



Frank McClarin High School
2009-10 Strategic Plans (Departmental)

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2009-10 Strategic Plan
CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
Make available to students a career center to research careers, jobs, and schools for future use.

STRATEGIES:
Ongoing Strategies from previous year(s):

1. Work with students on job search, writing resumes, interviewing techniques, and portfolios.
2. Direct students on career goals.
3. Continued use of COIN Community.
4. Mrs. Grimes will train CTE teachers on the COIN community.
5. Bring in industry professionals to speak to students about career goals and planning.

New Strategies:

1. Utilize COIN as a pre-test/pre-assessment tool for all CTE students.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
 Number of students serviced in career center. **Balanced Scorecard Alignment**

List your baseline/trend and target information here →		Baseline Data					
		2006-07		2007-08		2008-09	
		30	30	120	120	160	160
		* Indicates target for the year was met or exceeded.				2009-10	
						Final Result	Target
					Service 180 students in career center.		

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Room equipped and operational. Service 180 students throughout the school year.	CTE teachers and Graduation Coach.	CTE staff.	Quarterly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan
CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:

Increase the number of business supporters. In turn, these supporters will help form our CTE Advisory Committee.

STRATEGIES:

Ongoing Strategies from previous year(s):

1. FMHS contacts local businesses as potential supporters of the McClarin CTE department.
2. Video Broadcast department will work with Legacy Entertainment & Film Work, LLC to obtain business supporters.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Number of business supporters who provide services, resources, or financial support to the FMHS CTE department.

**Balanced
Scorecard
Alignment**
2.5

List your baseline/trend and target information here →	Baseline Data						
	2006-07		2007-08		2008-09		
	4.00	4	5.00	1	3.00	16	
	* Indicates target for the year was met or exceeded.				2009-10		
					Final Result	Target	
				Goal was exceeded.	10.0		

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Number of business supporters contributing learning resources, funds, and/or job opportunities.	CTE staff.	CTE staff will report to CTE Department Chair.	Each semester.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan
CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
To develop and implement the TV broadcast curriculum for students seeking a Career Technology diploma or completing high school credits.

STRATEGIES:
Ongoing Strategies from previous year(s):

1. Introduce a new vocabulary conducive to broadcasting.
2. To instruct and train students in operating TV broadcast equipment & procedures.
3. To instruct students in non-linear video editing.
4. Create lessons that are relevant to ELA and Math Department goals.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
Students taking courses in BVP will be assigned numerous tasks that will test their skill level, comprehension, writing ability, and the ability to orally report the findings of research.

Balanced Scorecard Alignment

List your baseline/trend and target information here →	Baseline Data					
	2007-08		2008-09		2009-10	
	N/A	✓	N/A	✓	N/A	
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
				Goals were met.	Students will be tested on skill level, comprehension, writing ability, and the ability to orally report the findings of research.	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Students submit treatments, storyboards, and scripts for critique. Video tape assignments.	Teachers.	Emailed to Department Chair (Mrs. Grimes).	Quarterly.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:

Provide a work-based Youth Apprenticeship Program (Y.A.P.) to provide students with an individualized program of study that relates classroom study to the work-site experience.

STRATEGIES:

Ongoing Strategies from previous year(s):

1. Y.A.P. facilitator will work with Graduation Coach and counselors to identify potential candidates for the Y.A.P.
2. Recruit and train a minimum of ten (10) students to participate in the Y.A.P.
3. Student participants to complete the Banking & Investing course or the Financial Literacy course as a pre-requisite/training tool for the Y.A.P.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Number of students who participate in the Youth Apprenticeship Program.

**Balanced
Scorecard
Alignment**

List your baseline/trend and target information here →		Baseline Data					
		2007-08		2008-09		2009-10	
		12.00	18	12.00	6	10	
		* Indicates target for the year was met or exceeded.				2009-10	
						Final Result	Target
					10.00		

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Number of students who participate in the Youth Apprenticeship Program.	Youth Apprenticeship Facilitator and Graduation Coach.	Y.A.P. facilitator will report to the Fulton County Y.A.P. facilitator (Tonya Eaton).	Quarterly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
Utilize COIN software in all CTE courses to help improve student achievement and to prepare students for post-secondary options and/or the workforce.

