Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2013

Part II: LEA Application
Cover Page

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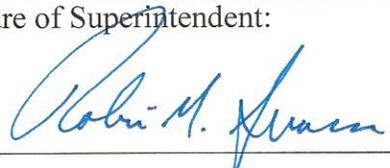
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

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School Improvement Grant
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Executive Summary

Frank McClarin High School is an open campus, alternative school located in College Park, Georgia. Enrollment varies with up to 350 students attending classes during a school year. Students from all over South Fulton attend McClarin for different reasons, i.e., credit recovery, credit accrual, day care support, etc. Although achievement is very low when measured against state and district results in standardized tests, the school has been increasingly successful in enabling students to meet/exceed standards on End of Course Tests and graduate with a diploma. However, as a Priority school, there is significant opportunity to improve student outcomes. Many factors impact McClarin students' ability to persevere in school ranging from being over age and under credited to working or being responsible for siblings at home. Fulton County Schools does not provide school bus transportation to McClarin. Most students who are able to attend ride MARTA. School policies and hours of operation do not always foster a flexible school environment. Often students struggle with social / emotional issues that impact their ability to persist in school. Further, many students lack the basic reading skills to successfully complete coursework.

By 2017, Fulton County Schools has a goal that 90% of students will graduate on time. To achieve this goal, the district realizes we need to do a better job of identifying our highest-risk students and providing them an alternative setting that better meets their needs. To that end, we are re-imagining McClarin High School by focusing on three priorities: 1) increasing student achievement, 2) building principal and teacher effectiveness, and 3) improving the school environment. Through an extensive needs assessment process, the district determined that the transformation model is best aligned to McClarin's needs. As part of its transformation model, McClarin High School will implement targeted initiatives to support each of the three priorities.

SIG Priority	Transformational Initiatives
1. Increase student achievement to meet students' academic needs	• Summer Bridge • Success on Main • Career pathways • Dual enrollment • Full-time Graduation Coach and College/Career Center • Increased Learning Time • Curricular options
2. Build principal and teacher effectiveness to meet staff members' professional needs	• Strategic staffing • Performance-based bonuses • Professional development • Common planning time • Professional Learning Communities • Instructional Coaches

3. Improve the school environment to meet students' social / emotional needs	• Procedural changes to increase flexibility • Revised intake process • Full-time Social Worker • Mentoring program • Advisory • Family engagement • Mobile health van • Behavioral health sessions • Character development • Transportation

Our Theory of Change posits that by providing students more flexibility to earn course credits, creating a culture of success, and focusing on literacy and numeracy, McClarin students will improve achievement in English language arts and math to stay on track for graduation.

LEA Name: **Fulton County Schools**

A. Schools to Be Served
An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Frank McClarin Alternative High School	130228 002037					X

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

LEA Name: **Fulton County Schools**
_____

School Name: **Frank McClarin Alternative High School**
_____

B. Descriptive Information
An LEA must include the following information in its application for a School Improvement
Grant. A LEA may not exceed seventy-five (75) pages for this section.

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1. For each Priority school that the LEA commits to serve, the LEA must complete a
    comprehensive needs assessment and analysis resulting in the selection of an appropriate
    intervention for each school. The analysis must include the following data sets:

    Elementary/Middle School Profile Requirements
    School profiles will include data of each identified elementary/middle school's:
    - Number of days within the school year
    - Number of minutes within the school day/year
    - Percentage of limited English proficient students who attain English language
      proficiency utilizing the Assessing Comprehension and Communication in
      English State to State for English Language Learners (ACCESS) exam
    - Dropout rate
    - Student attendance rate
    - Number of discipline incidents
    - Number of truants
    - Teacher attendance rate
    - Distribution of teachers by performance level as designated on the LEA's Teacher
      evaluation system
    - Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded
      the annual measurable objective (AMO) proficiency levels in Reading, English
      Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency
      Test (CRCT)
    - Average scale scores in Reading, English Language Arts, and Mathematics for
      students (by subgroups) in grades 3 through 8 taking the CRCT

    High School Profile Requirements
    School profiles for each identified high school, will be all of those elements included for
    the elementary/middle school data listed above, with the exception of the CRCT
    assessment data, and will also include:
    - Graduation rates (including the 2011 Cohort Graduation Rate)
    - Number of teachers on staff
    - Number of teachers evaluated

- Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes
- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system
- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in English Language Arts (ELA) and Mathematics on the Georgia High School Graduation Test (GHSGT)
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs)
- Average scale scores on the Mathematics and ELA assessments listed above

School Profile

See Attachment A for McClarin High School's Profile.

a) Provide a narrative discussing the process and outcomes of the analysis for each Priority school. The narrative must discuss how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

Current Environment

Frank McClarin High School is a non-traditional, open campus high school for students seeking credit recovery or accrual. The school does not have its own attendance zone. It pulls students from all five South Fulton schools with the highest percentage of students coming from Banneker High School. Transportation is *not* provided to McClarin; most students take MARTA. The school's main focus is to enable students to graduate with a diploma. McClarin serves students primarily in 10th-12th grade because of its policy that students must have five course credits to enroll, i.e., they must be a sophomore. Enrollment numbers vary during the school year ranging from 200 to 350 students. Ninety-three percent of students are African American; 52% are male, and 85% are enrolled in the free and reduced-priced meal plan.

The typical McClarin student is between the ages of 18-20. Students come to McClarin because they were not successful at their traditional high school; many made poor decisions as they matriculated through high school, have lost one or both parents, are single parents themselves, or are working while completing high school. Two students, Anthony and Yolander, are profiled to exemplify the types of students who attend McClarin. Anthony suffers from attachment disorder. He was abandoned by his mom at four and vividly remembers being dropped off to live with an elderly gentleman with special needs (his dad) who has raised him. Due to his father's mental delays, Anthony is the head of household. Anthony has never cooked and has no one to teach him. The kitchen utensils at home are limited to a tea cup and a frying pan; he and his dad eat out every day. In his words, "I told my dad I think we should try to eat from home, I'm tired of Chinese and Burger King, or not eating nothing because I have to choose between a haircut and a meal for two with the last $7 we got." Anthony was happy to meet teachers who cared and who

could talk him through how to make something as basic as pasta. This year Anthony passed all of his courses and had good attendance. Another McClarin student, Yolander, dropped out when she became pregnant. She did not have a job, had minimal course credits, had no childcare and was a homeless mother. Yolander beat the odds. She enrolled her child in McClarin's day care, recovered courses via PLATO, and took part in test-prep programs. She passed all portions of the GHSGT and on May 22, 2013 she received her diploma. Without McClarin, these students would have given up and dropped out; however, the current academic and enrichment offerings are extremely limited – there is ample room to improve.

McClarin's instructional program is currently organized on a mini-mester plan. The school year is divided in four terms. Students who enter McClarin in August and exit in May have an opportunity to complete sixteen classes which is equivalent to eight credits by the end of the school year. Students entering during the school year have an opportunity to complete four classes per mini-mester which is equivalent to two credits. The mini-mester schedule and the opportunities to retake tests during the year make it possible for students to proceed at their own pace and obtain the necessary credits gradually. Students typically attend classes from 8:15am to 2:05pm Monday – Friday. The McClarin facility is not owned by Fulton County Schools but is leased from the City of College Park.

The focus of instruction is to enable students to pass the tests. Most instruction is heavily teacher directed with few opportunities for students to engage actively in their learning or take responsibility for extending it. As a result, students are mostly passive recipients of information. The pressure to pass the tests has led teachers to concentrate on covering the content without investing the time to help students develop the skills to support learning.

Beginning with the 2010-2011 school year, the high school graduation rate was calculated using the four-year cohort calculation method. Based on this method, the graduation rate at McClarin in 2011 was 31.8% and dropped to 19% in 2012. Upon entering McClarin, most of our students are already considered 'drop outs' based on the four-year cohort calculation, i.e., they will not graduate on time. However, McClarin provides an environment where they can complete courses at their own pace and stay on track to graduate even if it takes them five years or longer. A key measure of academic success at McClarin is the course completion rate. In 2012-2013, McClarin students made 5,466 course attempts resulting in 2,998 credits earned for a course completion rate of 55%. With SIG funding, we will improve student achievement as measured by English language arts and math EOCTs, graduation rate, course completion rate and a host of other performance-based metrics aligned to the state's College and Career Ready Performance Index.

Even though McClarin is a priority-designated school, students have access to some needed resources such as a day care and some enriching clubs. McClarin's on-site day care, funded by the Georgia Department of Human Services, provides child care for teen parents attending the school. During the 2012-2013 school year, the day care supported 20 children of teen parents. Even though the school does not have the extra-curricular activities that traditional high schools offer, McClarin has a few student clubs, including robotics which promotes problem solving skills, team building, and technology aptitude for our students, as well as Young Voices, which promotes the freedom of self-expression through creative writing and voice. Students write poems, plays, essays, short stories, raps, biographies, etc., on their own time. All writings are

kept in a journal provided by the media specialist. With SIG funding, we will build on these fundamental social supports to provide more wrap-around services for McClarin students.

In general, the school is welcoming; it is small enough that teachers know each student personally. Parents are positive about the way the school helps their children, and a small group works actively with the school. Parents can login to the Home Access Center to check on their child's grades, assignments, attendance, discipline reports, etc.; however, usage is low. Other communications, such as progress reports and interim grade reports, are given to the students, who do not always share the information with their parents. Parent – teacher conferences are not scheduled often because the school holds the students responsible for maintaining their coursework. Teachers do not generally exchange information with parents by email. As a result, some parents are not able to monitor their children's academic progress and do not know whether they are up to date with their assignments.

McClarin students want to graduate, as evidenced by their daily efforts to attend classes without convenient transportation; however, many lack the fortitude to persist in school without help. A School Improvement Grant would allow the school to invest in programming and interventions to help students acquire course credits, develop resiliency skills, and graduate college- and career- ready.

<u>Comprehensive Needs Assessment Process</u>

Fulton County Schools is committed to raising student achievement at McClarin High School. Our superintendent, Dr. Robert Avossa, has dedicated a team to develop McClarin's approach to transformation. Representatives on the core grant development team include:

> Area Superintendent Central Learning Community
> Executive Director, Counseling, Psychological and Social Work Services
> Executive Director, South Learning Community
> Executive Director, Career and Technical Education
> Director, Office of Project Management
> Program Evaluation Analyst
> Coordinator, Grant Development
> Program Manager, Smaller Learning Communities

As part of our needs assessment process, the grant development team met weekly, collecting student data, conducting focus groups, researching alternative schools, analyzing findings, briefing Cabinet and the School Board, exploring partnerships, and discussing programming with community-based organizations. Our initial step was to collect and analyze extant datasets and reports. The bullets below summarize the information that was analyzed to inform our approach:

- **School Quality Review** (SQR) conducted by Cambridge Education in October 2011 provided a detailed analysis on achievement, learning and teaching, leadership and management, curriculum, school culture and personal development, and involvement of parents/guardians and the community. McClarin scored as 'Proficient,' i.e., it met minimum acceptable standards. See Attachment B School Quality Review for detailed performance

ratings. Findings from the SQR are included throughout this narrative. McClarin has not had a Georgia Assessment of Performance on School Standards (GAPSS). The school is in the process of scheduling one in the fall of 2013 with the Georgia Department of Education.

- **School Profile** data summarized student achievement and teacher effectiveness. During the 2012-2013 school year, 17% of McClarin students tested met/exceeded standards in Algebra as measured by the End of Course Test (EOCT), and 31% met/exceeded standards in Geometry. In 9th grade literature, 67% of students tested met/exceed standards, and 92% met/exceeded standards in American Literature. Math continues to be a significant challenge for our students. In 2011, 11 McClarin students took the SAT; that number dropped to 7 in 2012. See Attachment A for a detailed listing of the datasets that were analyzed as part of the School Profile. The 2012 College and Career Ready Performance Index (CCRPI) results were recently released. Fulton County Schools' CCRPI was 85.7, and McClarin's was 44.6. By improving math achievement alone, McClarin has the opportunity to raise its CCRPI significantly.

- **Georgia Student Health Survey** for McClarin High School provided insight to the prevalence and age of initiation of various health risk behaviors of McClarin students. It also provided a synopsis of the school environment from the student perspective.

- **Ninth Grade Students on Track for Graduation,** compiled by the Data Utilization Team, summarized the number of ninth grade students by high school who had earned five course credits during the 2011-2012 school year, thus indicating that they were on track to graduate with their cohort. McClarin currently does not serve freshman and is not included in the report. However, the report reflects the range of ninth graders in South Fulton who are on track to graduate from a low of only 43% of ninth graders on track at Banneker High School to a high of 76% of ninth graders on track at Tri-Cities High School. The traditional high schools are not supporting significant portion of South Fulton ninth graders. See Attachment C for the Ninth Grade Students on Track for Graduation report.

- **Scholastic Reading Inventory** (SRI) is an assessment program that measures students' reading levels on the Lexile Framework. McClarin received a Striving Readers Comprehensive Literacy Program grant in 2012 from the Georgia Department of Education. As part of the grant, McClarin conducts the SRI instrument at the beginning and end of each mini-mester. During the 2012-2013 school year, 312 McClarin students were assessed on the SRI: 5% met the advanced performance standard, 13% met the proficient performance standard, 37% met the basic performance standard, and 45% were assessed below basic. Clearly, reading comprehension is a significant issue for McClarin students. SRI data will be a critical input for SIG interventions. See Attachment D for McClarin's SRI report.

- **Action Plan for Priority Schools** serves as the monitoring document for McClarin as a priority school based on graduation rates. The plan was originally created in August 2012. The principal retired in October 2012; therefore, many actions that were reviewed during progress monitoring in January 2013 were incomplete. The interim principal is providing stability and is continuing to execute the action plan until a new transformation principal is hired. The plan's focus on reading emphasizes providing standards-based classroom

components with scaffolding to meet student needs. During a recent progress monitoring site visit, it was articulated that McClarin teachers need professional development to interpret student SRI results and create instructional strategies to help students with reading comprehension and fluency across the curriculum. The plan's focus on math emphasizes the rollout of Common Core Georgia Performance Standards (CCGPS). Implementation of the Flexible Learning Plan (FLP) for math has been inconsistent. The math committee has been slow to rollout district training on CCGPS. However, McClarin has successfully implemented an Academic Lab for credit recovery. Participation in the lab continues to increase with 90 students during the most recent mini-mester taking online PLATO courses for credit. The plan's focus on graduation emphasizes identifying students by cohort, monitoring their credit attainment and developing strategies to support struggling students. During the quarterly progress monitoring, the team discussed the importance of individual graduation plans. McClarin does not have a full-time graduation coach or social worker (they are shared with other schools), yet they are critical to helping McClarin students stay on track for graduation.

- **Senior Exit Survey** is administered to all Fulton County Schools' 12th graders each spring. See Attachment E for McClarin High School Senior Exit Survey 2012; 108 seniors responded. Key learnings from the survey include:
    - Seniors would have liked more assistance during high school with test taking and study skills as well as college and career options.
    - Georgia Perimeter College was the highest reported two-year college students stated they planned to attend, whereas Fort Valley State University was the highest reported four-year college students stated they planned to attend.
    - Military service, financial challenges, and lack of academic preparedness were reasons for not pursuing post-secondary education.
    - Healthcare and medicine were highest reported careers of interest for seniors.

- **AdvancED Student Survey** is administered annually to all students in the district. In 2013, 58 McClarin students responded to the survey. Three open-ended questions were asked. In response to the question "What do you like best about your school?" student responses included: my teachers, flexibility, credit recovery options, etc.   In response to the question "What do you like least about your school?" student responses included: my teachers, my principal, lunch, lack of cleanliness, lack of safety, trying to get there (lack of transportation), attendance policy, disrespect, etc.   In response to the question "What is one suggestion you would like to offer to improve your school?" student responses included: more helpful staff, more one-on-one instruction, enrollment flexibility, school buses, extra-curricular activities, etc.

- **FCS Staff Perception Survey** results for 2011-2012 were analyzed. There were 16 respondents to a variety of questions. Most notably, only 44% of respondents either agreed/strongly agreed with the statement 'Overall, I am satisfied with being a teacher at this school.' However, 79% of respondents either agreed/strongly agreed with the statement, 'Overall, I am satisfied with being an employee of this school system.' Clearly, McClarin has an opportunity to improve the morale of its staff members.

The grant development team also conducted a series of focus groups to collect feedback and input from a variety of stakeholders:

- **Principal Focus Group** was held 4/25/2013 with the principals from each of the five South Fulton high schools and leadership from the Central and South Learning Communities. Participants were excited about the opportunity to re-imagine McClarin. We discussed which students the school should serve, what their needs are, and how we could meet their needs. Participants overwhelmingly indicated that McClarin needs to serve 8th grade students who are not ready for the 9th grade in a traditional high school as well as overage, under-credited students who need smaller class sizes and additional social and emotional supports. Everyone confirmed that transportation was a barrier to attending McClarin. See Attachment F for a summary of the Principal Focus Group.

- **Teacher Focus Group** was held 5/3/2013 with seven McClarin teachers. They were pleased to participate and share their candid thoughts on how to re-imagine McClarin. We discussed their recent site visit to Crim High School and what programming they would like to implement at McClarin. We talked about what McClarin should look like, what the student needs are, and what the desired characteristics for the new principal are. Teachers expressed that over the past few years, with new policies and procedures being implemented, that McClarin was becoming more *traditional*. The teachers emphasized that McClarin needs to be *different* and more *flexible*. The existing school hours do not accommodate all students. The five course credit entrance criterion prohibits some students who need an alternative setting from accessing services. There is insufficient staff to provide needed services – the social worker is on campus only two days a week. The graduation coach is on campus every other week. Many students have poor attendance because of lack of transportation. Students need access to health services and social / emotional supports. Many students were in Career and Technical Education (CTE) pathways at their home school which they can no longer pursue at McClarin. The teachers expressed an opportunity to focus on character development and school culture. The teachers had a strong sense of student needs and what interventions were needed to bridge the gaps. See Attachment G for a summary of the teacher focus group.

- **McClarin High School Student Focus Group** was held 5/17/2013 with six McClarin students, three male and three female of varying ages. In general the students are positive about their school and appreciated being asked for feedback. They value being visible and respected by staff. They do not want to return to their home school for graduation where they might get lost in a larger, traditional high school. They like the smaller class sizes and more direct instruction at McClarin. Transportation is a challenge which impacts attendance. They want more flexibility on when they attend classes and what classes are offered. They like the Academic Lab where they can recover course credits. They expressed interest in career pathways such as health sciences/nursing and hospitality management, especially if there is a transition plan from the CTE pathway they were enrolled in at their home school. They do not understand the value that an industry-recognized credential might provide but are open to new opportunities. See Attachment H for a summary of the McClarin high school student focus group.

- **McNair and Woodland Middle School Student Focus Groups** were held 5/21/2013 with 6 McNair students and 6 Woodland students. Overall, the students are ready to leave middle school even though they are not prepared academically for high school. In the focus groups, the students described an environment where they felt that they would be successful. Their desired high school environment included: more course options, more flexibility, a place where they can learn at their own pace, a place where they are treated with respect, where teachers are patient and care, where they can get extra help, where there are career options to work and study, and especially where they feel successful. See Attachment I for a summary of the middle school student focus groups.

Alignment with Intervention Model

After completing the needs assessment and sharing findings with Cabinet, we elected to pursue a **transformation model** for school improvement. The transformation model will enable McClarin's new principal greater flexibility. The new principal will hire an assistant principal, launch the Teacher Keys Effectiveness System (TKES) for the 2013-2014 performance year, assess school operations, and engage stakeholders. The SIG application will serve as a blueprint to improve student outcomes specifically in the areas of English language arts and math achievement. Our Theory of Change posits that by providing students more flexibility to earn course credits, creating a culture of success, and focusing on literacy and numeracy, McClarin students will improve achievement in English language arts and numeracy to stay on track for graduation. Under the transformation model, we are re-imagining McClarin High School by focusing on three priorities: 1) increasing student achievement, 2) building principal and teacher effectiveness, and 3) improving the school environment. Under each priority, we will focus on targeted transformational initiatives. See Attachment J for the logic model which summarizes McClarin's transformational approach to student achievement.

