

Middle States
Final–February 13, 2007–Approved

MISSION

The MISSION of City Charter High School (City High), a technology infused public school, is to graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education or training. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

CORE BELIEFS

Individual responsibility for learning. Academic success is dependent on students taking an active role in their learning.

Continuous challenge. A curriculum constructed with multiple levels of challenge and aligned to the Pennsylvania Standards best meets the academic needs of individual students.

Connections to the real world. Career focused curriculum and related experiences convince students that what they do at City High impacts their future.

Personal Academic Connections. Success relies strongly on each student feeling connected to one or more adults at City High.

Safe and caring environment. A safe and caring environment – physical, emotional, intellectual – is essential to active classroom engagement.

Collaboration. A student’s ability to collaborate is essential in today’s work environment.

GRADUATE PROFILE

A graduate of City Charter High School will:

Possess foundational academic skills and the ability to access, synthesize and apply new knowledge.

Have a comfort level with current technology and the confidence to adapt to future technology.

Possess the personal qualities needed to be a self-assured, motivated, responsible young adult and to possess the work ethic to succeed in post-secondary education or training.

Effectively navigate through a variety of interpersonal situations in family, community, school and workplace settings.

OBJECTIVE 1 - SUCCESSFUL TRANSITIONS FROM 9TH GRADE TO 10TH GRADE¹

By 2014 students completing the ninth grade year will demonstrate the academic and behavioral characteristics required to succeed at and graduate from City Charter High School, as measured by:

1. 90% of students in the ninth grade cohort on or after February 1 of each year will either:
 - a. move to the tenth grade by passing five or more courses; or
 - b. move to the tenth grade on a probationary basis (passing three or four out of seven courses) and are promoted to the tenth grade by passing enough first trimester courses to meet the five course requirement.

Baseline Year: 2004 – 2005

Baseline Data: 80% of students in ninth grade either passed five or more courses or moved to the tenth grade on a probationary basis and were promoted to the tenth grade.

2. 90% of students will achieve a C or higher in their workforce skills grade in the 3rd trimester of their ninth grade year.

Baseline Year: 2005 – 2006 school year

Baseline Data: 73% of students in ninth grade achieved a C or higher in workforce skills in the 3rd trimester of ninth grade in 2005 – 2006.

¹ Although one of the Technical Review Criteria is that the objective should “relate to as many of the institution’s students as possible,” we have decided to focus this objective and its action plan on 9th graders for the following reasons:

- a. Both national literature and our own data show that accumulating enough credits to be promoted to 10th grade is a critical indicator of whether or not a student will ultimately graduate.
- b. By focusing on 9th graders we do focus on every student who passes through City High, not every student every year, but each student as they pass through this critical transition point.
- c. Focusing on the 9th grade allows us to target our action plan to the specific needs of this population making the transition to high school.
- d. We see our three objectives as working in sequence to promote student success: Objective 1 focuses on supporting students as they enter the school, Objective 2 increases academic rigor throughout the grades, and Objective 3 focuses on developing the independence of students as they prepare to leave the school.

An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee, charged with the **successful transition of 9th graders to 10th grade**, will be to focus on five key areas. The areas fall under the broad categories of supporting teachers (I), collecting data (II), analyzing data (III), and modifying programming (IV and V.)

This objective, and its accompanying action plan, builds on four years of data analysis of 9th grade achievement and trial and error attempts to become more successful with our 9th grade students.

The five key areas to be focused on are:

- I. Supporting Teacher Transition to 9th Grade;
- II. Building Systems and Routines for Early Monitoring and Intervention;
- III. Diagnosing Structural Causes of Student Buy-in problems and Providing Appropriate Interventions;
- IV. Providing Appropriate Academic Support and Challenge for Students; and
- V. Improving 9th Grade Advisory.

Specific action plans for each area follow.

Objective I: Successful Transition from 9th to 10th Grade - Action Plan

I. Supporting Teacher Transition to 9th Grade

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
<p>Transition Process: Outgoing 12th grade team to develop plans and procedures for 9th grade.</p>	<p>Administration and 12th grade team</p>	<p>Summer of 2007 and each summer beyond</p>	<p>3 days of post graduation staff time, input from outgoing 9th grade team, LRDC report on 9th grade student attitudinal data. This should include observation and possible team teaching with current 9th grade staff.</p>	<p>9th grade action plan</p>	
<p>Support Mechanisms: Identification of resources available to maximize chances for success of the new 9th grade team including professional development planned by outgoing 9th grade team with incoming 9th grade team.</p>	<p>Administration and outgoing 9th grade team</p>	<p>Summer of 2007 and each summer beyond</p>	<p>One staff development day at end of July, one at end of August</p>	<p>9th and 12th grade teacher evaluation</p>	
<p>Documentation of Successes and Challenges: Formative and Summative analysis of strengths and weaknesses of current team approach</p>	<p>9th grade team</p>	<p>2007 - 2008 and continuing forward</p>	<p>9th grade team meetings</p>	<p>Administration Evaluation</p>	

II. Building Systems and Routines for Early Monitoring and Intervention

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Technological Support: Develop dashboard early warning system to show all students falling below identified thresholds and/or meeting at-risk criteria.	Curriculum Coordinator and Dashboard Developer	2007 - 2008	Funds for software developing	Dashboard early warning system in place and being used	
Data Analysis: Establish criteria and thresholds for inclusion on the early warning system.	Evaluators (Bickel and Nelson), Math Department, Leadership Team	2007 - 2008	Leadership Team Meeting on day after school lets out.	Criteria is established	
Support for using the data: Training of team members to use at-risk data in decision making.	Administration and staff	2008 -2009	Summer Inservice Days, December Inservice Days	Workshop Evaluation	
Using the data: Developing and monitoring targeted interventions.	Leadership Team and Ninth Grade Team	2008-2009 and beyond	Individualized interventions	Implementation of individualized interventions. Improvements in at-risk students' grades.	
Communicating changes made: Sharing of successes and challenges in using at risk data to make decisions	Ninth Grade Team w/ entire faculty	2008 - 2009 and beyond	Regular Team Meetings	End of trimester reviews	

