

CSI High School Progress Updates

Progress Update #3 (Progress, Barriers, Next Steps)

Due Friday, February 26, 2021

Post to school website

School Performance Plan Implementation: Using data from your winter interim assessment(s) please provide a short narrative(100 words or less) to capture your progress in the implementation of your School Performance Plan thus far.

Professional Development

Progress	Barriers	Next Steps
Weekly PLC meetings are continuing. Teachers are continuing to develop student learning objectives in reading, math, writing, science, engage in long-range planning and backwards-mapping to focus on the most critical skills, and plan instruction and pacing aligned with standards and assessments. Vertical and horizontal alignment continues to be the focus as similar skill deficits are noted in most grade levels.	During testing season there will not be enough time for PLC meetings as staff will be needed to monitor exams.	Professional learning will continue to focus on supporting teachers with effective use of distance education strategies and data-driven instructional planning during PLCs. Staff are developing plans for in-person testing and possible on-campus instruction.

Family Engagement

Progress	Barriers	Next Steps
Information is provided to families through weekly newsletters and on the school's website. Multiple virtual meetings have been held to help families and students who are credit-deficient, to share resources for college, and discuss attendance concerns. Teachers have held small-group virtual open	On the latest survey, 65%-70% of parents responded that they did not want their student to participate in on-campus instruction at this time. Parents may not wish to send their students to school for required state assessments.	Staff will continue to communicate with families regularly through the school website, newsletters, Class Dojo, Infinite Campus, and translations/ interpretation in Spanish to reach as many parents as possible. The parent/school liaison and teachers will continue to contact parents regularly. Information about the

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<p>houses to discuss expectations for distance learning and plan for student success. A dedicated staff member makes daily phone calls about attendance concerns and notifies the counselors when additional intervention is needed. The counselors make daily phone calls and provide small-group, virtual lessons to support student engagement and social/emotional needs..</p>		<p>school's plans for the upcoming testing season will be shared with families.</p>
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Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>Specific attention and support is being provided to students who are in jeopardy of not graduating. Counselors and teachers are contacting parents daily to discuss academic and attendance concerns. Tutors, special educators, and English Learner specialists use virtual breakout rooms to provide students with immediate reteaching and reinforcement of what is taught during Tier 1 instruction. Targeted Tier 2 interventions to fill gaps in learning are also provided in small groups. Some students are thriving in the online environment compared to in-person learning.</p>	<p>Not all staff are willing to come to the school for in-person instruction at this time. This may change as more teachers become fully vaccinated. Not all students are completing independent work and Exact Path assessments as assigned. Some students are not regularly attending online instruction. Other students are attending the live instruction, but are not completing independent work and practice that is assigned outside of the direct instruction. Teachers are unable to consistently monitor every students' learning environment during distance education and virtual assessments.</p>	<p>Next week, students will participate in an exam boot camp during the regular school schedule. Teachers will focus on skills that students need to be successful on the ACT, WIDA, and End of Course exams. Small-group tutorials will continue to be used to differentiate instruction and provide interventions. Teachers will continue to fine-tune instruction that emphasizes student engagement and performance tasks that include writing.</p>

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Progress Update #3 (Assessment Data)

High School Data: Quarter 1 Exact Path Assessment

Number/percent of students scoring “**not proficient**” on Exact Path ELA and Math diagnostics.

	ELA - Grades 9-12	Math - Grades 9-12
Number	72	61
Percent	72%	62%

High School Data: Credit Deficiency

Report number/percent of 9th grade students who are **credit-deficient**

	9th Class of 2024
Number	23/40
Percent	57.5%

High School Data: Off-Track

Report number/percent of 10th-12th grade students who are **off-track for graduation** (credit deficient or missing ACT requirement)

	10th Class of 2023	11th Class of 2022	12th Class of 2021	Overall
Number	6/24	7/16	3/23	39/103
Percent	25.0%	11.1%	13.0%	37.9%

Progress Update #3 (Targets and Spring Benchmarks)

1. Did you meet the targets you established in the last progress update submitted October 29, 2020?

Targets for Exact Path proficiency and credit-deficiency were not met. This is partly due to the many challenges of teaching and assessing students during distance education. Inconsistent learning environments at students' homes and the reduced ability of staff to monitor students when taking assessments also contribute to not meeting these targets. Fewer than 4% of students will continue to have a credit deficiency after successful completion of their current in-progress courses.

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2. Based on this data, list the adjustments (if any) you will be making to your action plan?

Yes	No
<p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p>	<p>What adjustments will you make to your 2020-2021 School Performance Plan?</p>
	<p>To meet requirements for state assessments during distance education, planning for on-campus testing is an immediate need. The English language assessment (WIDA), ACT, and science proficiency assessments will be scheduled on-campus, but there is concern about whether students will be willing to test in-person. Once this high school testing and the elementary and middle school SBAC assessments are completed or waived by the USDOE, we will begin inviting small groups of students to come to the school for in-person tutorials and concentrated instruction. Juniors, seniors, and credit-deficient students will be the focus for in-person instruction. Assessment results and grades will be analyzed to help instructional staff identify students in need of additional support. Students will work with instructional and counseling staff to develop a learning plan for next year to ensure appropriate course enrollments for graduation.</p>

2. Set targets for the **Quarter 4** benchmark and **Semester 2** based on this data:

- Decrease the percent of students **scoring not proficient** from 72% to 62% by the Quarter 3 benchmark (March) as measured by the Exact Path **ELA** diagnostic assessment.
- Decrease the percent of students **scoring not proficient** from 62% to 52% by the Quarter 3 benchmark (March) as measured by the Exact Path **math** diagnostic assessment.
- Maintain the percent of 9th grade students **who are credit-deficient** at less than 20% by May 2021 as measured by Datalab (Cohort Analysis Workbook).
- Decrease the percent of 10th-12th grade students **who are off-track for graduation** to no more than 3.0% by May 2021 as measured by Datalab (Cohort Analysis Workbook).