



2011 – 2013 School Improvement Plan

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Introduction

The School

The 2008-2009 school year entered in the creation of the Career and Technology Magnet (CTM). The Career and Technology Magnet provides Indianapolis students a springboard into the worlds of work. Students receive hands-on training using state-of-the-art equipment and technology as they matriculate in programs that reflect the most viable career opportunities on the current market. CTM offers incoming students at the freshmen level a career exploration experience that enables them to identify their interest and aptitude for specific career paths. Beginning level student in their sophomore year select from over twenty (20) program choices segmented into five cluster areas. Students matriculate in their chosen career fields for two years – with advanced level career knowledge and skills conveyed during the junior year. As seniors, every effort is made to provide students work environment experiences in the form of internships, entry-level part-time jobs, mentoring and other co-curricular learning opportunities. Successful graduates are thoroughly prepared to enter the work force, proceed to the military, or pursue two or four year degrees. Currently there are a total of 431 students: 129 freshmen, 103 sophomores, 103 juniors and 106 seniors.

The Community

Indianapolis is the capital of Indiana, providing a resource-rich environment of government, university, business and cultural institutions. CTM, housed on the Arsenal Technical campus of the Indianapolis Public Schools, is located on the near-east side of Indianapolis, with easy access to many of these institutions. The Career Technology Magnet is one of six centers on Arsenal Technical High School's campus. The inclusion of CTM as a magnet school allows for an expanded range of learning opportunities and resources. The majority of CTM students come from within the Arsenal Technical High School boundary. This makes available access to agencies and businesses in the community which benefits CTM employing of project-based learning. The community from which the students come is a mix of residences, retail businesses and industry. While the socio-

economic status of most of the residents tends to be middle to low socioeconomic status, there are pockets, particularly close to the campus where small neighborhoods have been gentrified. Most retail businesses are either small businesses or fast food restaurants.

Educational Programs

As a member of the Network of Effective Small Schools in Indianapolis (NESSI) CTM subscribes to developing an educational environment supporting the “5 R’s”: rigor, relevance, relationships, resiliency and responsibility. In the following paragraphs, CTM will describe our educational program using these 5 R’s as a frame.ⁱ

Rigor

Each student is provided a rigorous curriculum that develops the student to successfully meet the CTM Learning Outcomes.ⁱⁱ Students choose from one of three course sequences: Project Lead the Way, Information Technology or Careers Technology.ⁱⁱⁱ Each pathway results in students receiving certification that will enable him/her to successfully participate in a technology-oriented career at the end of high school or form the basis for additional education. Students exhibit their competency in this curriculum through a personalized portfolio that is developed over the student’s four-year membership in CTM. It is the responsibility of the student to create a portfolio that encompasses their development intellectually, professionally and relationally (socially). The development of this portfolio encourages each student to evaluate how they learn best and where they need to improve. The portfolio is a graduation requirement as well as a vital component for our school curriculum.

Throughout their education at CTM, students are involved with teacher and community mentors through community-based projects and internships. Mentors assist students in choosing, planning and implementing projects that are inquiry-based. These projects require higher-order thinking skills engaging in problem-based learning and cross-curricular integration. Students’ success on these projects rest in their

willingness to approach open-ended questions for a diversity of viewpoints. Each individual project has a rubric and evaluation process to assess the content of the student's project. Mentors also oversee student internships. These internships, generally career-related, allow students to experience the professional world where content learned in school is applied in a real-life setting. Students describe those connections and reflect upon their internship through a multi-media essay that becomes part of their portfolio.

A more detailed description of the CTM curriculum, including course descriptions and syllabi, is available for viewing in the CTM office in Morgan Hall on the Arsenal Technical campus.

Relevance

Our school recognizes that increased diversity and rapid changes in our society make interacting with others a critical element of social development. To maintain an atmosphere conducive to learning, CTM must have a common understanding of our diverse cultural and social differences which affect individual behaviors, perceptions, social awareness and interpersonal relationships. Our school's goal is to address these differences in an ethical and just manner so that our students, faculty and staff feel confident in expressing their individualism. To ensure that these differences are addressed, the Career and Technology Magnet gathers data from our students recurrently and uses it to promote ongoing, culturally relevant curricula. Instructional practices reflect the multicultural richness of our faculty, staff and students. Students are taught how to acknowledge, evaluate and explore the roots of present day and historical social-culture prejudice.