STRATEGIES:
Ongoing Strategies from previous year(s):
 N/A – New Objective

New Strategies:

1. Require that all CTE students take a COIN assessment as a pre-test to identify career options and interests.
2. Use COIN as a CTE resource/learning tool (i.e. Resume Builder, Career Exploration, etc)
3. CTE students will use COIN to create and maintain a CTE portfolio.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
 Number of students who are enrolled in CTE courses during the 2009-10 school year who utilize the COIN program for assessment, training, and/or resource guide.

	Balanced Scorecard Alignment
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List your baseline/trend and target information here →		Baseline Data					
		2009-10		2010-11		2011-12	
		200		N/A		N/A	
		* Indicates target for the year was met or exceeded.			2009-10		
					Final Result	Target	
				200 CTE students have utilized COIN program.			

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Number of CTE students who use COIN software program.	CTE teachers.	Emailed to Department Chair (Mrs. Grimes)	Quarterly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan CTE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:

Improve CTE student performance on the ELA portion of the GHSGT for first-time test-takers who were enrolled at McClarin prior to the first FTE count.

STRATEGIES:

Ongoing Strategies from previous year(s):

N/A – New Objective

New Strategies:

1. Utilize SAMS to find GHSGT and EOCT test scores in ELA for current CTE students. Use information to identify areas of strength and weakness.
1. Use student Lexile scores to help customize instructional modules.
2. Collect data from ELA teachers, counselors, and CTE teachers which focus on ELA areas of proficiency and concern.
3. Use IEPs to adjust instructional delivery as appropriate.
4. Formal and informal collaborative assessments with the ELA department focusing on reading comprehension and writing skills (i.e. Gold Seal Lesson Plans, KeyTrain Assessment, Links to Learning, usatestprep.com, etc).
5. Identify and post all current GPS standards for CTE courses somewhere visible in the classroom.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Number of CTE students who pass the ELA portion of the GHSGT as first-time test-takers.

Balanced
Scorecard
Alignment

List your baseline/trend and target information here →	Baseline Data					
	2008-09		2009-10		2010-11	
	N/A	70%	N/A		N/A	
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
The CTE target passing rate was derived from the ELA Department’s stated goal of 80% for first-time test-takers. An 80% passing rate would reflect a 10% increase from the overall passing rate of 70% from the 2008-09 school year.					80% of all CTE students pass the ELA GHSGT.	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
GHSGT ELA scores	State, School, ELA Department	Tabulated by ELA & CTE Departments after tests are administered	After GHSGT has been administered

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan HPE Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:

Improve HPE student performance on the ELA portion of the GHSGT for first-time test-takers who were enrolled at McClarin prior to the first FTE count.

STRATEGIES:

Ongoing Strategies from previous year(s):

N/A – New Objective

New Strategies:

1. HPE will incorporate more reading and writing into the curriculum.
2. Students will read & write articles about current events for health and personal fitness to use for a grade.
3. Students will create word walls that are used in all courses.
4. 1st and 2nd periods will collaborate with CTE Department to build cross-curricular vocabulary. The Family & Consumer Sciences kitchen area is open for possible nutrition lessons.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Number of HPE students who pass the ELA portion of the GHSGT as first-time test-takers.

