

IICSN CSI High School Progress Updates

Progress Update #4 (Progress, Barriers, Next Steps)

Post to school website - June 18, 2021

School Performance Plan Implementation: Using data from your spring 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
<p>Professional learning focused on supporting teachers with effective use of distance education strategies and data-driven instructional planning during PLCs.</p> <p>Staff developed plans for in-person testing and the on-campus Extended Learning Program. About 250 students (K-12) are attending this program and receiving additional help with understanding and completing classwork and identifying gaps in their learning.</p>	<p>Enough time to schedule professional development and high-quality PLCs is often a barrier.</p>	<p>For next year, the principal is working to align the reading and literacy standards to all content standards in grades 6-12. All teachers will learn how to incorporate reading and vocabulary skills in content areas to increase reading comprehension and ACT scores.</p> <p>PLCs will include planning for teaching reading strategies and collaboration on what that looks like in content area classrooms.</p> <p>Impact Teams will consist of leaders in subject areas doing data dives and meeting before grade-level PLC's to identify gaps in learning. This will allow time during PLC meetings to purposefully plan instruction and monitor student progress.</p>

IICSN CSI High School Progress Updates

Family Engagement

Progress	Barriers	Next Steps
<p>Staff continues 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 continue to contact parents regularly.</p> <p>On May 17th, a two-day virtual conference for families was held and very well attended by families and teachers. Staff presented the plans for literacy instruction in content area classes next year and parents had opportunities to ask questions.</p> <p>Families have been very supportive throughout distance education and school staff have received many compliments. Parents felt that the synchronous lessons were very effective, they had more opportunities to get to know and interact with teachers, and that students received a great deal of individual, instructional support.</p>	<p>While school staff want students to return to in-person instruction, some parents continue to be anxious about their child(ren) being exposed to large groups of people.</p> <p>It is an ongoing effort to make sure parents understand what's happening at school and to keep them engaged.</p>	<p>Our graduation ceremony will be held on May 24th.</p> <p>Families will be notified of next year's instructional format (hybrid/in-person) once decisions have been made at the State level.</p> <p>If District approval is received, ESSER funds may be able to support parent engagement classes next year.</p>

IICSN CSI High School Progress Updates

Curriculum, Instruction, Assessment

Progress	Barriers	Next Steps
<p>In February and March, the campus opened for students to take the state and federal mandated examinations. We are very proud of all of our students who worked so hard on their tests and our staff who ensured a successful testing administration. Parents were supportive about bringing students to the campus for testing.</p> <p>Small-group tutorials continued to be used to differentiate instruction and provide interventions. Teachers continued to fine-tune instruction that emphasizes student engagement and performance tasks that include writing.</p> <p>The Extended Learning Program provides 3.5 hours of in-person instruction two days each week. Students work in small groups with a tutor/teaching assistant to help with socialization, academic assistance, homework, and just getting caught up with late work.</p> <p>The Cyber Security and Aviation College and Career Awareness Preparatory Academies continue to provide specialized educational services to our students.</p>	<p>Students need to develop higher levels of reading comprehension skills.</p> <p>Students are mentally exhausted after more than a year of distance education which takes additional mental resources to navigate.</p>	<p>Summer Academy will run from June 7th-18th followed by four weeks for Extended School Year for students with an IEP.</p> <p>Exact Path is available to our students throughout the summer. This encompasses reading, writing, and math.</p>

IICSN CSI High School Progress Updates

Progress Update #4 (Assessment Data)

High School Data: Quarter 1 Exact Path Assessment

Number/percent of students scoring “**not proficient**” on Exact Path ELA and math diagnostics and iLit GRADE reading assessment.

	Exact Path Language Grades 9-12	Exact Path Math Grades 9-12	iLit GRADE Reading Grades 9-12
Number	53/88	78/89	42/93
Percent	60.2%	87.6%	45.1%

High School Data: Credit Deficiency

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

	9th Class of 2024
Number	29/40
Percent	72.5%
Unsuccessful Transfers	0 (0.0%)

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	8/24	7/16	0/21	15/61
Percent	33.3%	43.8%	13.0%	24.6%
Unsuccessful Transfers	0 (0.0%)	2 (12.5%)	1 (4.76%)	3 (4.92%)

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Progress Update #4 (Targets)

1. Did you meet the targets you established in progress update #3 submitted February 26, 2021?

Targets to reduce non-proficiency on Exact Path diagnostic assessments were met in ELA but not in math.

2. Based on this data, list the adjustments (if any) you will be making to the 2021-2022 School Performance Plan?

Students have struggled to understand complex math concepts because of the lack of math manipulatives available at home during distance education. Students need hands-on support using physical manipulatives, not just digital ones.

To provide additional support this year, an in-person Extended Learning Program has been developed to offer students social interaction with peers and adults, extra help in the subjects that students are failing, homework help, tutorial help, specialized student educational services, emotional assistance with the counselors, and enrichment projects for students who are doing well and want an extra challenge. The entire senior class received on-campus instruction one day per week for four weeks. For next year, professional development will focus on embedding reading comprehension strategies in other content areas and continuing to effectively use data to drive instructional planning.