SIG Priorities and Transformational Initiatives

SIG funding will help McClarin High School successfully implement the following initiatives summarized in the table below as validated in the needs assessment. Each initiative is described more fully in the pages that follow.

SIG Priority	Transformational Initiatives
1. Increase student achievement to meet students' academic needs	• Summer Bridge • Success on Main • Career pathways • Dual enrollment • Full-time Graduation Coach and College/Career Center • Increased Learning Time • Curricular options

2. Build principal and teacher effectiveness to meet staff members' professional needs	• Strategic staffing • Performance-based bonuses • Professional development • Common planning time • Professional Learning Communities • Instructional Coaches
3. Improve the school environment to meet students' social / emotional needs	• Procedural changes to increase flexibility • Revised intake process • Full-time Social Worker • Mentoring program • Advisory • Family engagement • Mobile health van • Behavioral health sessions • Character development • Transportation

1) Increase Student Achievement

- **Summer Bridge** programming will be launched at McClarin for four weeks in June 2014 for 10-12 graders and for four weeks in July 2014 for rising 9th graders in South Fulton who are not prepared for ninth grade in a traditional high school. Students can accrue 2 course credits during Summer Bridge that will begin at 8:50am and go until 2pm offering two instructional blocks. We will use the first year of SIG to plan and develop the Summer Bridge programs based on student needs. McClarin 10-12th graders can attend Summer Bridge to for credit recovery or acceleration. Today, McClarin does not serve 9th graders. Students have to 'fail' in a traditional high school before coming to McClarin for remediation. As part of McClarin's transformation, we will remove the 5 course credit eligibility criterion and allow 9th graders to enroll beginning in the summer of 2014. To identify rising 9th graders, the McClarin social worker and graduation coach will coordinate with the South Fulton middle school social workers and graduation coaches to target eighth grade students who are struggling. The profile of a rising ninth grader who would excel in Summer Bridge includes students completing 8th grade who have been retained twice in grades K-8, as well as age-appropriate 8th graders who have failed two core courses and/or failed the state assessment (currently the CRCT), students who are one to two levels below grade-level expectation in literacy as determined by a district Universal Screener, as well as teacher recommendation for students who are struggling as identified by passing with a 70-75 average and passing the CRCT with scores in the range of 800-815. As the state assessment changes, modifications for multiple criteria will be redefined accordingly. A student who attends Summer Bridge will have the opportunity to potentially earn course credit, for example, in reading or an elective area, and will finish the program with a sense of success. Transportation will be provided with SIG funding. Students invited to participate in Summer Bridge will take an elective course for credit to focus on developing organizational skills, learning study skills, forming study groups and enhancing social skills for success in school. Further, they will take an algebra support/pre-algebra course to prepare for CCGPS Coordinate Algebra for no

credit and have opportunities to take a virtual elective course such as personal fitness or health. Summer Bridge could be sustained after the SIG grant period by replicating it in all feeder high schools.

- **Success on Main,** similar to a freshman academy, will be launched at McClarin in August 2014 to serve up to 100 students who are not prepared for ninth grade in a traditional school. The program derives its name from the location of McClarin, 3605 *Main* Street in College Park. We will spend the first year of the grant planning, communicating and recruiting for the program. The students in Success on Main will start their freshman year at McClarin's Summer Bridge program where they can accrue two course credits and acclimate to the high school environment. We assume that most students will want to stay at McClarin to graduate after they finish Success on Main; however, they will be given the option to return to their home school once they accrue sufficient credits to move to a sophomore status in their traditional high school. Once students accrue sophomore credits and elect to remain at McClarin, they must stay until graduation. Students entering Summer Bridge or Success on Main will be given the SRI or other Universal Screener adopted by the school district to assess reading comprehension. Based on their Lexile scores, some students will be required to attend reading and writing courses. Math assessments will determine readiness for courses and will provide data for support resources. The first semester of the Success on Main program will be for remediation. Teachers will use a combination of direct instruction and blended learning to help students demonstrate mastery of standards in reading, writing and math using a workshop model of instruction. Students may accrue elective credit for remediation courses and/or other elective requirements such as personal fitness or health during the first semester. Students will remain in the reading class until they demonstrate mastery of the reading course content and attain age-appropriate literacy skills in reading accuracy, fluency and comprehension. The reading class will be a non-negotiable part of admission to McClarin if warranted by individual students based on Lexile scores. During the second semester, students will be able to accrue credits in the core, required content and complete the 9th grade to stay on track for graduation. At the end of the Success on Main program, students will be assessed using a district Universal Screener in math to determine which math courses they should take next. Students may take a CCGPS algebra-only course, a CCGPS algebra course blocked with a face-to-face support class, or CCGPS algebra with an online support course depending on the Universal Screener scores. The support math course will count for elective credit. The Success on Main teachers will share the same students but will maintain departmentalization until such time as student enrollment supports a structure for dedicated staff to teach students at the freshman credit level. The Success on Main teachers from the four core areas and elective areas will share a group of students and will meet together regularly during a team planning period.
- **Career Pathways** that McClarin offers going forward must align with student interest, school vision/goals, community opportunities (e.g., partnerships, potential jobs) and industry demand in order to be a successful cornerstone of the SIG approach. In any pathway, this translates to providing rigorous curricula by dynamic certified/qualified teachers, offering students options that lead to meaningful certifications, enabling authentic work-based learning to occur (with some on-site options as well as those identified externally), and structuring schedules and school expectations to promote pathway completion for maximum benefit to students (e.g., mandatory pathway participation/ completion, pathway selection based on student interest). The pathways offered must also be feasible given the constraints

of the current space (building not owned by district limiting build-out) and sustainable upon expiration of the grant period (e.g., manageable supply and equipment requirements). Existing programming and resources (e.g., space, teachers) in Business and Broadcast Video Production (BVP; being renamed Audio & Video Technology & Film) will be maintained, while Family and Consumer Science resources will be modified for Healthcare Science offerings. A build-out of BVP – to include a studio space - is recommended and could be accomplished through combining the existing 3 classrooms allocated to the program. Careful consideration will be given to the naming conventions used for pathways/classes as this will be essential to effectively market and educate students on the programs. For students who have begun a pathway at their zoned high school and desire to continue pursuing a pathway that does not exist at McClarin, all efforts will be made to enable completion through virtual and/or dual enrollment/articulation options. Based on needs assessment findings, the team recommends offering the following *new* career pathways: Small Business Development, Therapeutic Services/Allied Health, Therapeutic Services/Nursing. The Audio & Video Technology & Film pathway will be expanded. As part of our CTE approach, we will subscribe to Keytrain, an interactive training system for career readiness skills, based on ACT's WorkKeys® assessment system (which will be used to measure the district's goal around career readiness). See Attachment K for a detailed rationale for the recommended career pathways.

- **Dual Enrollment** will be promoted at McClarin to encourage students to earn college-level course credits while still in high school. Currently, no McClarin students participate in this program. Dual enrollment opportunities will complement the new career pathways. During the first semester of SIG, we will continue our conversations with local Institutes of Higher Education, like Atlanta Metropolitan State College, regarding appropriate coursework and credential opportunities. McClarin school counselors will identify and advise all eligible students at the end of the 10th grade of dual enrollment opportunities. Students will be encouraged to take dual enrollment courses at local two and four year colleges and universities. The counselors will closely monitor students' progress while in dual enrollment courses. Students who show readiness for full-time college course opportunities will be enrolled in the Move On When Ready program.

- **Graduation Coach** will be dedicated to McClarin; currently the position is staffed at 0.5FTE. Fifty percent of the position will be funded by the district and 50% funded by SIG. The graduation coach will track progress toward graduation and will manage the new district-funded College and Career Center to provide detailed information to students individually and in group settings on financial aid, the college application process, work readiness assessments, work/study programming, etc. The center will be equipped with computers and iPads to facilitate research. The graduation coach will assist students with completing college and career advisement activities in the school system's Georgia Career Information System (GCIS) so that career/college interests of the students can be assessed. The graduation coach will coordinate college campus tours so students learn more about the college experience. With SIG funding, we will invest in college preparatory coursework such as Compass (pre-math), Early Edge (reading, math), Princeton Review PSAT or PLAN test preparation course, as well as the Princeton Review ACT/SAT prep course. Further, with SIG funding, we will cover the cost for up to 75 students to take the SAT. During the three year grant period, the graduation coach will collect data on impact of services to justify the district paying for a full time equivalent position after SIG funding ends.

- **Increased Learning Time** is critical to our approach and will be fulfilled at McClarin by increasing instructional time for all students in core courses, extending the school day, offering Summer Bridge programming, and by requiring additional professional development and common planning time for teachers. Currently, McClarin students attend classes from 8:15am to 2:05pm daily. Because of transportation issues, many students are chronically tardy to classes. To better meet student needs, McClarin will expand its hours and will be open from 8am-8pm Monday-Friday. Further, we will change the class schedule. Currently, the school year is divided in four mini-mesters. We will move to two nine-week semesters with an 85 minute block schedule. Our core ILT will be 106 hours; our extended ILT for Summer Bridge will be 180 hours; our collaborative planning will be 36 hours; and our extended day ILT will be 564 hours – for a total of 886 hours ILT. The chart below summarizes McClarin's increased learning time approach.

	Planning	1	2	Lunch	3	4	5	6	7	Total Hours
Current Schedule		1	2	Lunch	3	4				**Total Hours**
		8:15-9:30	9:35-10:50	10:55-11:25	11:30-12:45	12:50-2:05				5 hours/day
Proposed 85 Minute Block		1	2	Lunch	3	4				
		9:15-10:40	10:45-12:10	12:15-12:45	12:50-2:15	2:20-3:45				5.6 hours/day
										106 Hours Core ILT
Extended Day							5	6	7	**Total Hours**
										4 hours/day X 141 days
							3:55-5:10	5:15-6:30	6:35-7:50	
										564 Hours Extended ILT
Summer Bridge (June, 10-12th Grade)		1		Lunch	2					**Total Hours**
		8:50-11:05		11:10-11:40	11:45-2:00					4.5 hours/day
Summer Bridge (July, 9th Grade)		1		Lunch	2					
		8:50-11:05		11:10-11:40	11:45-2:00					4.5 hours/day
										180 Hours Extended ILT
Teacher Collaborative Planning	Planning	1	2	Lunch	3	4				**Total Hours**
	8:00-9:00	9:15-10:40	10:45-12:10	12:15-12:45	12:50-2:15	2:20-3:45				1 hour/day
Teacher Collaborative Planning (Extended Day Teachers)			Planning (11:50-12:50)							
										36 Hours Collaborative Planning
										886 Hours ILT

- **Curricular options** will be offered to facilitate student achievement. With SIG funding, McClarin will invest in Read 180 as a reading intervention. McClarin will leverage the district's investment in Achieve3000 as a differentiated online solution to help students increase their literacy proficiency to reach the 1300 Lexile level required for college/career readiness. Further, McClarin will contract with Florida Virtual School to offer students a

third option for online courses not offered by Fulton Virtual or Georgia Virtual School.

2) Build Principal and Teacher Effectiveness

- **Strategic staffing** will be used to identify, recruit, and retain teachers who are qualified, capable, and committed to teaching in an alternative setting. As part of the hiring process, the Area Superintendent – Central Learning Community has reviewed the research base on the principalship for transforming schools such as Public Impact's *Leaders for School Turnarounds: Selection Toolkit*. As we are recruiting for highly effective teachers to staff McClarin, we will leverage best practices as detailed in Public Impact's *Teachers for School Turnarounds: Competencies for Success and Teachers for School Turnarounds: Selection Toolkit*. In August 2013, teachers will be given a letter outlining the expectations of a SIG teacher, i.e., they understand increased learning time is a grant requirement, that they must attend professional development sessions, participate in common planning time, agree to participate in Professional Learning Communities, etc. Moving forward, teachers must *sign* a letter of commitment detailing performance expectations to receive a contract to work at McClarin. There are 9 vacancies at McClarin at this time. Teachers will be recruited based on our transformational approach. Teachers who are non-performing will be placed on a corrective action plan. Those who do not demonstrate significant improvement will be non-renewed. There is a crucial need for immediate improvement in the area of mathematics instruction. Funding is included in the SIG budget for strategic staffing, i.e., to fund signing bonuses, in years 1 and 2 to help recruit highly effective staff, especially for math. The new principal and assistant principal for the school will be selected for their ability to transform the school, using the state's turnaround leader characteristics. These leaders will be supported by the Central Learning Community team as well as those supports provided to all new principals and assistant principals by the district's Talent division (e.g., on-boarding coach, new principal professional development, etc.).
- **Performance-based bonuses** will be provided to staff based on their Teacher Keys (TKES), Leader Keys (LKES) and Professional Keys[1] (PKES) ratings as well as school-wide student achievement results. See Attachment L for Fulton's proposed performance-based bonus structure for McClarin. The performance-based bonuses will also be aligned with metrics determined for the district as the Superintendent leads work in this area for all employees, to be determined this school year. The SIG funded School Improvement Specialist will create a dashboard to monitor and communicate progress towards achieving the performance bonuses.
- **Professional Development** (PD) for McClarin teachers and administrators will be job-embedded and differentiated. Based on the needs assessment, our teachers need professional development in content areas, especially English/language arts and math. For example, in

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[1] Professional Keys is a performance management system developed by Fulton County Schools to assess the performance of all non-classroom teachers and non- administrative school staff, and all central and operational staff. Professional Keys is directly aligned to Teacher Keys and Leader Keys.

math, we plan to implement the Tabor Rotation Framework, a research-based instructional model in which small groups of students rotate through learning stations that provide engaging learning experiences (Charles Bucher and Dr. Vicki Anderson evaluated data to assess the efficacy of the framework). In literacy, we will focus on research-based supports such as Read 180 (a reading intervention program that is listed in What Works Clearinghouse) and Achieve3000 (a literacy solution bolstered by National Lexile Studies where students nearly doubled their expected growth norms). All teachers need to improve literacy instruction across the curriculum. Most of the professional development for staff will be held during the school day leveraging Professional Learning Communities (PLCs) during common planning and one-on-one instructional coaching. Schedules will be adjusted, and substitutes will be used as required. During the first year of the grant teachers will return to school at the end of July 2013, three days early, to participate in PD. For years two and three of SIG, teachers will be required to return to school five days early for additional PD. All participants involved in PD off contract will receive a stipend. Section A4 of Attachment Q, the Transformation Model, describes in greater detail the professional development that will be offered to McClarin's principal and teachers. Professional development opportunities in ELA/reading will be aligned with the school's Striving Readers grant.

- **Common Planning Time** by department will occur daily typically from 8am until 9am, Monday-Friday, for most teachers. Extended day teachers will have common planning time later in the day. Department chairs will structure the planning time with support from administrators and instructional coaches. During common planning time, teachers will discuss assessments, instructional practices, rollout of CCGPS, etc. PLCs will be established and actively engaged to increase teacher effectiveness. We understand that ongoing best-practice research will be critical to our transformation approach. We will invest in staff members to actively participate in local organizations and attend regional and national conferences, such as National Dropout Prevention, National Youth at Risk, High Schools That Work, Alternative Education Resource Organization, American School Counselor Association, and the National Alternative Education Association. We will attend all required grant-related conferences. Further, we will conduct site visits to other school locations to discuss and observe research-based interventions such as smaller learning communities, career pathways, parent engagement, and professional learning communities.
- **Instructional Coaches** will help build teachers' content knowledge and instructional practices. With SIG funding, we will hire an instructional coach for math. With Title I funding, we will hire an instructional coach for reading. Data from our needs assessment demonstrate the challenges our students have with applied math and reading comprehension. The instructional coaches will help teachers think differently about instructional practices. Instructional coaches will assist with the following needs as detailed in McClarin's School Quality Review report:
  - Support teachers in moving from teacher-directed instruction that is merely aimed at passing the tests to:
    - differentiating instruction to engage students in their learning and enable them to process the information in ways that are meaningful
    - providing teachers with enduring understanding and confidence to apply their knowledge effectively to a wide range of situations.
  - Develop teachers' skills in assessing students' work day-to-day and using this formative assessment both to monitor students' progress and to inform next steps in

learning.
- o Enable students to take more ownership of their own learning by:
  - providing frequent opportunities for meaningful collaborative learning and student discourse
  - consistently using higher level questioning to promote independent thinking and problem
  - solving skills
  - providing rubrics in student-friendly language against which students can assess their own work and identify next steps to improve their learning.

The GAPPS analysis that will be conducted in the fall of 2013 will provide the instructional coaches specific areas of opportunity to improve instructional practices with individual teachers.

3) Improve the School Environment

- **Procedural Changes** will be implemented to provide students and teachers increased flexibility. The grant development team reviewed existing policies, procedures and practices and will implement the following changes: the five course credit entrance criterion will be removed, thus allowing freshman to attend McClarin. The policy to automatically withdraw students from a course if they miss three days will be removed; students will collaborate with their teachers to determine how to make up the course work if they are absent. Students will be allowed to start coursework during a semester, not just at the beginning of a semester by taking advantage of online courses, e.g., PLATO, Fulton Virtual, Georgia Virtual, and Florida Virtual School. Based on their work schedule and their career pathway, students can attend different periods during the day. The hours of operation will be expanded to 8am-8pm. Further, we will improve safety and attendance by installing a contactless smart card system. Students tap in and out, so teachers and administrators know who is where at any point in time.
- **Intake process** will be updated and enhanced. It is critical that there is a good match between student needs and school offerings. An adult must accompany a student interested in attending McClarin to this mandatory session. Non-negotiables will be explained to the student and the parent/guardian, e.g. a mandatory literacy block, selection of a career pathway, participation in advisory, etc. If a student wants to take evening classes and demonstrates a need for transportation, a SIG-funded MARTA card option will be discussed.
- **School Social Worker (SSW)** is currently staffed at 0.33FTE. A 1FTE position will be dedicated to McClarin with 50% of the position funded by the district and 50% funded by SIG. The SSW will administer Success Highway assessments to identify which students need which support services, e.g., mentoring sessions, behavioral health sessions, etc. Assessment results will serve as a measurement for the social/emotional supports funded in the grant. The SSW will facilitate the mentoring program for McClarin students and work with the partnering agencies to identify students in need of intensive mentoring. The SSW will monitor student attendance, will provide support to students and parents with attendance issues, and will ensure all child abuse reporting is completed when needed. In addition, the SSW will coordinate, communicate and case-manage students who will receive mental health services from our partnering agencies. The SSW will serve as the liaison between the therapist and the student's teachers by ensuring all releases for information are secured in

order to ensure the "whole child" is addressed in all school team meetings. During the three-year grant period, the SSW will collect data on impact of services to justify the district paying for a full-time equivalent position after SIG funding ends.

- **Mentoring Program**, currently provided by Stand Up for Kids to a small number of students, will be broadened to serve up to 25 of McClarin's highest-need students identified by the SSW. Stand Up for Kids seeks to match enrolled students with professional adult mentors who can guide them by encouraging good school attendance, a focus on academics, increased self-esteem, developing healthy relationships, making positive life choices, and empowering students in post high school endeavors. Students who are enrolled in the program may experience varying levels of educational difficulties or social challenges. McClarin Stand Up will provide specific on-site programs and support to target all barriers/challenges in education that the students face. Studies have shown that children who succeed despite personal, economic or social challenges often times do so because of a caring adult. The presence of a committed and competent role model for these at-risk students will build confidence and increase school success. The SSW will ensure all students have a school-based mentor by coordinating professional development and providing ongoing support for teacher mentors.

- **Advisory** will be built into the master schedule. Advisory is different than home room. Guided discussions will take place during the advisory period. Students will be placed in advisory groups based on interest and affiliations, such as career pathways, teen moms, etc. This will be a safe time where students can interact in small groups and discuss topics of interest. Character development will be a foundational topic. We will use the curriculum of 7 Mindsets for all 9th and 10th grade students. Non-profits with research-based programming will be invited to use advisory period time to meet with students.