III. Diagnosing structural causes of student buy in problems and providing appropriate interventions

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Structural Review: Midterm and end of year analysis of impact of City High core scheduling/staffing/interventions on 9 th grade achievement.	Leadership Team 9 th and 12 th grade staff	Annual	Workshop Day. Access to data.	End of year report	
Potential Changes: Consideration of what potential changes are possible given logistical constraints.	Leadership Team 9 th and 12 th grade staff	December 2008	12 th grade time free in July. Access to data.	End of year recommendations	
Implementation of Changes: Gradual implementation of scheduling/staffing/interventions identified as possible and of value.	Administration	2008 -2011	Dependent on which changes are required	Changes made	

IV. Providing Appropriate Academic Support and Challenge

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
<p>Data Analysis: In depth review of entering student academic skill level.</p>	<p>Administration and incoming 9th grade staff</p>	<p>2007 - 2008</p>	<p>Incoming Student PSSA Data, grades and Explore Exam</p>	<p>Individual student profiles for incoming freshmen</p>	
<p>Professional Development: Use the City High Professional Development Program (“Good to Great”) to strengthen ability to differentiate instruction and increase relevance of academic content.</p>	<p>Education Manager Leadership Team</p>	<p>2008 - 2012</p>	<p>Functioning Professional Development Program</p>	<p>Differentiated Instruction</p>	
<p>Consideration of additional support mechanisms: Resources designed to allow students with academic deficits to catch up to higher achieving students.</p>	<p>Education Manager Leadership Team Math and English Departments</p>	<p>2008 -2009</p>	<p>Program Information</p>	<p>Program Implementation</p>	

V. Improving 9th Grade Advisory²

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Trimester by Trimester Goals: Develop goals and methods for assessing advisory group development each trimester	Incoming Ninth Grade Team with input from outgoing Ninth Grade Team	2007 - 2008 and beyond	Planning time after graduation in July	Statement of Goals	
Accountability Analysis: Develop a plan for holding students accountable for advisory activities.	Incoming Ninth Grade Team and Leadership Team	Summer of 2007	Faculty Survey Committee on Advisory Groups	Accountability Decision	
Rolling out accountability changes: Implement accountability plan	Administration and Ninth Grade Team	2007 - 2008	Team Buy In	End of trimester review	
9th Grade Specific Curriculum: Providing input from ninth grade team to advisory curriculum writers	Outgoing and Incoming Ninth Grade Teams	2007 -2008 and beyond	Regular Team Meetings	Complete curriculum with a focus on 9 th grade	
Student Mentoring: Reestablishment of the City High 12 th grade mentor program	12 th grade team / 9 th grade team and Counselors	2008 - 2009 and beyond	Inter-team communication	Functioning mentoring program	

^{2 2} 9th grade students are assigned a faculty advisor who meets with them for 60 minutes per week. The advisor stays with the student for all 4 years.

OBJECTIVE 2 – STUDENT ACHIEVEMENT

City Charter High School students will continue to demonstrate annual academic growth as measured by:

1. By 2014, City High students will meet the annual state AYP requirements in mathematics as measured by the PSSA. Pennsylvania will continue to raise the bar i.e., 2006 – 07 AYP = 45% increases in 2007 – 08 to AYP = 56%.
Baseline Year: Class of 2006
Baseline Data: **37.8% of City High students** scored proficient or above in mathematics as measured by the PSSA. The baseline year AYP requirement was 45%.
2. By 2014, the African American students at City High will meet the annual state AYP requirements in mathematics as measured by the PSSA.
Baseline Year: Class of 2006
Baseline Data: **21.4% of the African American students at City High** scored proficient or above in mathematics as measured by the PSSA. The AYP requirement in our baseline year was 45%.
3. By 2014, the Caucasian students at City High students will meet the annual state AYP requirements in mathematics as measured by the PSSA.
Baseline Year: Class of 2006
Baseline Data: **55.9% of the Caucasian students at City High** scored proficient or above in mathematics as measured by the PSSA. The AYP requirement in our baseline year was 45%.
4. By 2014, the economically disadvantaged students at City High will meet the annual state AYP requirements in mathematics as measured by the PSSA.
Baseline Year: Class of 2006
Baseline Data: **19.2% of the economically disadvantaged students at City High** scored proficient or above in mathematics as measured by the PSSA. The AYP requirement in our baseline year was 45%.
5. By 2014, City High students will meet the annual state AYP requirements in reading as measured by the PSSA. Pennsylvania will continue to raise the bar i.e., 2006 – 07 AYP = 54% increases in 2007 – 08 to AYP = 63%.
Baseline Year: Class of 2006
Baseline Data: **66.4% of City High students** scored proficient or above in reading as measured by the PSSA. The AYP requirement in our baseline year was 54%
6. By 2014, the African American students at City High will meet the annual state AYP requirements in reading as measured by the PSSA.
Baseline Year: Class of 2006
Baseline Data: **46.4% of the African American students at City High** scored proficient or above in reading as measured by the PSSA. The AYP requirement in our baseline year was 54%

7. By 2014, the Caucasian students at City High students will meet the annual state AYP requirements in reading as measured by the PSSA.
 Baseline Year: Class of 2006
 Baseline Data: **86.4% of the Caucasian students at City High** scored proficient or above in reading as measured by the PSSA. The AYP requirement in our baseline year was 54%

8. By 2014, the economically disadvantaged students at City High will meet the annual state AYP requirements in reading as measured by the PSSA.
 Baseline Year: Class of 2006
 Baseline Data: **50.0% of the economically disadvantaged students** at City High scored proficient or above in reading as measured by the PSSA. The AYP requirement in our baseline year was 54%

9. By 2014, 95% of the students who graduate from City High will obtain at least two Microsoft certifications.
 Baseline Year: Class of 2006
 Baseline Data: **80% of City High first graduating class** obtained at least two Microsoft certifications.

10. By 2014, every City High grade cohort will demonstrate significant annual academic growth as shown through same cohort scores in the exam series Explore to Plan. This effect will be greater than .25 standard deviations³.
 Baseline Year: 2005 – 2006
 Baseline Data: **City Charter High School's first graduating class** demonstrated a .36 SD improvement in the same-cohort scores in the exam series Explore to Plan.

