The McClarin Success Academy Story

Get Ready, Get Set, Let’s Go!
Setting the Standard
Instructional Leadership Conference
Mission & Vision

Mission
McClarin Success Academy provides a personalized learning experience where all students are afforded the opportunity to succeed. Therefore, we respect the individual needs of students; encourage them to persevere; promote excellence; foster a caring and creative environment; and emphasize the social, emotional, and intellectual development of each student.

Vision
McClarin Success Academy strives to be a school of Excellence where students Persevere, demonstrate a high level of Respect, and rise to become productive members of society.

Core Values
Respect    Excellence    Perseverance

Motto
Success is the only option.....
Culture is the lens we look through to see the world.
Reality Wheel

I NOTICE... (behavior),
I HOPE...
I ASSUME THIS MEANS...
I WONDER...
I REALIZE...

START HERE

I BELIEVE (for me)
I SUSPECT (about you)
I IME...
I AM AFRAID OF...
(I am based on past experiences)
I REGRET...
I AM HURT BY...
I AM UPSET...
I WANT...
I REALIZE...
I AM HAPPIER WHEN...
I AM FRIULATED BY...
Willingness to be Disturbed


willing to be disturbed

It is very difficult to give up our certainties—our positions, our beliefs, our explanations. These keep defining us; they lie at the heart of our personal identity. Yet I believe we will succeed in changing the world only if we can learn and work together in new ways. Curiosity is what we need. We don’t have to list all of what we believe, but we do need to be curious about what someone else believes. We do need to acknowledge that their way of interpreting the world might be essential to our survival.

We live in a dense and tangled global system. Because we live in different parts of this complexity, and because no two people are physically identical, we each experience life differently. It’s impossible for any two people to ever see things exactly the same. You can test this out for yourself. Take any event that you’ve shared with others—a speech, a movie, a current event. Ask your colleagues and friends to describe their interpretation of that event. I think you’ll be amazed at how many different explanations you’ll hear. Once you get a sense of the diversity, by asking even more colleagues, you’ll end up with a rich tapestry of interpretations that are much more interesting than any single one.

To be curious is about how someone else interprets things, we have to be willing to admit that we’re not capable of figuring things out alone. If our solutions don’t work as well as we want them to, if our explanations of why something happened don’t feel sufficient, it’s time to begin asking others about what they saw and think. When so many interpretations are available, I can’t understand why we would be satisfied with superficial conversations where we pretend to agree with one another.

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don’t know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

We weren’t trained to admit we don’t know. Most of us were taught to sound certain and confident, to state our opinion as if it were true. We haven’t been rewarded for being confused. Or for asking more questions rather than giving quick answers. We’ve also spent many years listening to others mainly to determine whether we agree with them or not. We don’t have time or interest to sit and listen to those who think differently than we do.

But the world now is quite perplexing. We no longer live in those sweet, slow days when life felt predictable, when we actually knew what to do next. We live in a complex world, we often don’t know what’s going on, and we won’t be able to understand its complexity unless we spend more time in not knowing.
# Alternative Schooling “Data Speaks”

## A Data Picture of Our School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year 20__-20</th>
<th>Year 20__-20</th>
<th>Year 20__-20</th>
<th>Facts About Our Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Our School Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Our District Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Our State or Provincial Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Our National Assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students in Extracurricular Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students Using School’s Tutoring Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students Enrolled in Most Rigorous Courses Offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students Graduating Without Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alternative Schooling “Data Speaks”

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year 20__-20</th>
<th>Year 20__-20</th>
<th>Year 20__-20</th>
<th>Facts About Our Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Students Who Drop Out of School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas in Which We Hope to Engage Students, Such as Community Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Referrals/Top Three Reasons for Referrals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Parent Conferences Regarding Discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of In-School Suspensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Detentions/Saturday School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Out-of-School Suspensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Expulsions/Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guiding Research

Whole Child Research
http://www.wholechildducation.org/assets/content/mx-resources/WholeChild-MakingTheCase.pdf

National Dropout Prevention Center
http://dropoutprevention.org/

National Alternative Education Association
http://www.the-naea.org/NAEA/
Whole Child Research

