

GLENN HILLS HIGH SCHOOL

Cohort Model

What is the Cohort Model

A Commitment to student progress and monitoring

Caring for student success:

- A. When they love school**
- B. When they hate school**
- C. When you like the student**
- D. When you do not like the student**



The Evolvment of our Model:

- Shift from Grade Levels to **Cohort Teams**
 - Making decisions through **Action Teams**
 - Tracking **Triangulated Cohort Data**
 - Implementation of **Student Advisement**
 - Collaborative approach to Cohort **RtI / Mentoring**
- 

Shift from grade Level to Cohort Teams

- ▶ No longer using terms 9th grade, 10th grade, 11th grade, or 12th grade
- ▶ Use Cohort graduation year 16, 17, 18 and 19.
- ▶ Students entering school in like years/ assigned a homeroom, counselor and administrator for the duration of his or her high school years.
- ▶ Students will travel with their homerooms/cohorts regardless of credits.
- ▶ Cohorts assigned to a content – ELA, Cohort 16, use CTAE when appropriate
- ▶ like contents assigned the same planning time for collaborative planning and Action Team meetings.
- ▶ No longer use promote or retrain /only on-track or off-track

Cohort Setup

- ▶ Cohorts are assigned a counselor, an administrator and teachers for the duration of their high school years.
- ▶ Administrators have autonomy to make decisions for cohort students.

Collaborative Decision –making Through Action Teams





Graduation Rate Team

- ▶ Graduating Class
- ▶ How many students entered in SY 2011-12?
- ▶ Monitor discipline, academic progression, and attendance
- ▶ How many are currently enrolled at GH?
- ▶ Where are those who are not enrolled?
- ▶ What can we do to increase retention?
- ▶ What are students doing AFTER graduating?





Cohort Action Teams

- ▶ Content/Cohort common planning (Science 2016, Math 2018, Social Studies 2019 and ELA 2019)
- ▶ Monitor off track students
- ▶ Triangulate/monitor the data/discipline, attendance and academics
Meet after progress reports/reports cards
- ▶ May have small team within cohort team for monitoring/or could be the entire team
- ▶ Create/manage cohort information/spreadsheet with graduation coach
- ▶ Conduct student action conference
- ▶ Determine next steps for failing students



Cohort Action Team

Tracking Triangulated Data

Using the 5 - “Why's” Process

1. Teacher advisors (Homeroom teachers for that cohort)
 2. Cohort Administrator
 3. Parent facilitator
 4. Counselor
 5. Probation officer
 6. Title-one person
 7. Graduation Coach
- 

When Are Students Considered AT Risk?

- ✓ Academic Performance
- ✓ Daily Attendance Patterns
- ✓ Behavior/Disciplinary Infractions

Academic Failure (1 Class)

Reasons for failure

- ❖ Behavior/ suspension
- ❖ Attendance/ cutting
- ❖ Need glasses
- ❖ Hearing
- ❖ Work not completed
- ❖ Missing assignments
- ❖ Social problems
- ❖ Home environment

Possible Solutions for Failure

- ❖ RtI process
- ❖ Parents Involvement
- ❖ Vouchers for glasses
- ❖ Interventions for assignments

Think of an academic problem and an intervention for that problem.

Think of an attendance problem and an intervention for that problem.

Daily Attendance (3 days)



Behavior (3 Referrals)

Actions

- Cutting class
- Class disruption
- Fighting
- Disrespecting teachers

Think of a behavior problem and an intervention for that problem.

Possible solutions

- Parent involvement
- Computer classes
- BIP
- Change teachers
- 504/RtI
- IEP
- Counseling
- Probation officer/Social Worker
- Coach
- Club advisor

Student Advisement

▶ **Teacher As Advisor (TAA)**

- Monitor student progress data
- Make recommendations for student progress to counselors and administrators
- Work collaboratively with teachers when students are at-risk of failing
- Monitor 4year plan
- Mentor at-risk students
- Watch counselor training video with students/ walk students through creating 4 year plan

▶ **Professional learning with counselor training**

- 4 year plan
 - Read transcripts
 - Knowledge of graduation requirements
 - Watched counselor training video
- 