- **Family engagement** will be fostered so that parents and families will be better prepared to help their children stay on track. For our grant, the definition of "family" is broad as many of our students are emancipated or even homeless. Family, to them, may include the birth family and the family of choice; the family of choice may include a McClarin staff member. It is important that all children have at least one adult advocate in their life; research through the decades has shown this adult involvement in a young person's schooling to be a critical factor for success. To that end, every student at McClarin will have an adult mentor assigned as well as participate in the school advisory program led by a staff member at McClarin. These school-based adults will serve as active supports to the student, attend conferences with them and help ensure their success through "family involvement." For those students with traditional family supports, their involvement will be encouraged and celebrated. The parent liaison position is part-time and is currently funded by Title I. The district recognizes how critical this position will be to successfully transform McClarin, thus the school will invest cost center funding to make this position full-time. The parent liaison will lead the effort to provide a variety of programming targeted for McClarin family members, including but not limited to: Media and Technology Safety, Computer Literacy, FCS Home Access Center, Community Resources, Budgeting and Finance, Motivating Your Child to Succeed, Preparing for College, Navigating the Politics of Schooling, GED Guidance, Resume Writing, Interview Skills, Career Opportunities and Guidance. Best practices will be researched to identify programming that will be engaging and effective for McClarin parents. The school will work with business partners and community agencies to provide support to parents to increase their participation in the school by providing transportation funds, child

care, and other social supports needed to garner their engagement. The parent liaison, counselors and school social worker will form a network with the teachers to engage with parents and families about the student's progress toward graduation and career readiness. Opportunities to showcase student work, highlight achievements and celebrate success (even the small wins mean a lot to the McClarin students) will be created to bring in family members for our students. Every point along the student's pathway to success, from the entry interview to graduation ceremonies, will be recognized and celebrated!

- **Mobile health van** will come to the McClarin campus to provide medical screenings two days per week. West End Medical Center will coordinate this effort, as they do for our school-based health center at Lake Forest Elementary School. SIG funding will cover the medical staff to provide the service, and West End Medical Center will contribute the van in kind. See Attachment M for a letter of support from West End Medical Center.
- **Behavioral health sessions** will be conducted on site in individual and group sessions. The social worker will make the referral to the appropriate agency. The agency will bill Medicaid for eligible students. SIG funding will be used if the students are not Medicaid eligible. McClarin will partner with Odyssey Family Counseling Center and Fulton County Department of Health Services. See Attachments N-O for their letters of support.
- **Transportation** is a SIG-eligible expense since we have never provided it to students before. We are exploring cost effective options with Fulton's transportation department. The caution is sustainability. We included the cost of two school bus routes in the budget. We have also included MARTA cards in the budget to help students get to and from school in the evening – this will be determined during the in-take process. Further, we are also pursuing an activity bus funded by the district.

Fulton County's Board of Education and Cabinet are committed to our approach to transform McClarin by implementing all of the SIG initiatives described above. Board members received three SIG updates in their News and Notes. Cabinet members and their partners were engaged by team members during the grant development process. The Area Superintendent – Central Learning Community officially presented McClarin's SIG Transformation Model to Cabinet on 6/10/2012. By partnering with government agencies, non-profits and the local community, we can leverage SIG funding to better sustain programming after the grant period.

b) For each Priority school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

Capacity

Fulton County Schools (FCS) is restructuring operations to become a charter system. Through this innovative shared-governance framework, the district will introduce new levels of flexibility to waive major aspects of state education law to implement system-wide and local school improvement strategies aligned with needs of individual school communities. In concert with the charter system transition, FCS launched Strategic Plan 2017: *Building Our Future*, which is a visible way to hold the district accountable to its mission, vision and core beliefs.

Recognizing the need to place more emphasis on supporting schools, our superintendent, Dr. Robert Avossa, reorganized the Academic Division by moving staff positions out of the central office and placing them in four "learning communities." Each learning community supports a group of schools within one of four geographic areas – South, Central, Northwest and Northeast. The four learning communities allow a decentralized approach to school management and provide schools the opportunity to work more closely together and align resources. Each is managed by an area superintendent and supported by an executive director and staff. McClarin High School falls in the Central Learning Community; however, as an open campus, it serves students from all of South Fulton County. The grant development team included leadership from both the Central and South Learning Communities to conduct the needs assessment, analyze data, and make recommendations based on findings.

FCS has a long history with successful implementation of multiple federal, state and private grants of varying values including: Smaller Learning Communities $5.2M, Readiness & Emergency Management for Schools $600K, Teaching American History $1M, Carol M. White Physical Education $1.5M, Mathematics and Science Partnership $500K, Strategic Data Project $500K, Striving Reader Comprehensive Literacy Program Cohorts I & II $7.7M. The FCS central office has the expertise to successfully manage large, complex initiatives.

FCS supports McClarin's transformation model and has the capacity to implement a School Improvement Grant with fidelity. A SIG Coordinator will be staffed in the Central Learning Community to coordinate grant reporting with the Georgia Department of Education, monitor purchase orders of grant-eligible expenses, facilitate any necessary policy/procedural changes, ensure grant compliance, etc. A School Improvement Specialist (SIS) will be staffed at McClarin to partner with the administration to implement the transformation model. The SIS will communicate closely with both the SIG Coordinator and the Title I office. FCS will implement SIG on time and within budget.

Central Learning Community Area Superintendent will convene a SIG Governance Committee designed to review grant evaluation data, monitor progress, and remove roadblocks. The Area Superintendent will work with her colleagues at the Central Office if policy/procedural changes need to be addressed or issues escalated. She will provide briefings to Cabinet to keep them informed of McClarin's progress and include updates for school board members in their weekly newsletter.

Strategic Plan
A strategic direction is essential to improving academic success. In 2012, Fulton County Schools unveiled its five-year Strategic Plan focused on supporting students to graduate on-time, be competitive to enter a college or university if that's their choice, and to be ready for the workforce. Our strategic plan is firmly grounded in the input of our teachers, administrators, students, parents and community leaders collected during our charter system exploration process; the plan is our approach to *Building Our Future*. See Attachment P for an overview of Fulton's strategic plan. The grant development team used Fulton's strategic plan as the launching pad for McClarin's transformation model.

Commitment

FCS is committed to helping McClarin execute its transformation model. The superintendent has charged the grant development team to review data, research best practices, conduct site visits, and propose a data-driven approach to transformation. He is personally engaged in the work and has kept the school board briefed on grant development. McClarin, as an alternative school, serves high-risk students coming from all over South Fulton county. The district plans to leverage SIG funding and use McClarin as a demonstration site to showcase our theory of change, i.e., by providing students more flexibility to earn course credits, creating a culture of success, and focusing on literacy and numeracy, students will improve achievement in English language arts and numeracy to stay on track for graduation.

2. If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school.

Not applicable to Fulton's SIG proposal.

3. Complete the appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) that corresponds to the model selected for each Priority school. Attachment 1 addresses the LEA's actions it has taken, or will take, to: a. Design and implement the interventions consistent with the final requirements of the model selected for each school. b. Recruit, screen, and select external providers, if applicable, to ensure their quality. c. Align other resources with the interventions. d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. e. Sustain the reforms after the funding period ends.

See Attachment Q for McClarin's Transformation Model

4. Complete the appropriate portion of Attachment 1 that delineates the timeline to implement the selected intervention model in each Priority school.

See Attachment Q for McClarin's Transformation Model

5. Complete the appropriate portion of Attachment 1 that pertains to annual goals. The annual goals will be used to monitor the Priority schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as the cohort graduation rate for high schools. (This does <u>not</u> apply to the school closure model.) LEA's must submit annual goals which reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (8%, with a total of 25% point reduction over 3 years consistent

with the Priority exit criteria listed in the Georgia's approved ESEA Flexibility Waiver). Additionally, high schools must include annual goals that reflect an increase in their cohort graduation rate by 8% over a period of three years.

See Attachment Q for McClarin's Transformation Model

6. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its priority schools.

Stakeholder Engagement

A critical component to successfully transforming McClarin High School into a personalized learning environment that meets and exceeds the unique student needs of our target population is the support and energy of McClarin students, faculty, feeder school leadership, and the surrounding community. To lay a strong foundation for this three-year process, our team has consulted with each of these key stakeholder groups to ensure the school design that is developed through this grant truly meets the expectations of these individuals. The consistency of comments through these conversations has increased the confidence of the district that this grant application presents a shared vision of a future McClarin.

In the focus group with principals of the five high schools located in South Fulton County: Banneker HS in College Park, Creekside HS in Fairburn, Westlake HS in Atlanta, Langston Hughes HS in Fairburn, and Tri-Cities HS in East Point, the principals were asked to consider the needs of students that were not being effectively met within their schools and brainstorm ways those needs could be delivered in a new McClarin campus. Universally the principals noted there were students who arrived at high school ill prepared for the challenge and rigor of higher expectations. A campus or program focused on accelerated remediation would immediately address the needs of this group of students. Additionally, the promise of an open-campus environment with flexibility to meet the challenges that over-age/under-credited students have maintaining attendance and progress toward a degree. The principals also agreed that a smaller, more individualized social, counseling, and academic support setting provides the level of attention this group of students needs to keep focused.

In the focus group with existing McClarin staff members, we talked about the tremendous challenges faced by McClarin students and brainstormed ideas on programming and interventions that would better meet student needs. The staff members were excited about the professional development opportunities that SIG would enable and the policy changes that were being explored.

In the focus group of current McClarin students, they expressed their strong desire to take advantage of the opportunity in front of them. The flexibility of an open campus that accommodates their work schedules and transportation issues that affects their ability to consistently arrive at McClarin was attractive to them. Showing a surprising level of perspective, the students also commented on their relative lack of preparedness for their traditional high

schools, and wondered aloud how a program or set of supports could be created to assist students in similar situations in the transition to high school from middle school. Given their maturity and accompanying life responsibilities many of the students now also managed in addition to their schoolwork, defined pathways to career opportunities and dual-credit flexibility were highly attractive options for the group.

In the middle school focus groups, it was apparent that these students were not academically or socially prepared for the expectations of a traditional high school. A transitional program with smaller group sizes, more personalized attention, and the flexibility to quickly build fundamental literacy and numeracy skills can keep these students engaged in their learning and continued progress toward graduation. McClarin's Success on Main creates this opportunity for students to recover and move ahead. These students voiced concern about their preparedness for the next level, although they were eager to gain access to the freedoms secondary school provide in relation to middle school. These students spoke at length about having access to an engaging program of study that is custom tailored to their unique life circumstances, and amenable to specific day-to-day challenges that they face.

B-1. Additional Evaluation Criteria
In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

The LEA must describe any preliminary activities requiring funding that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the US ED FY 2010 SIG Guidance-March 11, 2012 (http://www2.ed.gov/programs/sif/faqaddendum030112.doc)*

1. The LEA activities and proposed budget should include the following elements:
   - First year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 2 and 2a)
   - The funds for the first year cover full and effective implementation through the duration of the 2013-2014 school year, in addition to preparatory activities carried out during the pre-implementation period
   - The pre-implementation activities:
     - o Are reasonable and necessary and allowable
     - o Directly related to the full and effective implementation of the model selected by the LEA.
     - o Address the needs identified by the LEA.
     - o Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
     - o Adequately prepare the school and district leaders to effectively and fully implement the selected model.

Fulton County Schools is not requesting any pre-implementation funding.

C. Budget

An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a budget (Attachment 2, Budget Detail, and 2a, Budget Template) –that indicates the amount of school improvement funds the LEA will use each year to:
   a. Implement the selected model in each Priority school it commits to serve.

   b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

   > Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.
   >
   > An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000 or no more than $6,000,000 over three years.

See Attachment R for McClarin's Budget Detail.

D. Assurances

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements (http://www2.ed.gov/programs/sif/2010-27313.pdf) in order to monitor each Priority school that it serves with school improvement funds;

(3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

(4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

(5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and

(6) Report to the SEA the school-level data required under section III of the final requirements (http://www2.ed.gov/programs/sif/2010-27313.pdf).

E. Waivers

If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- [ ] "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

- [ ] Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

McClarin High School: School Profile

Number of days in the school year: 177

Number of minutes within the school day/year: 360 minutes/day and 63,720 minutes/year

Graduation/ Dropout Rates

Year	Graduation Rate	Dropout Rate
2008-09	41.6	34.9
2009-10	48.2	27.0
2010-11*	31.8	28.7
2011-12	19.0	

*Beginning with the 2010-2011 school year, the high school graduation rate was calculated using the cohort calculation method.

Absences

Year	% 5 or Fewer Days Absent	% 6-15 Days Absent	% More Than 15 Days Absent
2008-09	14.1	29.4	56.5
2009-10	9.2	27.8	63.1
2010-11	99.1	0.9*	NA

*McClarin will withdraw a student who is absent more than 3 days.

Discipline

Year	Discipline Count	Truants
2010-11	182	0
2011-12	215	1
2012-13	113	13

Number of Teachers on Staff: 28

Teacher Attendance Rate

Total Days Absent	Abs Hrs/Plan Hrs %	Sick Days	Duty / Professional	Personal
416	6.82%	169	197	31

Number of Teachers Evaluated: 24

Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes: 0%

Distribution by TKES Standards
o   Standard 1 – Professional Knowledge – Proficient 22, Exemplary 1, Needs Development - 1
o   Standard 2 – Instructional Planning – Proficient 24
o   Standard 3 – Instructional Strategies - – Proficient 21, Exemplary 1, Needs Development - 2
o   Standard 4 – Differentiated Instruction – Proficient 21, Needs Development - 3
o   Standard 5 – Assessment Strategies – Proficient 24
o   Standard 6 – Assessment Uses – Proficient 23, Needs Development - 1
o   Standard 7 – Positive Learning Environment – Proficient 19, Exemplary 2, Needs Development - 3
o   Standard 8 – Academically Challenging Environment – Proficient 20, Exemplary 1, Needs Development - 3
o   Standard 9 – Professionalism – Proficient 19, Exemplary 5
o   Standard 10 - Communication – Proficient 22, Exemplary 1, Unrated -1

% Meeting or Exceeding Georgia High School Graduation Test Benchmarks

Year	GHSGT ELA	GHSGT Math
2008-09	77	66
2009-10	68	67
2010-11	61	40

Enrollment Count by grade, School Year 2012-13

Month	9	10	11	12	SPED	Building Total
August	1	43	97	137		278
October	1	50	109	151	1	312
January	1	38	83	111		233
February	1	53	93	84		231
May	0	21	83	102		206

Courese Completion Rate

Earned Credit	Frequency	Percent
Failed	266	4.9
Passed	2,998	54.9
Incomplete	2,202	40.3
Total	**5,466**	**100.0**

EOCT

SchoolYear 2011-12

Subject	Does Not Meet	Exceeds	Meets	Meets/Excee
Algebra	82.6	0.0	17.4	17.4
American Lit	23.7	3.4	72.9	76.3
Biology	53.6	0.0	46.4	46.4
Economics	63.0	7.3	29.7	37.0
Geometry	86.2	0.0	13.8	13.8
Math I	85.7	0.0	14.3	14.3
Math II	90.9	0.0	9.1	9.1
Ninth Grade Lit	34.9	14.0	51.2	65.1
Physical Science	38.5	7.7	53.9	61.5
US History	72.7	3.3	24.0	27.3

School Year 2012-13

Subject	Does Not Meet	Exceeds	Meets	Meets/Excee
Algebra	82.9	0.0	17.1	17.1
American Lit	8.3	0.0	91.7	91.7
Biology	48.7	5.4	46.0	51.4
Economics	73.8	1.0	25.2	26.2
Geometry	68.8	0.0	31.3	31.3
Ninth Grade Lit	33.3	16.7	50.0	66.7
Physical Science	65.8	5.3	29.0	34.2
US History	65.4	1.9	32.7	34.6

School Quality Review: Frank McClarin High School
Prepared by Cambridge Education
October 2011

SQR Rubric Table		
Score	Finding Level	Characteristics
4.0	Distinguished	Highest Possible Score
3.0	Accomplished	Above Average
2.0	Proficient	Minimum Acceptable Standard
1.0	Developing	Below Acceptable Standards

Overall, Frank McClarin High School scored as **Proficient**.

Criterion 1 - Achievement: The school demonstrates high levels of academic achievement in the core subjects and the trend of achievement shows improvement at all grades for all students. The school uses available student performance data to take and adjust actions to improve the quality of student learning.

Fulton County SQR	Round	Overall Grade	Criterion 1 - Overall Grade	The school's academic achievement has improved over the past three years.	The school's results on standardized tests (CRCT/EOCT) compare positively with national (where available), state and district averages.	All of the school's students make at least expected, measurable progress in each class, grade and subject during their time in the school.	The school addresses the specialized needs of students	The achievement gaps among different demographic groups, including ELL and students with disabilities are being closed over time	The school sets challenging goals, with interim benchmarks, to ensure that students are on course to meet or exceed expectations.
McClarin HS	Fall 2011	2	1	1	1	2	2	2	1

Criterion 2- Learning and Teaching: Student learning, progress and standards are a direct result of challenging instruction and high quality teaching. Decisions are based on use of data and evidence.

Criterion 2-Overall Grade	Teaching is aligned with the derived, written, and posted GPS objectives.	Teaching reflects strategies that appropriately meet the needs of diverse learners.	Teachers make use of a wide array of assessment data from multiple sources to plan instruction, guide student grouping, make adjustments to teaching, and to target interventions.	Teachers effectively motivate students in their learning with students demonstrating high levels of engagement and time on task.	Students are given responsibility for, and are involved in, their own learning.	Teachers provide students with frequent opportunities for collaborative work and participate in learning focused teams.	Teachers involve students in the practice of reflection in and assessment and analysis of their own work.	Teachers use effective questioning strategies to promote critical thinking and problem solving skills.	Teachers use their knowledge and understanding of subject matter content being taught to provide instruction that challenges students, encourages student engagement, and develops critical thinking skills.	Teaching incorporates a variety of technologies to provide learning opportunities that take advantage of learning resources within and beyond the school site.	Teachers are accountable for the learning and welfare of the students in their classes.
2	2	2	1	2	1	2	2	2	2	2	3

Criterion 3 - Leadership and Management: The school has a high quality leadership and management team with a clear vision, ambition and goals; a focus on student achievement; a sense of purpose and high aspirations; and strategies which impact directly on students' learning.

Criterion 3 - Overall Score	School leaders communicate a clear strategic vision for the school including a continuous improvement pathway to achieve it.	School leaders demonstrate a commitment to equity in communicating a vision for accelerated learning for struggling students and under-performing groups of students.	The leadership ensures that a comprehensive School Improvement Plan (SIP), aligned to the mission and goals of the Board of Education is developed, shared and implemented.	School leaders monitor the school's progress in meeting its long-term goals by using timelines and interim benchmarks to mark progress.	School leaders measure the effectiveness of learning and teaching through observations of lessons, analysis of student work, and the collaborative review of planning.	School leaders collect and analyze data to monitor student and teacher outcomes.	School leaders create and implement policies and practices that enable the school to run smoothly and to provide a climate conducive to learning.	The school's master schedule/daily schedule is driven by data and is strategically structured and adjusted to support student learning needs.	School leaders organize time, people and resources that are consistently aligned to strategic plans and goals and to priority areas identified in the school improvement plan.	School leaders create opportunities for professional development in response to the needs of individual teachers and the school making sure that professional learning is embedded in work practice.
2	2	2	2	2	2	3	3	3	3	3

Criterion 4- Curriculum: The curriculum is relevant and appropriate to the needs of all students, across all grades, and for all sub-groups in the student population.

Criterion 4- Overall Grade	The curriculum and instructional programs are aligned to the GPS.	The curriculum is designed to meet the individual learning needs of all students.	The curriculum provides students with a broad range of learning experiences.	School leaders provide opportunities for staff to meet together in PLCs to modify the curriculum and lessons in response to evaluations.	Homework and extended-day activities are used effectively to reinforce and extend classroom learning experiences.	The curriculum incorporates the ability to use a variety of technologies in both academic learning and in their application to problems and events in or outside of the school context.
2	2	2	1	2	1	2

Criterion 5 - Learning environment: The school has a safe and orderly environment and makes full use of its available resources, including technology, to directly impact student learning.