- Healthy
- Safe
- Engaged
- Supported
- Challenged
# Dropout Prevention Research
## 15 High Yield Strategies

<table>
<thead>
<tr>
<th>Core</th>
<th>Early Interventions</th>
<th>Instruction</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Mentoring/Tutoring</td>
<td>✷ Early Childhood Education</td>
<td>✷ Professional Development</td>
<td>✷ Systematic Renewal</td>
</tr>
<tr>
<td>✷ Service Learning</td>
<td>✷ Early Literacy Development</td>
<td>✷ Active Learning (Student Engagement)</td>
<td>✷ School Community Collaboration</td>
</tr>
<tr>
<td>✷ Alternative Schooling</td>
<td>✷ Family Engagement</td>
<td>✷ Educational Technology</td>
<td>✷ CTAE</td>
</tr>
<tr>
<td>✷ Afterschool Opportunities</td>
<td></td>
<td></td>
<td>✷ Safe Schools</td>
</tr>
</tbody>
</table>
Where do We Go from Here?

<table>
<thead>
<tr>
<th>Indicator of a PLC at Work</th>
<th>What steps or activities must be initiated to create this condition in your school?</th>
<th>Who will be responsible for initiating or sustaining these steps or activities?</th>
<th>What is a realistic timeline for each step or phase of the activity?</th>
<th>What will you use to assess the effectiveness of your initiative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alternative Schooling/Opportunity School “School that meets the needs of students”

- Master Schedule
- School Hours
- Course Offerings
- Attendance Team
- Student Success Reports
- New Student Enrollment
- 9th Academy
- Student Support Team “Treatment Teams”
Educational Technology “Not One Size Fits All”

- Direct Instruction, Blended Learning, Virtual Learning
Comprehensive Instructional Review
Common Planning Time

- Tuesday - Collaborative Planning
- Wednesday - Data Talks
- Thursday - Schoolwide Professional Development
- Friday - Leadership Team Meetings
Professional Development
Data Meeting Agenda
Date_______________
8:00 a.m.

- **Important Housekeeping Items**
- **Brief Overview of Data Protocol**
- **Department Member #1 Presentation of Assessment Data**
  - Provide copies of assessment
  - Discuss scoring guide or measurement scale
  - Discuss analysis of strengths and obstacles
    - Ideas about students who demonstrate mastery
    - Ideas/concerns about students who are not demonstrating mastery
  - Describe any trends
  - Discuss future assessment goals
    - Example: 75% of the students in _______ will demonstrate mastery on standard(s) ______.
  - Identify future instructional strategies based on data
  - Department input/suggestions on this data
- **Department Member #2 Presentation of Student Work**
  - Discuss assignment and rubric
  - Discuss analysis of strengths and obstacles
    - Ideas about students who demonstrate mastery
    - Ideas/concerns about students who are not demonstrating mastery
  - Describe any trends
  - Identify future instructional strategies based on data
  - Department input/suggestions on this data
- **Department Implications from shared data**
- **Department members inform Chair what type of data will be shared at next meeting.**
- **Questions/Concerns**

Dr. Lateshia Woodley, Principal
ANALYZING ASSESSMENT DATA

1. BEFORE THE MEETING:
   a) Prepare a copy of the student assessment for each member of the collaborative team (Include at least 2 additional copies for guests).
   b) Be sure the standards/domain are identified for each question on the assessment.
   c) Prepare a copy of an item and standard analysis for the data meeting for each member of the collaborative team (Include at least 2 additional copies for guests).
      i. For each question, identify the percentage of students who answered correctly.
      ii. For each standard, identify the percentage of students who reached mastery and identify the names of students who did not reach mastery.

2. DURING THE MEETING:
   a) First, give a brief description of the assessment and purpose.
   b) Second, share the item analysis and examine those questions with a low percentage of correct answers to determine if there is possible test error.
   c) Third, share the standard analysis and for those standards with a high percentage of incorrect answers, provide suggestions and next steps.

3. AFTER THE MEETING:
   a) Use the suggestions and next steps provided during the meeting to modify the assessment or results to inform instruction.
DATA DEFENSE PRESENTATIONS
(All Instructors)
Thursday October 6, 2016 (9:00-12:00pm)

1. Objectives:

- Share Q1 student performance data.
  - What kind of data did you collect?
  - How often did you collect data?
  - How did you incorporate SLDS to inform instruction?
  - Provide a brief analysis of your data.
    - Did you use technology as a remediation or enrichment tool? If so, please describe.

