








TITLE I SCHOOLWIDE PLAN		
<b>School Name: McClarin Success Academy High Shool</b>		<b>District Name: Fulton</b>
<b>Principal Name: Mrs. Kedra N. Fairweather</b>		<b>School Year: 2018-2019</b>
<b>School Mailing Address: 3605 Main Street College Park, 30337</b>		
<b>Telephone: 470-254-8080</b>		
<b>District Title I Director/Coordinator Name: Catherine Harper</b>		
<b>District Title I Director/Coordinator Mailing Address: 6201 Powers Ferry Rd., Atlanta, GA 30339</b>		
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ESSA ACCOUNTABILITY STATUS		
<b>Comprehensive Support School</b> <input type="checkbox"/>		<b>Targeted Support School</b> <input type="checkbox"/>
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

## 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><b>3rd grade literacy:</b> Increase the percentage of students reading at or above grade level in 3rd grade</p> <p><b>Middleschool proficiency:</b> Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p> <p><b>On-track for graduation:</b> 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><b>Student success skills:</b> Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 <p>People &amp; Culture</p>	<p><b>School and district culture:</b> 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><b>Staff engagement:</b> Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p> <p><b>Teacher retention:</b> Increase retention of teachers beyond their 5th year</p>
 <p>Community Collaboration</p>	<p><b>Partnerships:</b> Increase the percentage of schools with impactful partnerships that align to school goals</p> <p><b>School governance:</b> Increase the percentage of effective School Governance Councils</p> <p><b>Family engagement:</b> Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 <p>Fiscal Responsibility</p>	<p><b>Funding to schools:</b> Maintain a high percentage of the overall budget that directly supports schools</p> <p><b>Budget management:</b> Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p> <p><b>Transparent and efficient management of local funds:</b> 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
Kedra Fairweather		Principal
Tashea Daniel-Harris		Assistant Principal
Melanie Smith		Head Counselor
Nykole Hudson		School Improvement Specialist
Kashena Adams		Parent Liaison
Melissa Thornton		Parent
Joanne Allen		Community Partner
Tyreka Stepp		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.

We utilized the school’s recent Strategic Plan to develop our Title I schoolwide plan for the 2018-2019 school year. The plan was done with the participation of key community champions, building personnel, and the school administrative team. The team engaged in analyzing the school’s academic data from the 2017-2018 school year, reviewing/revising the discipline data in correlation to the Positive Behavior Interventions and Support plan. This group will meet bi-monthly throughout the year to revisit and adjust data and interventions as needed. The plan will be revised annually with the participation of individuals (staff, community members and parents).

Review your data by subgroup and note areas of deficit. (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 2017-2018.

- The number of students demonstrating Developing or above on the Georgia Milestones for 9<sup>th</sup> Grade Literature decreased (45.7% to 43.2%)
- The number of students demonstrating Developing or above on the Georgia Milestones for American Literature decreased (35.1% to 25%)

**Subgroup Data:**

- The number of Black students demonstrating Developing or above on the Georgia Milestones for 9<sup>th</sup> Grade Literature decreased (48.5% to 30%)
- The number of Black students demonstrating Developing or above on the Georgia Milestones for American Literature decreased (32.9% to 25.3%)
- The number of Economically Disadvantaged students demonstrating Developing or above on the Georgia Milestones for 9<sup>th</sup> Grade Literature decreased (45.7% to 43.2%)
- The number of Economically Disadvantaged students demonstrating Developing or above on the Georgia Milestones for American Literature decreased (35.1% to 25%)

List any additional needs to be addressed with your Title I programs that are not in your strategic plan or 90-day plan (if none, type N/A)

Need 1:  
N/A

Data to Show Need 1:  
N/A

Need 2:  
N/A

Data to Show Need 2:  
N/A

Need 3:  
N/A

Data to Show Need 3:  
N/A

**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 9<sup>th</sup> Grade Literature performing at Developing and above on the Georgia Milestones will increase by 5%, from 43.2% to 48.3% 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
School Improvement Coach	<b>See Logic Model</b>	August 2018-2019	Please refer to budget report per principal	Principal

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Same strategies implemented for all students	N/A
<b>English Learners</b>	<b>Migrant</b>
N/A	N/A
<b>Race/Ethnicity</b>	<b>Students with Disability</b>
Same strategies implemented for all students	N/A

**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 2:** The percentage of students in American Literature performing at Developing and above on the Georgia Milestones will increase by 5%, from 25% to 30% 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
School Improvement Coach	<b>See Logic Model</b>	August 2018-2019	Please refer to budget report per principal	Principal

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

Economically Disadvantaged	Foster and Homeless
Same strategies implemented for all students	N/A
English Learners	Migrant
N/A	N/A
Race/Ethnicity	Students with Disability
Same strategies implemented for all students	N/A