Criterion 5 - Overall Grade	The school provides a learning environment that is safe, respectful, and welcoming.	The school holds staff accountable for making teaching areas and hallways attractive and stimulating environments that validate and celebrate effective student learning.	The school learning environment encourages high academic and personal expectations	The school supports mutual respect and positive relationships among the members of the school community.	The school establishes routines with disciplinary expectations and consequences clearly defined, communicated and understood by students, teachers and parents.	The school promotes a collective responsibility among staff, parents and students to develop positive attitudes toward learning.	The school creates opportunities for students to work collaboratively, show initiative, take responsibility and contribute within the school and the wider community.	The school implements measures to promote good attendance and eliminate frequency of truancy and tardiness.
3	4	3	2	3	3	2	2	4

Criterion 6 - Involvement of parents/guardians and the community: The school has a range of regular, two-way methods for communicating with parents, guardians and the wider community and takes steps to encourage active engagement in the education of their children and involvement in the life of the school.

Criterion 6 - Overall Grade	The school leaders and teachers place a high priority on regularly communicating with parents and guardians to build collaborative relationships and engage them as partners in their child's learning.	Teachers routinely provide information for parents and guardians about the academic and social progress of students.	The school encourages parents and guardians to advocate for their children and to contribute positively to the development of the school as a learning community.	The school creates opportunities to celebrate student achievements with parents and guardians and the broader community.	Parents, guardians and families are encouraged to participate in the decision-making processes within the school.	The school provides frequent opportunities to celebrate, with students and parents, the social and cultural diversity of the community.	The school creates collaborative partnerships with external agencies and community groups to support the academic and personal development of the students.
2	2	2	2	2	2	1	2

Ninth Grade Students on Track for Graduation

All Students	Not On Track		On Track		Total	
	%	**#**	**%**	**#**	**%**	**#**
Central	**23.8%**	**346**	**76.2%**	**1105**	**100%**	**1451**
McClarin, Frank High			too few students			
North Springs High	22.9%	108	77.1%	363	100%	471
Riverwood High	17.6%	79	82.4%	371	100%	450
South Second Chance High	100.0%	43	0.0%		100%	43
Tri-Cities High	23.9%	116	76.1%	369	100%	485
Northeast	**15.0%**	**299**	**85.0%**	**1691**	**100%**	**1990**
Centennial High	28.3%	141	71.7%	357	100%	498
Chattahoochee High	10.2%	54	89.8%	474	100%	528
Johns Creek High	8.9%	44	91.1%	451	100%	495
North Second Chance High	100.0%	25	0.0%		100%	25
Northview High	7.9%	35	92.1%	409	100%	444
Northwest	**16.8%**	**334**	**83.2%**	**1650**	**100%**	**1984**
Alpharetta High	20.2%	122	79.8%	481	100%	603
Independence High	66.7%	4	33.3%	2	100%	6
Milton High	10.1%	70	89.9%	626	100%	696
Roswell High	20.3%	138	79.7%	541	100%	679
South	**41.4%**	**752**	**58.6%**	**1063**	**100%**	**1815**
Benjamin Banneker High	56.7%	217	43.3%	166	100%	383
Creekside High	37.1%	158	62.9%	268	100%	426
Hughes, Langston High	44.9%	227	55.1%	279	100%	506
Westlake High	30.0%	150	70.0%	350	100%	500
Total	**23.9%**	**1731**	**76.1%**	**5509**	**100%**	**7240**

On track = 5 credits earned (6 credits if using block schedule)
Results not reported for groups w/5 or fewer students.

District/School Proficiency Report

SCHOOL: FRANK MCCLARIN HIGH SCHOOL

PROGRESS
MONITORING

Time Period: 08/13/12 – 05/24/13

Total Grades: 4
Total SRI Students: 312

Frank McClarin High School (312 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	17	5%	
Proficient	39	13%	
Basic	115	37%	
Below Basic	141	45%	

Grade 9 (6 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	0	0%	
Proficient	2	33%	
Basic	3	50%	
Below Basic	1	17%	

Grade 10 (71 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	10	14%	
Proficient	14	20%	
Basic	24	34%	
Below Basic	23	32%	

YEAR-END PROFICIENCY LEXILE® RANGE

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1081-1250	1181-1300	1301-1400

Using This Report

Purpose: This report allows administrators or principals to review the performance of students using SRI on a district-wide or school-wide basis.

Follow-Up: Identify schools or classes whose performance on SRI is less than optimal. Review SRI usage with the respective principal or teacher.

District/School Proficiency Report (Page 2)

SCHOOL: FRANK MCCLARIN HIGH SCHOOL

PROGRESS MONITORING

Time Period: 08/13/12 – 05/24/13

Grade 11 (116 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	1	1%	
Proficient	13	11%	
Basic	48	41%	
Below Basic	54	47%	

Grade 12 (119 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	6	5%	
Proficient	10	8%	
Basic	40	34%	
Below Basic	63	53%	

YEAR-END PROFICIENCY LEXILE® RANGE

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1081-1250	1181-1300	1301-1400

McClarin High School

Senior Exit Survey 2012
Guidance & Counseling

The Senior Exit Survey was administered online to Fulton County Schools' 12th graders during Spring 2012. Topics covered included high school experience, postsecondary plans, college preparation and career preparation. The response rate for McClarin High School was 97% (108 seniors responded).

HIGH SCHOOL EXPERIENCE

Please rate the quality of instruction that you feel you received in high school in the following areas:

English Language Arts	**99%**
Math	89%
Science	95%
Social Studies	82%
Health/Physical Education	97%
Career and Technical Education	93%
Fine Arts (Music, Art, Drama)	88%
World Language	96%

Note: Percentage responding *Good* or *Excellent*.

How well did your high school help you develop skills in the following areas?

	Very Well	Somewhat Well	Not Well
Conflict Resolution	54	39	7
Creative Thinking	45	47	9
Financial Management	32	51	17
Leadership	60	36	4
Problem Solving	49	45	6
Teamwork	55	37	7
Technology	43	46	11
Time Management	47	42	11
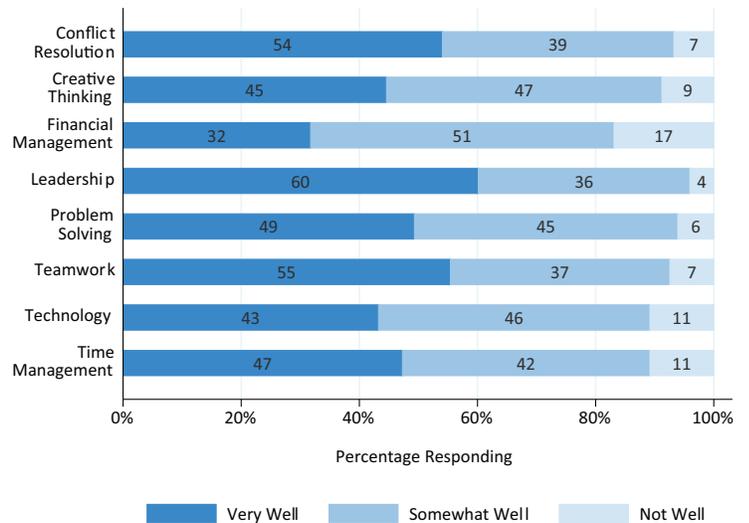
Please indicate areas in which you would have liked more assistance during high school:

Orientation as a new student	14%
Course selection and scheduling	31%
Study skills	48%
Test taking skills	**53%**
Time management	32%
Career information and options	52%
College application process	47%
Financial aid for college	47%
Military Options	17%

Note: Totals to more than 100% because students were asked to select all that applied.

Which of these events did you attend?

Event	Percentage Responding
PSAT Workshop	13
SAT or ACT Workshop	18
College Fair	61
Financial Aid Workshop	17
No Events	26
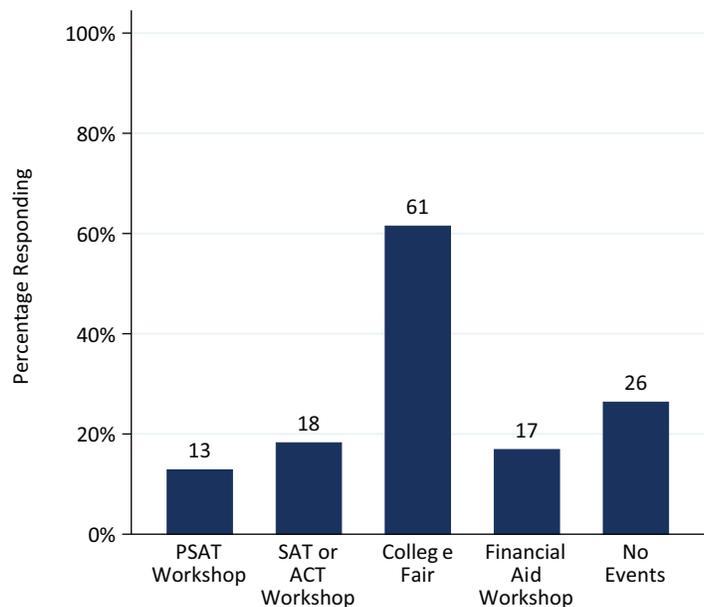
POSTSECONDARY PLANS

What do you plan to do in the Fall of 2012?
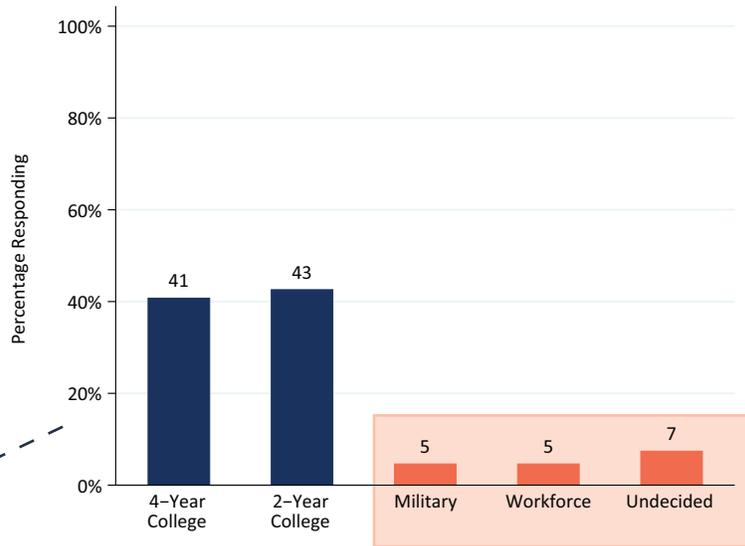
Note: Students could select one option only. Only graduates were included in graph (N=108).

Percentage Responding

4-Year College	41
2-Year College	43
Military	5
Workforce	5
Undecided	7

Most common 4-year colleges/ universities students plan to attend in the Fall of 2012:

Fort Valley State University	**21%**
Georgia State University	*11%*
Valdosta State University	*11%*

Note: Only students who provided the name of their intended postsecondary institution were included (N=19).

Most common reasons students do not plan to pursue further education after high school graduation:

Military service	**28%**
Don't like school	*17%*
Need income to support myself/others	*17%*
Didn't apply or didn't get accepted	*17%*

Note: This question applied only to students who do not plan to attend a postsecondary institution this Fall (N=18).

Most common 2-year colleges or vocational/technical schools students plan to attend in the Fall of 2012:

Georgia Perimeter College	**30%**
Atlanta Technical College	*21%*
Atlanta Metropolitan College	*15%*

Note: Only students who provided the name of their intended postsecondary institution were included (N=33).

Do you intend to pursue further education at a later date?

Definitely yes	**61%**
Probably yes	*22%*
I do not know	*11%*
Probably no	*0%*
Definitely no	*6%*

Note: Question above applied only to students not planning to attend a postsecondary institution this Fall (N=18). Question to right applied only to those reporting *Definitely yes* or *Probably yes* to question above (N=15).

When do you plan to pursue further education?

Spring 2013	*27%*
Summer 2013	*0%*
Fall 2013	*7%*
Later than fall 2013	*20%*
I do not know	**47%**

COLLEGE PREPARATION

How did you prepare for your postsecondary education?

Category	Percentage
Took AP/IB classes	1
Took test prep classes	18
Took SAT	18
Took ACT	22
Met with a Graduation Coach	50
Completed Junior Advisement	23
Completed Senior Advisement	41
Attended College Fairs	52
Visited College Campuses	27
Completed Scholarship Applications	10
Submitted Official Transcripts	11

Percentage Responding
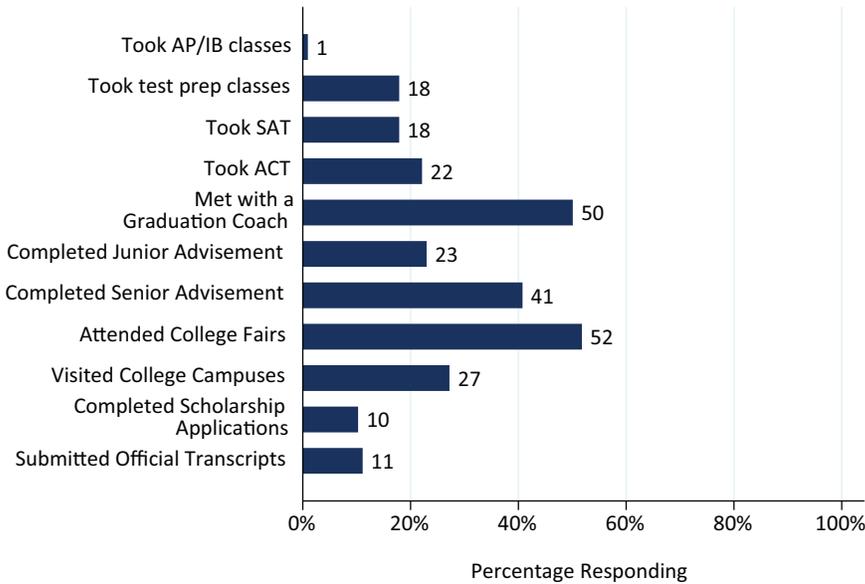
Who helped you the most with each of these?

Encouraged me to take advanced courses (AP, IB, etc.)	No One	52%
Worked with me to develop postsecondary and career goals	Family Member	35%
Helped me select and apply to college(s)	No One	27%
Provided me with information on paying for college	Graduation Coach	30%

Note: Options included athletic coach, family member, graduation coach, other administrator, principal, school counselor, teacher, other or no one. Table shows most frequent choice for each item.

Did you or a family member submit a FAFSA (Free Application for Federal Student Aid)?

Yes 38%

No 62%
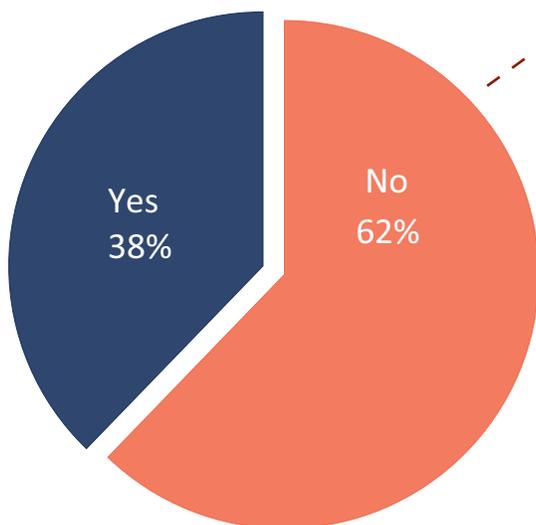
Why did you or a family member not submit a FAFSA?

I do not need financial aid to attend college	11%
My parents were not willing to provide financial information	0%
My family did not think we would be eligible for financial aid	9%
I did not know about the financial aid process	**59%**
The process was too complicated	4%
I am in the process of completing it	7%
Our taxes are not yet complete	0%
Too busy/I haven't gotten to it	2%
Other	9%

Note: Question above applied only to students who answered "No" to whether or not s/he or a family member submitted a FAFSA (N=46).

CAREER PREPARATION

How well did your high school courses prepare you to immediately enter the workforce after graduation?

Not Well
33%

Somewhat Well
67%
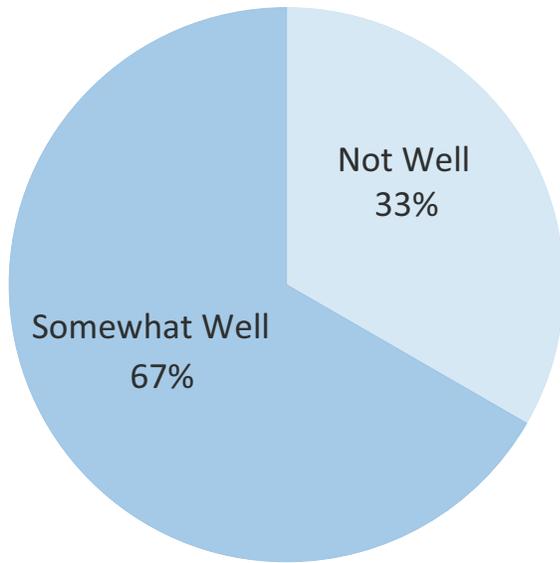
Note: This question applied only to students who plan to enter the workforce and not pursue further education this Fall (N=6).

Most common anticipated career fields of seniors:

Healthcare or Medicine	**24%**
Engineering, Technology, Science or Math	9%
Military Service or Occupations	7%
Marketing	7%
Cosmetology or Personal Care	6%
Government, Public Safety, Law or Justice	6%
Business, Management or Entrepreneurship	5%
Art Performance, Production or Promotion	5%
Broadcast, Journalism, TV or Video Production	4%
Computer Science, Programming or Networking	3%
Financial Services	3%
Teaching, Education or Youth Development	3%

Note: All students completed this question regardless of Fall 2012 plans. Students could select from 28 career fields.

For each of the following career-focused school-based activities, please rate how helpful it was in your career preparation:

Activity	Very Helpful	Helpful	Somewhat Helpful	Not at All Helpful
CTE Courses	32	42	21	6
Career Fair	31	35	27	7
Career Organizations	27	45	19	9
Student Enterprise	28	45	22	6
Work–based Learning	26	38	24	12
Mentorships	34	41	20	5

Percentage Responding

Legend: Very Helpful | Helpful | Somewhat Helpful | Not at All Helpful
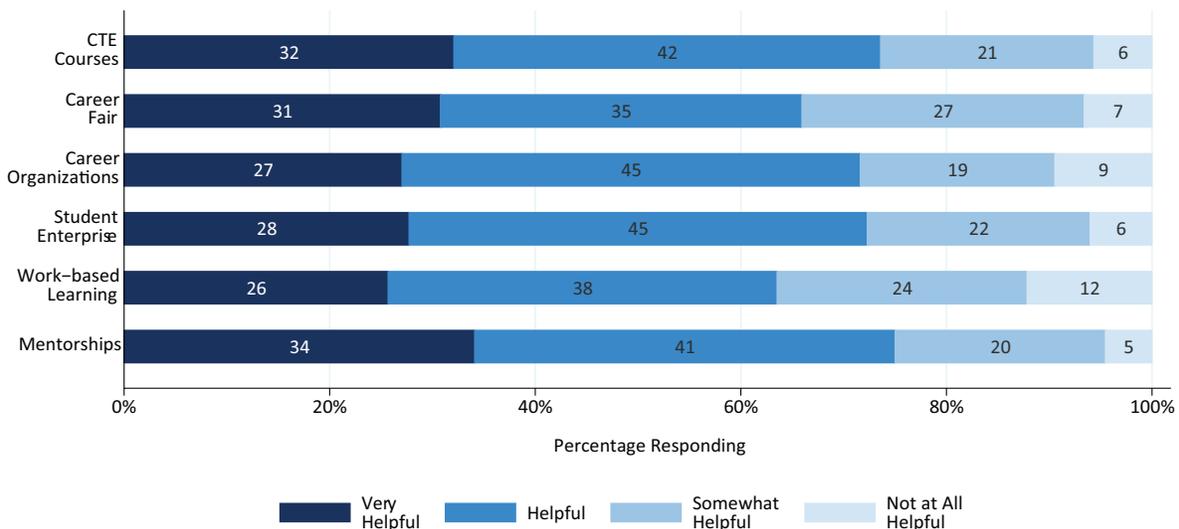
The Senior Exit Survey is a joint venture between the Guidance & Counseling and Assessment & Accountability departments. The survey is designed to: provide more accurate and detailed information on seniors' high school experience and postsecondary intentions to inform programmatic improvements; provide information to identify students for Summer PACE (Personalized Assistance for College Enrollment) and develop appropriate summer interventions; and incorporate existing district grant and evaluation requirements.

