	58.3	

*2016 Milestones EOC data is unofficial results based on teacher level reports. **Economics EOC data is official results in SLDS for winter administration. (Course not offered in spring) 2015 CCRPI data represents "Full Academic Year" (FAY) students only. (65% enrollment in

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MILESTONE STRENGTHS AND WEAKNESSES



• The Major Strengths Discovered:

- **11% growth at proficient learner level on 2016 Georgia Milestones in Geometry**
- **Increase from 24% to 49% at Levels 2-4 on 2016 Georgia Milestones in Geometry**
- **8% increase from Levels 2-4 on Georgia Milestones Biology**

The Major Weaknesses Discovered:

- EOC: 62% of our students scored Beginning Level 1 - Coordinate Algebra
- EOC: 51% of our students scored Beginning Level 1 - Analytic Geometry
- EOC: 73% of our students scored Beginning Level 1 - Physical Science
- EOC: 54% of our students scored Beginning Level 1 - Biology
- EOC: 64% of our students scored Beginning Level 1 - US History
- EOC: 70.5% of our students scored Beginning Level 1 - Economics
- EOC: 53% of our students scored Beginning Level 1 - 9th Grade Literature
- EOC: 55% of our students scored Beginning Level 1 - Economics

What Can I do as a Parent to help my student?



- Monitor student grades regularly with parent access
- Encourage weekly study sessions
- Partner with your child's teacher in his/her academic progress
- Use online tools to supplement the classroom instruction (Study Island, Khahoots, IXL, Khan Academy)
- Attend tutorial sessions held Saturday and during the week.

HOW WE WILL MEET OUR GOAL



- INCREASE DIFFERENTIATED INSTRUCTION IN ALL CLASSES WITH REGULAR TEACHER FEEDBACK FROM ADMINISTRATION
- INCORPORATE MORE TECHNOLOGY USAGE OF ACADEMIC PROGRAMS WHICH CAN BE USED AT SCHOOL AND HOME
- OFFER EXTENDED LEARNING TUTORIALS ON SATURDAYS AND AFTER SCHOOL
- PROVIDE ACADEMIC COUNSELING FOR PARENTS MONTHLY
- INCREASE PARENTAL INVOLVEMENT

Parental Involvement Activities



- Tutoring Help
- Parenting Sessions
- Athletic Events
- Board Meetings
- Academic Support team
- Volunteering
- Online student Assistance
- District Title I Meetings for Parents

HCCA TITLE I STATUS



- HCCA is a Priority Status school, which means we need to increase the academic performance of the lowest quartile of students not meeting state standards in the content areas of Math and Literature.
- This status tells us that student growth is stagnant and is not increasing at a high enough rate with schools with similar demographics across the state.