- Review overall areas of concern and areas of growth/success.

- Describe how Q1 student data will be used as a tool to improve student achievement.

- Describe how you utilized Student Mastery Checklists in data collection.

2. Utilize the “Assessment Data Form” to analyze data (diagnostic, benchmark and summative).
   a. Describe trends including:
      i. Failure Rate
      ii. Standards Mastered

3. You may use any presentation format, such as PowerPoint, Prezi, Sway, or Powtoon.
Mentoring/Tutoring
“Advisory & Increased Learning Time”
### McClarin Success Academy
#### 2016-2017
##### Quarter 1 Data Defense

**Teacher:**

**Subject:**

---

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Not Evident (Ineffective)</th>
<th>Partially Evident (Needs Development)</th>
<th>Fully Evident (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear explanation of the type of data collected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Clear explanation of the data collection process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brief analysis of the data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Description of trends including failure rate and standards mastered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Description of how data was used to inform instruction throughout the Quarter (Interventions, Enrichments, Instructional Adjustments, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Description of how Student Mastery Checklists are utilized in data collection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Able to articulate how SLDS is used to inform instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Able to articulate reflection on how Quarter 1 student data will be used as a tool to improve student achievement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Able to articulate areas of concern and areas of growth/success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Include a discussion of ILT data, if applicable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Appropriate presentation tool is utilized (PowerPoint, Sway, Prezi, or Powtoon).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Feedback**
<table>
<thead>
<tr>
<th>Tier</th>
<th>Support</th>
<th>Dates</th>
</tr>
</thead>
</table>
| 1    | • Monthly Focus walk  
• Coaches check in with teacher weekly                                                                                                                   | 1/19, 2/7, 3/21, 5/04                                              |
| 2    | • Weekly focus walk F (more as needed)  
• Weekly meeting with the coach during planning (tier 2 teachers with common planning can meet with the same coach)                           | 1/19, 1/26, 1/31, 2/7, 1/6, 2/22, 2/28, 3/16 (non-milestone courses), 3/21, 3/23, 3/30, 4/13, 4/18, 4/27 (Non-Milestone courses), 5/04, 5/09 |
| 3    | • Twice weekly focus walks (same or different coach)  
• Weekly meeting with a coach (Teachers with common planning can meet with the same coach)                                                                   | 1/19, 1/24, 1/20, 1/26, 1/31, 2/2, 7, 2, 10, 2, 13, 2, 16, 2, 22, 1, 24, 2, 28, 3/02, 3/16 (non-milestone courses), 3/21, 3/23, 3/27, 3/30, 4/11, 4/13, 4/18, 4/20, 4/24, 4/27 (Non-Milestone courses), 5/02, 5/04, 5/09, 5/12 |
| 4    | • Three focus walk a week from different coaches/admin  
• One planning period dedicated to training. Coaches will work with                                                                 | 1/17, 1/19, 1/24, 1/26, 1/31, 2/02, 2/7, 2, 10, 2, 13, 2, 16, 2, 22, 2/24, 2/28, 3/02, 3/16 (non-milestone courses), 3/21, 3/23, 3/27, 3/30, 4/11, 4/13, 4/18, 4/20, 4/24, 4/27 (Non-Milestone courses), 5/02, 5/04, 5/09, 5/12 |
<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Professional Learning Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessments</td>
<td>May 2016</td>
<td>Karen Bailey</td>
</tr>
<tr>
<td>Model Schools Conference</td>
<td>June 2016</td>
<td>ICLE</td>
</tr>
<tr>
<td>Wounded Student Conference</td>
<td>June 2016</td>
<td>National Dropout Prevention Center</td>
</tr>
<tr>
<td>Waste, Fraud, Abuse and Corruption</td>
<td>August 2016</td>
<td>Principal</td>
</tr>
<tr>
<td>Personalized Learning – Creating School-wide behavior matrix</td>
<td>August, 2016</td>
<td>School Improvement Specialist and Data Support Specialist</td>
</tr>
<tr>
<td>Child Abuse Training</td>
<td>August 2016</td>
<td>Social Worker</td>
</tr>
<tr>
<td>SLDS</td>
<td>September 2016</td>
<td>School Improvement Specialist and Data Support Specialist</td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>September 2016</td>
<td>Selected Teachers</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>October 2016</td>
<td>Data Support Specialist and Vanguard Team</td>
</tr>
<tr>
<td>Formative Instructional Practices (FIP)</td>
<td>October 2016- May 2017</td>
<td>Assistant Principal, School Improvement Specialist, Data Support Specialist, FIP Teacher</td>
</tr>
<tr>
<td>Writing to Win</td>
<td>October 2016</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Literacy Professional Development</td>
<td>October 2016</td>
<td>ELA Teachers</td>
</tr>
<tr>
<td>National Council of Teachers of Mathematics, Phoenix, AZ</td>
<td>October 2016</td>
<td>Math Teachers</td>
</tr>
<tr>
<td>Georgia Council on Teaching Social Studies, Athens, GA</td>
<td>October 2016</td>
<td>Social Studies Teachers</td>
</tr>
<tr>
<td>Leadership Academy</td>
<td>October 2016</td>
<td>ICLE</td>
</tr>
<tr>
<td>National Council of Teachers of English Conference</td>
<td>November 2016</td>
<td>ELA Teachers</td>
</tr>
<tr>
<td>National Science Teacher Association Conference, Los Angeles, CA</td>
<td>March 30 - April 2, 2017</td>
<td>Science Teachers</td>
</tr>
<tr>
<td>Model Schools Conference</td>
<td>June 2017</td>
<td>ICLE</td>
</tr>
<tr>
<td>Formative Assessments</td>
<td>TBD</td>
<td>Karen Bailey</td>
</tr>
</tbody>
</table>
Professional Development Plan Evaluation and Follow-Up