One of the unique components of CTM is the utilization of the expertise and skills of community members of diverse backgrounds. For example, CTM has connections with Rolls Royce and the TechPoint Foundation. These individuals serve as educational partners and content area specialists, not only in assisting with the development of student projects, but also internships as described under Rigor. The most important aspects of these projects and internships to learning are: 1) the choice

students have in many of the inquiry-based projects and internships; 2) the community or real-world basis of the problem-based projects and internships with local businesses or organizations.^{iv}

Relationships

Each student receives guidance from a teacher-mentor, student-mentor, the student's guardian(s) and community mentors. CTM will use all available means of communication to facilitate this collaboration. During their first year, students begin building relationships with teachers and peers. A daily advisory period for students includes: work on projects, portfolio development, career exploration, student voice in school community development (including opportunities for leadership) and assistance which personal/professional traits of confidence, people skills, time and resource management.^v As students move into community-based projects and internships in later years, relationships developed with community members will aid each student with the basic skills and personal qualities needed for success in family, community, advanced education and future workplace settings. CTM began this year making contacts with local businesses and organizations for partnerships. Many of these businesses will be companies that our students are familiar with through their internships and problem-based learning. This "networking" helps students understand the value of personal relationships in our society. CTM has also developed a relationship with the TechPoint Foundation to connect our students and our curriculum with 400 technology companies located in Central Indiana.

Teachers and administrators participate in a Professional Learning Community (PLC) that promotes professional relationships and communication among their peers one period per day. The development and analysis of the data used during PLC, for example, is one focal point for PLC. Other examples include, setting SMART goals for increasing student achievement. Additionally, PLC provides opportunities for teachers and administrators to discuss student work, attendance and instructional practices.

Parents and guardians are encouraged to be actively involved in their student's educational program. CTM makes every effort for all relationships, especially those with guardians, to be open. CTM currently participates in the Parent-in-Touch day and regularly contacts parents of absent students. Currently parents have access to student information via our on-line student information retrieval system (SIRS) on IPSOnline. Parents are informed of and acknowledged via signature, the CTM Way document that serves as a foundation for the manner in which CTM community members interact. CTM is working towards creating a Parent Center for parents to have access to state and school standards, school expectations, parenting resources, continuing education and internet resources. An attempt will be made to contact parents once per quarter to elicit feedback on CTM programs. Incoming students' parents or guardians will be invited to an orientation meeting. Parents of twelfth grade students will be continually updated on their student's progress towards graduation.

To strengthen relationships with the various stakeholders of our community, CTM receives information from a variety of sources. One way CTM does this is reviewing survey data of parents and students. During the 2008-2009 school year a Student Engagement Survey was given to all Arsenal Tech students. Additionally, CTM staff, teachers and administrators utilize Critical Friends protocols in improving effective communication. CTM has several teachers and students trained through the Critical Friends Group Training.^{vi}

Students assist in the development of the CTM learning environment. First, is the student voice/student government component during the advisory period. Student government is sponsored by a CTM teacher. Secondly, students will explore and develop a mediation system through student government. Students can make recommendations to the CTM Directors and/or the Disciplinary Dean(s) as to action to be taken for breaking an established rule. Students will train to be peer mediators. They, then will have the opportunity to be a part of the mediation council. This allows CTM students to take ownership of the school's policies, procedures and expectations. The students serving on the peer court will be model citizens within our school.^{vii}

Resiliency

Student resiliency is demonstrated as they deal with the ever changing lineup of teachers, classes, friends and young adult trends. The structure of our school nurtures students in all of the changes that occur in their lives by providing them with a supportive and caring environment. Currently these supports include advisory, a full-time counselor, two inclusion teachers, and teachers' use of rubrics to improve student success. Student choice in projects and internships will provide additional incentive for a student to work through challenges in order to achieve their goals.

In the course of some students' lives, they will face larger obstacles. Knowing that they are part of the Career and Technology Magnet family that genuinely cares about them provides stability. The availability of teacher and peer mentors, community members, counselors, social workers and parents mean that every student will have the opportunity to have someone with whom they can confidently relate. These same people support the formation of student's courage and convictions through their own personal experiences and wisdom/knowledge. Planned time, including the advisory period and special events on professional learning days, are used to build trust, relationships and sense of community among all CTM stakeholders.

