

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

Due February 28, 2020

Post to school website

School Performance Plan Implementation: 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
Instructional staff continue to engage in weekly PLC meetings focused on analysis of student data to plan effective instruction and intervention for all students. Professional development has been focused on effective strategies for English language students and students with autism, behavioral struggles, and social emotional deficiencies. Additional time has been spent understanding the vertical alignment of standards (K-12) and developing common criteria of mastery of the standards.	None at this time. Teachers continue to work hard to learn best practices, collaborate with colleagues, and analyze data.	The next professional development day for staff is scheduled for February 14th and teachers will continue learning about the social-emotional aspects of learning and how to provide effective instruction to students with diverse needs. Teachers will continue to use the auto-group feature in Exact path to assist with creating differentiated student groups for instruction and intervention. Professional development will also assist with the training of staff on matters concerning AB 114.

Family Engagement

Progress	Barriers	Next Steps
Progress reports are discussed with students and sent home quarterly. Parent conferences were held in October and teachers shared students' personal education plans and goals with families. First Friday assemblies are scheduled each month to celebrate student achievement and growth. A Winter Showcase provided an opportunity for families to see student work.	None at this time. School staff continue with efforts to increase family engagement at the high school level.	Family engagement events at the high school level will be provided quarterly. These events will provide families with opportunities to understand the expectations for mastery of standards and the level of rigor required of students. The counselor, administrators, and teachers will continue to reach out to families to address concerns and provide the appropriate resources to support student achievement.

CSI High School Progress Updates
 Innovations International Charter School of Nevada - High School

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>Teachers are using Exact Path and iLit to provide supplemental instruction and progress monitoring towards mastery of standards. iLit provides assistance for ELL and IEP students. Teaching assistants access iLit data to plan targeted instruction. A team of five are providing additional intervention to small groups during the day 2 or 3 times per week. Teachers are differentiating instruction to meet the needs of students. All 11th graders participate in an ACT prep class. Supplemental materials for ACT prep are from Pearson and various other sources. The HS assistant principal is modeling learning stations in high school classrooms.</p>	<p>The math curriculum (Glencoe Math) needs to be updated. School staff will review materials to identify a curriculum that meets the needs of teachers and students. Staff will consult the list of State Approved Instructional Materials and ensure that the curriculum meets ESSA requirements for evidence.</p>	<p>Interventions, tutoring, and counseling will continue to provide support for students who are not on track to graduate or otherwise at-risk. Students will continue to participate in weekly writing assignments that are graded on a rubric. Teachers will continue to collaborate to develop a common understanding of mastery against the writing rubric. Eleventh grade students will begin on the ACT WorkKeys program to develop hard and soft skills to support career readiness. Counseling staff continue to identify students on track for a College and Career Readiness diploma.</p>

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Progress Update #3 (Assessment Data)

High School Data: Quarter 2 Exact Path Assessment

Number/percent of students scoring **below the 50th percentile** on Exact Path ELA and Math diagnostics.

	ELA - Grades 9-12	Math - Grades 9-12
Number	139/213	121/150
Percent	65.3%	80.7%

High School Data: Credit Deficiency

Number/percent of 10th-12th grade students who are **credit-deficient**

	10th Class of 2022	11th Class of 2021	12th Class of 2020	Overall
Number	6/24	2/24	3/33	11/81
Percent	24.00%	8.00%	8.82%	13.10%

High School Data: Off-Track

Number/percent of 10th-12th grade students who are **off-track for graduation**

	10th Class of 2022	11th Class of 2021	12th Class of 2020	Overall
Number	6/24	2/24	3/33	11/81
Percent	24.00%	8.00%	8.82%	13.10%

Progress Update #3 (Targets and Spring Benchmarks)

1. Did you meet the targets you established in progress #2 update submitted Oct. 31, 2019?

Quarter two targets for ELA, credit deficiency, and off-track for graduation status have been met. The math results for quarter two were four percentage points below the target.

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

Yes	No
What, if any, adjustments will be made to the action plan?	What adjustments will be made to the action plan?
<p>Targets were met in ELA by reducing the percent of students below the 50th percentile from 83% to 65.3%. This growth can be partly attributed to a strong focus on using formative assessment data to identify students' deficit skills and providing small-group, targeted interventions on a regular basis. To continue these positive outcomes, Title I funds will again be allocated for Exact Path which provides adaptive diagnostic assessments and individualized learning pathways to promote growth in math, reading, and language arts. Tutors will continue to provide targeted interventions based on students' identified needs. ACT prep curriculum and resources will continue to be used as supplemental instructional materials. There will be a continued focus on ensuring all students graduate.</p>	<p>The quarter two target for math was 80% of students above the 50th percentile. The actual results are 76%, which is just short of the target. Because of this, adjustments to the instructional schedule have occurred in order to increase the amount of time students are engaged in mathematics instruction and intervention. Additional math manipulatives have been purchased to support hands-on instruction in the classroom. Math courses will promote meaningful student engagement through learning stations and centers. Family engagement events will include opportunities for families to learn and practice math skills and how to support students with mathematics.</p>

3. Set targets for the Quarter 3 Exact Path diagnostic and Semester 2 Credits:

- Decrease the percent of students scoring below the 50th percentile from 65.3% to 50% by the Quarter 3 benchmark as measured by the Exact Path ELA diagnostic assessment.
- Decrease the percent of students scoring below the 50th percentile from 80.7% to 50% by the Quarter 3 benchmark as measured by the Exact Path math diagnostic assessment.
- Decrease the percent of 10th-12th grade students who are credit-deficient from 13.10% to 0% by June, 2020 as measured by Datalab (Cohort Analysis Workbook).
- Decrease the percent of 10th-12th grade students who are off-track for graduation from 13.109% to 0% by June, 2020 as measured by Datalab (Cohort Analysis Workbook).