11. By 2014, every City High student grade cohort will demonstrate significant annual academic growth as shown through same cohort scores in the exam series Plan to ACT. This effect will be greater than .25 standard deviations.
 Baseline Year: 2005 – 2006
 Baseline Data: **100% of City High's first graduating class** demonstrated a .46 SD improvement in the same-cohort scores in the exam series Plan to ACT.

³ As instructed by Dr. Robert Ziomek, chief statistician with ACT, Inc., this calculation is:

$$\frac{\text{Mean Plan Score} - \text{Mean Explore Score}}{\text{Standard Deviation Explore Scores}}$$

A score greater than positive .25 standard deviations is considered a significant program effect.

Objective II: Student Achievement - Action Plan

An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee charged with **increasing student achievement in mathematics and reading** will focus on strengthening the teaching skills of City High's faculty. City High's strategy is based on the underlying assumption that the primary strategy for improving student performance is through constant growth in teacher expertise.

This action plan builds on early thinking at City High regarding supporting growth of teachers through pairing of experienced with developing teachers. It considers how to efficiently share expertise where it is most needed. It also uses the lessons learned in the first five years of City High's development.

As such, this action plan will focus on the following areas:

- I. Themes and language for moving City High in a common direction;
- II. Increasing City High's capacity to define and share what works;
- III. Targeted professional development that meets identified needs of individual and small groups of staff members;
and
- IV. Improving the collection, dissemination and use of relevant data.

Specific action plans for each area follow.

Objective II: Student Achievement - Action Plan

I. Themes and Language for Moving City High in a Common Direction

I.A. Developing a Conceptual and Organizational Framework for Staff Growth - From Good to Great⁴

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Defining the Issue: Present the Idea to the Full Staff	Board of Directors/ Leadership Team	April 2007	April 3 Workshop Time	Workshop Evaluation	
Developing a Common Language: Entire staff reads common materials (research articles, <u>Good to Great</u> program description, etc.)	City High Staff and Faculty	August 2007	One August PD day as an exchange for outside time used to read materials	Robust participation in discussion of common materials	
Debriefing: Full staff discussion of the <u>Good to Great</u> concept	City High Staff and Faculty (possibly an outside facilitator)	August 2007	August 22 Workshop	Printed report outs from discussion groups/ Workshop evaluation	
Committee Work: Establish a City High <u>Good to Great</u> Committee to monitor progress	Board of Directors/ Leadership Team	First Trimester 2007		Staffed committee charged with specific tasks	
Department Meetings: Processing, and reporting out, of <u>Good to Great</u> at the department level	Departments (Subject areas)/ Curriculum Coordinator	2007 - 2008	Set of expectations for the meetings. Timeline for final reports. Meeting time.	Final reports from each department.	
Team Meetings: Team level processing, and reporting out, of <u>Good to Great</u> at the team level	Grade Level Teams/ Master Teachers	2008 - 2009	Set of expectations for the meetings. Timeline for final reports. Meeting time.	Final reports from each grade level team.	

⁴ Good to Great is the name City High is giving its comprehensive professional development. The concept builds on the premise that every educator in the building develop annual plans for growth and that these annual programs are aligned with the schools overall plan for strategic growth.

Objective II: Student Achievement - Action Plan

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Defining Success: Use the conversations of the past year to come to agreed upon benchmarks for success	Good to Great Committee	2008 - 2009	Reports from Departments, Notes from staff meeting, Input from stakeholders	Viable benchmarking document that is used in decision making	
Good to Great at all Levels: Infuse the idea in all professional development plans, including team, individual and content area	Good to Great Committee	2009 - 2010	Small group and one on one interactions, samples of success, regular time at staff meetings	Improvement in student achievement as measured through both qualitative (formal observations) and quantitative measures (PSSA exams)	
Reporting Out: Share success and plan next steps	City High staff and Faculty	2010 - 2011	Results of efforts	Coherent document indicating progress made	

Objective II: Student Achievement - Action Plan

I.B. The City High Advisory Program: Helping students move from Good to Great

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Technology Support: Develop City High technology so that all relevant advisor information is easily available to advisory teacher	Education Manager and Dashboard Developer	2006 -2007	Funds for software development	Working pages on the dashboard that gather and present relevant information	
Schedule Review: Reconsider advisory schedule in 11th and 12th grade to develop regularly scheduled advisory times in the upper school	Leadership Team	2006 - 2007	Willingness to make schedule changes	Changes in schedule for first trimester 2007 - 2008	
Goal Setting: Develop common goals for advisory program at all grade levels	Leadership Team	August 2007	1 to 2 Leadership Team meetings and 2 hours of a full staff meeting - August 22 or 23	Set of goals that can be articulated by all team members	
Observation: Develop and implement a system where advisory programs are regularly observed by other advisory teachers, master teachers and administrators	Leadership Team	2007 - 2008	Schedule for observation	Documentation demonstrating that all advisory classes were observed at least twice during the year	
Promotion Criteria: Reinforce advisory role in City High promotion process	Leadership Team	2007 - 2008	Leadership Team meeting	Changes to promotion document	

Objective II: Student Achievement - Action Plan

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Evaluation: Include each staff members role in the advisory program as part of their annual evaluation	City High administration/ Board of Directors	2007 - 2008	Annual evaluation	Annual evaluations	
Curriculum Writing: Create written curriculums for advisory (9th and 10th grades)	Representatives from each team/ Possibly representative from ESR	2007 - 2008	Funding for development of curriculum. Time, timeline and clear expectations	Complete curriculum	
Professional Development: Use internal and external resources to train, support and update advisors to what is expected at upcoming grade level	Leadership team/ Possibly representative for ESR	2008 - 2009 (and annually thereafter)	Full PD day in August. One 2 hour block in staff development day per trimester.	Workshop evaluation	
Hire College/Transition Counselor: College counselor whose responsibilities include college and financial aid applications, advisor and student support in 11 th /12 th grade and one year follow-up with students after graduation.	City High Administration	Fall 2007	Funds in the operating budget. Personnel Search.	College/Transition counselor on staff	

Objective II: Student Achievement - Action Plan

II. Increasing City High Capacity

City High has an interest in providing professional development in house whenever possible for a number of reasons:

- 1) Quality Control
- 2) Control of the message
- 3) Integration of professional development (PD) to City High goals, structures and needs
- 4) Developing skills of City High staff charged with organizing and/or presenting the professional development.