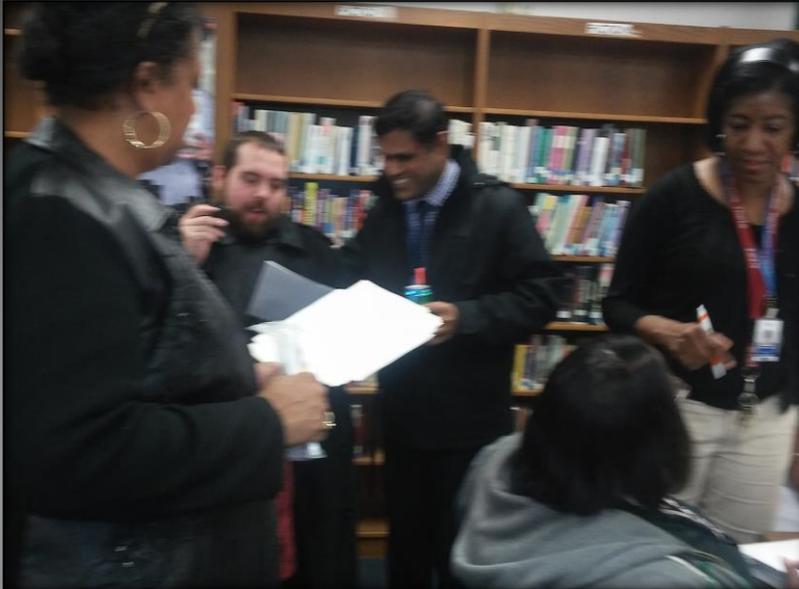
**Examples of
Discipline/Attendance/Academic
Spread Sheets**



First Name	Grade	Course Name	Teacher Display	Score	Task	Term	Cohort
Kenn	12	Honors Pre-Calculus Y	Thiyagarajan,	69	Quarter Grade	Q2	2016
Davi	11	Spanish IY	Ingle, Lisa	58	Quarter Grade	Q2	2016
Earl	12	Pre-Calculus Y	Thiyagarajan	65	Quarter Grade	Q2	2016
Earl	12	ChassisSys&DesiY	Williams	62	Quarter Grade	Q2	2016
Terry	12	French IY	Carment	57	Quarter Grade	Q2	2016
Lan	12	Algebra IY	Morgan	60	Quarter Grade	Q2	2016
Maurice	11	Marketing Management Y	Donigan	64	Quarter Grade	Q2	2016
KyAun	12	Spanish IY	Mathis	55	Quarter Grade	Q2	2016
KyAun	12	Spanish IY	Mathis	69	Quarter Grade	Q2	2016
Shonte	10	Geometry Y	Williams	30	Quarter Grade	Q2	2016
Shonte	10	French IY	Carment	0	Quarter Grade	Q2	2016
Tyrese	12	Pre-Calculus Y	Thiyagarajan	69	Quarter Grade	Q2	2016
Rashe	11	British Literature/Comp Y	Kitchens	60	Quarter Grade	Q2	2016
Rashe	11	Econ/Business/Free Enterprise	McCall	65	Quarter Grade	Q2	2016
Tyler	12	Theatre Arts/Fundamentals IY	Garnett	65	Quarter Grade	Q2	2016
Tariq	11	British Literature/Comp Y	Kitchens	60	Quarter Grade	Q2	2016
Daria	12	Business & Computer Sci WBLP	Johnson	12	Quarter Grade	Q2	2016
Daria	12	Marketing Management Y	Donigan	55	Quarter Grade	Q2	2016
Daria	12	Honors Pre-Calculus Y	Thiyagarajan	43	Quarter Grade	Q2	2016
Daria	12	French IY	Carment	58	Quarter Grade	Q2	2016
Dai	12	French IY	Carment	7	Quarter Grade	Q2	2016
Kee	12	Pre-Calculus Y	Thiyagarajan	69	Quarter Grade	Q2	2016
Tobish	11	Geometry Y	Williams	25	Quarter Grade	Q2	2016
Juwuan	12	Spanish IY	Mathis	55	Quarter Grade	Q2	2016
Jermai	12	Spanish IY	Mathis	62	Quarter Grade	Q2	2016
Jermai	12	Spanish IY	Ingle	56	Quarter Grade	Q2	2016
Tyrian	12	Human Anatomy/Physiology Y	Thomas	64	Quarter Grade	Q2	2016