*District and school staff can use these findings to improve instruction, programs and practices. Survey questions support Fulton County Schools' goals and objectives including those focused on **increasing the high school graduation rate** and **successfully preparing students for college and career.***

School Improvement Grant (SIG)
Principal Focus Group
Professional Learning Center South
April 25, 2013

Participants:
Dr. Rob Anderson – Executive Director Central Learning Community
Will Bradley – Principal Banneker High School
Karen Cox – Area Superintendent Central Learning Community
Dr. Donald Fennoy – Area Superintendent South Learning Community
Chip Haines – Interim Principal McClarin High School
Eric Hollinhead – Principal Langston Hughes High School
Kelly Hopkins- Coordinator Grant Development
Brian Jones – Principal Creekside High School
Arthur Mills – Director Strategy and Innovation
Dr. Scott Muri – Deputy Superintendent Academics
Dr. Grant Rivera – Principal Westlake High School
Dara Wilson – Executive Director South Learning Community

Which students should this school serve? (At your school who is not being effectively served?)
- Non-traditional-students who are not engaged in our local school (proms, sports,)
- Students who want to graduate early
- Over age students
- Under credit
- 8th grade + (8th graders who aren't ready for 9th grade – not meeting state requirements) double retainee
- Teen parents
- Special education students
- Job corps – students interested in work/study programming
- Dual enrollment (Move On When Ready): students are enrolled at home school but take classes at an IHE, e.g., Atlanta Metro
- Youth interested in obtaining a GED
- Youth returning from incarceration (probation requirements)

What are their needs? (What needs are hard for your school to support?)
- Get course credit quickly – collapsed curriculum, intensive pace for students motivated to graduate early
- Culture supportive of teen parents
- Alternative time – Sat, late night
- Transportation (at least in the morning)
- Child care
- More social / emotional supports: align with support from existing agencies, e.g., Odyssey

- Community health services
- More time – all year long – rethink semester – summer programming
- Blended learning
- Remediation: literacy
- Leverage community based-services
- Leverage business partnerships
- Partner with Houses of Faith

How do we meet their needs? (How does the ideal alternative/open campus high school look?)
- Waive seat time
- Open campus to address varying student needs: teen parents, special education, behavioral issues (one building/multiple campuses?)
    o Be cautious about burning out our teachers with multiple preps
- Bring in IHE teachers to teach classes on the school campus – carrot to motivate students
- Bus students from home school
- Establish the right partnerships
- Open the campus year-around, summer access, allow them to move forward, extended time
- Facilitate students starting and stopping school (get in and out easily), e.g., a student returning from jail during mid-semester
- Allow students to demonstrate mastery in alternative ways
- Motivate students with course credits, e.g., afterschool program where they earn course credits (CTE / TAG internships)
- Implement creative ways to engage families; note: many students are emancipated adults – hard to engage their families
- Consider waivers for graduation requirements
- Offer classes where students earn credentials, industry certifications, e.g., Cisco certified, A+
- Provide 'Increased Learning Time'
    o Creatively schedule classes
    o Develop partnerships with businesses for certification (nursing program, Cisco)
    o Encourage students to graduate with an AA from HS
    o Offer intensive courses 4x4 vs a semester-long course, accelerate time, mini-mester
    o Increase Academic Time (60 hours more/year)
    o 240 hours of 'enrichment' working, etc.
- Have smaller class sizes, i.e., 5 or 6 students to an instructional leader (might be a teacher, Hands on Atl, tutor, etc.)
- Hire an elementary school reading teacher to help improve literacy of students – based on learning levels, Highly Qualified, someone who understands how to teach students to read
- Provide alternatives to earning credits – where reading is part of earning HS credits, double up, ELA block, similar to EL classes – teach content through reading, Reading Nine – on level HS reading
- Consider CLEP
- Re-brand McClarin – change the name (Crossroads was there)

- Create a marketing campaign to address students who need to accrue credit and accelerate too
- Leverage partnerships

School Improvement Grant (SIG)
Teacher Focus Group
McClarin High School
May 3, 2013

Participants: Wanda Clark – ELA Instructional Coach, Saleteria Cail – Parent Liaison, Karen Cox – Area Superintendent Central Learning Community, Rob Anderson – Executive Director Central Learning Community, Aliyah Johnson – Science Department Chair, Nikki Hunter – Counselor, Kevin Carlton – ELA, Debra-Ann Rufolo - ELA, Leon Fowler-ELA Chair

Crim High School (what the teachers liked from the site visit to Crim)
- Options for students / greater flexibility
  - 9th grade Academy
  - Saturday School Academy
  - Nigh School
  - Flexible hours 8am-8pm
  - They don't look at seat time
- Career pathways
  - Construction pathway onsite, e.g., hands on, lay concrete and build patio on the school's campus
  - Pathways mirror traditional high schools
- Literacy focus
  - Based on Lexile scores, there are mandatory literacy supports
  - Teachers have reading endorsement
- Feeder schools have to show RTI data from Crim students' zoned MS and HS
- All doors locked – badge to enter – staff and students, swipe to enter building, attendance support
- They partner with MARTA, APD

Ideas on how to re-imagine McClarin (What should McClarin look like?)
- Revamp our focus – there is a 'new sign out front'
- Extend our hours to better meet student needs, e.g., 8am to 8pm
  - Stagger teacher schedules
  - Extend day care hours for teen parents
- Offer students a flexible schedule
- Look at alternatives to the traditional school where our students were not successful
  - Don't try to make McClarin more traditional
- Match instructional practices to student needs
- Focus on an individualized approach to credit accrual
- Consider staffing needs
  - Full time Social Worker (only here 2 days a week)
  - Full time Graduation Coach – (only here every other week)
  - Someone focused on college prep, e.g., completing GaCollege411 with students
  - Literacy Coach
- Provide social and emotional supports
- Provide wrap around services for our homeless students
- Provide more transportation options
- Offer an onsite medical program (doctor/nurse/dentist)

- Consider new career pathways
  - Partner with local businesses to leverage technology, equipment, internships, job shadowing opportunities, etc.
  - Students need authentic learning experiences, e.g., field trips to GTRI to look at a research lab
- Strengthen STEM offerings
  - IT certification, e.g., Cisco Certified Network Administrator
  - Provide more technology in the classrooms – expose students to technology in the classroom that they will experience in the workforce
- Re-vision 'packets' – establish project-based learning, flexible timing, blended learning, performance tasks
- Re-think Friday
  - Consider Friday for remediation, enrichment, SRI testing, student conferences, EOCT test prep, etc.
  - Offer classes to parents on Friday
  - Motivate students to accelerate learning to earn a 3 day weekend, i.e., these students don't attend classes on Fridays
  - Revisit the hours of operation on Friday, e.g., 8-5pm
- Explore Saturday School
  - Assess effectiveness of model at Crim
- Focus on the school culture
- Focus on character development
  - Pay it forward with community service opportunities
- Offer professional development in:
  - Blended learning (technology)
  - Math
- Partner with feeder middle schools to identify our highest risk students who are not ready for high school – McClarin could be an alternative

What are the needs of McClarin students? (What needs are not currently being served in their home school?)
- Students need more options to acquire credit hours
- There is a negative connotation attending McClarin – we wait until they fail
- Students need to build their self-esteem – they were not successful in a traditional school setting
- Our students live day to day – they don't think about their future goals – we need to start in MS providing remediation
- Remediation in a safe and supportive setting, e.g., 9th grade Academy that is separated from the high school students
- Our students need literacy support; based on SRI data, some students are testing in the 400-500 lexile range and should be in the 1100 lexile
  - Reading needs to be at the heart of our turn around to address the needs of struggling readers
- Files lag behind the students – sending schools need to forward records more quickly
- Increased Learning Time
  - Extended hours
  - Sat Schools
  - Summer School
  - Year Around (1 week break between mini-mesters of 9 weeks)
  - Re-vamp the mini-mester; they work for students, but teachers need a break between them to get caught up

- Intermural athletics to keep kids motivated, e.g., SRO coaches basketball
- Opportunity for students to accelerate and graduate early – fast track; they may not be credit deficient
    o Use Independence as a model for credit acceleration
    o Accelerated pathway (to deal with home circumstances, get to the workforce / higher education faster)
- Parent engagement
    o Parent contract, e.g., attend conferences, meet with Graduation Coach, etc.

What skills/knowledge/characteristics should the turnaround principal have?
- Someone who is visionary and will take McClarin to the next level
- Someone who gets alternative education but is grounded in traditional settings
- A leader who has a frame of reference
- A firm leader who holds the course; our students need structure
- Someone who enforces academics as a priority as well as is consistent with student discipline
- A leader who supports teachers – s/he has their back
- Someone who
    o Collaborates with and listens to staff to leverage their assets to better serve the students
    o Knows curriculum
    o Is a good communicator
    o Is consistent in messaging
    o Stays the path – doesn't try to do everything at once (it is hard when policies change frequently)

McClarin Student Focus Group
May 17, 2013

Participants: 6 McClarin students

Student Focus Group "Starter Questions"

Let's talk about your experience here at McClarin….

How long have you been at McClarin?

What's working well for you here?

What's missing? Why do you think that is? How could that be improved?

Do you have any thoughts for what's next for you….

Are you thinking about college?

What are your career interests?

Tell me about your last school…

What happened?

What could your last school have done differently?

What could you have done differently?

If there were one thing you'd tell the district about this school, what would it be?

If there were one thing you'd tell your friends about this school, what would it be?

Key Takeaways from the Focus Group Discussion

- The certifications concept is hard for these kids to grasp. What they do find valuable is the pathways, especially linking or making a strong transition from what they had at their home school to what would be available at McClarin.

- Specific pathways: health sciences/nursing, hospitality management

- Transportation is a key student need. Related; flexibility in schedule to start later, come in the evenings.

- Really liked idea of flexible options to make up or accelerate coursework; e.g. mixing direct instruction and online/self-directed work.

- Value being visible and respected by staff and school environment. Not just a number; do NOT want to return to home school: options available (smaller classes, more direct attention) at McClarin drive demand.

Middle School Student Focus Groups
May 21, 2013

Participants: 6 students from McNair Middle School and 6 students from Woodland Middle School

Middle School Student Focus Group "Starter Questions"

How do you feel about starting high school….
>   What are you excited about?
>   What scares you a little?

Do you feel ready for your classes in high school? Why? Why not?
>   What might help you be more ready?
>   Would you do it?

Do you feel ready personally for high school? Why? Why not?
>   What might help you be more ready?
>   Would you do it?
>   What about your friends? What do they say?

Let's talk about your middle school…
>   What's worked well for you in middle school?
>   What's been really tough for you? Why do you think so?

Each middle school focus group was conducted by SIG grant development team members; the principals were not present during the sessions. All participants were 8th graders. Most students were not ready for high school academically and will be socially promoted and placed in the 9th grade.

- They talked about their middle school teachers
    - It's not the teachers' fault
    - Kids distract us and take up the teachers' time
    - Some kids get things quickly others don't
    - Some teachers could slow down – they move too fast
    - Some teachers get frustrated and just yell at us
- The students described a high school environment where they felt that they would be successful:
    - More course options – we want to take classes that are interesting to us

o Switching days – focus on 2 subjects one day and then 2 other subjects on another day to mix it up
o More flexibility – middle school teachers treat us like children and require that we stand in line and tuck in our shirts; we wanted to be treated like young adults
o Career pathways – we can do work/study
o Extra help – someone who cares about me
o Ability to stay another year in school to earn money and get a diploma
o Learn at our own pace - more time to get course credits
o Ability to get course credits online
o Different ways to learn – one teacher lets us teach each other; we interact
o Smaller classes
o The teachers are patient and care about me

School Improvement Grant — Logic Model for McClarin High School

Priorities	Initiative Inputs	→	Initiative Outputs	→	Initiative Outcomes—*Impact*	McClarin SIG Goals

IMPROVE THE SCHOOL ENVIRONMENT
Meet student social needs

Initiative Inputs:
Non-profit Partners
Central Learning Community
Counseling, Psychological, and Social Work Services
McClarin Staff
Transportation Dept.

Initiative Outputs:
- Student survey data
- Attendance data
- Discipline data
- Georgia Student Health Survey data

Initiative Outcomes—Impact:
- Policy changes increase flexibility and create a more supportive school culture
- Social and emotional supports help students improve attendance and complete coursework
- At-risk students have wrap-around case management support to help them stay on track
- The needs of at-risk students are more easily identified
- Students have increased access to highly effective teachers and school leader
- Students have access to blended learning instruction and technology-rich experiences
- Students create plans for college and career and receive customized instruction to achieve those goals
- Teachers, leaders, and support staff understand how to utilize data dashboards to customize instruction
- Teachers and leaders have skills to succeed in a high-needs environment
- Highly effective teachers and a new school leader are recruited to and retained

McClarin SIG Goals:

55% of students will graduate on time

INCREASE STUDENT ACHIEVEMENT
Meet student academic needs

Initiative Inputs:
McClarin Staff
Institutes of Higher Education
Consultants
School Improvement Specialists
Career Technical Education

Initiative Outputs:
- Student growth and academic achievement data
- ACT WorkKeys data
- Academic Lab participation rates
- Course completion data
- Graduation data

62% of students will meet / exceed standards in Algebra

BUILD PRINCIPAL AND TEACHER EFFECTIVENESS
Meet staff professional needs

Initiative Inputs:
Central Learning Community
Talent Management
Instructional Coaches
PD Consultants
Executive Coach

Initiative Outputs:
- Teacher and leader evaluation ratings of participants
- FCS-University develops and delivers targeted professional development for success in high-needs environments
- Pay for Performance results
- Retention rate of highly effective teachers

94% of students will meet / exceed standards in 9th grade literature

McClarin CTE Pathway Recommendations

Business & Computer Science

- Rationale:
    - Industry demand: The understanding of entrepreneurship and business concepts lays a foundation for a host of careers in business and management across industries.
    - Flexibility: This pathway requires little in the way of space and buildout, and can be scheduled in a staggered fashion (1st and 3rd courses one mini-mester, 2nd the next) to work well the mini-mester timeframe. In addition, some certifications (e.g., MOS) can be earned prior to pathway completion, providing quick wins for students.
    - Student Interest: The student interest in marketing, indicated in career cluster surveys and December grad reports, is very consistent with the principles that will be learned and applied through Small Business Development. The students' interest in getting work experience will also be an easy tie-in, as this pathway helps students to think about the requirements of a successful business and how to start/maintain a business entity. This pathway offers an easy tie-in to a school-based enterprise.
    - Alignment: All high schools within the area that feeds McClarin, excepting Creekside HS, currently offer the Small Business Development pathway. This will allow students to make use of credits gained at their home school and continue a preselected pathway, if desired.
    - Feasibility (Capacity, Cost, Space): Parts of this program are currently offered at McClarin, so space and teaching resources are allocated. Minimal setup and maintenance are required, and maintenance will be manageable through district and grant funding. Potential partnerships include workforce development (strong partner in past that funded transportation cards, childcare, opportunities for summer employment, etc.) and *Club E (and entrepreneurial think tank scheduled to open in the area shortly).*
- Pathway
    - **Small Business Development**
        - Intro to Business and Technology
        - Business Communications & Procedures
        - Entrepreneurship (currently offered)
        - Certification opportunities: MOS through Microsoft IT Academy
        - Dual enrollment opportunities *to be confirmed*

Healthcare Science

- Rationale:
    - Industry demand: Healthcare Science is one of the fastest growing and highest volume industries, leading to a wide variety of career options for students, including those requiring little to no college, an associate's degree on up to those requiring a bachelors or more advanced degree.
    - Flexibility: The cluster is structured so that the first two courses are the same for the majority of pathways, making the addition of pathways as simple as providing one more course or partnering with a technical college to allow completion. Certification in First Aid/CPR, etc. could be incorporated to provide quick wins for students.
    - Student Interest: Healthcare Science registered high on the lists of current McClarin students' career interests as determined by focus groups, senior exit questionnaire and career interest inventory responses. Anecdotal evidence has also been gathered by teachers, who report that students (especially those currently in the Family and Consumer Science courses) have an interest in nursing and healthcare science.
    - Alignment: Two high schools within the area that feeds McClarin currently offer programming that is similar (e.g., Banneker Nursing, Westlake Pharm Tech), and one additional High School (Langston Hughes) will be adding the nursing pathway through dual enrollment beginning in SY 2013-14. This will allow students to make use of credits gained at their home school and continue a preselected pathway, if desired.
    - Feasibility (Capacity, Cost, Space): This program should be able to fit into an existing classroom setup for at least the first two courses in each pathway and while *program start-up costs are estimated at TBD*, maintenance should be manageable through district and grant funding. We do not anticipate difficulty in finding qualified staff. Current employees in the feeder pattern area include a registered nurse and a go-to teacher for healthcare science who is instrumental in developing the state's curriculum for this industry cluster. In addition, the potential partnerships range from hospitals in area to public or private provider offices, *and one teacher at McClarin indicated that interest in mentoring has already been expressed by staff at Grady Hospital.* Though space for an on-site clinic may be difficult to find, this could be enabled through partnerships.
- Pathways
    - **Therapeutic Services/Allied Health**
        - Intro to Healthcare
        - Essentials of Healthcare
        - Allied Health and Medicine

- ▪ Certification opportunities: Patient Care Technician, Medical Office Assistant, EKG Technician, Pharmacy Tech
- ▪ Dual Enrollment Opportunities *to be confirmed*
  - o **Therapeutic Services/Nursing**
    - ▪ Intro to Healthcare
    - ▪ Essentials of Healthcare
    - ▪ Nursing Essentials
    - ▪ Certification opportunities: Certified Nursing Assistant (CNA)
    - ▪ Dual Enrollment Opportunities with Atlanta Technical College
- • Additional Notes
  - o STEM for Healthcare Science is being developed with planned implementation in SY 2014-15, and may be a good opportunity to offer a pathway with Science embedded in CTE courses going forward.

Arts Audio-Video Technology and Communications

- • Rationale:
  - o Industry demand: The understanding of video, pre- and post-production (e.g., script writing, storyboarding, film shooting, editing) are in high demand across a variety of industries, and also provide the fundamentals to enable students to take advantage of entrepreneurial opportunities.
  - o Flexibility: Some certifications (e.g., software) can be earned prior to pathway completion, providing quick wins for students.
  - o Student Interest: The student interest in video production and graphics is significant (as indicated by December graduates report and teacher feedback), and offers an easy tie-in to a school-based enterprise.
  - o Alignment: 3 high schools within the area that feeds McClarin (Hughes, Tri-Cities, Westlake), currently offer BVP and/or Graphics pathways. This will allow students to make use of credits gained at their home school and continue a preselected pathway, if desired.
  - o Feasibility (Capacity, Cost, Space): Parts of this program are currently offered at McClarin, so space and teaching resources are allocated. However, additional setup/build-out would be required to make this a viable and complete pathway (e.g., studio equipment and space) and start-up will be more costly than other programs *(estimated at TBD).* Maintenance should be manageable through district and grant funding. CNN has been discussed as a potential partner.
- • Pathway
  - o **Audio & Video Technology & Film (AVTF; previously Broadcast Video Production)**
    - ▪ AVTF I (currently offered as BVP I)

- AVTF II (currently offered as BVP II)
- AVTF III
  - o Certification opportunities: Software certifications (e.g., Adobe, Final Cut); Skills USA end of pathway assessment
  - o Dual Enrollment Opportunities *to be confirmed*
- Additional Notes
  - o Currently Intro to Graphics is also being offered at McClarin, and the school was planning to use the Graphic Design pathway as a segue into BVP. If the school eventually has capacity for multiple pathways within this cluster, adding graphics would be a worthy consideration.

Proposed Performance-based Bonus Approach

Performance-based bonuses will be structured around Teacher Keys, Leader Keys and Professional Keys[1] ratings as well as school performance against SIG goals aligned to CCRPI. To receive a performance-based bonus ranging from $2,500 up to $5,000 annually, teachers who are evaluated on Teacher Keys must receive at least 2 'exemplary' ratings; administrators who are evaluated on Leader Keys must receive at least 1 'exemplary' rating, and staff members who are evaluated on Professional Keys must receive at least 1 'exemplary' rating. In addition to the exemplary rating requirements, teachers, administrators, and staff members must not receive any 'ineffective' ratings, and the school must achieve a specific number of the annual performance goals detailed below.