There is recognition of the occasional limitations of this approach and a willingness to utilize outside resources when necessary. The notion of increasing in house capacity is tied to the idea of moving from Good to Great.

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Goal Setting: Clearly identify the types of support that will lead to the strengthening of those teaching skills most likely to produce City High's student achievement goals.	Leadership Team/ Academic departments	2006 - 2008	Set of expectations for the meetings. Timeline for final reports. Meeting time.	Final reports from each department (part of the Good to Great report)	
Master Teacher Development: Increase the number of master teachers.	City High Administrators	2006 - 2010	Funding for Master Teacher positions. Support process for moving faculty from Journeyman to Master.	Number of new Master Teachers	
Pilot Group: Creation of a group to identify what each member does exceptionally well and videotape or otherwise capture the area of expertise	Master Teachers and select Journeymen	2007 - 2008	Time set aside for group to plan (potential funding if time is out of school)	Beginnings of the City High Good to Great Library	

Objective II: Student Achievement - Action Plan

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Reporting Out: Presentation of the work of the pilot group	Pilot Group	August 2008	Morning Workshop before start of School	Workshop Evaluation	
Criteria Review: Review of criteria for promotion from Journeyman to Master to ensure quality PD and supporting Good to Great	Leadership Team	Summer 2008	Leadership team meeting during Master Teacher work day.	Changes to promotion criteria approved by Board of Directors	
Teacher to Teacher Observation Training: Training teachers how to effectively observe colleagues so all parties can improve their practice	Curriculum Coordinator/ Master Teachers	Summer and First Trimester 2008	Full PD day in August before school starts. Possibly outside trainings.	Workshop evaluation	
Teacher to Teacher Observation: Implementing a City High requirement that each teacher observe at least three colleagues per year	City High administration	2008 - 2009 (and continuing thereafter)	System of classroom coverage's	Documentation of completed observations	
Expansion: Bringing in other staff members to the pilot group, identifying their strengths and developing an increasing library of City High best practices	Pilot Group	2008 - 2009 (and continuing thereafter)	Project oversight, time and technology (videotape and other equipment)	Growing Good to Great Library	
In-House Professional Development Data Base: Formally collect, organize and disseminate City High best practice PD tools	Pilot Group/ Librarians	2009 - 2010 (and continuing thereafter)	Location for materials	Documentation of use of Library by City High faculty and staff	

Objective II: Student Achievement - Action Plan

III. Targeted Individual Professional Development Plans (IPDP)

City High staff members will design an individual professional development plan reviewed by City High leaders and evaluated to determine whether goals have been met. City High apprentice and journeymen teachers will be paired with City High master teachers or administrators to support them in implementing their IPDP's. All City High faculty and staff, including master teachers and administrators, are required to put together an IPDP. IPDP's of master teachers and administrators will be public documents. While the IPDP program does not preclude utilizing outside workshops, conferences or courses, the focus of the IPDP is on using City High resources and colleagues to improve teaching and learning.

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Program Planning: Develop the IPDP program	Leadership Team	2007	April 4th Leadership Team meeting	Completed Plan	
Program Pilot: One year pilot that pairs master teachers with 6-10 journeymen and apprentices. Develop IPDP's template's for the program.	Education Manager Pilot Group	2007 - 2008	Time set aside for group to plan (potential funding if time is out of school)	IPDP Template. Evidence of changes in practice tied to IPDP.	
Program Rollout: All City High teachers participate in IPDP, based on identified needs.	City High Staff and Faculty	2008 - 2009 (and continuing thereafter)	IPDP Templates, City High Good to Great Library	Evidence of changes in practice tied to IPDP. Meeting student achievement goals.	
Oversight Committee: Develop a leadership team that 1) ensures that IPDP's, are helping the school meet achievement goals, 2) identify common PD themes and 3) support their implementation.	Board of Directors/ Leadership Team	2007 - 2012 (and continuing thereafter)	Data from Program Pilot. Time set aside for group to plan	Staff evaluation of administrative support (LRDC survey)	

Objective II: Student Achievement - Action Plan

IV. Using Data to Inform Instructional Planning and Implementation

City High is committed to using data to make decisions. As we move forward this commitment will be strengthened by deepening understanding of the significance of the data we use and ensuring that an ever increasing number of City High staff become familiar with the data.

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Data Analysis: Analyze data to determine whether current assumptions hold true in the long term	Education Manager Math Department	2006 - 2007 (and continuing thereafter)	Access to relevant data	Annual Report	
Capacity Building: Identification of Data Experts at each team level. Provide training on data analysis and use of data for Data Experts	Math Department and Data Experts	2007 - 2008	Paid Saturday Workshop	Discussion with Education Manager	
Team Awareness: Develop and implement plans to share relevant data-based information with each grade level team	Data Experts	2008 - 2009 (and continuing thereafter)	Access to relevant data. Team meetings.	Evidence of individuals understanding and using data to make decisions	
Reporting Out: Sharing of school wide data with entire faculty	Data Experts	Summer 2007 and each summer thereafter	2 hours during August workshop	Workshop evaluation	

OBJECTIVE 3 - CREATING INDEPENDENT LEARNERS⁵

By the year 2014, 90% of (students) at City Charter High School will demonstrate independent learning skills as measured by the following criteria. Each criteria represents a key independent learning activity in the City Charter High School academic program.

1. 90% of the senior students will complete a **graduation project** at the level of advanced or proficient⁶ in each of the required written, oral and technology components.

Baseline year: 2005 – 2006 school year.

Baseline data: During the 2005-06 school year the percent of students scoring proficient or advanced on each component of the graduation project were as follows:

Written: 75%

Oral: 78%

Technology 79%

2. 90% of seniors will have completed an **internship** and received scores of advanced or proficient on each of the following categories: Attendance, mentor evaluation, workforce skills grades and final student survey/resume.

Baseline year: 2005-06

Baseline data: By the end of the third trimester of the 2005-6 school year **79% of students from the Class of 2006** completed an internship and received scores of advanced or proficient on each of the following categories: Attendance, mentor evaluation, workforce skills grades and final student survey/resume.