Cohort 2016

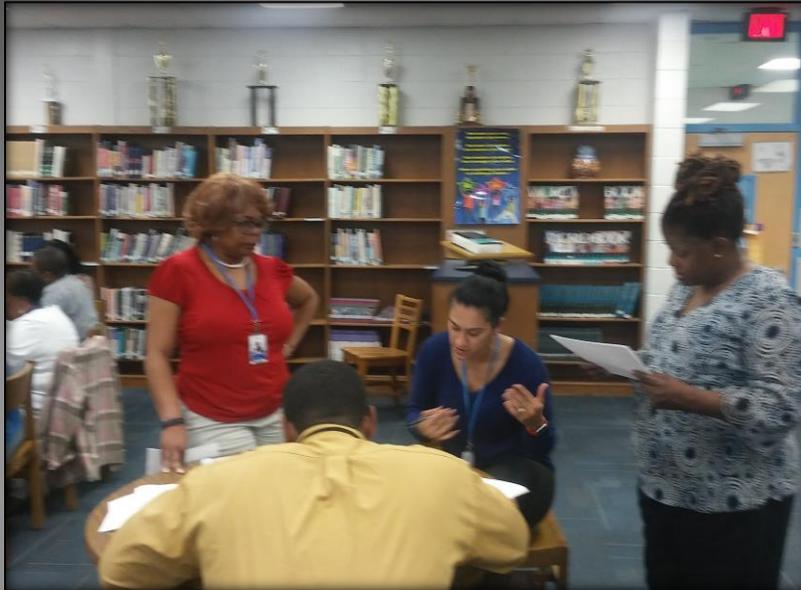
First Name	Grade	Behavior Detail Incident Date
Kenn 1	12	12/10/2015
Kenn 2	12	12/16/2015
Davi 1	11	9/24/2015
Davi 2	11	10/23/2015
Davi 3	11	12/16/2015
Davi 4	11	1/7/2016
Earl 1	12	8/10/2015
Earl 2	12	9/15/2015
Earl 3	12	9/23/2015
Earl 4	12	10/9/2015
Terry 1	12	1/13/2016
Lan 1	12	1/15/2016
Maurice 1	11	10/29/2015
Maurice 2	11	12/9/2015
KyAun 1	12	9/11/2015
Shonte 1	10	9/1/2015
Shonte 2	10	11/12/2015
Shonte 3	10	12/9/2015
Shonte 4	10	1/13/2016
Tyrese 1	12	9/3/2015
Tyrese 2	12	12/8/2015
Rashe 1	11	9/2/2015
Rashe 2	11	9/4/2015
Rashe 3	11	10/13/2015
Rashe 4	11	12/8/2015
Rashe 5	11	1/27/2016



Cohort Focus Team Walk

This student has an IEP. Have you spoken with his case manager ?





Cohort Focus Team Walk

This student needs a mentor. Have you referred him to the 100 Black Men? Get an application from guidance.

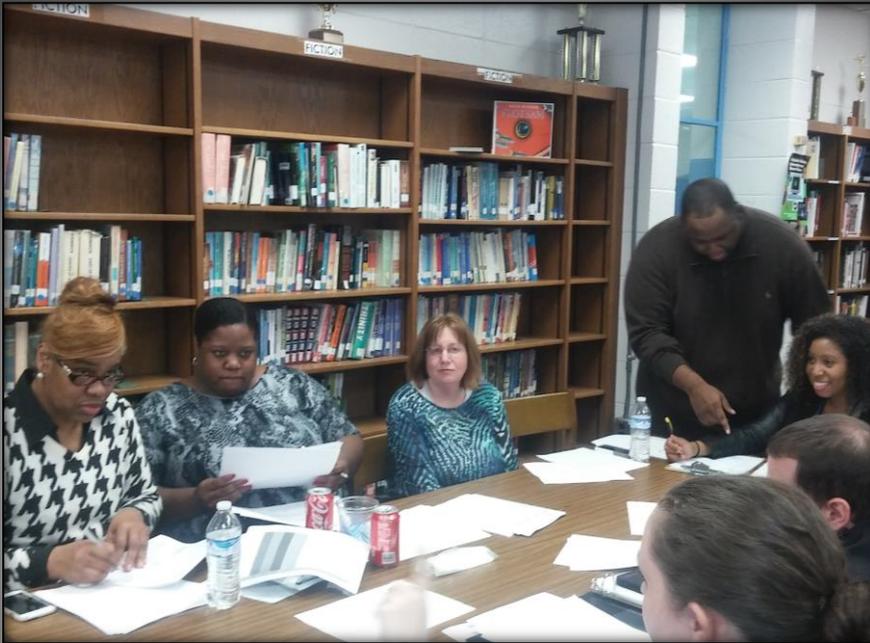




Cohort Focus Team Walk

Have you referred this student for an RtI? He has failed 5 out of 7 courses for the first semester and has 10 discipline referrals.





Cohort Focus Team Walk

Have you called the student's parent/guardian to see if he/she can stay after school for tutoring?