Balanced
Scorecard
Alignment

List your baseline/trend and target information here →		Baseline Data					
		2008-09		2010-11		2011-12	
		N/A	70%	N/A		N/A	
		* Indicates target for the year was met or exceeded.				2009-10	
						Final Result	Target
The HPE target passing rate was derived from the ELA Department's stated goal of 80% for first-time test-takers. An 80% passing rate would reflect a 10% increase from the overall passing rate of 70% from the 2008-09 school year.						80% of all HPE students pass the ELA GHSGT.	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
GHSGT ELA scores	State, School, ELA Department	Tabulated by ELA & HPE Departments after tests are administered	After GHSGT has been administered

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan Childcare Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:

- Produce a monthly childcare curriculum/ calendar
- Prepare all eligible children to read
- Increase parent communication
- Track teen parents

STRATEGIES:

- Lead teachers will post selected activities that align with curriculum on “T” drive
- Implement a reading program.
- Post a parent communication board and parents given weekly communication
- Post teen parent plans

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

- Eligible children’s projects
- Your Baby Can Read assessment tools
- Change communication/ board accordingly
- Post teen parent plans for after childcare on file/ folder

Balanced Scorecard Alignment

List your baseline/trend and target information here →		Baseline Data					
		2006-07		2007-08		2008-09	
		N/A	✓	N/A	X	N/A	✓
		* Indicates target for the year was met or exceeded.			2007-08		
		Final Result	Target				
Baseline/ trend <ul style="list-style-type: none"> • HighReach Learning age appropriate curriculum • Starting Your Baby Can Read program • Communication boards ordered • Post current teen parent information 		Prepare eligible children to be ready to start school	Eligible children and teen parents				

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
HighReach Learning assessment tools Your Baby Can Read assessment tools	Lead teachers/ Director of E.C.E.	Emailed to Principal/ Department Chair	Quarterly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan Math Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
 Improve first time test takers performance on the Mathematics portion of the GHSGT for students who have completed Algebra I and/or Geometry at Frank McClarin and who were enrolled in FMHS prior to October 2009.

STRATEGIES:
Ongoing Strategies from previous year(s):

Enroll first time test takers in GHSGT preparation course in which students receive an elective credit.
 Provide GHSGT computer tutorials before and after school using the programs USA Test Prep and Linkstolearning.
 Increase the number of students taking GHSGT preparation class by offering prep classes during the instructional day.
 Students participate in a math marathon the week before the GHSGT.
 A team teaching format has been implemented to enhance student performance.

New Strategies:

Add a passing average on USA Test Prep Benchmark tests as a requirement for receiving academic credit for prep class.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
 Percent of students who pass the Mathematics portion of the GHSGT and met the time and course requirements set by McClarin High School.

Balanced Scorecard Alignment
1.1

List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	65%	82	70%	95	76%	95
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
					95%	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Students enrolled prior to Oct ,and completed Algebra I and/or Geometry	Data Clerk	Attendance and Transcripts	Spring GHSGT

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
	Math Department Chair	Yearly	

2009-10 Strategic Plan Math Department

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
Improve student performance on the Mathematics portion of the GHSGT who were enrolled at McClarin

STRATEGIES:
Ongoing Strategies from previous year(s):

Enroll first time test takers in GHSGT preparation course in which students receive an elective half credit.
Provide GHSGT computer tutorials before and after school using the programs USAtestprep.com, Platoweb.com, and linkstolearning.com.
Provide paper copies GHSGT prep materials to all students prior to testing dates.
Increase the number of students taking GHSGT preparation class by offering prep classes during the instructional day.
Students will receive an elective half credit after completing the class.
Students participate in a math marathon the week before the GHSGT.
A team teaching format has been implemented to enhance student performance.

New Strategies:

Add a passing average on USATESTPREP Benchmark tests as a requirement for receiving academic credit for prep class.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
Percent of McClarin students who pass the Mathematics portion of the GHSGT and who have actively Participated in before, during or after-school preparation tutorials.

Balanced Scorecard Alignment 1.1
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List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	100%	88	77%	100	74%	100
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
					100%	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
The number of students enrolled in GHSGT prep.	Department Chair	Attendance data from GHSGT.	Spring GHSGT

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
	Math Department Chair	yearly	

2009-10 Strategic Plan Math Department

Goal Area: (Check One)

- Student Achievement
 Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction
 Staff Learning and Growth
 Financial Performance

OBJECTIVE:

Increase the participation rate for the math portion of the Georgia High School Graduation Test for Adequate Yearly Progress.