3. By the end of the junior year, without teacher assistance, 90% of students will complete an **independent problem solving task in mathematics** (i.e. Problem of the Week or Unit of Study) and turn in a finished product both on time and at the level of proficient or advanced.

Baseline year: Class of 2007

Baseline data: By the end of their junior year, **65% of the Class of 2007 students** completed an independent problem solving task in mathematics and turn in a finished product both on time and at the level of proficient or advanced.

⁵City High defines Independent Learners as students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that they are self-directed, self-monitoring and self-reflective.

⁶ Achievement at the Advanced or Proficient level refers to the City Charter High School grading rubric. A summary of the rubric follows. Specific rubrics for a given objective already exist in each content area.

A: ADVANCED - demonstrates depth and breadth in understanding and is performing with distinction

B: PROFICIENT - performs at a level consistent with City High academic expectations

C: NEARLY PROFICIENCY – needs improvement in this area in order to graduate with the PA Seal of Proficiency

D: NEEDS SIGNIFICANT IMPROVEMENT to reach the learning standard.

E: NOT ENGAGED in the learning process.

4. During the senior year 90% of students will complete an **independent reading/analysis/synthesis task in English** and conduct a discourse on their task at the level of proficient or advanced.

Baseline year: 2005-06

Baseline data: During the senior year ____% of students completed an independent reading/analysis/synthesis task in English and conducted a discourse on their task at the level of proficient or advanced.

5. During the senior year 90% of students will design, execute and generate a report on an **independent science experiment** at the level of proficient or advanced.

Baseline year: 2006-07

Baseline data: During the senior year:

____% of seniors who **designed** an independent science experiment at the level of advanced or proficient.

____% of seniors who **executed** an independent designed science experiment at the level of advanced or proficient.

____% of seniors who **wrote** a report of their independent science experiment at the level of proficient or advanced.

6. During the senior year 90% of students will design, execute and present an **independent social studies action project** at the level of proficient or advanced.

Baseline year: 2006-07

Baseline data: During the senior year:

____% of seniors who **designed** an individual independent action project at the level of advanced or proficient.

____% of seniors who **executed** an individual independent project at the level of advanced or proficient.

____% of seniors who **presented** an individual independent project at the level of proficient or advanced.

7. During the junior year 90% of students will create an **electronic portfolio** that demonstrates proficient or advanced levels of independent project management.

Baseline year: 2006-07

Baseline data:

____% of juniors/seniors who demonstrated proficient or advanced levels of planning, reflection, coordination, time management and production of their electronic portfolio.

Objective III: Creating Independent Learners

An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee, charged with **creating independent learners**, will be to develop aligned action plans in each content area. Independent Learning is an overall school goal that is manifested in each classroom in all content areas. City High defines Independent Learners as *students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.*

This objective, and this accompanying action plan, builds on four years of data analysis of students' abilities to successfully manage independent learning tasks (especially student's graduation projects). Early attempts suggest that all subject areas need to scaffold independent learning over a student's four year City High career. Thus most of the activities in the action plan pertain to modifications in curriculum to allow for scaffolding of independent learning. All content areas will use a common rubric to focus students on what are the elements to successfully working independently.

The seven content areas to be focused on are:

- I. Research - Graduation Project;
- II. Career Research - Internships;
- III. Independent Problem Solving in Mathematics;
- IV. Independent Reading/Analysis/Synthesis in English;
- V. Independent Science Experiment;
- VI. Independent Social Studies Action Project; and
- VII. Electronic Portfolios.

Specific action plans for each area follow.

Objective III: Creating Independent Learners

I. Action Plan: Research - Graduation Project

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
<p>Common Rubric: Develop a common rubric for Independent Learning at the 9th, 10th, 11th and 12th grade levels.</p>	<p>Education Manager Entire faculty</p>	<p>2006 - 2007</p>	<p>Workshop Day</p>	<p>Publication of the Common Rubric</p>	
<p>Informational Writing: Determine informational writing requirements and requisite skills for independent completion of the graduation project.</p> <p>Align informational writing component of graduation project with the Cultural Literacy curriculum.</p> <p>Determine responsibility (between the Cultural Literacy and Research Departments) for teaching the skills necessary for the writing component of the graduation project.</p>	<p>Research and English departments</p>	<p>August 2007</p>	<p>Workshop Day</p>	<p>Needs analysis of informational writing skills at each grade level and outline of effective coordination plan between Cultural Literacy and Research courses.</p>	
<p>9th Grade Writing Objective: Curriculum will be rewritten and implemented to include an independently produced research paper.</p> <p>The curriculum will include support (scaffolding) for the paper in the form of a common research topic and resource list; continuous monitoring and feedback of components; teacher-created timelines for each component.</p>	<p>Research Teachers</p>	<p>2007 - ongoing</p>	<p>Curriculum resources as needed including time to write.</p>	<p>Written Curriculum and Implementation</p>	