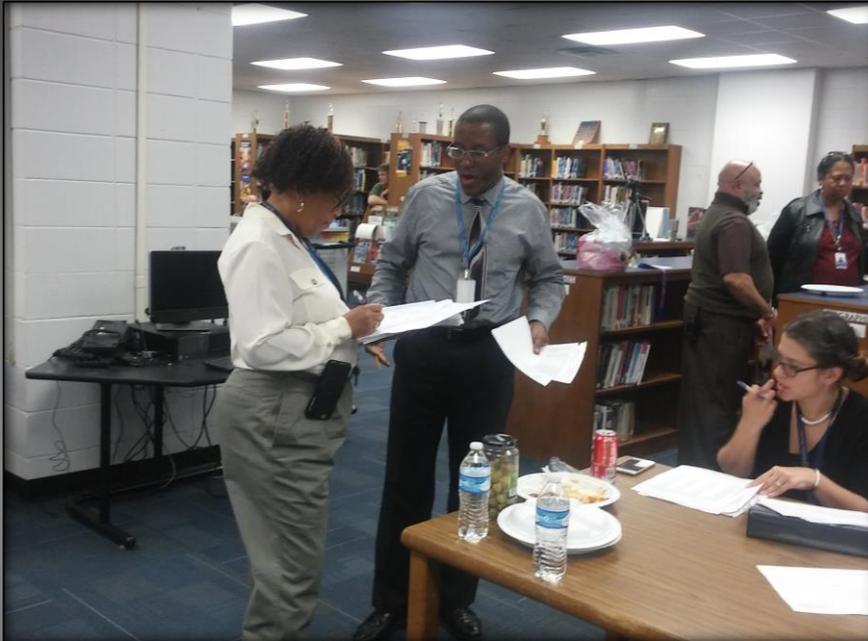




Cohort Focus Team Walk

What interventions have you put in place to aid the students in being successful ?



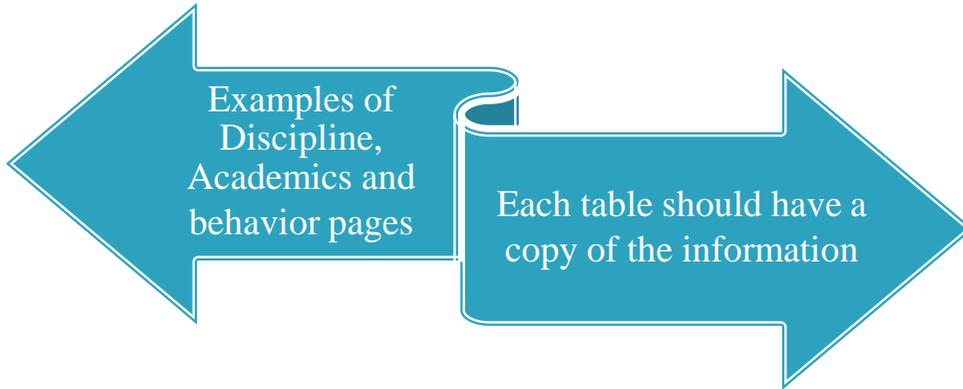


Cohort Focus Team Walk

This student has missed 5 days. Have you followed the attendance protocol? You need to refer her to Dr. Kelly and the social worker.



Cohort Action Team Meeting





Leadership Teams

- ▶ Leadership Team
- ▶ Bi-Monthly Meetings
- ▶ Comprised of administration, counselors, and teachers and other departments
- ▶ Action Teams will report out
- ▶ Transparency and Shared Leadership on ALL school decisions



Monday Morning Administrative Meeting

Participants:

- ▶ Administrators
- ▶ Counselors
- ▶ Parent facilitators
- ▶ Main office secretary
- ▶ Instructional coaches
- ▶ Data clerk
- ▶ Graduation coach
- ▶ Consultant
- ▶ DOE specialist

Purpose:

- Admin. Duty report
(instruction/discipline/ schedules/testing)
- ▶ Counselors report for week activities
- ▶ Secretary report on scheduled activities/
office concerns
- ▶ G. Coach report on progression and
cohort monitoring
- ▶ Consultant/ Specialist comments



Instruction/Testing

- ▶ Academic Vision
 - Increase advanced content offering
 - Require Capstone project (Interdisciplinary)
 - Fidelity of Implementation of initiatives
- ▶ Planning
- ▶ Professional Learning
- ▶ Assessments
 - Benchmarks
 - Formatives
 - Summatives
 - EOCs
 - AP/SAT/ACT
- ▶ Walk-through Data
- ▶ Model Classrooms





Positive Behavior and Intervention Support (PBIS)

