



Frank McClarin High School
2008-09 Strategic Plan (Departmental)

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2008-09 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:
Implement NetSupport Tutor software in CTE to help improve student achievement to keep students focused and on task.

STRATEGIES:
Ongoing Strategies from previous year(s):
 1. Work with IT to get software installed.
 2. Mr. Brinkley to instruct and train CTE teachers on NetSupport software.
 3. CTE teachers include the use of NetSupport in their syllabi.

New Strategies:
 1. Use NetSupport as a formative assessment tool to monitor and assess students.
 2. Monitor time spent on computers to allow sharing of resources.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
 NetSupport Tutor software to be installed in CTE classrooms and all CTE teachers trained by October 1, 2008. **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
				NetSupport is installed in room 208, but needs installed in other classrooms.	NetSupport Tutor installed and training completed.	

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.)?
Software functions in CTE classrooms with live student activity. Monitor student computer activity and usage.	CTE teachers.	Emailed to Department Chair (Mrs. Grimes)	Quarterly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 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.

New Strategies:

1. Create lessons that are relevant to 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.				2007-08	
					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.)?
By observing student writings and video taped assignments.	Teachers.	Emailed to Department Chair (Mrs. Grimes).	Quarterly.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 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:
Identify students with reading deficiencies.

STRATEGIES:
Ongoing Strategies from previous year(s):

1. Students who experience difficulty in completing work and passing will be identified and referred to reading specialist.
2. Continue to monitor student progress and refer to reading specialist as needed.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure
After one unit of coursework, students who experience difficulty in completing work and passing will be identified and referred to reading specialist. Balanced Scorecard Alignment

List your baseline/trend and target information here →	Baseline Data					
	2006-07		2007-08		2008-09	
	N/A	8	4.00	4	5.00	
	* Indicates target for the year was met or exceeded.			2007-08		
				Final Result	Target	
			4.00	4.00		

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.)?
Assigned work and tests.	CTE teachers.	CTE teachers will refer students to reading specialist.	As needed.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 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 (Mr. Brinkley) will work with Graduation Coach (Mrs. Burrell) and counselors to identify potential candidates for the Y.A.P.
2. Recruit and train a minimum of twelve (12) 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		N/A	
		* Indicates target for the year was met or exceeded.				2007-08	
						Final Result	Target
				18.00	12.00		

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

2008-09 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: Post GPS standards for all CTE courses taught in classroom.			
STRATEGIES: Ongoing Strategies from previous year(s): N/A – New Objective New Strategies: 1. Identify and post all current GPS standards for CTE courses somewhere visible in the classroom.			
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/> The CTE Department will identify and post all of the GPS standards for each class taught by each individual instructor. The GPS standards will be visible in the classroom.			Balanced Scorecard Alignment
List your baseline/trend and target information here →	Baseline Data		
	2008-09	2009-10	2010-11
	N/A	N/A	N/A
	* Indicates target for the year was met or exceeded.		2008-09
			Final Result
			GPS standards for each class posted in the classroom.
<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.)?
GPS standards posted in classroom.	Department Chair (Mrs. Grimes).	Visible inspection by Department Chair (Mrs. Grimes).	Quarterly.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 Strategic Plan (McClarín High School - ELA)

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 the ELA portion of the GHSGT among students enrolled at McClarin					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>					
Baseline Data				2008-09	
2005-06	2006-07	2007-08		Actual	Target
Actual	Actual	Actual	Target	Actual	Target
		75.00	NA		82.50
<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.)?	
GHSGT ELA Scores	State, School, ELA Dept.	Tabulated by ELA Dept. after tests are administered		After each test administration	

Strategies

New	Ongoing
<p>Administration of formal diagnostic assessments in reading and writing to all incoming students</p> <p>Offering a separate American Literature class for students who will be first-time test taker but have not yet completed ninth and tenth grade language arts requirements</p> <p><i>PLATO</i> placement contingent upon reading diagnostic assessment to determine appropriateness of class based on reading level</p> <p>Collaboration with foreign language teacher for vocabulary enrichment</p> <p>Corrective instruction by reading teacher (to include serving as a resource in regular ELA classes, teaching separate reading classes, and/or team teaching with the test preparation instructor)</p> <p>Training of all ELA teachers to facilitate maximum use of <i>PLATO</i> and <i>Links to Learning</i> opportunities</p> <p>Implementation of new instructional learning modules</p> <p>Expansion of study marathons to include each ELA GHSGT administration</p>	<p>Preparation class during regular school schedule</p> <p><i>PLATO</i> and <i>Links to Learning</i> computer assistance</p> <p>Formal and informal assessments focusing on reading comprehension, literary analysis and conventions and writing aligned to Fulton County requirements</p> <p>Formal and informal assessments to address individual learning styles</p> <p><i>PLATO</i> classes offered only for classes that do not require an EOCT</p> <p>Remediation by ELA teachers</p> <p>Participation in annual African-American Read In activity sponsored by NCTE</p> <p>Collaboration between media specialist and ELA teachers in activities scheduled for the birthday of Dr. Martin Luther King, Jr.</p> <p>Collaboration between media specialist and ELA department to produce annual poetry slam during National Poetry Month</p> <p>Study marathon for ELA GHSGT administration</p>