STRATEGIES:

Ongoing Strategies from previous year(s):

Enroll first time test takers in GHSGT preparation course in which students receive an elective credit.
Call students to remind them of the test dates.
Give students Class Participation bonus points for attending the GHSGT.

New Strategies:

Add participation requirement to receiving academic credit for Prep class.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Participation rate of math portion of the Georgia High School Graduation Test according to the Adequate Yearly Progress Report.

**Balanced
Scorecard
Alignment
1.1**

List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	92%		100%	95	96%	95
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
					95%	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Students attendance on test date	Counselor	Sign in sheets	Spring test

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
	Department Chair	yearly	

2009-10 Strategic Plan Math Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:
Improve student performance on Geometry EOCT.

STRATEGIES:
Ongoing Strategies from previous year(s):

EOCT prep in class.
Link to Learning on the computer.
USATESTPREP on the computer.
Break out session week before the test to review.
Give students Class Participation bonus points for attending the GHSGT.

New Strategies:

Add USATESTPREP benchmark testing to EOCT Prep

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
Percent of students meeting current performance standards for Geometry EOCT.

Balanced Scorecard Alignment
1.1

List your baseline/trend and target information here →		Baseline Data					
		2006-07		2007-08		2008-09	
		4%	22	7%	70	24%	70
		* Indicates target for the year was met or exceeded.				2009-10	
						Final Result	Target
					90%		

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Percent of student passing EOCT	Department Chair	Students scores on EOCT	Yearly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
	Subject Teacher	Yearly	

2009-10 Strategic Plan Math Department

Goal Area: (Check One)

- Student Achievement Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction Staff Learning and Growth Financial Performance

OBJECTIVE:			
STRATEGIES: Ongoing Strategies from previous year(s):			
New Strategies:			
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>			Balanced Scorecard Alignment
List your baseline/trend and target information here →	Baseline Data		
	2003-04	2004-05	2005-06
	* Indicates target for the year was met or exceeded.		2006-07
			Final Result
<i>For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:</i>			
What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2009-10 Strategic Plan Media Center

Goal Area: (Check One)

- Student Achievement
 Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction
 Staff Learning and Growth
 Financial Performance

OBJECTIVE:

Improve student performance in the writing portion of the GHSGT

STRATEGIES:

Ongoing Strategies from previous year(s):

Turn Off the TV and Turn On Possibilities Program- Students will be asked to write poems, short stories and biographies instead of watching TV.

The Morning Show – Students research for information and write their own scripts.

New Strategies:

Author/Poet Visits to encourage and boost an interest in writing. Writing contests will be offered.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

The Morning Show - Announcements prepared by students to be read via closed circuit TV.
Writing Contests – Students submit their creative works to be judged for a prize.

**Balanced
Scorecard
Alignment**

List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	MS= 12		MS = 15		MS=18	
	Contests = 13		Contests = 15		Poetry Slam=15	
	Poetry Slam = 17		Poetry Slam=17			
	* Indicates target for the year was met or exceeded.			2009-10		
				Final Result	Target	
					The entire student body.	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Student participation in the various events.	Media Specialist	Writing Contests participation. Morning Show Broadcast	MS-daily Contests- per event

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
Turn Off TV/ Program	Media Specialist	continuous	continuous
Morning Show scripts	Media Specialist	continuous	continuous
Writing Contests - entries	Media Specialist	continuous	continuous

2009-10 Strategic Plan Media

Goal Area: (Check One)

- Student Achievement
 Instructional and Administrative Processes
 Stakeholder Involvement and Satisfaction
 Staff Learning and Growth
 Financial Performance

OBJECTIVE:

Improve student performance in the reading portion of the GHSGT

STRATEGIES:

Ongoing Strategies from previous year(s):

African-American Read-In, Public Library Card Drive, Reading with the Principal Book Club, Principal's Reading Corner, Turn Off the TV/Program and Scavenger Hunts.