• Do you feel you successfully achieved the lesson objective(s)? Why/Why not? What data supports your answer?
• What do you feel worked well and how would you rate this session?
• Based on the objectives of this Professional Development session, what are your next steps?
• As you reflect over your incorporation of the strategies shared, how would you evaluate the impact of the Professional Development on your teaching and student achievement? (To be completed after you incorporate the strategies in your classroom).
Family Engagement “Student-Led Conferences”
Family Engagement “Student-Led Conferences”...

• ...are conferences where students lead a discussion about their academic, career, and personal goals and accomplishments.

• ...involve the advisor, student advocate (mentor), parents, and school support staff.

• ...make use of a portfolio, which is a collection of your academic, career, and personal accomplishments and future goals.

• Unlike traditional parent-teacher conferences, the student leads the conference and everyone else listens.

• It’s the “Student’s” TIME TO SHINE!!!
Celebrating Success At McClarin
McClarin Highlights

GADOE 4& 5 Star Culture Rating
Increase in CCPRI Score
  Increase 4 year Cohort Graduation Rate from 19% to 67%
National Model School
GAAE Spotlight School
National Dropout Prevention Center Crystal Star Awards
GA Innovative Teacher Award- PBS Featured School
Featured Presenter at National Youth at Risk Conference
Featured Presenter at National Alternative Education Conference
SADD Grant Recipient
Good Sports Grant Recipient
Graduation Data Comparison by Cohort

Annual Cohort Comparison

- Grad Rate (4yr.)
- Grad Rate (5yr.)
- Projected Grad Rate
- Current Grad Rate (Gold Graduates)

- 2013: Grad Rate (4yr.) 25.6, Grad Rate (5yr.) 43.7
- 2014: Grad Rate (4yr.) 25.9, Grad Rate (5yr.) 43.2
- 2015: 49
- 2016: 55, 55.3
Community Collaboration
Culture Matters
Graduation Day!!
Transforming Alternative Education

TRANSFORMING
ALTERNATIVE EDUCATION

From Alternative Ed
Student to Administrator

DR. LATESHIA
WOODLEY
LPC, NCC
GA Innovative Teacher Award Recipient School
Featured on Georgia Public Broadcasting
March 2016

• https://vimeo.com/user13240811//review/158036709/35030215