Objective III: Creating Independent Learners

<p>10th Grade Writing Objective: Curriculum will be rewritten and implemented to include an independently produced research paper.</p> <p>The curriculum will include support (scaffolding) for the paper in the form of individual research topic; student selected resources; monitoring and feedback provided for most components; teacher created timelines for student progress.</p>	Research Teachers	2008 - ongoing	Curriculum resources as needed including time to write.	Written Curriculum and Implementation	
<p>11th Grade Writing Objective: Curriculum will be rewritten and implemented to include a written proposal, outline, and rough draft of independently produced paper for the graduation project.</p> <p>The curriculum will include support (scaffolding) for the paper in the form of student selected topic and resources; teacher created logs and checklists; student created timeline for project completion.</p>	Research Teachers	2009 - ongoing	Curriculum resources as needed including time to write.	Written Curriculum and Implementation	
<p>12th Grade Writing Objective: Curriculum will be rewritten and implemented to include an independently produced graduation project which includes a written paper with the following components: Project Description Methods Used Conclusions Annotated Bibliography</p> <p>Student created timeline guides the written paper completion.</p>	Research Teachers	2010 - ongoing	Curriculum resources as needed including time to write.	Written Curriculum and Implementation	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
<p>Oral Objective: Develop a common rubric for oral presentations to be adapted for all Content Areas at City Charter High School.</p>	<p>A team with a representative from each content area</p>	<p>April 2008</p>	<p>2 hours at the April workshop</p>	<p>Workshop evaluation and completed school-wide oral presentation rubric</p>	
<p>Oral Objective: Implement an independent oral presentation component to all four years of the Research curriculum. 9th Grade: Participation in research-based scored seminar discussion 10th Grade: Independently prepare and then present orally a summary of the independent 10th grade written paper. 11th Grade: Independently plan and then present research and Graduation Project to whole class. Student self-evaluation and teacher critique of a videotaped "dry run" of final oral presentation 12th Grade Teachers: Oral presentation to panel of experts from the community</p>	<p>Research Teachers</p>	<p>9th 2007-2008 10th 2008-2009 11th 2009-2010 12th 2010-2011</p>	<p>Videotaping capabilities, curriculum resources as needed</p>	<p>Students will perform at proficient or advanced based on the oral presentation rubric by 2010.</p>	
<p>Technology: Determine technology needs for graduation projects and align with technology curriculum</p>	<p>Research and Technology teams</p>	<p>August 2007 and ongoing</p>	<p>*Two hours of staff development time each year *Flexibility in scheduling of electives so tech skills are available as needed for graduation project *Software and equipment, as needed for successful completion of graduation projects</p>	<p>* Needs analysis of skills and equipment needed *Updated outline of emerging technology needs for graduation projects</p>	

Objective III: Creating Independent Learners

II. Action Plan: Career Research - Internship

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Defining the Challenge: What are the challenges to achieving the objective, given a past success rate of 83%.	Career Readiness Team	1/19/2007	Meeting time.	List of issues.	
Challenge 1: Staff "Buy-in" of consistent enforcement of School Policies and Workforce Skills from day one of 9 th grade through graduation.	All faculty and staff	Spring 2007	Review and/or handouts of policies and workforce skills rubric.	Consistent Workforce Skills enforcement and grading; also consistency of discipline report to document behavior.	
Challenge 2: Student "Buy-in" of School Policy and Workforce Skills.	Students and their families.	Fall 2007	Jr. & Sr. students sharing experiences/insights w/ Fr. & So. Students, generating excitement. Incentive/Reward system for positive behavior or marked improvement.	Significant decrease in dress code and behavior issues, and improved workforce skills grades.	
Challenge 3: Matching 10 th Grade Students with a Career Mentor	Career Team	2007-2008	Fully staffed career team.	Full staffing and at least 50% of the 10 th graders placed with a Career Mentor by the end of 10 th grade.	
Challenge 4: Increasing student completion of all of the Internship Requirements.	Student with the Internship Managers	2007-2008	Graded events on the Dashboard to prompt students and give deadlines and consequences to the completion of the requirements such as the updated resume.	A greater percentage of students will achieve Proficient or Advanced marks for their Internship.	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
<p>Challenge 5: Reducing Scheduling Constraints</p> <p>1.) Timely information from team regarding:</p> <ul style="list-style-type: none"> a. 11th Grader Status b. Spanish 1 & 2 c. Spanish 3 & 4 d. Make-up Courses e. Elective Priorities <p>2.) Availability of selected internships</p> <p>3.) Special Education Issues or Unique Placement Requirements</p>	<p>Team level faculty and advisors with the Internship Managers</p>	<p>2008-2009 and ongoing</p>	<p>Dashboard and MS Exchange for communication</p>	<p>Significant reduction in last minute changes to schedules and/or placements which negatively impact our relationship with the internship providers.</p>	
<p>Challenge 6: Reduce "At Risk" Internships and/or Increase their Success Rate.</p> <ul style="list-style-type: none"> 1.) Senior Year Internships (first round) 2.) Interim Break Internships 	<p>Students, Families, Internship Managers and Administration.</p>	<p>2008-2009 and ongoing</p>	<p>Establish procedures and ensure staffing.</p>	<p>A reduction in the number of students requiring senior year or interim break internships AND an increase in the success rate for those internships which must take place at those times.</p>	
<p>Challenge 7: Decrease the incidence of "miscommunication" between Mentor, Student and Internship Manager.</p>	<p>Internship Manager, Student and Mentor</p>	<p>2008-2009 and ongoing</p>	<p>Specific Job Descriptions from each Mentor, Procedures and/or checklist for the Internship Manager, Meeting with student, mentor, family and internship manager to review objectives and expectations, use of Dashboard and email</p>	<p>Reduction in the number of miscommunications.</p>	
<p>Challenge 8: Establish procedures to address incidents of terminated Internships.</p>	<p>Career Team and Administration</p>	<p>2008-2009 and ongoing</p>		<p>Increase the overall number of students who eventually complete the required Internship.</p>	
<p>Debriefing: Consult with administration regarding the four issues.</p>	<p>Career Team and Administration</p>	<p>2008-2009 and ongoing</p>		<p>Improve the overall effectiveness of the Career Readiness and Internship Program.</p>	

Objective III: Creating Independent Learners

III. Action Plan - Independent Problem Solving in Mathematics

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Common Rubric: Develop a common rubric for Independent Learning at the 9 th , 10 th , 11 th and 12 th grade levels.	Education Manager Entire faculty	2006 - 2007	Workshop Day	Publication of the Common Rubric	
Develop a common language and procedure: Identify the skills and problem sets needed to scaffold independent problem solving as students move from 9 th thru 12 th grade.	Math Department	2007	Funding for Saturday meeting		
Defining Success: Agreeing on assessments and rubrics to be used at each grade level that will allow staff to gauge student progress in independent problem solving	Math Department	2007	Funding for Saturday meeting	Assessment document on file with Education Manager	
Going from Good to Great: Develop vision regarding what level of work is expected from students at varying ability levels in order for department to call its progress excellent.	Math Department	2007 - 2008	Time during half day meetings. Funding for one Saturday meeting	Good to Great Document. Assessment Rubric	
Capacity Building: Analyses of staff strengths and needs in supporting student growth in problem solving	Math Department	2008 -2009		End of year report	
Teacher to Teacher Support: Teachers with identified needs working with teachers with identified strengths	Math Department	2008 - 2009 and beyond	Class coverage to allow for observation and collegial interaction	Average of 5 teacher to teacher observations per teacher per year	
Analyzing Student Work: Providing opportunities to review student work in problem solving activities to strengthen agreement on what constitutes proficient and advanced problem solving work at different grade levels	Math Department	2009 - 2010	A pair of two hour blocks during half days or a series of after school or Saturday meetings.	Meeting evaluations	
Data Analysis: Implement a department wide tool to measure a student's growth on independent problem solving within individual years and throughout the high school career.	Math Department	2007 - 2008	Reports from each teacher	One page department summary	