Indicator	State Bench-mark	McClarin Baseline	Year1-Goal	Year2-Goal	Year3-Goal
Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature EOCT (required participation rate >= 95%)	100	66.7	75.0	83.0	94.0
Percent of students scoring at Meets or Exceeds on the American Literature EOCT (required participation rate >= 95%)	100	91.7	93.0	95.0	98.0
Percent of students scoring at Meets or Exceeds on the Algebra EOCT (required participation rate >= 95%)	100	17.1	27.0	42.0	62.0
Percent of students scoring at Meets or Exceeds on the Geometry EOCT (required participation rate >= 95%)	100	31.3	41.0	56.0	76.0
4-Year Cohort Graduation Rate (%)	100	19	25.0	40.0	55.0
5-Year Cohort Graduation Rate (%)	100	45	50	60	70
Student Attendance Rate (%)	99.5	90.3	94.8	99.5	99.5
Percent of graduates taking a nationally recognized college entrance examination	82.9	TBD	TBD	TBD	TBD
Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project	99.7	TBD	TBD	TBD	TBD
Course Completion	NA	55	65	75	85
Scholastic Reading Inventory (Proficient and Advanced %)	NA	18	36	56	75

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[1] Professional Keys is a performance management system developed by Fulton County Schools to assess the performance of all non-classroom teachers and non- administrative school staff, and all central and operational staff. Professional Keys is directly aligned to Teacher Keys and Leader Keys.

West End Medical Centers, Inc.

WORLD CLASS HEALTHCARE NEAR YOU.

Corporate Office
868 York Avenue, SW | Atlanta, Georgia 30310
P 404.756.8732 | F 404.752.1465
mwbrooksmd@wemc.org

Michael W. Brooks, MD, MBA
President & CEO

June 10, 2013

Dr. Robert Avossa
Superintendent
Fulton County Schools
786 Cleveland Ave., SW
Atlanta, GA 30315

Dear Dr. Avossa,

The mission of West End Medical Centers, Inc. is to provide the highest quality comprehensive health care services, which are culturally and linguistically appropriate, accessible and affordable, focusing on prevention, early diagnosis and treatment to residents and at-risk populations in the West End and Greater Atlanta areas. We are clearly aware from research and our thirty-seven year history of providing community primary care that access to medical services positively impacts student achievement. With proper medical care, students can attend school regularly and remain focused on academics.   Additionally, a healthier student creates a healthier family and thus a healthier community.

West End Medical Centers' vision is to help students, and their families thrive and become productive citizens. Recognizing that for some students even the smallest health problem can become a crisis, preventing them from reaching independence and their fullest potential, access to health care is critical. The partnership between West End Medical Centers, Inc. and Fulton County Schools supports all the best for developing a solid foundation for academic continuation and success.

We are excited about the opportunity to provide medical and dental screenings and services to students at McClarin High School, and their children in the school-based day care center two days a week through funding from the School Improvement Grant. West End Medical Centers will contribute the use of our Mobile Van in-kind. Our support of McClarin is directly aligned with our missions.

Thank you for this opportunity to expand health care service provisions in Fulton County Schools. If we can be helpful during the application process, please don't hesitate to contact me or Karen Williams, Associate VP Programs, at (404) 756-6901

Sincerely,

Michael W. Brooks, MD
President & CEO

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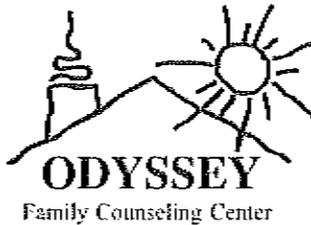
ODYSSEY
Family Counseling Center

1919 John Wesley Avenue
College Park, Georgia 30337
(404) 762-9190   Fax (404) 762-9101

Dr. Robert Avossa
Superintendent
Fulton County Schools
786 Cleveland Ave., SW
Atlanta, GA 30315

Dear Dr. Avossa:

Odyssey Family Counseling Center has been providing counseling services to individuals and families in the South Fulton Community for 40 years. Throughout the years our services have evolved, yet remained current with the changing times and needs of the community. We have had a collaborative relationship with the Fulton County Schools System for many years and hope to continue offering quality services to those students and their families.

Odyssey offers a wide range of services that includes, adolescent substance abuse treatment, trauma-focused counseling, adult substance abuse treatment, mental health counseling for all ages, play therapy, prevention education, as well as family counseling. Our staff is highly trained and licensed in various areas of the counseling field, many of which have been providing therapeutic services for over 10 years. We have licensed professional Counselors, Licensed Clinical Social Workers, Registered Play Therapists, Trauma Specialists, a Certified Art Therapist and Master's Addictions Counselors.

Being able to meet McClarin High School students where they are is important and having additional funding to do that is also important. What we have learned about working with students who present with educational challenges as well as emotional issues is that, addressing both of those needs together is necessary and can have long-term effectiveness. Students who have emotional support and additional community support tend to be more successful academically, creating advantages for themselves as they matriculate through high school and enter into the workforce.

Odyssey is supportive of the School Improvement Grant you are applying for and we're hopeful that through this grant opportunity McClarin High School and the lives of the students and their families will be enriched. We support this initiative because we know that student achievement, improving the school environment, teacher and principal effectiveness are all vitally important to the overall success of the students. Receiving this grant will allow Odyssey to continue to provide the much needed services to the students at McClarin High School in an effort to foster greater successful outcomes.

Sincerely,

Andrea Adams, LPC
Clinical Operations Director

DEPARTMENT OF HEALTH SERVICES
MEMORANDUM OF UNDERSTANDING (MOU) or LETTER OF AGREEMENT (LOA)
and LETTER OF SUPORT COVER SHEET

Greetings,

Thank you for considering a partnership with the "Partner Agency" below. Please read this cover sheet and the attached documentation.

- If you agree to partner with the "Partner Agency" and approve the attached documentation, please sign and date under the appropriate heading on page 2.
- If you do not agree to partner with the "Partner Agency" and disapprove of the attached documentation, please provide reasons that will be included in a denial letter and date.

Also, if you need to provide additional information that the space below will not accommodate, please feel free to attach additional documentation.

Patrice A. Harris, M.D., Director,
Fulton County Health Services

Please check one: ☐ Memorandum of Understanding (MOU) or Letter of Agreement (LOA) ☒ Letter of Support (LOS)	Submission Date: 5-24-2013

PARTNER AGENCY	FULTON COUNTY DIVISION
Partner Agency Name Fulton County Schools	Fulton County Division/Program DBHDD
Partner Agency Contact Name Jacqueline Beard-Cathey	Fulton County Contact Name Jennifer Bartl
Partner Agency Contact Number 404-763-5608	Fulton County Contact Number 404-612-7452
Partner Agency Contact Email Cathey@fultonschools.org	Fulton County Contact Email Jennifer.bartl@fultoncountyga.gov

BRIEF DESCRIPTION

Grant to support Fulton County Schools at McClarin HS to address social emotional supports. They would like to fund us to be a partner in offering services at school to at-risk students (teen parents, attendance issues, mental health and behavior concerns). Services would include assessment, indivudal and group counseling at school, connection to community resources and behavioral health consultation and training with school staff.

Fulton County funds involved?	☐ Yes ☒ No If Yes, fiscal signature.	
For MOUs and LOAs	Organization providing this grant?	
	Is a Protocol or Abstract Submitted?	☐ Yes ☒ No If No, please provide a brief explanation.

ADDITIONAL COMMENTS OR INFORMATION REQUESTED FOR CLARIFICATION

APPROVAL SIGNATURES

Fulton County Health Services – Program Manager   JENNIFER BART
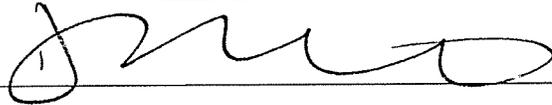
		Date:
Please sign here if approve of this partnership.	*[signature]*	5.23.2013
Please list reasons for disapproving of the partnership to include in the denial letter.		

Fulton County Health Services – Senior Management team member:

		Date:
Please sign here if approve of this partnership.		
Please list reasons for disapproving of the partnership to include in the denial letter.		

Patrice Harris, M.D., Director
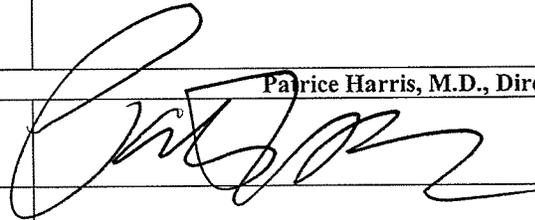
		Date:
Please sign here if approve of this partnership.	*[signature]*	
Please list reasons for disapproving of the partnership to include in the denial letter.		

Office Use Only	

DEPARTMENT OF HEALTH SERVICES
Office of the Director
99 Jesse Hill Jr. Drive S.E.
Atlanta, Georgia 30303
Telephone (404) 613-1202 - Fax (404) 730-1294

FULTON COUNTY

Dr. Robert Avossa
Superintendent
Fulton County Schools
786 Cleveland Ave, SW
Atlanta, GA 30315

Dear Dr. Avossa:

Fulton County Schools and Fulton County BHDD have collaborated on service delivery for children and youth for many years. Since 1996, Fulton County Schools has participated in the System of Care collaborative, an interagency planning committee which included Fulton County BHDD. In January 2009, the System of Care model transformed into the Fulton Family Care Network to increase access to a coordinated network of care and service delivery for Fulton County youth and their family members. The network offers collaborative services that consist of prevention, early intervention, intensive treatment, and family support. Network members emphasize family involvement in providing effective services for children and adolescents. Fulton County BHDD leads the network, and Fulton County Schools is an active participant attending Governing Council meetings and Implementation meetings.

Fulton County BHDD operates the Fulton County Oak Hill Child, Adolescent & Family Center. Oak Hill was established to provide high-quality and culturally competent behavioral health services to Fulton County youth between the ages of 0 to 21 years old. The services enable children and youth to achieve and maintain independence and stability so they can play a more productive role within their families, schools and community. The Oak Hill Campus offers integrated solution-focused behavioral health care, primary care, oral care, community garden, library services, after-school programs, summer programs, and wellness programs. Fulton School counselors, social workers, special education teachers and general education teachers make referrals to Oak Hill case workers.

We strongly support your district's School Improvement Grant application to transform the learning environment for McClarin High School students and to provide prevention and intervention supports to these students most at-risk for academic failure. A SIG grant award would enable us to provide your faculty and staff with targeted professional development and therapeutic services so that collectively we can better address individual student needs.

Sincerely,

Patrice A. Harris, MD
Director, Health Services

"To Promote, Protect and Assure the Health and Wellness of the People of Fulton

Fulton County Schools
Where Students Come First

Linda Schultz, *President*
Linda P. Bryant, *Vice President*
Julia C. Bernath • Gail Dean • Catherine Maddox
Linda McCain • Katie Reeves
Robert M. Avossa, Ed.D., Superintendent

2012–17
Strategic Plan
Building Our Future

*We are dedicated to our mission **to educate every student to be a responsible, productive citizen** and are committed to achieve our vision that **all students learn to their full potential**. We have defined three outcomes we will achieve by 2017.*

Achieving these outcomes will require new approaches. Through listening to our community and reviewing our past results, we have identified specific areas where we can improve. We must ensure that we have the people, instruction, technology, resources and effective schools to meet the needs of all students – those who need extra time and support, as well as those achieving at the highest levels. This is the focus of our strategic plan.

Graduation Rate
90% of Fulton students will graduate on time.

College Readiness
85% of Fulton's seniors will be eligible for admission to a University System of Georgia college or university.

Work readiness
100% of FCS graduates will be work-ready certified.

Strategic Themes

Instruction

Technology

Effective Schools

People

Resources

+ Focused Projects

Ongoing Work
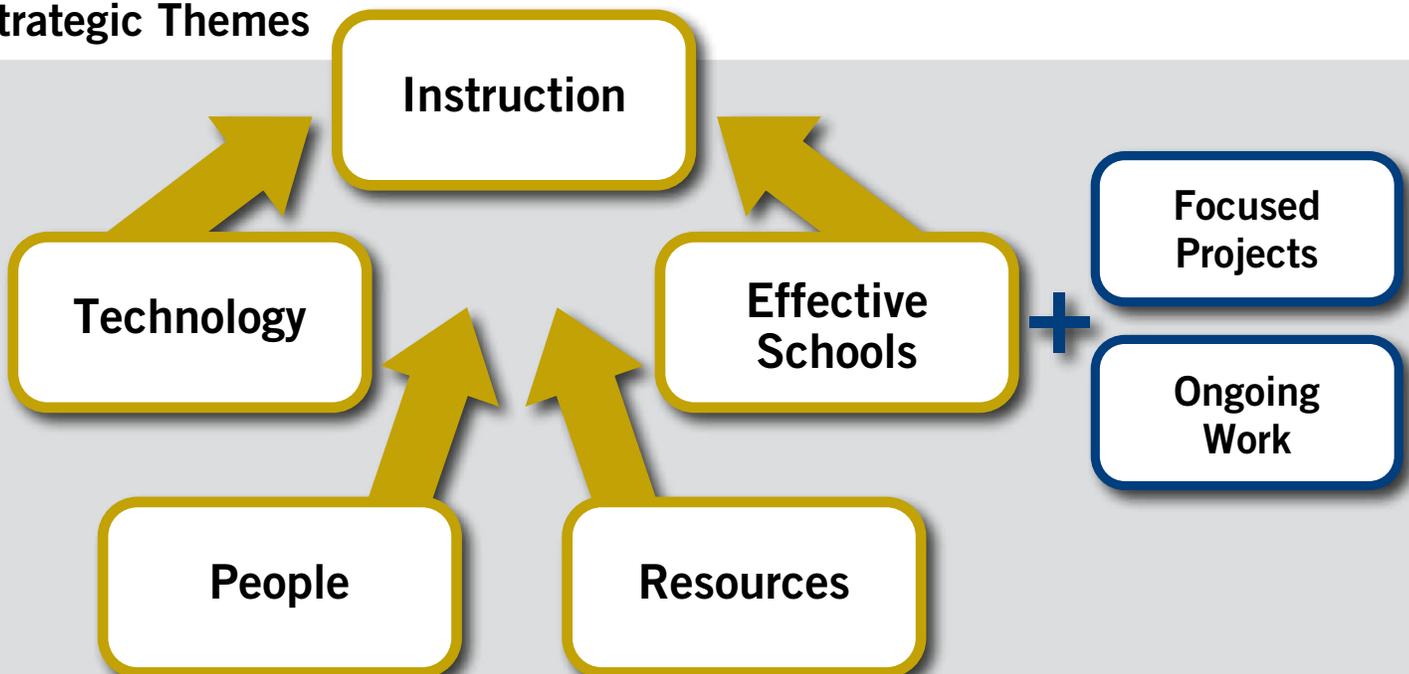
New, national curriculum standards will be more rigorous than in the past. High school graduation is now essential to future opportunities. The skills needed for college and career have changed. Knowledge will be important, but the ability to apply knowledge to practical problems, to communicate ideas, to work with others, to create and innovate, and to use technology in all of these processes – these are the future keys to success. Through our strategic initiatives in Instruction and Technology, we will prepare our students for these demands by providing experiences in and outside of the traditional classroom. Through our strategic initiatives focused on our People we will ensure that all employees are effective. Most importantly, we will ensure that every teacher provides the very best instruction tailored to every student.

The opportunity to become a charter system provides greater decision-making for local school staff and communities. Fulton County Schools was approved to operate as a charter system on July 1, 2012. While we still operate as one school system, School Governance Councils can request exceptions to state laws and manage resources to implement changes that meet the needs of their students. Through our strategic initiatives in Effective Schools and Resources we will ensure that our school leaders and communities are prepared and successful in this new way of operating.

For a full report including all strategic initiatives,
please visit **www.fultonschools.org/whateverwecallit**.

To view our annual system performance, please see our
Balanced Scorecard at **www.fultonschools.org/bsc**.

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LEA Name: **Fulton County Schools**

School Name: **Frank McClarin High School**

The LEA must:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions:	**Timeline:**
Principal Selection Fulton County Schools (FCS) is seeking a new principal and assistant principal for McClarin High School. The former principal, retired in October 2012. McClarin has an interim principal while the district is conducting a search for a highly qualified candidate to transform the high school. Fulton's principal selection process is multi-faceted focused on a candidate's fit for the principalship as well as the candidate's fit in an individual school. The Talent Management department conducts surveys of teachers and parents to identify the desired leadership competencies that are aligned with Leader Keys. This survey was distributed to McClarin teachers and parents in March 2013; however, only four responses were received. Next, the area superintendents conduct focus groups with teachers and students to collect feedback on the desired skills, knowledge, traits and characteristics of the new principal. The focus group with McClarin teachers was held 5/3/2013 and with McClarin students was held 5/17/2013. Talent Management creates a school profile from this data. Principal candidates apply online. Candidates are screened, participate in a phone interview, and prepare a writing sample. Candidates who pass these screens are invited to participate in a behavioral interview with a role simulation, e.g., teacher observation and data exercise. Candidates who do well in this first round are included in a principal pool. When a vacancy exists, another round of interviews takes place to determine school fit. The candidate makes a presentation based on the school profile data to ensure his/her understanding of local needs and values. The final round of interviews takes place to determine district fit. The superintendent recommends the candidate, and the school board approves.	• Survey of McClarin teachers and parents to prioritize desired leadership qualities for McClarin's new principal conducted March 2013. • Focus group with McClarin teachers to discuss the desired traits, characteristics, knowledge and abilities of the new principal held 5/3/2013. • Focus group with McClarin students held on 5/17/2013. • GaDOE briefed 6/5/2013. • GaDOE involved in the interview panel for principal selection June 2013. • New transformation principal staffed by 7/1/2013. • New assistant principal staffed by 7/14/2013. • New principal training July 2013. • Executive coaching sessions for the new principal will take place during the 2013-2014 school year.

The Area Superintendent of Central Learning Community, briefed Linda Massenburg, McClarin's SIS from GaDOE on Fulton's principal selection process. The Area Superintendent will work with GaDOE to finalize the selection of McClarin's principal in June.

Operational Flexibility
The schools of Fulton County are divided into four "learning communities" -- Northwest Learning Community, Northeast Learning Community, Central Learning Community, and South Learning Community. Organized geographically, the learning communities allow a decentralized approach to school management and provide schools the flexibility to work more closely together and align resources. Each is managed by an area superintendent and supported by an executive director. McClarin falls in the Central Learning Community.

The learning community model drives decision making down to the school level. Principals have more authority and accountability for school operations, results, programming, budget, etc. The principal is responsible for making decisions and is held accountable for results. Problem solving occurs at the school level. The area superintendent and executive director support the principals by helping clarify questions of policy, removing barriers, etc.