- ▶ Development of PBIS plan to include levels of disciplinary infractions (Level 1, 2, 3) and associated consequences
- ▶ Development of Reward System
 - Students
 - Faculty and Staff
- ▶ Student Activities
- ▶ Review and analysis of discipline data and appropriate intervention measures
 - Identification of high discipline locations and time and how to target these areas to decrease infractions





Attendance

▶ Monitor student attendance

▶ Development of an Attendance Protocol

▶ Referrals





Sunshine Club (School Culture)

- ▶ Pulse check on school climate and culture (faculty, staff, students)
- ▶ Aesthetics of the school (How can we make GH appealing? Is the school clean?)
- ▶ Develop plan for addressing
 - Sick staff
 - Birthdays
 - Teacher and Staff of the Month



Cohort Design Model

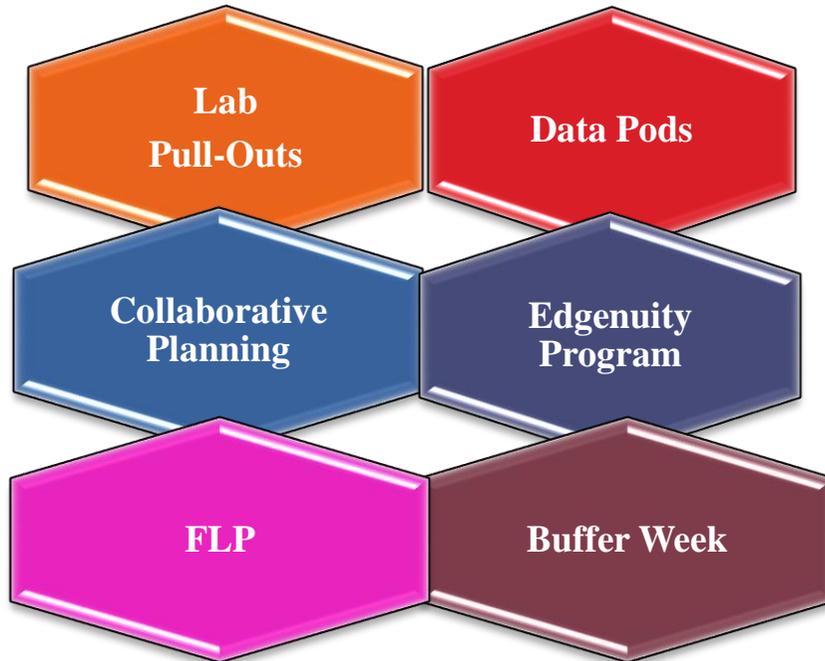
Establishment of Cohort Collaborative Teams

Cohort Teams

Cohort Action Teams

Cohort Advisors

Intervention Practices



Questions



Life Center Program and Description

Some students are not wired to attend school for eight hours.

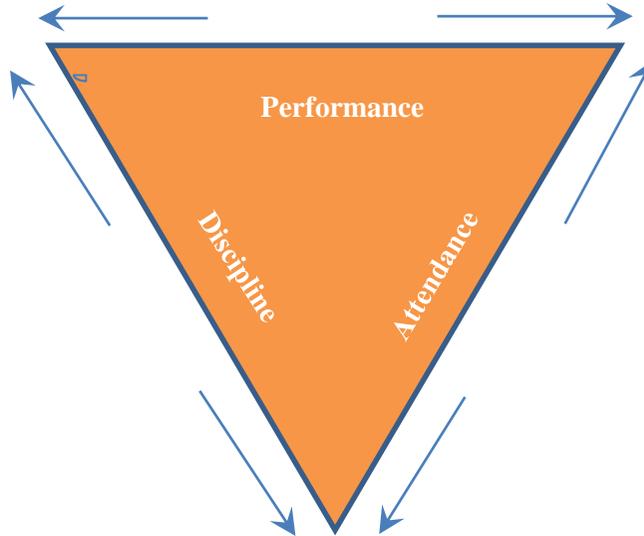
1. Alternative Education Program
2. Capacity 80
3. 2 Sessions/3 hours each session
8:00-11:00 and 12:Noon-3:00
4. Uniforms
5. TAA
6. 4 Teachers – 2 Paras
7. Tribunal/Administratively Placed
8. Overaged students/Lagging seniors
9. Pregnant mothers
10. Large crowds
11. Non-tribunal placements
12. Plato computer program

13. Cohort Action Team every Thursday
14. Each teacher assigned a cohort
15. Alternative education Rule 160 permits the LEA to determine how long alternative school students should attend school each day.
15. Credit
 - Course Completion
 - Test-out
16. Days absent flexible/ no required seat time under rule 160
17. Work at home
18. Test completed at school

Cohort Design Model Triangulate Data

Identifying At-Risk Students

Academics



Attendance

Discipline

1. RtI
2. TAA
3. 5 Whys Process

160-4-8-.12 ALTERNATIVE/NON-TRADITIONAL EDUCATION PROGRAMS

(1) DEFINITIONS.