Students annually set, and at a minimum quarterly review and reflect on their personal and educational goals with the assistance of mentors, guardians, peers and teachers. Personal goals for each student address their values, which includes their attitudes and behavior. Paths to realizing these goals are individualized, and all students are expected to strive for their best. Personal growth is demonstrated by the progressive achievement of their goals as documented in their portfolio. The portfolio, and thus advisories, becomes an important tool for development of this reflective nature.

Responsibility

All teachers in the Career and Technology Magnet are held accountable to high standards of professionalism, conduct, continuing education as well as professional and personal development. As outlined in the rigor section, teachers are actively engaged in providing students with intellectually challenging curricula. They are trained in analyzing student data to impact instruction and student learning, review the use of technology in the classroom, designing interdisciplinary curriculum and developing positive relationships with students. As stated in the cultural and social relevance section, teachers are actively engaged in providing students with a culturally relevant environment.

The Career and Technology Magnet regularly collects data to assess its progress as a school as outlined in the goals of the School Improvement Plan. This portfolio is used as a framework for that on-going analysis.^{viii} CTM uses the following data to track student academic progress: ISTEP scores, GPA and graduation rates. CTM gathers data on the following as indicators of progress in developing a safe, supportive and engaging learning environment: attendance, retention, drop-outs, discipline referrals, student engagement through a survey and parent satisfaction through a survey. All data, to the extent possible, is disaggregated by sex, ethnicity and socio-economic factors. Additionally, anecdotal evidence is collected through focused questions asked quarterly of teachers, students, parents and community members as to the effectiveness of CTM as a learning community.^{ix}

CTM Statement of Mission

Mission Statement

Our mission is to provide a learning environment where integrity, technology skills and academic excellence prevail. We encourage all students to aspire to reach their full potential and to become well-balanced, productive members of our society.

Moral Purpose

The Career and Technology Magnet exists to provide a learning environment where each student can learn to compete successfully in a technologically advanced economy. Students will gain the skills, values and confidence through a collaboration of academic and vocational instruction, applied learning and work site experience. This will enable our graduates to excel in a career, higher education, or both.

Vision

The Career and Technology Magnet offers unique opportunities for our students. Students graduate with training, and for many, certifications and college credits through programs like MOS, CISCO and Project Lead the Way (Programs described in Appendix A). The focus of the instruction is to prepare students with skills needed to transition from the role of high school student to the role of employee or post-secondary student.

By their final year, all students will be required to complete an internship in the Indianapolis business community. The Career and Technology Magnet will also collaborate with trade schools, two- and four-year colleges, business and industry, and parents to ensure that our graduates meet the requirements for advanced career preparation, whether it be college or career focused.

CTM realizes that the future of education relies on the infusion of state-of-the-art technology into the curriculum in all subjects at all levels. Our teachers and students have ongoing training to help with the infusion.

Operational Principles

- Students are stakeholders in their own education.
- Students have a choice in one of three curricular pathways: *pre-engineering (Project Lead the Way)*, *computer services (Information Technology)* and *pre-career (Career Technology)*.
- Students contribute to curriculum, schedules, and classroom decisions by having two elected representatives on the Site-Based Decision Making team.
- Students have a broad exposure to cultures, diversity, and experiences through coursework, service learning projects and student mentoring.
- Students exit our school self-motivated and prepared to be responsible citizens as they enter into the workforce or attend post-secondary educational institutions.
- Students and parents help to create the common goals of the students' educational environment, including personal behaviors, interpersonal skills and academic progress.
- Parents and valued community members form partnerships in order to guide the students' education by assisting them in the development, implementation and revision of the students' portfolio. Refer to the Rigor, Relationships and Responsibility sections.
- Faculty participates in ongoing professional development to create rigorous school operational standards infused with technology that prepare students for future endeavors.
- Faculty and students utilize the Critical Friends Group and its protocols to address issues and dilemmas that arise in the school while providing support.
- Teachers have a common planning period to allow for collaboration and the development of professional relationships.
- Teachers and community members will mentor a specific group of students throughout the students' schooling.
- Faculty, staff and students help to develop a trusting, respectful and inviting learning environment by establishing agreed upon expectations. All stakeholders are collectively responsible for maintaining this environment.
- Teachers and students assess student progress through the use of:
 - Self evaluations, quarterly
 - Teacher evaluations, quarterly

- Mentor evaluations, bi-annually
- Projects
- Peer evaluations
- Classroom assessment
- Participation in class and activities

