

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

**Progress Update #2 (Progress, Barriers, Next Steps)**

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
Weekly professional development is built into the master schedule. Topics focus on best instructional practices, effective reading instruction, and strategies to support English learners and students with an IEP. Professional development focused on using WIDA data to determine students' language needs. ELL teachers model best practices, observe instruction, and provide feedback.	No barrier exist at this time. Teachers are open to learning.	Staff development day is scheduled for October 30th. Teachers will learn to effectively work with students with disabilities and collaborate to strengthen vertical alignment (K-12). Teachers will analyze standards, understand standards at other grade levels, and have conversations about common criteria for mastery.

**Family Engagement**

Progress	Barriers	Next Steps
Families are encouraged to take advantage of parent classes, family nights, parent conferences, and family field trips. Student progress and attendance are communicated to parents and students. Counselors share important student outcome data with parents, students, and teachers.	Family engagement decreases in the high school grades. Parents are interested in school events that showcase student work.	Parents as Learning Partners Conference will be scheduled in the Spring. Open House and parent conferences are scheduled in October. Teachers will share Personal Education Plans and student goals with the parents at the conferences. A First Friday event in November and a Winger Showcase will provide opportunities to share student work.

**Curriculum, Instruction, Assessment**

Progress	Barriers	Next Steps
Additional certification courses are being offered to students who are juniors and seniors through their use of the elective periods. Eleventh grade students are taking an ACT preparation class to prepare for the exam. Before and after school tutoring supports students with ELA and	Unsuccessful transfer students are difficult to resolve through the high school cohort process, especially for those who were enrolled for a short time and cannot be found.	Career-focused courses are not CTE programs at this time. The administration would like to work with the College of Southern Nevada (CSN) to offer CTE programs at Innovations as soon as possible.

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mathematics achievement. iLit (Inspire Literacy) supports intervention, English development, and independent reading. Glencoe Math supports teaching math standards and developing classrooms of critical thinkers. Exact Path provides assessments with individualized learning pathways to promote student growth.		
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**Progress Update #2 (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	169	172
Percent	70%	76%

**High School Data: Credit Deficiency**

Number/percent of 10th-12th grade students who are **credit-deficient** (as of October 8).

	10th Class of 2022	11th Class of 2021	12th Class of 2020	Overall
Number	8	6	5	19
Percent	30.77	25	14.71	23.49

**High School Data: Off-Track**

Number/percent of 10th-12th grade students are **off-track for graduation** (as of October 8).

	10th Class of 2022	11th Class of 2021	12th Class of 2020	Overall
Number	8	6	5	19
Percent	30.77	25	14.71	23.49

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**Progress Update #2 (Targets and Winter Benchmarks)**

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

In an effort to remain proactive, it is the intent of Innovations International to decrease the number of credit deficient students by 4 students at grade 10 for the next quarter, 1 student for grade 11 and 1 student at grade 12.

Innovations has the same expectations to decrease the number of off-track students during quarter two as it does for decreasing the number of credit deficient students.

2. Targets for the **Quarter 2** diagnostic and **Semester 1 Credits**:
  - Decrease the percent of students **scoring not proficient** from 70%to 50% by the Quarter 2 benchmark (November) as measured by the Exact Path **ELA** diagnostic assessment.
  - Decrease the percent of students **scoring not proficient** from 76% to 50% by the Quarter 2 benchmark (November) as measured by the Exact Path **math** diagnostic assessment.
  - Decrease the percent of 10th-12th grade students **who are credit-deficient** from 23.49% to 16.32% by January, 2020 as measured by Datalab (Cohort Analysis Workbook).
  - Decrease the percent of 10th-12th grade students **who are off-track for graduation** from 23.49% to 16.32% by January, 2020 as measured by Datalab (Cohort Analysis Workbook).