(a) **Alternative/ Non-traditional Education Program** - an Alternative/Non-traditional Education Program that operates in affiliation with a school(s). A program does not report Full-Time Equivalent (FTE) or receive an Adequate Yearly Progress (AYP) designation. Achievement data for students enrolled in the program are reported back to the school where the student is reported for FTE. The program may be housed within a school, on the same site, or at a different location. Adherence to all requirements as stated in SBOE Rule 160-4-8-.17 CASE MANAGEMENT CONSULTATION FOR AGENCY PLACED TRANSFER STUDENTS is required. Programs may include Attendance Recovery, Credit Recovery, Disciplinary Program, Early College, Evening School, and Open Campus.

(b) **Alternative/Non-traditional Education School** - an Alternative/Non-traditional Education School has an official school code and serves as the home school for students enrolled. The school receives an AYP designation; reports FTE counts for all enrolled students; and earns Quality Basic Education (QBE) formula funds directly. Adherence to all requirements as stated in SBOE Rule 160-4-8-.17 CASE MANAGEMENT CONSULTATION FOR AGENCY PLACED TRANSFER STUDENTS is required.

(c) **Attendance Recovery Program** - a type of alternative/non-traditional program designed to allow students the opportunity to make-up an absence(s) by attending a program outside the normal school day (e.g., Saturday program) that provides the equivalent instructional time and curriculum for the time the student was absent within the current academic year.

(d) **Community-based Alternative Education/Non-traditional Program** - a type of Alternative Education /Non-traditional Program where students are engaged in educationally relevant and meaningful learning experiences in the school and larger community. The academic curriculum is integrated into work-based learning and structured work experiences utilizing partnerships among business, industry, government, community, and school, including Performance Learning Centers.

(e) **Credit Recovery Program** - a type of alternative/non-traditional program designed to allow students the opportunity to retake a course that he/she previously did not earn credits toward graduation.

(f) **Educational Management Organization** - any type of alternative/non-traditional program or school operated by a private vendor. The program or school may operate on or off campus.

(g) **Facility and School Registry (FSR)** – a database for the creation of all site, facility, school and program codes.

(h) **Georgia Department of Education (GaDOE)** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education; including the implementation of federal and state mandates. Such management is subject to monitoring and oversight by the State Board of Education.

(i) **Georgia Professional Standards Commission** – a government agency, separate from the Georgia Department of Education, with the central responsibility for establishing a certification/licensure process for educational personnel in Georgia.

(j) **In-School Suspension program** – any program that serves the instructional needs of students who have been suspended from his/her regular classroom for a maximum of ten consecutive days.

(k) **Local Educational Agency (LEA)** – local school system pursuant to local board of education control and management.

(l) **Sparsity Grant** – grant provided to each LEA that is unable to offer its students or a portion of its students educational programs and services comparable to those which are typically being offered to students in this state. The inability to offer students comparable programs and services is attributable, at least in part, to the fact that the LEA has full-time equivalent counts less than base size specified in state law.

(2) REQUIREMENTS

(a) Each LEA shall provide an Alternative/Non-traditional Education Program/School to serve students in grades 6-12 with appropriate due process, who have been suspended from his or her regular classroom.

(b) Each LEA may provide an Alternative/Non-traditional Education Program/School to serve students who are eligible to remain in his or her regular classroom but are more likely to succeed in a non-traditional educational setting.

(c) Each LEA may provide an Alternative Education/Non-traditional Program/School jointly with one or more other LEAs.

(d) Each LEA may contract with Educational Management Organizations to provide a Non-traditional/Alternative Education Program/School. If contracting with an Educational Management Organization to provide Non-traditional/Alternative Education Program(s)/School(s), the LEA must:

1. Ensure that no federal or state funding of any kind disbursed by GaDOE is expended on any resources, educational or otherwise, for any student not pursuing a Georgia High School Diploma or Special Education Diploma as defined by SBOE Rules and state law.

2. Maintain and report to GaDOE annually by a date established by GaDOE the Georgia Testing Identifier (GTID) of each student served in Non-traditional/Alternative Education Programs and Schools operated by Educational Management Organizations.