Other Information about the Learning Environment

Faculty/Staff

Director	Dr. Sarah H. Bogard
Assistant Director	Dr. Roberta Bowers
Coordinator of Special Populations	Sharon Berry
Counselor	Jackie Gibbs
Social Worker	Kimberly Montgomery
Mathematics	Joseph Grubb, Tim Jones and Steven Nguyen
Science	Virgil Bleill, Sarah Mundy and Jeff Reese
Social Studies	William Gadd, Deborah Hardiman and Michael Heinrich
English	Jon Burroughs, Martina Nehrling and Nancy Scott
Special Education Teachers	Daniel Cavallini, Joyce Cook, Angela Eastridge, Tammy Jones, Lisa Poynter and Brenda Richardson

Technology Teachers

Timothy Anderson, Timothy Bewley, John Carlson, Ronald Coffey, Michelle Coy, Seth DeArmond, John DiVincenzo, Lorne Hudson, Steven Hunt, Carol Karnes, Timothy Kilgo, India King, Michael Koers, Niles Lauderbaugh, Timothy Oliver, Pamela McKinney, Jeffrey Powell, Doris Raines, Rene Walker, Rhonda Richards, Brenda Snorton and Joseph Steinem

Computer Lab Assistant

Chau Nguyen

Project-Based Learning

CTM has initiated Project-Based Learning as a major component of the curriculum. Four teachers have been sent to a professional development seminar sponsored by IUPUI and CELL to become proficient and team leaders of PBL. The four teachers will serve as teachers-of-teachers to be part of the Professional Learning Community Model enacted during the 2009 – 2010 school year.

SBDM Committee

CTM has an active SBDM committee that meets monthly to consider issues of importance to CTM. This committee is made up of teachers, an administrator, two parents, two community members and two students.^x

Student Voice

CTM's vision includes a strong student voice and active participation of the students in support of CTM as a community of learners. CTM has begun to move toward that vision, realizing that it needs to develop the students to be able to participate effectively. It is with this in mind that the mentoring program, although sponsored by a teacher, is conducted by students. It is the responsibility of the mentors to ensure a smooth

transition from the ninth grade until graduation for students. The mentors serve as student examples of what to do in school and provide guidance in how to be successful as a high school student in CTM and on the campus of Arsenal Technical High School.

Use of Data to Guide Instruction

CTM teachers value the use of data to better understand the learning needs of students. Efforts this year to retrieve data in a useable form (i.e. in a form that it could be manipulated) and in a timely fashion turned out to be a greater challenge than expected. Most of the data was finally received only just in time to complete this report, so its use instructionally has been limited. Teachers did examine the data during their Professional Learning Community time to reach the conclusions in the next section. Prior to our receipt of the data, teachers held discussions regularly around grade distributions and their observations to consider ways to improve student achievement. Indianapolis Public Schools is in the process of providing ISTEP/GQE data to schools via a Data Warehouse. The information will provide disaggregated data on a much broader scale than before and be able to break-down into the individual centers on the Arsenal Technical High School campus. The CTM staff and faculty, though were able to draw conclusions from current data supplied on the DOE website. Thus, the CTM staff and faculty initiated two steps to improve the state test scores of the students. The first step was the creation of a GQE math class. The second step was the implementation of all teachers to dedicate the first 10 minutes of class to English (GQE) problem areas experienced by the students.

Conclusions

CTM's review of ISTEP scores identify students who are not meeting standards at levels consistent with the mission and vision of CTM. Students coming to CTM are scoring low on these assessments pointing out a need to attend to developing skills and knowledge for students to be successful at high school. This is tempered by anecdotal evidence of test proctors noting that students are not taking tests with sincerity. These observations underscore the data from attendance rates, discipline referrals and grade distributions (particularly the strong correlation between low grades and high absences) that students are not engaged. More engaged students might more accurately exhibit skill and knowledge development. This engagement is necessary to help students gain the skills and knowledge necessary to successfully meet Indiana standards and CTM outcomes. Staff conversations have identified two areas for increasing this engagement. The first focuses on increasing the motivation of students to engage in formal learning opportunities. The second focuses on increasing the repertoire of teachers to develop relevant and rigorous learning experiences.