2008-09 Strategic Plan (McClarín High School - ELA)

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 the Writing portion of the GHSGT among students enrolled at McClarin					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>					
Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
		79.00	NA		86.90
<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? 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 Writing Scores	State, School, ELA Dept.		Tabulated by ELA Dept. after tests are administered		After each test administration

Strategies

New	Ongoing
<p>Team teaching by language arts and reading teacher during test preparation class</p> <p>Administration of formal diagnostic assessments in writing to all incoming students</p> <p>Review of GPS GHSGT Writing requirements with students</p> <p>ELA Department review of GPS writing requirements and sample papers available on GADOE website</p> <p>Intensive formal writing preparation in all ELA classes during three weeks prior to fall administration of GHSGT Writing</p> <p>Collaboration with other departments with WAC materials</p> <p>Study marathons for GHSGT Writing (both sessions)</p>	<p>Preparation class during regular school schedule</p> <p>Remediation by language arts teachers</p> <p>Focus on persuasive writing using GPS standards through rubric-based assessment</p> <p>Individual assistance by ELA teachers</p>

2008-09 Strategic Plan (McClarín High School - ELA)

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 the 9th grade second semester End of Course Test					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>					
Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
21.00		67.00			90.00
<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.)?	
EOCT scores	GADOE	ELA Department		After each test administration	

Strategies

<p style="text-align: center;">New</p> <p>Formal inclusion of lessons from EOCT preparation books <i>Links to Learning</i> computer assistance Formal and informal assessments to address individual learning styles Scheduling of PLATO classes only for courses that do not require and EOCT Administration of formal diagnostic assessments in reading Corrective instruction by reading teacher (to include serving as a resource in regular ELA classes, teaching separate reading classes, and/or team teaching with the teachers of courses requiring an EOCT) Implementation of new instructional learning modules</p>	<p>Focus on reading and literature; reading, listening, speaking & viewing across the curriculum; writing, and conventions using GPS standards through formal and informal assessments aligned to Fulton County requirements Adjust scheduling of EOCT to facilitate a morning administration Encourage students to take the full time allotted to complete test. Assign at least one regular teacher to monitor test</p>

2008-09 Strategic Plan (McClarín High School – Grad Caoch)

Goal Area: (Check One)

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

OBJECTIVES: Increase the graduation rate.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>					
Total number of graduates.					
Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
					45%
<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.)?
Review of data (number of students participating in mentoring programs, number of visits to the Grad. Coach)	Graduation Coach		Graduation Coach sign-in logs, activity sheets, SASI conference logs, and recruiter rosters.		Monthly

Strategies

New	Ongoing`
1. Develop a Waiver/Variance committee to evaluate student files to determine eligibility	1. Review all student test data and select students needing additional help either completing classes or passing the GHSGT.
2. Introduce the concept of “life trips”, visits to interesting job sites, and unusual venues to expose students new experiences.	2. Small group and individualized instruction on study skills, test taking skills, and time management.
3.	3. Identify the presence of “at-risk” factors (i.e. attendance, socio-economic, social, etc..) provide interventions as needed/available.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 Strategic Plan (McClarín High School – Grad Coach)

Goal Area: (Check One)

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

OBJECTIVES: Increase student’s career and post-secondary options awareness.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/> Total number of graduates attending 2/4 year colleges, and hired in meaningful careers.					
Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
			50%		60%
<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.)?	
Review of data (number of students participating in college trips, dual enrollment, using COIN, GaCollege411, and GCIS)	Graduation Coach	Graduation Coach sign in logs, COIN, GCIS, and GaCollege411 reports.		Monthly	

Strategies

New	Ongoing
1. Institute student planning guide.	1. Expand the use of COIN, GaCollege411, and GCIS
2. Develop relationships with area businesses for student jobs and/or internships.	2. Expand the Dual-Enrollment Programs with Atlanta Technical College, St. Leo University, Clayton State University, University of Phoenix and Atlanta Metropolitan College.
3. Research the possibility of developing a women’s mentorship program.	3. Continue to build relationships with local colleges
4. Serve on the Logistics Sub-Committee of the Latin Student Leadership Committee of Georgia State University	4. Hold College/Career Fairs fall and spring semesters
5. Combine the resources of the Career Center and the office of the Graduation Coach	5. Continue college/career recruitment
6. Develop collaborative programs with the CTAE department	6. Career Awareness Week

2008-09 Strategic Plan (McClarín High School – Grad Coach)

Goal Area: (Check One)

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

OBJECTIVES: Increase the percentage of students passing all content areas of the GHSGT and the EOCT by 15%. Students will set learning goals and establish a plan of action to meet their personal goals.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Number of students passing each portion of the GHSGT.

Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target

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.)?
Review of data	Graduation Coach	Test data will be correlated for use by Grad. Coach once released by administration	Bi-annually (coinciding w/ test results release)

Strategies

New	Ongoing
1. Introduce school-wide test prep activities (i.e. Winning Words, Question of the Day, etc...)	1. Review all student test data and select students needing additional help.
	2. Small group and individualized instruction on study skills, and time management.
	3. Continue/expand the Dual Enrollment Program with Atlanta Technical College, St. Leo University, University of Phoenix, and Clayton State University

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 Strategic Plan (McClarín High School – Grad Coach)

Goal Area: **(Check One)**

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

OBJECTIVES: Increase the graduation rate.					
PERFORMANCE MEASURE: Check here if School-Based Performance Measure <input type="checkbox"/>					
Total number of graduates.					
Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
					45%
<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.)?	
Review of data (number of students participating in mentoring programs, number of visits to the Grad. Coach)	Graduation Coach	Graduation Coach sign-in logs, activity sheets, SASI conference logs, and recruiter rosters.		Monthly	

Strategies

New	Ongoing`
1. Develop a Waiver/Variance committee to evaluate student files to determine eligibility	1. Review all student test data and select students needing additional help either completing classes or passing the GHSGT.
2. Introduce the concept of “life trips”, visits to interesting job sites, and unusual venues to expose students new experiences.	2. Small group and individualized instruction on study skills, test taking skills, and time management.
3.	3. Identify the presence of “at-risk” factors (i.e. attendance, socio-economic, social, etc..) provide interventions as needed/available.

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

**2008-09 Strategic Plan
Math Department
Frank McClarin High School**

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 1, 2007.

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 using the programs USA Test Prep and Linkstolearning.

New Strategies:

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.

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					
	2005-06		2006-07		2007-08	
	74%	85	65%	82	70%	95
	* Indicates target for the year was met or exceeded.				2008-09	
					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 1 st , 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	

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 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.

New Strategies:
 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.

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

List your baseline/trend and target information here →	Baseline Data					
	2005-06		2006-07		2007-08	
	91%		100%	88	77%	100
	* Indicates target for the year was met or exceeded.				2008-09	
					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	

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.

New Strategies:
 Give students Class Participation bonus points for attending the GHSGT.

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					
	2005-06		2006-07		2007-08	
	100%		92%	90	100%	95
	* Indicates target for the year was met or exceeded.				2008-09	
					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	

Goal Area: (Check One)

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

OBJECTIVE:
 Improve student's performance on Algebra I EOCT.

STRATEGIES:
Ongoing Strategies from previous year(s):
 EOCT prep in class.
 Link to Learning on the computer.
 USATESTPREP on the computer.

New Strategies:
 Break out session week before the test to review.
 Give students Class Participation bonus points for attending the GHSGT.

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

Balanced Scorecard Alignment 1.1

List your baseline/trend and target information here →	Baseline Data					
	2005-06		2006-07		2007-08	
	15%		13%	25	17% (14%)	25
	* Indicates target for the year was met or exceeded.				2008-09	
					Final Result	Target
					70%	

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 students passing EOCT	Department Chair	Students scores from EOCT	Yearly

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed
	Subject Teacher	Yearly	

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.

New Strategies:
 Break out session week before the test to review.
 Give students Class Participation bonus points for attending the GHSGT.

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					
	2005-06		2006-07		2007-08	
	12%		4%	22	7% (0%)	70
	* Indicates target for the year was met or exceeded.				2008-09	
					Final Result	Target
					70%	

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	

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

2008-09 Strategic Plan (McClarin High School_Sci_Bio)

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 second semester End of Course Test for Biology.

PERFORMANCE MEASURE: Check here if School-Based Performance Measure

Baseline Data				2008-09	
2005-06	2006-07	2007-08			
Actual	Actual	Actual	Target	Actual	Target
40.00	47.00	30.00	NA	TBA	90.00

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.)?
EOCT scores	GADOE	Science Department	After each test administration

Strategies

<p style="text-align: center;">New</p> <p>Administer EOCT on a monthly basis.</p> <p><i>Links to Learning</i> computer assistance.</p> <p>Formal and informal assessments to address individual learning styles</p> <p>Scheduling of <i>PLATO</i> classes only for courses that do not require and EOCT</p> <p>One week review 1st semester standards for Biology.</p> <p>Develop a “Take-home packet”</p>	

Interim Indicator Information

Data Type	Collected By	Frequency	Dates Reviewed