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES).	
Actions: Fulton County Schools refers to its performance management system as GO which stands for Growth and Opportunity. The spirit of GO is centered on setting expectations through open and honest two-way communication and frequent follow-up conversations about growth and opportunity. GO encompasses three distinct evaluation systems which cover different employee groups: Leader Keys is the effectiveness instrument for principals and assistant principals; Teacher Keys is the effectiveness instrument for teachers; Professional Keys, developed by FCS and aligned to Leader Keys and Teacher Keys, is the effectiveness instrument for everyone else, e.g., central office and school staff. There are three components to the TKES evaluation system: Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and	**Annual TKES Timeline:** • August-Sept: Pre-evaluation conferences • Sept-January: Observations and Feedback; Formative Assessment • December-January: Mid-Year Conferences • February-April: Observations and Feedback, Formative Assessment • May: Summative Evaluation Conference and Assessment **Annual LKES Timeline:**

Academic Achievement. TKES identifies measures of teacher effectiveness, includes tools and practices for determining teacher performance, relies on multiple methods for collecting data related to performance, and focuses on professional growth and support necessary for improving teaching and advancing student learning. McClarin implemented TKES during the 2012-2013 school year. Ratings are included in the School Profile attachment. Fulton is convening the Teacher Leadership Forum July 15-17, 2013. One teacher leader from each school has been selected to participate. During the forum they will review each TAPS standard and define what effective teaching looks like in Fulton by incorporating Fulton resources, tools and supports. These teachers will serve as ambassadors in their home school to support and champion TKES. There are three components to the LKES evaluation system: Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Academic Achievement. The intent of LKES is to increase both the quantity and quality of feedback that principals and assistant principals receive from their supervisors to target job-specific skills and individual performance issues that will have the greatest impact on student achievement. To help McClarin teachers and administers continuously improve, we will implement common planning time, more relevant professional development, instructional coaches, performance-based bonuses, etc., administered by a transformational principal and a school improvement specialist.	• October: Pre-Evaluation Conference to be held during or after the leader's completion of the Performance Goal Setting process • December-January: Mid-Year Formative Assessment Conference to discuss the Formative Assessment Report, progress toward performance goal attainment, and school-wide student growth and academic achievement data • May: Summative Assessment Conference to discuss the Summative Assessment Report, performance goal attainment, and school-wide student growth and academic achievement data

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions:	**Timeline:**
Strategic Staffing Top Talent is one of Fulton's strategic initiatives focused on redesigning our recruitment, selection, and placement processes to attract and retain effective teachers. Over the past year, more than 13,600 individuals have applied for a teaching position at FCS. To more quickly identify qualified candidates and move them through the staffing pipeline, FCS will collaborate with TNTP, a national leader in urban teacher recruitment and training, over a four month period.	• September 2013: SIG overview emphasizing expectations and how performance will be measured • Oct 2013-January 2014: TNTP project to redesign the teacher selection model • August–May annually:

During this project, funded by a $110K grant from the Belk Foundation, TNTP will combine its deep experience of recruiting and selecting top teachers across the nation with Fulton's evaluation rubric and extant evaluation data to create a more informed and reliable candidate selection model that will help source candidates with the greatest chances of being successful in FCS. The redesigned teacher selection model will help principals select candidates based on competencies assessed in our teacher evaluation system. Applicants will be required to demonstrate their skills, rather than merely talk abstractly about them, and their performance will be evaluated against effective teaching competencies. Teacher candidates will be screened through a telephone interview so that only the most promising candidates are invited to the school site. A school-based component to the selection model will be developed that frames the interview structure, questions, and prompts specifically for the school environment. Candidates will have the opportunity to deliver a sample lesson so that the principal can evaluate them against specific teaching competencies. Candidates will be given the opportunity to reflect and adjust the lesson based on principal feedback. Further, training will be provided so that principals will be prepared to use the new interview tools, including interview questions and selection rubrics.

Total Compensation
To achieve aggressive grant performance goals, we need a culture of excellence, i.e., an aligned team of teachers, administrators, and central office staff who are student centric, data driven, flexible, creative, passionate, and focused. At the beginning of the 2013-2014 school year, representatives from the central office and McClarin's new principal will discuss all of the elements of the transformation model and the higher expectations for staff. McClarin will create committees to operationalize the grant's transformational initiatives based on the three SIG priorities: increasing student achievement to meet students' academic needs; building principal and teacher effectiveness to meet staff members' professional needs, and improving the school environment to meet students' social / emotional needs.

McClarin will recognize and reward performance excellence through a *total compensation* approach. Teachers at McClarin will have access to rich, personal growth opportunities, e.g., common planning time, job-embedded professional development, instructional coaches, and

TKES evaluation system implementation
- August-May annually: SIG committees meet to assess operational impact
- April annually: Letter of Commitment distributed to McClarin teachers
- May annually: Contract renewal

professional learning communities. We want to keep effective teachers in the classroom; therefore, we are expanding opportunities via a career ladder to extend their reach, i.e., a high performing teacher could become a department head or an instructional coach. We will structure a performance-based bonus for exemplary teachers who are able to help the school achieve aggressive targets aligned to the CCRPI. Further, we will create more flexibility for teachers by offering different work schedules to help create work-home balance, e.g., 8am-4pm, 10am-6pm, and 12 noon-8pm schedules. Process for Non-renewal Historically, some teachers were placed in McClarin who they were not effective in their previous school. The district is committed to SIG and will leverage TKES to support performance management. If some teachers are non-performing, we will begin the process of non-renewal mid-year. Non-performing teachers will be placed on a corrective action plan and given specific opportunities to improve performance, e.g., analyzing videotapes of lessons with the instructional coach. There will be no surprises; they will know where they stand. Only effective teachers will be asked to sign a letter of commitment prior to receiving a contract for renewal. On April 10, 2013, the Fulton County Board of Education adopted a new policy entitled 'Employee Suspension/Termination/Demotion/Non-renewal' which gave the superintendent more staffing flexibility. For example, probationary employees (newly hired teachers or administrators within the first 90 days) shall be considered at-will employees and may be terminated at any time by the Superintendent during the probationary period, with or without cause, except as otherwise provided by law. Any probationary employee who is terminated shall be notified in writing by the Superintendent.	

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
Actions: Principal PD	**Timeline:** • 3Q2013: Principal and

Professional development (PD) is central to the SIG priority focused on principal and teacher effectiveness. The principal will work with an Executive Coach who will provide guidance, serve as a sounding board, and share an external perspective. The School Improvement Specialist (SIS) will be hired to work with the principal, leadership team, teachers, and central office staff to implement grant-funded activities. The SIG Coordinator will help the principal and SIS coordinate purchase orders, conduct monitoring, reporting, etc. The Central Learning Community Area Superintendent and Executive Director will provide development opportunities for McClarin's principal during monthly staff meetings (job-alike sessions, Leader Keys workshops, etc.) and on a one-on-one basis.

Teacher PD
McClarin teachers will have access to a variety of PD offerings including:
- **common planning time** daily for one hour where teachers will discuss assessments, results, instructional practices, rollout of CCGPS, etc.
- **Professional Learning Communities** to expand teacher effectiveness by allowing teachers to review data together (unit assessments, common formative assessments, benchmark tests, EOCTs, and other student achievement data); to plan and adjust based on data analysis; to re-deliver units or move on; to backward design to unpack standards and integrate content; to observe effective teachers; to coach struggling teachers to improve results; to videotape a lesson and assess effective instructional practices; book studies, etc.
- **individualized development sessions** from two SIG-funded instructional coaches with deep content knowledge
- an **additional 5 days of pre-planning**, i.e., teachers will be required to return to school a week early to participate in PD sessions where they will learn how to work with high-need students, how to understand the frameworks of poverty (Ruby Payne), how to implement new approaches (Instructional Rounds in Education), how to implement positive behavior interventions and supports (PBIS), how to focus on setting the right culture, how to build effective teams, etc.
- **content-related PD**, e.g.,Tabor Rotation for math - there will be an expectation that teachers must pass content assessments to demonstrate mastery; this will be a lever to exit teachers who are not willing or able to improve

Teacher Effectiveness Committee launched
- 3Q2013: Instructional Coach positions are staffed
- August-July annually: Participate in conferences and professional associations
- July 2013: McClarin teachers will return to school 3 days early for mandatory professional development
- July 2014 and July 2015: McClarin teachers will return to school 5 days early for mandatory professional development

their knowledge base – **literacy supports**, such as the reading endorsement funded by Striving Readers Comprehensive Literacy Program grant and delivered by Kennesaw State University to help improve literacy across the content areas or writer's workshop across school – **PD 360**, an online professional development platform with a variety of digital resources – **state, regional and national conferences** to learn about best practices in alternative education – **professional organizations** to network and learn about best practices The Principal and Teacher Effectiveness Committee will coordinate all of these grant-funded activities and create a more detailed action plan working with the SIS.	

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	
Actions: Performance-based Bonus Performance-based bonuses will be structured around Teacher Keys, Leader Keys and Professional Keys ratings as well as school performance against SIG goals aligned to CCRPI. To receive a performance-based bonus ranging from $2,500 up to $5,000 annually, teachers who are evaluated on Teacher Keys must receive at least 2 'exemplary' ratings; administrators who are evaluated on Leader Keys must receive at least 1 'exemplary' rating, and staff members who are evaluated on Professional Keys must receive at least 1 'exemplary' rating. In addition to the exemplary rating requirements, teachers, administrators, and staff members must not receive any 'ineffective' ratings, and the school must achieve a specific number of the annual performance goals (see Attachment L for a listing of the proposed goals). See section A3 for examples of McClarin's increased opportunities for promotion, career growth, and flexible working conditions.	**Timeline:** • September 2013: Discuss performance-based bonus approach with teachers and administrators • August-May annually: TKES, LKES, PKES evaluation system implementation • June annually: bonus payouts

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
Actions:	**Timeline:**

Through our needs assessment process, we analyzed a variety of datasets including: School Quality Review, student achievement EOCT results, SLO results, Student Health Survey, course credits, SRI, McClarin's Priority School Action Plan, Senior Exit Survey, focus group data, AdvancED results, etc. It was clear that our students struggled with literacy and numeracy. They were not successful at their traditional high school and need a research-based, high-quality alternative approach to learning. Based on the needs assessment findings, our instructional program will include the following transformational initiatives as described in Section B of the SIG narrative: Summer Bridge, Success on Main, career pathways, dual enrollment, college/career center, increased learning time, blended learning, smaller class sizes, literacy across the curriculum, etc. PLCs will ensure articulation with state standards and vertical alignment between courses (where appropriate). The school's focus on literacy will help ensure student success as they progress through each year of school. The Student Achievement Committee working closely with the SIS will coordinate these SIG-funded initiatives and create a more detail action plan.	• 3Q2013: Launch Student Achievement Committee • June-July annually: Summer Bridge – 20 days in June for 10th-12th graders, 20 days in July for rising freshmen • August 2014: Launch of Success on Main for up to 100 students who are not prepared for the 9th grade • August 2013-May 2014: Phase in the CTE pathways for Business & Computer Science, Healthcare Science, and Arts Audio-Video Technology and Communications
A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
Actions: FultonConnect is the district's new instructional improvement system that will support personalized learning for teachers, administrators, students, and parents. Teachers will have access to instructional materials, digital content, authentic assessments, and item banks to incorporate into their lesson plans. Teachers will be able to run classroom-level and individual student reports at the Common Core Georgia Performance Standard level to identify where additional supports are needed. Administrators will be able to review dashboards and run school-level reports. Students and their parents will be able to access FultonConnect through a portal to view their class schedule, select lesson plans, listen to lectures, take assessments, access online resources, and submit assignments, among other activities. Pre and post-unit assessments will be accessible by standard. If a student is weak in a particular standard, online resources will be available.	**Timeline:** • August 2013: Launch FultonConnect with FCS teachers • August 2014: Launch FultonConnect with students and parents

FultonConnect will include business tools to link teacher-student data to help measure student growth over time. Through the system, Fulton will be able to track teacher-student results over multiple periods using reports developed from the business intelligence tool housed within FultonConnect. These reports could include analysis of standardized assessment results or results from formative assessments developed in-house by FCS staff.

Full development of PLCs will ensure the focus on analysis and use of student achievement data for instructional improvement and increased learning. The two instructional coaches will work with individual teachers on how to develop effective assessments and how to use data to differentiate instruction and personalize learning. Further, the lead data support specialist on the Central Learning Community staff will provide support to McClarin's school-based data analyst on compiling data for report generation.

A8. Establish schedules and strategies that provide increased learning time for all students (as defined by the SEA).	
Actions: Increased Learning Time (ILT) ILT is a cornerstone to our model and will support a more personalized learning environment for all students. All of McClarin's transformational initiatives are student-centric. By increasing instructional time for all students in core courses, extending the school day to offer students more flexibility, offering Summer Bridge programming for credit recovery and acceleration, and by requiring additional professional development and common planning time for teachers, *all* students will benefit. ILT at McClarin affords students greater access to academic supports and more opportunities to demonstrate mastery of standards. As detailed on page 17, McClarin will increase learning time by 886 hours/year. We will do this by scheduling 1 hour daily of common planning time for teachers, 30 minutes more of direct instruction each day for students (current schedule 8:05-2:05; new schedule 9:15-3:45), offering Summer Bridge, plus extending the school day until 8pm.	**Timeline:** • August 2013: Expand McClarin's hours from 8am to 8pm Monday – Friday and change to a semester schedule with a 4x4 blocks • 1 hour daily: Common planning time • 9:15am-3:45pm Mon – Friday: day schedule period 1-4 • 3:55pm-7:50pm Mon – Friday: night schedule period 5-7
A9. Provide ongoing mechanisms for family and community engagement.	
Actions:	**Timeline:**

McClarin's SIG priority around improving the school environment include multiple transformational initiatives that will foster family and community engagement such as: policy changes to increase flexibility, revised intake process, full-time school social worker, full-time graduation coach, full-time parent liaison, mentoring programming, advisory programming, family engagement programming, mobile health van, behavioral health sessions, character development, advisory, and transportation support. The teachers and administrators on the School Environment Committee working closely with the SIS will create a detailed action plan to coordinate services. School Environment Committee members will leverage the faith-based community, the business community, and the non-profit community to support the school and foster family engagement.	• 3Q2013: Launch School Environment Committee which will be responsible for creating the detailed action plan
Faith-based Community On Wednesday, March 20, 2013, Fulton County Schools hosted its second Faith Summit to forge partnerships between schools and the faith community. Leaders of local houses of worship were invited to a morning of collaborative discussion with Superintendent Robert Avossa, school principals and other district leaders. During the event, the district provided information and resources to encourage creation of partnerships that improve student achievement, increase community support of schools, and support the district's Strategic Plan goals of increasing graduation and preparing students for college or work. Participants learned practical ways to offer assistance and provide resources that benefit both schools and houses of worship.	
During grant development, the team reached out to one organization, Concerned Citizens & Clergy of East Point, that was very involved in the Faith Summit. Building on the momentum of the Faith Summit, the SIS and members of the School Environment Committee will continue to explore with local houses of worship partnership opportunities such as mentoring, supporting the day care, parenting skill-building, resume writing, mock job interviewing, etc.	
Business Community McClarin has partnerships with Wayfield Grocery, Horace Mann, Legal Shield, Publix, Landmark Diner, employment opportunities, Indigo Hotel, and the Westin Hotel. The School Environment Committee will formalize existing	

partnerships and reaching out to other businesses as well as the Office of Workforce Development to support McClarin's career pathways and to explore work/study programming.

Non-profit Community
The School Environment Committee will reach out to community partners and government agencies such as Odyssey and Fulton County Health Services to deliver behavioral health sessions, West End Medical Centers for health screenings, Department of Family and Child Services for day care support, 7 Mindsets for character development, etc.

Family Engagement
The parent liaison will engage parents through a variety of programming and workshops focused on media and technology safety, computer literacy, access to community resources, budgeting and finance, motivating your child to succeed, preparing for college, GED guidance, resume writing, interview skills, career opportunities and guidance, etc.

The parent liaison, graduation coach, and school social worker will be critical committee members to monitor progress of SIG's focus on improving the school environment.

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions: Procedural Changes Through conducting the needs assessment, the grant development team realized the critical need to provide McClarin greater flexibility to meet student needs. Over the years, McClarin has become more traditional in its approach when in fact it needed to be more alternative. The team is recommending the following procedural changes to Cabinet: offering transportation options, adding Success on Main for 9th graders, extending the hours of operation, removing the five course credit entrance criterion, removing the automatic withdrawal policy for students who miss three classes, and moving to a full semester vs mini-mester. The team will pursue these changes regardless of SIG funding. See section A1 for additional information on operational	**Timeline:** • 3Q2013: Implement procedural changes

flexibility.	
A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
Actions: The SIG Coordinator and School Improvement Specialist (SIS) will be critical to the successful implementation of the grant. The SIG Coordinator will be responsible for grant compliance, monitoring, and reporting from the district perspective. The SIG Coordinator will work with the SIS on purchase orders for grant-eligible expenditures, will coordinate with our finance department on monthly draw downs and will conduct regular compliance reviews for audit purposes. The SIG Coordinator will be selected based on his/her experience managing large, complex grants. The SIG Coordinator will be able to provide technical assistance to McClarin for grant management. The SIS will handle local implementation of the transformation model at McClarin partnering with the principal, leadership team and coordinating with the central office (SIG Coordinator, Central Learning Community, finance department, etc.). The SIS will be selected based on experience working with high-need student populations, working with faculty and staff implementing innovative instructional approaches, etc. Both the SIG Coordinator and SIS will attend SIG training events hosted by GaDOE. As described in section A1, the Central Learning Community structure is designed to support schools. The Assistant Superintendent and her Executive Director will provide direct support to the new principal. The Central Learning Community Program Specialists (STEM, Humanities, etc.) will work with the SIG-funded instructional coaches and the teachers to support the PLC model. Central office departments such as transportation and school nutrition, have a supervisor dedicated to support the Central Learning Community schools.	**Timeline:** • September 2013: Staff SIG Coordinator position • September 2013: Staff SIS position • Central Learning Community TA: ongoing
B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions: Not applicable to Fulton's SIG proposal.	**Timeline:**
C. Align additional resources with the interventions.	

Actions:	Timeline:
As part of its re-organization, Fulton has pushed decision-making down to the school level. Schools are working with their stakeholders to design strategic plans and are aligning their cost center budgets to their strategic plans. The Central Learning Community Area Superintendent and Executive Director will work with the SIG Coordinator, the new principal, and the SIS to align additional resources to support McClarin's transformation model by: − optimizing its cost center budget − optimizing its Title I budget − leveraging its Striving Reader budget for literacy − integrating its American Association of School Administrators' School Breakfast Program grant with the work of the School Environment Committee to promote students' eating a 'Grab-n-Go' bagged breakfast − securing an activity bus from the transportation department to provide more flexibility − exploring with the business community cash contributions, employee volunteers, in-kind donations to support McClarin's career pathways and work/study programming − expanding existing school partnerships with Wayfield Grocery, Publix, Horace Mann, Legal Shield, Landmark Diner, Indigo Hotel, Westin Hotel, etc., and better aligning their support with McClarin's transformation model − exploring with the faith-based community support for programming outlined in the School Environment Committee's work plan	• July 2013: review SIG grant budget and school cost center budget with new principal • The SIS will be accountable for resource alignment on an ongoing basis

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions:	**Timeline:**
The Area Superintendent for the Central Learning Community will convene a SIG governance committee during 4Q2013 that will meet biannually to review grant progress, evaluation results, and recommendations for improvement. Committee members will include the Principal, SIS, SIG Coordinator, as well as a representative from operations, accountability, academics, and grant development. The Central Learning Community Area Superintendent will update Cabinet on committee findings and present recommendations to them for policy/procedural	• Meet biannually: Governance Committee • Meet weekly: School Leadership Team • Meet bi-weekly in year 1 (meetings in years 2 and 3 might be monthly depending on work load): 3 SIG Committees

changes.

The PLC approach will help the school's leadership team and the SIG committees build capacity to support effective practices in the school and implement the grant with fidelity. The SIS will be critical to this work.

E. Sustain the reform after the funding period ends.	
Actions:	**Timeline:**
In addition to its cost-center budget, McClarin and the district will leverage federal, state, and foundation grants to sustain our transformational initiatives over time. The three-year grant period will allow us time to launch initiatives, evaluate success, build internal capacity, etc., to validate efficacy. The principal will be able to make data-driven decisions to reallocate expense items in the school budget. The district will use a mixture of Title I, Title II-A and SPLOST funding to enhance McClarin's school budget. Our grant proposal is driven by specific components that build staff capacity during the three-year grant, such as: – We will use strategic staffing to attract highly qualified candidates via signing bonuses who are committed to McClarin's success and who will be effective in an alternative school environment. – We will offer school-wide professional development when teachers come back a week early for pre-planning. – We will provide multiple resources and instructional coaching to support job-embedded PD. – Our instructional practices will change once we launch PLCs. Once we transform McClarin's culture, the PLC model can be sustained with very little investment. As new staff members join the team, incumbents can serve as master teachers to assist in onboarding and providing support throughout the year. Further, some positions like the SIG Coordinator and SIS will go away at the end of the grant period. The Office of Grant Development has two staff members who will partner with McClarin to create a funding plan that is aligned to their strategic plan. Based on the school's strategic plan and funders' areas of focus, we will create a pipeline of potential government, corporate, family and private foundations to explore funding opportunities, e.g., Race to the Top – District, 21st Century Community Learning	• February annually: McClarin's cost center budget released • Feb – March annually: Analyze all resources available and align with cost-center budget • Biannually: Governance Committee will review evaluation plan data biannually and review opportunities for replication • April 2014: meet with Office of Grant Development to design a funding plan for sustainability

Centers, AT&T Foundation, Belk Foundation, Betty and Davis Fitzgerald Foundation, etc. In order for the district to achieve its 90% graduation rate strategic goal in 2017, we will have to re-imagine the supports provided to students most at-risk for dropping out. McClarin's transformation model is serving as an incubator. During the three-year grant period, we will collect volumes of data in our internal evaluation on the efficacy of programming so that certain aspects of McClarin's transformation model can be replicated in other settings. For example, if Summer Bridge and Success on Main are effective approaches to help freshman accrue credits and stay on track, their success can be replicated in the traditional high schools. The SIG Governance Committee will be tasked with reviewing the evaluation plan data and making recommendations to Cabinet for replication.	