Most of the data collected represents baseline data. The CTM community expects to continually improve on that baseline over time. Strategies for improvement over the next year begin with goals in the next section. But first, CTM implemented the following in its first year to attempt to engage students in learning and the CTM community:

- 1) Professional Learning Community – professional development and data collection
- 2) Introducing project-based learning
- 3) Developing student portfolio
- 4) Developing school-wide rubrics for writing, presenting and collaborating

Parents are represented on the SBDM committee and are contacted individually about the progress of their child as need be. Students and parents also have electronic access to their grades. At this time, parent participation has not been cultivated. Plans for cultivating parental involvement and discussed in the Relationships section of the Introduction (p. 5-6). Community voice likewise has not been present at CTM in a regular way. Student voice is being developed through advisory and the student government. Student choice in classroom

projects is present at a beginning level, as teachers become comfortable and students are taught to handle the responsibility successfully. As noted in the CTM operational principles (see appendix) two students are members of the SBDM committee. The students will be elected through student government.^{xi}

CTM has a technology focus, so many of its classes help students use technology as a learning tool. Computers are available in classrooms with access to both the internet and electronic databases'. There is a computer lab (Morgan Hall and in the media center) available for student use. Credit recovery is available in English, Algebra and World Civilizations. Additionally, these labs permit students to access Virtual School for its available subjects and students and students are encouraged to use that resource.

The adjustments to schedule, staffing and room arrangements this year caused a challenge to CTM developing its learning environment as outlined in its operational principles. It has seen a decrease in discipline referrals and suspensions from first semester to second semester. Attendance data for CTM is shown in the Data section, however, the data for this year is not given in the same format as the data from the previous years so it is not possible to show evidence of change. Evidence of reduced drop-out rates will be gauged by using data from this year as a baseline, with a comparison to the Tech numbers for the previous year.

Student achievement objectives/goals

While CTM intends to continue to address success of students in meeting all CTM Learning Outcomes, it is focusing on four critical areas for the next year.

Goal 1: Increase achievement of students on CTM Learning Outcome in written communication literacy.

Goal 2: Increase achievement of students on CTM Learning Outcome in oral communication literacy.

Goal 3: Increase achievement of students on CTM Learning Outcome in numerical literacy.

All four goals cross subject areas and support the project-based orientation that the CTM operational principles suggest. The first three support the CTM communication literacy's skills, with the fourth supports the content standards as well as the citizenship outcomes.

Community support, including parental, needs to be nurtured so as to support the commitment of the students by providing guidance and internship opportunities.

Specific areas where improvement is need immediately

In reviewing the data, CTM observes the need to increase student engagement in the learning process. CTM has set a fourth goal to find ways to increase this engagement on the part of students, both in the classroom and the larger community.

Goal 4: Increase student engagement in the CTM learning community.

Benchmarks for Progress

A) The key benchmarks to indicate progress toward Goal 1, Increase achievement of students on CTM Learning Outcome in written communication literacy, are:

- a. School-wide writing rubric is used at least once per quarter in every class
- b. 15% increase in passing scores on writing portion of the GQE test
- c. Increase district Benchmark scores in English/writing
- d. Students reflect upon their portfolio in written form at least once per semester

Additional benchmarks for each intervention of Goal 1 are listed in the Action Plan.

B) The key benchmarks to indicate progress toward Goal 2, Increase achievement of students on CTM Learning Outcome in oral communication literacy, are:

- a. School-wide oral presentation rubric is used in all classes when oral presentations are graded
- b. Students show an average increase of one level on the oral presentation rubric as the year progresses
- c. 25% of students present orally to an audience outside of the school

Additional benchmarks for each intervention of Goal 2 are listed in the Action Plan.

C) The key benchmarks to indicate progress toward Goal 3, Increase achievement of students on CTM Learning Outcome in numerical literacy, are:

- a. 15% increase in mathematics portion of the GQE test
- b. Increase district Benchmark scores in math sections
- c. 20% increase of students receiving "C" or better in math classes

Additional benchmarks for each intervention of Goal 3 are listed in the Action Plan.

D) The key benchmarks to indicate progress toward Goal 4, Increase student engagement in the CTM learning community, are:

- a. Every class has at least two projects during the year with 15% of projects centered on community challenge or exploration
- b. Improvement in grade distributions with average GPA increasing by .5
- c. Improved attendance to 96% for the 2011-2012 school year
- d. Decrease discipline referrals by 20%
- e. Increases in student engagement survey showing greater engagement each year

Additional benchmarks for each intervention of Goal 4 are listed in the Action Plan.