Objective III: Creating Independent Learners

IV. Action Plan: English

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Common Rubric: Develop a common rubric for Independent Learning at the 9 th , 10 th , 11 th and 12 th grade levels.	Education Manager Entire faculty	2006 - 2007	Workshop Day	Publication of the Common Rubric	
9th grade independent reading: Students will have a reading experience that includes reading individually during class with short, structured independent reading assignments. Students will have at least one experience with choice of reading material through the course. Students will complete written analysis of characters and themes from literature through in class, independent and group assignments. Ninth-grade Strategies courses will require each student to select an independent book that is not related to course themes.	English Staff	2007 - 2008	Novels Journals Technology- laptops Book Carts - One for Strategies Course and one for Core Course Any other teacher added materials. Time for Curriculum Writing	Proficiency on assigned tasks.	
10th grade independent reading: Students will be introduced to an independent reading schedule. This will be done during the second trimester. Students will have a choice with articles for current events as well as a choice between two novels. An additional novel will be expected for honors students. Students will complete written analysis of characters, themes and context of readings. Students will write in reading journals/logs while they are reading to log characters, events, feelings, etc.	English Staff	2008 - 2009	Novels Journal Technology-laptops Book Cart Any other teacher added materials Time for Curriculum Writing	Proficiency on assigned tasks.	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
<p>10th grade independent reading continued: Students will be engaged in teacher led discussions, structured around the readings assigned.</p> <p>During each trimester, all students will select a book to read independently that is not related to course themes.</p>					
<p>11th grade independent reading: Students will be responsible for completing readings with an independent reading schedule.</p> <p>Students will have a choice between two pieces of literature with one additional book for honors students.</p> <p>Students will be responsible for essay focused literary analysis used as a mid-term and final grade.</p> <p>Students will be engaged in small group discussions that will be teacher and student led that lead to synthesis of material.</p> <p>During each trimester, all students will select a book to read independently that is not related to course themes.</p>	English Staff	2009 - 2010	Novels Journals Technology- laptops Book Cart Any other teacher added materials Time for Curriculum Writing	Proficiency on assigned tasks.	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
<p>12th grade independent reading: Students will be responsible for completing readings with independent reading schedule done outside of class.</p> <p>Students will complete independent, long term project or exam used as mid-term and/or final that focuses on analysis and synthesis of literature from the course.</p> <p>Students will have several choices of literature and project focus.</p> <p>Students will lead a well structured and thought out discussion in small groups and/or individual discussion with teacher.</p>	English Staff	2010 - 2011	Novels Journals Technology- laptops Collection of fiction and non-fiction titles Any other teacher added materials Time for Curriculum Writing	Proficiency on assigned tasks.	

Objective III: Creating Independent Learners

V. Independent Science Experiment

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Common Rubric: Develop a common rubric for Independent Learning at the 9 th , 10 th , 11 th and 12 th grade levels.	Education Manager Entire faculty	2006 - 2007	Workshop Day	Publication of the Common Rubric	
Defining language and vision: Developing the common terms and pedagogy to be used for Independent Learning in the school's science curriculum	Science department	Summer 2007	Dept meetings Reference materials Time to meet	Completed document for use by science dept.	
Construct experimental design rubric: Define nearly proficient, proficient, advanced and modified behaviors for conducting an independent science experiment.	Science dept and learning support staff	Fall 2007	Dept meetings	Completed document for use by science dept.	
Define and analyze grade level learning objectives and assessments: Create a list of independent learning goals and outcomes students will achieve at each grade level	Science dept and learning support	2007 - 2008	Dept meetings Reference Materials Data from student assessments	Clearly defined grade level objectives and assessments	
9th grade -Teacher Modeling of scientific method with focused reflection -Scaffolding reflection and journal activities -Establish and reinforce common language -Independent student paper on the scientific method.	9 th Grade		Curriculum Development (time) Science Supplies	Student responses in journals Teacher reflections on students' abilities to apply common language	
10th grade -Emphasis on independent student journal reflections focused on scientific and environmental issues - Reinforcement of common language as applied to curriculum	10 th Grade	2008 - 2009	Curriculum Development (time) Science Supplies	Student responses in journals Teacher reflections on students' abilities to apply common language	
11th grade - Student journal reflections focused on experimental design modifications. - Independent Science Project from a generated list created by the science dept. - Continuation of common language through application	11 th Grade	2009 - 2010	Curriculum Science Supplies	Student responses in journals Teacher evaluation of students' independent science project	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
12th Grade - Completed Laboratory Notebook - Experiments developed by students given just laboratory materials - Independently designing, executing, and generating a report on a experiment within the parameters set forth by the teacher.	12 th Grade	2010 - 2011	Curriculum Science Supplies	Teacher evaluation of students' independent selected, executed and reported science project	
Capacity Building: Analysis of staff strengths and weaknesses in supporting student growth in designing an experiment	Science department	On going	Monthly science department meetings and teacher reflection journals	End of year report	
Teacher to teacher support: Teachers with identified weaknesses working with teachers with identified strengths	Science dept	Ongoing	Monthly science department meetings and regular classroom observations with class coverage for observing teacher	Average of 5 of 5 teacher to teacher observations per teacher per year	