LEA Name: **Fulton County Schools**

School Name: **Frank McClarin High School**

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.

Reading/English Language Arts	% Meets/Exceeds 9th grade Literature	% Meets/Exceeds American Literature
District unofficial average 2012-2013	63.3	85.4
McClarin baseline unofficial 2012-2013	66.7	91.7
McClarin 2013-2014 School Year:	75	93
McClarin 2014-2015 School Year	83	95
McClarin 2015-2016 School Year	94	98
Mathematics	**% Meets/Exceeds Algebra**	**% Meets/Exceeds Geometry**
District unofficial average 2012-2013	27.0	31.1
McClarin baseline unofficial 2012-2013	17.1	31.3
McClarin 2013-2014 School Year	27	41
McClarin 2014-2015 School Year	42	56
McClarin 2015-2016 School Year	62	76
Cohort Graduation Rate	**4-year Graduation Rate**	**5-year Graduation Rate**
District 2011-2012	71.3	73.3
McClarin baseline 2011-2012	19	45
McClarin 2013-2014 School Year	25	50
McClarin 2014-2015 School Year	40	60
McClarin 2015-2016 School Year	55	70

LEA Cohort 3 BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
McClarin High School	$0	$1,191,061	$1,106,258	$1,116,367	$3,413,686
LEA-level Activities					
Total Budget	**$1,191,061**		**$1,106,258**	**$1,116,367**	**$3,413,686**

SIG Grant Year 1

LEA Name: Fulton County Schools

School Served: Frank McClarin High School

Intervention Model: Transformation

Fiscal Year: **July 1, 2013** through **September 30, 2014**

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (http://www2.ed.gov/programs/sif/faqaddendum030112.doc) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	**Personal**	0.5 SIG Coordinator (3% increase / year)	$42,000	
		1.0 School Improvement Specialist (SIS) (3% increase / year)	$85,000	
	Services			
	(Salaries)	0.5 Graduation Coach (3% increase / year)	$40,000	
		0.5 Social Worker (3% increase / year)	$29,638	
		1.0 Instructional Coach-Math (3% increase / year)	$76,224	
		Strategic Staffing ($5K/position x 5 positions in years 1 and 2) - signing bonus	$25,000	
		Substitutes ($87/day x 3 days x 30 teachers)	$7,830	
		Professional Development Stipends ($100/day x 5 days x 30 teachers)	$15,000	
		Performance Bonuses ($5,000 x 10 certified staff in year 1, 12 certified staff in year 2 and 15 certified staff in year 3 + $4,000 x 2 administrators/year + $2,500 x 5 non-certified staff/year)	$70,500	
		Extra Activity Pay for PD and Tutorials ($28/hour x 1,200 hours)	$33,600	
		Summer Bridge Program-Grade 10-12 ($28/hour x 106 hours x 12 personnel + $3,500 for AP	$39,116	**Object Total**
				$ 463,908
200	**Benefits**	.5 SIG Coordinator @ 30%	$12,600	
		1.0 School Improvement Specialist @ 30%	$25,500	
		.5 Graduation Coach @ 30%	$12,000	
		.5 Social Worker@ 30%	$8,891.40	
		1.0 Instructional Coach-Math @ 30%	$22,867.20	

		Strategic Staffing @ 30%	$7,500	
		Professional Development Stipends @ 10%	$1,500	
		Performance Bonuses @ 10%	$7,050	
		Extra Activity Pay and Summer Bridge @ 10%	$7,272.60	**Object Total**
				$ 105,180.20
300	**Purchased Professional & Technical Services**	Stand Up for Kids Mentoring Program for 25 high-risk students	$28,250	
		Success Highway Assessments (500 student assessments @ $3,325/yr)	$3,325	
		7 Mindsets Academy ($3000 site license/year + $3000 training/year + $100 materials per teacher x 25 teachers)	$8,500	
		Counseling ($27/hr. for group x 100 sessions with Oak Hill + $90/individual x 50 sessions with Odyssey)	$7,200	
		Professional Development (1 day/month x 9 months @$2,500/day)	$22,500	
		Tabor Rotational System Training - research-based instructional model for math ($560/participant x 8 teachers/administrators + $640 site license)	$5,120	
		Florida Virtual School Online Courses – another online learning option for McClarin students ($400/course x 30 courses)	$12,000	
		West End Medical Center (.4 FTE NP, .4 FTE LPN, $2500 supplies)	$49,290	**Object Total**
				$ 136,185
500	**Other Purchased Services**	Travel to conferences ($1,400/per three day trip x 2 conferences x 15 personnel)	$42,000	
		Travel for College Visits ($1,500/charter bus/day x 4 days + $327/school bus/ trip x 4 local trips)	$7,308	
		Student transportation to and from McClarin ($327/day x 2 buses x 217 days with a 5% increase / year)	$141,918	
		Marta Cards ($14.40/wk x 39 weeks x 70	$39,312	

					Object Total
		students)			
		Pre-Math/Compass Testing ($89/per student x 75 students)	$6,675		
		SAT Test Registration ($51/student x 75 students)	$3,825		
		Princeton Review ACT/SAT Prep Course ($220/student x 75 students)	$16,500		**Object Total**
					$ 257,538
600	**Supplies**	Read 180 – research-based reading intervention program ($30K for licensing in year 1, $2,700 for license renewal in years 2 and 3)	$30,000		
		Healthcare Science Lab ($48,000 equipment in year 1, $4,800 for materials in years 2 and 3)	$48,000		
		Information Technology Lab ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$40,000		
		Broadcast and Video Production ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$40,000		
		Keytrain Work Readiness Software ($700/year)	$700		
		Posters and stationery ($3,500 / year)	$3,500		
		General Office Supplies for Coordinator and SIS ($4,000 / year)	$4,000		
		Smart Card ID System ($16,000 for initial setup in year 1, $4,000 / year in years 2 and 3)	$16,000		**Object Total**
					$ 182,200
700	**Property (Capitalized Equipment)**				
					Object Total
					$ -
800	**Other Objects**	Registration to conferences – includes all grant-required conferences ($400/per conference x 2 conferences/year x 15 personnel)	$12,000		
		Membership in Professional Organizations, e.g.,	$5,000		**Object Total**

	AERO, NAEA, etc. ($5,000 / year)			
				$ 17,000
	Indirect Costs (2.5% x $1,162,011.20)		$29,050.28	
900	**Other**			
	Uses			
				Object Total
				$ -

School Total Year 1 $ 1,191,061.48

SIG Grant Year 2

LEA Name: Fulton County Schools

School Served: Frank McClarin High School

Intervention Model: Transformation

Fiscal Year: **October 1, 2014** through **September 30, 2015**

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (http://www2.ed.gov/programs/sif/faqaddendum030112.doc) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	**Personal**	0.5 SIG Coordinator (3% increase / year)	$43,260	
		1.0 School Improvement Specialist (SIS) (3% increase / year)	$87,550	
	Services	0.5 Graduation Coach (3% increase / year)	$41,200	
	(Salaries)	0.5 Social Worker (3% increase / year)	$30,527.14	
		1.0 Instructional Coach-Math (3% increase / year)	$78,510.72	
		Strategic Staffing ($5K/position x 5 positions in years 1 and 2) – signing bonus	$25,000	
		Substitutes ($87/day x 3 days x 30 teachers)	$7,830	
		Professional Development Stipends ($100/day x 5 days x 30 teachers)	$15,000	
		Performance Bonuses ($5,000 x 10 certified staff in year 1, 12 certified staff in year 2 and 15 certified staff in year 3 + $4,000 x 2 administrators/year + $2,500 x 5 non-certified staff/year)	$80,500	
		Extra Activity Pay for PD and Tutorials ($28/hour x 1,200 hours)	$33,600	
		Summer Bridge Program-Grade 9 ($28/hour x 106 hours x 12 personnel + $3,500 for AP	$39,116	
		Summer Bridge Program-Grade 10-12 ($28/hour x 106 hours x 12 personnel + $3,500 for AP	$39,116	**Object Total**
				$ 521,209.86
200	**Benefits**	.5 SIG Coordinator @ 30%	$12,978	
		1.0 School Improvement Specialist @ 30%	$26,265	
		.5 Graduation Coach @ 30%	$12,360	

		.5 Social Worker@ 30%	$9,158.14	
		1.0 Instructional Coach-Math @ 30%	$23,553.22	
		Strategic Staffing @ 30%	$7,500	
		Professional Development Stipends @ 10%	$1,500	
		Performance Bonuses @ 10%	$8,050	
		Extra Activity Pay and Summer Bridge @ 10%	$11,183.20	**Object Total**
				$ 112,547.56
300	**Purchased Professional & Technical Services**	Stand Up for Kids Mentoring Program for 25 high-risk students	$28,250	
		Success Highway Assessments (500 student assessments @ $3,325/yr)	$3,325	
		7 Mindsets Academy ($3000 site license/year + $3000 training/year + $100 materials per teacher x 25 teachers)	$8,500	
		Counseling ($27/hr. for group x 100 sessions with Oak Hill + $90/individual x 50 sessions with Odyssey)	$7,200	
		Professional Development (1 day/month x 9 months @$2,500/day)	$22,500	
		Tabor Rotational System Training - research-based instructional model for math ($560/participant x 8 teachers/administrators + $640 site license)	$5,120	
		Florida Virtual School Online Courses – another online learning option for McClarin students ($400/course x 30 courses)	$12,000	
		West End Medical Center (.4 FTE NP, .4 FTE LPN, $2500 supplies)	$49,290	**Object Total**
				$ 136,185
500	**Other Purchased Services**	Travel to conferences ($1,400/per three day trip x 2 conferences x 15 personnel)	$42,000	
		Travel for College Visits ($1,500/charter bus/day x 4 days + $327/school bus/ trip x 4 local trips)	$7,308	
		Student transportation to and from McClarin ($327/day x 2 buses x 217 days with a 5%	$149,013.90	

		increase / year)		
		Marta Cards ($14.40/wk x 39 weeks x 70 students)	$39,312	
		Pre-Math/Compass Testing ($89/per student x 75 students)	$6,675	
		SAT Test Registration ($51/student x 75 students)	$3,825	
		Princeton Review ACT/SAT Prep Course ($220/student x 75 students)	$16,500	**Object Total**
				$ 264,633.90
600	**Supplies**	Read 180 – research-based reading intervention program ($30K for licensing in year 1, $2,700 for license renewal in years 2 and 3)	$2,700	
		Healthcare Science Lab ($48,000 equipment in year 1, $4,800 for materials in years 2 and 3)	$4,800	
		Information Technology Lab ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$4,000	
		Broadcast and Video Production ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$4,000	
		Keytrain Work Readiness Software ($700/year)	$700	
		Posters and stationery ($3,500 / year)	$3,500	
		General Office Supplies for Coordinator and SIS ($4,000 / year)	$4,000	
		Smart Card ID System ($16,000 for initial setup in year 1, $4,000 / year in years 2 and 3)	$4,000	**Object Total**
				$ 27,700
700	**Property (Capitalized Equipment)**			
				Object Total
				$ -
800	**Other**	Registration to conferences – includes all grant-required conferences ($400/per conference x 2	$12,000	

	Objects	conferences/year x 15 personnel)		
		Membership in Professional Organizations, e.g., AERO, NAEA, etc. ($5,000 / year)	$5,000	**Object Total**
				$ 17,000
		Indirect Costs (2.5% x $1,079,276.32)	$26,981.91	
900	**Other Uses**			
				Object Total
				$ -

School Total Year 2 $ 1,106,258.23

SIG Grant Year 3

LEA Name: Fulton County Schools

School Served: Frank McClarin High School

Intervention Model: Transformation

Fiscal Year: **October 1, 2015** through **September 30, 2016**

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance -March 1, 2012 (http://www2.ed.gov/programs/sif/faqaddendum030112.doc) regarding allowable expenditures.

Object Class		Item Description	Costs	
100	**Personal**	0.5 SIG Coordinator (3% increase / year)	$44,557.80	
		1.0 School Improvement Specialist (SIS) (3% increase / year)	$90,176.50	
	Services	0.5 Graduation Coach (3% increase / year)	$42,436	
	(Salaries)	0.5 Social Worker (3% increase / year)	$31,442.95	
		1.0 Instructional Coach-Math (3% increase / year)	$80,866.04	
		Substitutes ($87/day x 3 days x 30 teachers)	$7,830	
		Professional Development Stipends ($100/day x 5 days x 30 teachers)	$15,000	
		Performance Bonuses ($5,000 x 10 certified staff in year 1, 12 certified staff in year 2 and 15 certified staff in year 3 + $4,000 x 2 administrators/year + $2,500 x 5 non-certified staff/year)	$95,500	
		Extra Activity Pay for PD and Tutorials ($28/hour x 1,200 hours)	$33,600	
		Summer Bridge Program-Grade 9 ($28/hour x 106 hours x 12 personnel + $3,500 for AP	$39,116	
		Summer Bridge Program-Grade 10-12 ($28/hour x 106 hours x 12 personnel + $3,500 for AP	$39,116	**Object Total**
				$ 519,641.30
200	**Benefits**	.5 SIG Coordinator @ 30%	$13,367.34	
		1.0 School Improvement Specialist @ 30%	$27,052.95	
		.5 Graduation Coach @ 30%	$12,730.80	
		.5 Social Worker@ 30%	$9,432.89	
		1.0 Instructional Coach-Math @ 30%	$24,259.81	

		Professional Development Stipends @ 10%	$1,500	
		Performance Bonuses @ 10%	$9,550	
		Extra Activity Pay and Summer Bridge @ 10%	$11,183.20	**Object Total**
				$ 109,076.99
300	**Purchased Professional & Technical Services**	Stand Up for Kids Mentoring Program for 25 high-risk students	$28,250	
		Success Highway Assessments (500 student assessments @ $3,325/yr)	$3,325	
		7 Mindsets Academy ($3000 site license/year + $3000 training/year + $100 materials per teacher x 25 teachers)	$8,500	
		Counseling ($27/hr. for group x 100 sessions with Oak Hill + $90/individual x 50 sessions with Odyssey)	$7,200	
		Professional Development (1 day/month x 9 months @$2,500/day)	$22,500	
		Tabor Rotational System Training - research-based instructional model for math ($560/participant x 8 teachers/administrators + $640 site license)	$5,120	
		Florida Virtual School Online Courses – another online learning option for McClarin students ($400/course x 30 courses)	$12,000	
		West End Medical Center (.4 FTE NP, .4 FTE LPN, $2500 supplies)	$49,290	**Object Total**
				$ 136,185
500	**Other Purchased Services**	Travel to conferences ($1,400/per three day trip x 2 conferences x 15 personnel)	$42,000	
		Travel for College Visits ($1,500/charter bus/day x 4 days + $327/school bus/ trip x 4 local trips)	$7,308	
		Student transportation to and from McClarin ($327/day x 2 buses x 217 days with a 5% increase / year)	$163,915.29	
		Marta Cards ($14.40/wk x 39 weeks x 70 students)	$39,312	

		Pre-Math/Compass Testing ($89/per student x 75 students)	$6,675	
		SAT Test Registration ($51/student x 75 students)	$3,825	
		Princeton Review ACT/SAT Prep Course ($220/student x 75 students)	$16,500	**Object Total**
				$ 279,535.29
600	**Supplies**	Read 180 – research-based reading intervention program ($30K for licensing in year 1, $2,700 for license renewal in years 2 and 3)	$2,700	
		Healthcare Science Lab ($48,000 equipment in year 1, $4,800 for materials in years 2 and 3)	$4,800	
		Information Technology Lab ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$4,000	
		Broadcast and Video Production ($40,000 equipment in year 1, $4,000 for materials in years 2 and 3)	$4,000	
		Keytrain Work Readiness Software ($700/year)	$700	
		Posters and stationery ($3,500 / year)	$3,500	
		General Office Supplies for Coordinator and SIS ($4,000 / year)	$4,000	
		Smart Card ID System ($16,000 for initial setup in year 1, $4,000 / year in years 2 and 3)	$4,000	**Object Total**
				$ 27,700
700	**Property (Capitalized Equipment)**			
				Object Total
				$ -
800	**Other**	Registration to conferences – includes all grant-required conferences ($400/per conference x 2 conferences/year x 15 personnel)	$12,000	
	Objects	Membership in Professional Organizations, e.g., AERO, NAEA, etc. ($5,000 / year)	$5,000	**Object Total**

			$ 17,000
	Indirect Costs (2.5% x $1,089,138.57)	$27,228.46	
900	**Other Uses**		
			Object Total
			$ -

School Total Year 3 $ 1,116,367.04

Section A. SCHOOLS TO BE SERVED	
The chart is complete:	
✓ All Priority schools are identified.	√ See page 5
✓ Intervention models are selected for each Priority school.	√ See page 5
✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.	n/a
✓ An explanation for the Priority schools that the LEA is not applying to serve has been provided.	n/a

Section B. DESCRIPTIVE INFORMATION	
1. Comprehensive Needs Assessment, Data Sources and Narrative ✓ The narrative reflects that a comprehensive needs assessment and analysis has been conducted in order to select the appropriate intervention. ✓ The narrative reflects the analysis of the required data sets to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided within the narrative.	√ Beginning on page 9 √ Beginning on page 9 √ See page 13
2. Capacity ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ The link below (Public Impact) provides a resource tool that may be used to assist the LEA in the selection of a turnaround leader. http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools.	√ Beginning on page 22 n/a √ n/a

• Ensuring that the LEA's central office staff will support successful implementation of the contract.	
✓ To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for: • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Priority schools. • Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.	√ See page 19 See page 23 See page 23

3.   Description
✓ The appropriate portion of Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Priority school applying for this grant.
 	
✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:
• Developing a written policy and procedure for selecting external providers and utilizing the process.
• Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include:
    o A Public Notice of Intent process.
    o An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected.
    o A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives.
    o Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.
• Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment.
• Clarifying the roles for the school provider and LEA that will be a part of the contract.
• Defining a process for cancelling the contract and restructuring when a contract provider is not successful.
• Including stakeholders such as parents and community groups throughout the entire process.
• Establishing clear goals and closely monitoring school performance.
	√
	See Attachment Q
	Beginning on page 67
	
	n/a

• Establishing a clear timeframe for measuring gains in student achievement.	
✓ To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.	√ See Attachment Q Beginning on page 78
✓ To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.	√ See Attachment Q Beginning on page 79
4. Timeline ✓ Found in Attachment 1 (1a: Turnaround Model, 1b: School Closure Model, 1c: Restart Model, 1d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2013-2014 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant.	√ See Attachment Q Beginning on page 67
5. Annual Goals	See Attachment Q Page 82
✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for the Priority school(s) as defined in Section B.	√
✓ Annual goals are written for the graduation rate for Priority high schools as defined in Section B.	√
✓ Annual goals are written for three years.	√

✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.	√

6. Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Priority school(s). ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	√ Beginning page 24 √ See Attachments F-I, M-O Beginning page 44

B-1. Pre-Implementation Activities and Budget	
✓ Pre-implementation activities are described. ✓ A proposed budget is included.	√ See Attachment R Beginning page 83

Section C. DEVELOP A BUDGET	
✓ The LEA has completed a budget on Attachments 2 and 2a for each Priority school. ✓ The budget is reflective of allowable SIG 1003(g) expenditures, as outlined in the FY10 SIG Guidance.	√ See Attachment R Beginning page 83

Section D. ASSURANCES	
✓ The superintendent agrees to the assurances for the School Improvement Grant.	√ See page 1

Section E. WAIVERS	
✓ The superintendent agrees to the waivers included in the School Improvement Grant.	n/a