New Strategies:

Read-Ins for all core subject areas including Math, Science and Social Studies.
Resource Center for McClarin's Daycare classrooms.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Read-Ins – Teacher/Student participation
 All other activities – Student participation.

**Balanced
Scorecard
Alignment**

List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	Card drive=47 Hunt=54 Read-In=47		Card drive=39 Hunt=56 Read-In=144		Card drive=27 Hunts=25 Science Read-In =70 English Read-In = 159	
	* Indicates target for the year was met or exceeded.				2009-10	
					Final Result	Target
					Card drive=50 Hunt=50 Read-In = 150	

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? In 1 or 2 sentences, briefly describe the measurement tool (survey, rubric, checklist)	Who will collect the data (strategic planning team, teachers, etc.)?	How will data be collected and tabulated and by whom (teachers compile and give to principal, parents sign in at every meeting, administrators, review lesson plans, etc.)?	How often will data be collected (monthly, every semester, etc.)?
Participation in each event.	Media Specialist	Records kept of students' contest entries and participant headcount recorded for events.	Per event.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
Scavenger Hunt	Media Specialist	continuous	continuous
Library card drive	Media Specialist	1 day.	Oct., 2009
Turn Off TV/Program	Media Specialist	continuous	continuous
Read-Ins	Media Specialist	4 days	TBA
Principal/Book Club	Principal/Media Specialist	continuous	continuous
Principal's/ReadingCorner	Principal/Media Specialist	continuous	continuous

**2009-10 Strategic Plan
Social Studies Department**

Goal Area: (Check One)

Student Achievement

Stakeholder Involvement and Satisfaction

Instructional and Administrative Processes

Staff Learning and Growth

Financial Performance

OBJECTIVES: Improve student performance on the Social Studies portion of the GHSGT among students enrolled at McClarin.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Percentage of McClarin students who pass the Social Studies portion of the GHSGT

Baseline Data				2009-10	
2006-07	2007-08	2008-09		Actual	Target
Actual	Actual	Actual	Target		
29	35	35	40		44

For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:

What is the measure? <i>GHSGT Social Studies Scores</i>	Who will collect the data <i>State, Social Studies Department?</i>	How will data be collected and tabulated and by whom? <i>Tabulated after each test is administered by Social Studies Teachers</i>	How often will data be collected? <i>After each test Administration</i>
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Strategies

New	Ongoing
<p>Performance tasks will demand rigor and show relevance to the students – new tasks will be developed.</p> <p>Chart explaining what a standards-based classroom looks like will be posted in every classroom</p> <p>Appropriate vocabulary words and terms will be posted in the classrooms.</p> <p>Late-comers will begin the classes at the beginning in a module-based classroom, which will incorporate the elements of the standards-based classroom.</p> <p>Intensive GHSGT prep will be incorporated into the Social Studies classes.</p> <p>New and more interactive activities will be developed for the prep classes and for the Marathons</p> <p>More interdisciplinary activities, including Gold Seal lessons will be implemented.</p>	<p>Ongoing Strategies from previous year(s):</p> <p>Provide targeted students with individual assistance from Social Studies teachers</p> <p>Phone calls/letters/postcards to parents</p> <p>Provide computer tutorials before and after school using <i>usatestprep.com</i></p> <p>Provide practice in answering standardized questions in class</p> <p>Counselors will be asked to check to be sure test-takers have passed or are enrolled in US History classes prior to taking the Social Studies portion of the GHSGT</p> <p>Offer teacher-directed test preparation to students who have failed the Social Studies portion of the GHSGT</p> <p>Implement Georgia Performance Standards in all Social Studies classes.</p> <p>Post an essential question in each classroom, each day.</p> <p>Teachers will develop units of study to detail what students should know, understand and be able to do.</p> <p>Teacher-made tests will be aligned to GPS standards.</p> <p>Student assignments will reflect collaborative, discovery and project-based learning.</p> <p>Teachers will use differentiated instruction to accommodate varying learning styles.</p> <p>Assessments will be both formative and summative.</p> <p>Pre- and post tests will be administered.</p> <p>GPS standards will be posted in classrooms</p> <p>Lesson plans will be posted on McClarin website</p> <p>All members of department will participate in GHSGT Marathon</p> <p>Detailed pacing charts will be developed</p> <p>Independent study modules will be developed</p>