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:**

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

McClarín HS will provide the following supports and strategies to improve students' skills outside of the academic subject areas:

- Odyssey Counseling Support Services: provides group and individual counseling services for students as needed
- Families First: provides family and individual counseling services to students and families as needed
- 20/20 Vision: provides students with vision exams and glasses to assist them with seeing in class
- Stand Up For Kids: mentoring program that provides scholars with supports and group sessions to increase their social and soft skills
- Land of Promise: food program that provides students with high nutrition needs food in a bookbag for the weekends
- McClarin Success Babies Childcare Center: in-building daycare services provided for teen parents to ensure that their children have safe childcare and to ensure that the parent can attend school on a regular basis

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);

McClarín Success Academy's counselor works with students on an individual basis, through grade level meetings, to assess and determine which programming would best meet the students' needs. The Graduation Coach provides presentations around workforce and postsecondary options.

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.);

McClarín High School implements the PBIS framework which provides students with a system of consequences and rewards for behavior from a tiered model and approach. The school is currently performing at the operational level for implementation. McClarin also has an IRR teacher and IST on staff to support the academic and social-emotional needs of our students who are served under IDEA.

e. strategies for assisting preschool children in the transition from early childhood education

N/A



### 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 the 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;

McClarín HS has developed its schoolwide plan during a 1 year period for the 2018-2019 school year, with stakeholder input. We invited all parents and community stakeholders 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 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;

McClarín HS 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, Admin. team, teachers from core academic areas, parents, and community stakeholders.

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;

The plan will be regularly monitored and revised as necessary based on student needs. The 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.

The 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, school stakeholder meetings, and will be housed with the School Parent Liaison. Additional copies of the plans will be made available upon request and Via School Messenger, and postings in the Counseling Suite. The plan will be translated into the language necessary to accommodate stakeholder 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)

The school will:

- 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

The school will:

- Provide opportunities for scholars to visit colleges and conferences to expose them to various learning opportunities and workforce options

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

The school will:

- Conduct transition meetings with the school counselor and explore graduation and dual enrollment options
- Provide a variety of leadership clubs that will expose students to different learning opportunities to include but not limited to (music, finances, etiquette, arts, etc.)



## 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
<b>Parent &amp; Family Engagement Plan (PFEP)</b>	<ul style="list-style-type: none"> <li>Revised from parent input.</li> <li>Distributed by October 31<sup>st</sup></li> <li>Ongoing distribution throughout the year for new, incoming students—should be documented</li> </ul>	<ul style="list-style-type: none"> <li>Acquire Title I Parent Liaison to help build parent/staff capacity (PFEP) revision, compact, parent wkshp./meetings) to help improve student achievement</li> <li>See budget spreadsheet</li> </ul>	Parent/families School staff	GaDOE checklist  Parent survey  Summary of survey results	Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before October 31 <sup>st</sup> , teacher dissemination statement; photos; distribution checklist
<b>School-Family Compact</b>	<ul style="list-style-type: none"> <li>Revised from parent input</li> <li>Signed and returned by October 31<sup>st</sup></li> <li>100% compacts collected by December 14, 2018</li> </ul>	\$0	Principal Parent Liaison Staff Parents Students (K-12)	GaDOE checklist  Parent survey  Summary of survey results	Parent/staff/student feedback and supporting documents from input meetings and opportunities; evidence of distribution on or before October 31 <sup>st</sup> , teacher dissemination statement; photos; distribution checklist
<b>Title I Annual Parent Meeting</b>	October 25, 2018	\$0	Parent Liaison Principal Staff Parents	GaDOE of	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations including website
<b>Parent Input Meeting (1%) Stakeholder input in Title I plan</b>	<ul style="list-style-type: none"> <li>By August 31<sup>st</sup></li> <li>Foundation of PFE program</li> <li>Hold Input Meetings March/April 2019</li> </ul>	\$0	Principal Parent Liaison Staff Parents	GaDOE checklists for compact and PFEP	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations including website
<b>Student Assessment &amp; Results Parent Meeting</b>	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, minutes, evaluation, presentation, handouts, all parents/families invitations including website
<b>Transition Meetings (Preschool Programs; all transitions)</b>	Throughout the year and at least once per semester	\$0	Parent Liaison Parents/families	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations including website
<b>Building Staff Capacity</b>	On-going throughout the year	\$0	All Staff Parents Parent Liaison	Staff assignments/follow-up evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all

					parents/families invitations including website
<b>Parent Resource Center</b>					
<b>Monthly Title I Parent Meetings/ Family Nights</b>	August 3 October 25 November 22 December 13 January 24 February 21 March 19 April 18 May 9	\$0	Parent Liaison Principal Teachers/Staff	Title I Parent Workshops/Meetings evaluations	Agenda, sign-in sheet, minutes, evaluation, presentation, handouts, all parents/families invitations including website