The implementation of project-based learning is an operating principle of CTM. Its implementation supports multiple goals and is an intervention for all of them. Schedules for the current school year will support project-based learning by continuing time for teachers to meet together (Professional Learning Community (PLC) time), teaming teachers and students together in the freshman year for better collaboration, personalization and allowing for flexibility of time for project completion.^{xii} Additionally, advisory time for 20 minutes per day provides an opportunity for students and staff to build relationships and community. Staffing in the IPS district has been limited due to fiscal concerns, so CTM does not have “100% pure” schedules for all classes. It is still able to offer that level of purity in the core subjects for students in the 9th – 11th grades.^{xiii}

Academic Honors Diploma and Core 40

The curriculum in each of the three CTM pathways meets the standards for a Core 40 education. CTM students in any of the pathways can take a fourth year of math and science and a third year of Spanish to meet the requirements of an Academic Honors Diploma. Students will be reminded of this annually during Advisories as they prepare for their next year. Additionally, CTM students, due to

their technology courses, can also attain the Technology Honors Diploma. Advanced Placement courses are available in English, Social Studies, Science and Math.

Proposed Interventions

Each of the goals above has a number of proposed interventions. These interventions are listed in the Action Plan. There are a couple of key interventions that support multiple goals. These are:

- √ Continued implementation of project-based learning^{xiv}
- √ Further development of student portfolio^{xv}
- √ Greater student involvement and voice in building the CTM learning community.

See Action Plan for further specific interventions and connection to goals.

Professional Development

CTM professional development efforts for the current school year are focused on the use of project-based learning, use of advisory and AVID. Specific professional development activities are identified in the Action Plan but a brief summary is included here. Professional development for project-based learning includes a summer session, a web-based set of sample projects, and use of PLC time or planning time for teachers to collaborate on projects or offer feedback to each other. The on-going and embedded nature of this sequence supports the characteristics of effective professional development. Similarly, PLC will be a space for teachers to discuss use of advisory time and there will be access to a resource center on activities to make this time effective. Professional development for AVID includes a summer session, access to resource materials and on-going monthly collaborative sessions. As these three interventions support the school goals, the professional development is aligned with the goals^{xvi} and the professional development funds are being spent to support these professional development experiences.

Statutes and Rules to be Waived

CTM does not require any waivers.

Three Year Time Line for Implementation, Review and Revision

Due to the uncertainty of future staffing and funding, CTM is proposing a one-year plan for implementation. The action plans will be reviewed quarterly for completion and necessary revision. The school improvement plan will be used as a basis for gathering and analyzing data according to the plan below.

Aug	Review Action Plan activities and responsibilities for year and first quarter. Review final grade distributions from previous year; graduation rate, and attendance data; compare to prior year; and update portfolio
Sep	Review mid-term progress grades in PLC, develop SMART goals
Oct	Evaluate progress of Action Plan activities during first quarter, update plan, review activities and responsibilities for second quarter
Nov	Review of attendance data, interim grade distribution data, then compare with trends and update portfolio
Dec	Review attendance, teacher practices, SMART goals and student grades in PLC
Jan	Review ISTEP+ scores, update portfolio, evaluate progress of plan activities during second quarter, update plan, review activities and responsibilities for third quarter
Feb	Review midterm progress grades in PLC, compare ISTEP+ and student grades for discrepancies and commonalities, review the portfolio and SIP for any updates
Mar	Review 3 rd quarter grade distribution, evaluate progress of plan activities during third quarter, update plan, review plan activities and responsibilities for fourth quarter, create plan for next year
Apr	Implement student engagement survey and parent satisfaction

Survey, review mid term progress grades in PLC

May Review survey results, update portfolio

June Evaluate progress of Action Plan activities during fourth quarter

i	Benchmark 1
ii	See Appendix A – Benchmark 10
iii	See Appendix B for an outline of each sequence and description Benchmark 10
iv	Benchmark 20 (also footnote 7)
v	See Appendix D – samples of advisory activities – Benchmark 17
vi	Benchmark 20 (also footnote 4)
vii	Benchmark 20 (see footnote 7 on previous page)
viii	See last section page 21 for review plan calendar
ix	Benchmarks 31 and 32
x	Benchmark 21
xi	Development toward meeting Benchmark 28
xiii	Benchmark 33
xiii	Development toward Benchmark 34
xiv	Benchmark 4, 5 and 6 – note that differentiation is also an intervention in the Action Plan and some projects have a community based focus
xv	Benchmark 7 – the rubrics and presentations associated with project – based learning also support this benchmark
xvi	Benchmark 1
xvii	Benchmark 36