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

**2009-10 Strategic Plan
Social Studies Department**

Goal Area: (Check One)

Student Achievement

Stakeholder Involvement and Satisfaction

Instructional and Administrative Processes

Staff Learning and Growth

Financial Performance

OBJECTIVES: Improve student performance on the Social Studies portion of the GHSGT for first-time test-takers who were enrolled at McClarin prior the first FTE count.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure					
Percentage of McClarin students who pass the Social Studies portion of the GHSGT					
Baseline Data				2009-10	
2006-07	2007-08	2008-09			
Actual	Actual	Actual	Target	Actual	Target
49	75	60	83		90
<i>For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:</i>					
What is the measure? <i>GHSGT Social Studies Scores</i>		Who will collect the data <i>State, Social Studies Department?</i>		How will data be collected and tabulated and by whom ? <i>Tabulated after each test is administered by Social Studies Teachers</i>	How often will data be collected? <i>After each test administration</i>
<i>Independent study modules will</i>					

Strategies

New	Ongoing
<p>Performance tasks will demand rigor and show relevance to the students.</p> <p>Chart explaining what a standards-based classroom looks like will be posted in every classroom</p> <p>Appropriate vocabulary words and terms will be posted in the classrooms.</p> <p>Late-comers will begin the classes at the beginning in a module-based classroom, which will incorporate the elements of the standards-based classroom.</p> <p>Intensive EOCT prep will be incorporated into the Social Studies classes.</p> <p>New and more interactive activities will be developed for the prep classes and for the Marathons.</p> <p>More interdisciplinary activities, including Gold Seal lessons will be implemented.</p>	<p>Ongoing Strategies from previous year(s):</p> <p>Provide targeted students with individual assistance from Social Studies teachers</p> <p>Phone calls/letters/postcards to parents</p> <p>Enroll first time test takers in GHSGT preparation course</p> <p>Provide computer tutorials before school using <i>usatestprep.com</i> and <i>linkstolearning.com</i></p> <p>Provide practice in answering standardized questions in class</p> <p>Counselors will check to be sure test-takers have passed or are enrolled in US History classes prior to taking the Social Studies portion of the GHSGT</p> <p>Implement Georgia Performance Standards in all Social Studies classes.</p> <p>Post an essential question in each classroom, each day.</p> <p>Teachers will develop units of study to detail what students should know, understand and be able to do.</p> <p>Teacher-made tests will be aligned to GPS standards.</p> <p>Student assignments will reflect collaborative, discovery and project-based learning.</p> <p>Teachers will use differentiated instruction to accommodate varying learning styles.</p> <p>Assessments will be both formative and summative.</p> <p>Pre- and post tests will be administered.</p> <p>GPS standards will be posted in classrooms</p> <p>Lesson plans will be posted on McClarin website</p> <p>All members of department will participate in GHSGT Marathon</p> <p>Detailed pacing charts will be developed</p> <p>be developed</p>

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
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**2009-10 Strategic Plan
Social Studies Department**

Goal Area: (Check One)

Student Achievement

Instructional and Administrative Processes

Stakeholder Involvement and Satisfaction

Staff Learning and Growth

Financial Performance

OBJECTIVES: Improve student performance on the End of Course Test in Economics.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure					
Percentage of McClarin students who pass the EOCT in Economics.					
Baseline Data				2009-10	
2006-07	2007-08	2008-09			
Actual	Actual	Actual	Target	Actual	Target
28	29	19	90		90
<i>For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:</i>					
What is the measure? <i>EOCT Economics Scores</i>		Who will collect the data <i>State, Social Studies Department?</i>		How will data be collected and tabulated and by whom? <i>Tabulated after each test is administered by Social Studies Teachers</i>	
				How often will data be collected? <i>After each test administration</i>	