3. Maintain and report to GaDOE annually by a date established by the department the GTID of each student who transferred from the Full-Time Equivalent (FTE) reporting school to the private school operated by the Educational Management Organization prior to receiving a Georgia high school diploma.

(e) A LEA may use Sparsity grant funds for all Alternative/Non-traditional Education Program(s)/School(s). Funds must be used exclusively for salaries and benefits for certified positions and assistants/paraprofessionals working in the Alternative/Non-traditional Education Program/School.

(f) Each LEA shall ensure that all Alternative/Non-traditional Education Program(s)/School(s) only provide curriculum aligned to Georgia Performance Standards (GPS). Curriculum may be delivered through Computer Assisted Instruction and On-line courses.

(g) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide standardized testing as specified in SBOE Rule 160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT.

(h) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide counseling services to enable the student to make academic progress.

(i) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools operate in full compliance with federal and state laws and State Board Rules governing special education students and students with special needs.

(j) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide teachers that meet the requirements of the Georgia Professional Standards Commission in all classes. Paraprofessionals may be used to staff In-school Suspension programs as provided by law or regulation.

(k) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools adhere to class size maximum as stated in SBOE Rule 160-5-1-.08 CLASS SIZE.

(l) Each LEA shall ensure that all Alternative/Non-traditional Education Programs/Schools provide courses that will satisfy state and local requirements for meeting grade level requirements for obtaining a Georgia High School Diploma.

(m) Each LEA shall allocate to all Alternative/Non-traditional Education Programs/Schools the same expenditure per segment(s) based on what the student

earns at his or her Full Time Equivalent reporting school. These funds include federal and state funds allocated to the LEA for the student.

(n) For students in grades 9-12, each LEA may award course credit based on the student's demonstrated competency on course examination(s) for course work completed while enrolled in the Alternative/Non-traditional Education Program/School in lieu of the 150/135 clock hours of instruction as required by SBOE rules. Each Alternative/Non-traditional Education Program/School shall adhere to all instructional time requirements for all other grades.

(o) For students in grades 9-12, each LEA may determine the length of time students will be in classes in the Alternative/Non-traditional Education Program(s)/School(s) in lieu of the requirement of as specified in SBOE Rule 160-5-1-.02. Each Alternative/ Non-traditional Education Program/School shall adhere to all instructional time requirements for all other grades.

(3) REPORTING REQUIREMENTS.

(a) Each LEA shall adhere to all reporting requirements established by SBOE Rule 160-5-1-.07 STUDENT DATA COLLECTION.

(b) Each LEA shall ensure that all Alternative/Non-traditional Education Program(s)/School(s) report to GaDOE both the number of actual absences (excused and unexcused) that students served by the Attendance Recovery Program incurred during the school year and the number of absences the students served by the Attendance Recovery Program recovered during the same school year.

(c) Each LEA shall submit official requests for state entity (facility/school/program codes for the Alternative/Non-traditional Education Program/School) through the Facility and School Registry (FSR).

(4) SCHOOL IMPROVEMENT PLAN.

(a) Each LEA shall maintain and report to GaDOE a school improvement plan for each of its Alternative/Non-traditional Education Programs/Schools annually by a date established by GaDOE.

(b) Each Alternative/Non-traditional Education Program/School school improvement plan shall meet the requirements established by GaDOE and contained in the Alternative Education Program Standards.

(c) Each Alternative/Non-traditional Education Program/School school improvement plan must demonstrate how the Alternative /Non- traditional Education Program/School modified SBOE rules, including, but not limited to, methods to measure competency as well as what is defined as a full school day.

(d) Each LEA should seek public and parental input on each Alternative/Non-traditional Education Program/School school improvement plan prior to submitting the plan to GaDOE.

(e) Alternative/Non-traditional Education Program/School school improvement plans shall be presented to the LEA's Local Board of Education at a regularly scheduled public meeting and published on the LEA's website for the duration of the plan. For those stakeholders that may not have access to the Internet, the LEA shall make copies available upon request in accordance with the state's Open Records law (O.C.G.A § 50-18-70).

(f) Each Alternative/Non-traditional Education Program/School school improvement plan will be evaluated by GaDOE based on demonstrated elements and requirements as specified by GaDOE in the Alternative Education Program Standards.

Authority: O.C.G.A § 20-2-154.1; 20-2-240; 20-2-300.