Objective III: Creating Independent Learners

VI. Social Studies: Ideas in Action Project - Social Studies Department

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
Common Rubric: Develop a common rubric for Independent Learning at the 9 th , 10 th , 11 th and 12 th grade levels.	Education Manager Entire faculty	2006 - 2007	Workshop Day	Publication of the Common Rubric	
Define "Senior Ideas in Action Project," agree on project goals and expectations	Social Studies department	December 2006	2 Hours Workshop Time	Description of Project goals and expectations (attached below)	Complete
Develop skill goals for smaller projects in grades 9-11 that gradually build skills needed for Senior Ideas in Action Project.	Social Studies department	January 2007	2 Hours Workshop Time	Description of Skill goals for grades 9-11 (attached below)	Complete
9th grade: Develop curriculum for students to read and comprehend primary sources, keep track of information, have defined project roles, short term projects, clear and frequent deadlines. This project must be presented in front of a group.	Social Studies department	July 2007	2 Hours Workshop Time		
10th grade: Develop curriculum for students to analyze and respond to primary sources, keep track of information, have defined yet self-selected project roles, increased selection of project topics, increased length of projects, clear and frequent deadlines. This project must be presented in front of a group.	Social Studies department	July 2008	2 Hours Workshop Time		
11th grade: Develop curriculum for students to select own primary sources, analyze and respond to primary sources, keep track of information, have defined yet self-selected project roles, increased selection of project topics, increased length of projects, less frequent deadlines. This project must be presented in front of a group.	Social Studies department	July 2009	2 Hours Meeting Time		

Objective III: Creating Independent Learners

Activity	Responsibility of	Timeline	Resources Needed	Indicators of Success	Status
12 th grade: Develop curriculum to implement Ideas in Action project - senior year. Take concepts learned in class, take an action related to it outside City High. Students have to communicate with someone outside in the public and make their project public to those outside the school. The Ideas in Action project involves selecting project topic, select, analyze, and respond to primary sources, keep track of information. This is a trimester long project. This project must be presented in front of a group.	Social Studies department	July 2010	2 Hours Meeting Time		
Develop projects for grades 9-11 that meet these skill goals: steps and timelines	Grade level Social Studies teacher with approval from social Studies Dept	2007 - 2009	4 Hours independent planning time per teacher	Project descriptions, steps and timeline	
Develop pilot "Senior Ideas in Action Project" steps and timeline	Senior social Studies teacher	2009 - 2010	4 Hours independent planning time per teacher	Senior Ideas in Action project steps and timeline provided to all department members	
Revise pilots of Senior Ideas in Action Project and smaller stepping stone projects	Grade level Social Studies teacher with approval from social Studies Dept	August 2008	4 hours independent planning time per teacher and 2 hours meeting time	Revised Senior Ideas and Action project steps and timeline available for all students in course. Revised stepping stone project steps and timeline available for all students in course.	
Review Senior Ideas in Action project and smaller stepping stone projects	Grade level Social Studies teacher with approval from social Studies Dept	Annually, in August during planning week	4 hours independent planning time, 2 hours meeting time	Reviewed/revised Senior Ideas and Action project steps and timeline available for all students in course. Reviewed/revised Stepping stone project steps and timeline available for all students in course.	

Objective III: Creating Independent Learners

VII. Electronic Portfolios

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Common Rubric: Develop a common rubric for Independent Learning at the 9 th , 10 th , 11 th and 12 th grade levels.	Education Manager Entire faculty	2006 - 2007	Workshop Day	Publication of the Common Rubric	
Technology Support- Purchasing equipment and software to support an internal web server	Administration and Technology Team	August 2007	Funds for software and equipment	Working internal web server	
Concept of Portfolio- Presenting the idea to the entire staff	Technology Team	August 2007	1 hour of a staff meeting	Content Area Survey	
Concept of Portfolio- Presenting the idea to the 9 th grade class	9 th Grade Technology Team	Fall 2007-2008 school-year (1 st trimester of Tech and successive 9 th grade cohorts)	Outline of expectations for 9 th grade	Participation in the discussion of expectations and types of work that can be included	
H Drive File Structure- Presenting and creating folders for portfolio	9 th Grade Technology Team	Fall 2007-2008 school-year (1 st trimester of Tech and successive 9 th grade cohorts)	Connection to the H Drive	Graded evaluation of all students file structure	
Course Documents- Placing relevant assignments into appropriate folders	9 th Grade Technology Team and all 9 th grade students	By the end of the 2 nd trimester of the 9 th grade Technology Course and successive 9 th grade cohorts	Relevant and appropriate student work (minimum of 2 assignments per class)	Periodic (once per month) graded evaluations of folders and final graded evaluations of the appropriate number of assignments for each class with project description of each assignment	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Course Documents-Placing relevant assignments into appropriate folders	10th Grade Technology Team and all 10 th grade students	Fall 2008 - 2009 By the end of the 2 nd trimester of the 10 th grade Technology Course and successive 10 th grade cohorts	Relevant and appropriate student work (minimum of 2 assignments per class)	Final graded evaluations of the appropriate number of assignments for each class with project description of each assignment	
Development of Web Site-Begin to create the web site	10 th Grade Technology Team and all 10 th grade students	Fall 2008 - 2009 By the end of the 2 nd trimester of the 10 th grade Technology Course and successive 10 th grade cohorts	Working web server	Graded evaluation of working web site with a minimum of 2 pages (index page and one class page with 3 assignments)	
Course Documents-Placing relevant assignments into appropriate folders	11th Grade Electronic Portfolio teacher and all 11 th grade students	Fall 2009 - 2010 By the end of the Electronic Portfolio class and successive 11 th grade cohorts	Relevant and appropriate student work (minimum of 2 assignments per class)	Final graded evaluations of the appropriate number of assignments for each class with project description of each assignment	

Objective III: Creating Independent Learners

Activity	Responsibility	Timeline	Resources Needed	Indicators of Success	Status
Refinement of Web Site- Add-on and enhance website started in 10 th grade	11 th Grade Electronic Portfolio teacher and all 11 th grade students	By the end of the Electronic Portfolio class and successive 11 th grade cohorts	Working web server	Graded evaluation of working web site with a minimum of 6 pages (index page and five class pages with 3 assignments each)	
Finalize Web Site-add content from 11 th and 12 th grade	12 th grade students	By the end of 2 nd trimester of 12 th grade	Web server	Updated working website and 2 copies of burnt CD (1 to take and 1 to turn in to show completion of project) of the website	
Technology Upgrade-Convert the internal web server to an external web server	Administration and Technology Team	2011	Working web server	Web site is available for viewing outside of City High	