Strategies

New	Ongoing
<p>Performance tasks will demand rigor and show relevance to the students.</p> <p>Chart explaining what a standards-based classroom looks like will be posted in every classroom</p> <p>Appropriate vocabulary words and terms will be posted in the classrooms.</p> <p>Intensive EOCT prep will be incorporated into the Economics classes.</p>	<p>Ongoing Strategies from previous year(s):</p> <p>Provide targeted students with individual assistance from Social Studies teachers</p> <p>Phone calls/letters/postcards to parents</p> <p>Provide computer tutorials before and after school using <i>usatestprep.com</i></p> <p>Provide practice in answering standardized questions in class</p> <p>Georgia Performance Standards continue to be implemented.</p> <p>Post an essential question in each classroom, each day.</p> <p>Teachers will develop units of study to detail what students should know, understand and be able to do.</p> <p>Teacher-made tests will be aligned to GPS standards.</p> <p>Student assignments will reflect collaborative, discovery and project-based learning.</p> <p>Teachers will use differentiated instruction to accommodate varying learning styles.</p> <p>Assessments will be both formative and summative.</p> <p>Pre- and post tests will be administered.</p> <p>GPS standards will be posted in classrooms</p> <p>Lesson plans will be posted on McClarin website</p> <p>Detailed pacing charts will be developed.</p> <p>Request that the test be administered more often.</p> <p>Provide students with EOCT guides and workbooks.</p>

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
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**2009-10 Strategic Plan
Social Studies Department**

Goal Area: (Check One)

Student Achievement

Instructional and Administrative Processes

Stakeholder Involvement and Satisfaction

Staff Learning and Growth

Financial Performance

OBJECTIVES: Improve student performance on the End of Course Test in United States History.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure Percentage of McClarin students who pass the EOCT in United States History.					
Baseline Data				2009-10	
2006-07	2007-08	2008-09			
Actual	Actual	Actual	Target	Actual	Target
47	35	36	90		90
<i>For school-based measures, (such as theme tests, school-specific surveys, checklists, or school developed rubrics), please provide the following information:</i>					
What is the measure? <i>US History EOCT Scores</i>		Who will collect the data <i>State, Social Studies Department?</i>		How will data be collected and tabulated and by whom? <i>Tabulated after each test is administered by Social Studies Teachers</i>	How often will data be collected? <i>After each test administration</i>

Strategies

New	Ongoing
<p>Performance tasks will demand rigor and show relevance to the students.</p> <p>Chart explaining what a standards-based classroom looks like will be posted in every classroom</p> <p>Appropriate vocabulary words and terms will be posted in the classrooms.</p> <p>EOCT tests will be administered by classroom teachers.</p> <p>(Late-comers will begin the classes at the beginning in a module-based classroom, which will incorporate the elements of the standards-based classroom – to be decided).</p> <p>Intensive EOCT prep will be incorporated into the US History classes.</p>	<p>Ongoing Strategies from previous year(s):</p> <p>Provide targeted students with individual assistance from Social Studies teachers</p> <p>Phone calls/letters/postcards to parents</p> <p>Provide computer tutorials before and after school using <i>usatestprep.com</i></p> <p>Provide practice in answering standardized questions in class</p> <p>Implement Georgia Performance Standards in all Social Studies classes.</p> <p>Post an essential question in each classroom, each day.</p> <p>Teachers will develop units of study to detail what students should know, understand and be able to do.</p> <p>Teacher-made tests will be aligned to GPS standards.</p> <p>Student assignments will reflect collaborative, discovery and project-based learning.</p> <p>Teachers will use differentiated instruction to accommodate varying learning styles.</p> <p>Assessments will be both formative and summative.</p> <p>Pre- and post tests will be administered.</p> <p>GPS standards will be posted in classrooms</p> <p>Lesson plans will be posted on McClarin website</p> <p>Detailed pacing charts will be developed.</p> <p>Request that the test be administered more often.</p> <p>Provide students with EOCT guides and workbooks.</p>

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
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