Adopted: May 13, 2010

Effective: June 2, 2010



Burke County Life Center
4-Year Plan
 305 Park Drive
 Waynesboro, GA 30830
 (706)554-3363

Bobby Williams, Ed.D
Center Director

Rashann Parker, Ed.S
Instructional Coordinator

Student Name:

Cohort: **2016**

Year Entered High School: **2012**

Credits Needed	Curriculum Area	Grade	Year	Credit Earned
English 4	9 th Grade Lit. (BCLC 12.13)		12.13	1
	10 th Grade Lit. (World Literature)			1
	11 th Grade Lit. (American Literature)			1
	12 th Grade Lit. (British Literature and Composition)			1
Math 4	Coordinate Algebra (BCLC 12.13)		12.13	1
	Analytic Geometry			1
	Advanced Algebra & Data Analysis			1
	Calculus, Pre-Calculus			1
Science 4	Environmental Science (BCLC 12.13)		12.13	1
	Physical Science			1
	Biology I			1
	Chemistry, Anatomy, Honors Physics			1
Social Studies 4	World History (BCLC 12.13)		12.13	1
	US History			1
	Economics			1
	Citizenship Education (American Government)			1
	Psychology/ Ind. and the Law			.5
1	Personal Fitness Health (BCLC 12.13)	95	11.12 12.13	.5 .5
CTAE or Fine Arts or Foreign Language 3				
General Electives 4	Art History (BCLC 12.13)		12.13	1
	Computer Applications (BCLC 12.13)		12.13	1
	Personal Fitness (BCLC 12.13) Ask to change to PE		12.13	1
Total 24				Total

Glenn Hills High School's Cohort Meeting Agenda

2/4/2016

2:30-4:00 PM

Media Center

Meeting Objective: To ensure our students graduate with their appropriate Cohort by:		
<ul style="list-style-type: none"> • Analyzing and monitoring data • Putting safety nets in place for our students off their Cohort track 		
Time Frame	Agenda Items	Outcomes/Next steps (Artifacts needed)
10 mins	Ms. Avery and Math Department: Sign-in and fellowship	Sign-in sheet
5 minutes	Ms. Avery: Reminders and Logistics of the Data Driven Pod Day (Tuesday) Questions, concerns, and suggestions	<ul style="list-style-type: none"> ➤ Have schedules posted on door ➤ Have assignments and tasks prepared ➤ Email the schedules to the Counselors, Administration, and Front Office secretaries by Monday morning ➤ Make sure students sign-in ➤ Ensure all students have completed their self-reflections based on the assessment data that placed them in that particular DDCP (Please keep them) ➤ Review the DDCP expectations with students and how they will track their progress. <i>If you want copies made email the number needed and I will get them copied for you) I have attached a tracking sheet</i>
50 minutes	Dr. Williams (Faculty and Administrators): Cohort Gallery Walk <ul style="list-style-type: none"> • Who are your at-risk students (off cohort track, academics, attendance, and discipline challenges)? Cohort Managers will look over their students' schedules and grades. Then identify the students that are failing, have attendance, and/or 	<ul style="list-style-type: none"> ➤ Improve graduation rate and academic performance ➤ 4 year plan, at risk students, and intervention plan

	<p>discipline issues. Next, collaborate with the teachers that your students have challenges with and create a plan of action to ensure that they are successful holistically.</p> <p><u>Reminders</u></p> <p>Constantly communicate with your cohort students' teachers to see if they can do grade repair and/or tutoring</p>	
Next steps and reminders	<p>Dr. Williams:</p> <p>Create and implement a timeline of safety nets for your at-risk students. Be prepared to discuss this at our next Cohort meeting.</p>	Implementation time-line

Cohort Expectations

- **Ensure students graduate with their appropriate cohort**
- **Edgenuity PL February 19, 2016 (during planning and after school)**
- **Analyze, monitor, and keep the cohort data updated**
- **Update Cohort Data Wall and Tracking Log monthly**
- **Put safety nets in place for students off their Cohort track**
- **Celebrate students on track and motivate students off track**
- **Share your cohort data**

Reminders

- **Math PL this Saturday 8-4PM**
- **FIP and FLPP PL February 27, 2016**
- **Complete FIP Module 1 and give me your certificate (if you have not)**
- **Report students with attendance challenges to Dr. Kelly ASAP**
- **TKES notification will be in mailboxes on Friday afternoon, if you have not provided me with 504 and RTI paperwork and the DDCP artifacts**

**Glenn Hills High School Failing Student Report
2015-2016**

Last Name	First Name	Teacher(s)	Grade	Interventions	Next Steps
Doe	John	Dr. Suess	65		
Last Name	First Name	Teacher(s)	Grade	Interventions	Next Steps
Last Name	First Name	Teacher(s)	Grade	Interventions	Next Steps
Last Name	First Name	Teacher(s)	Grade	Interventions	Next Steps