

Comprehensive Progress Report

Mission: Our mission is to prepare students to be independent thinkers, self-advocates, and globally aware citizens by providing them with proficiency in a secondary language of strategic interest, global and cultural connections, relevant and authentic project-based instruction that engages students in global issues, and college level courses and experiences.

Vision: At CIECHS all students will graduate globally competent, prepared to communicate, collaborate, and compete locally, nationally and internationally.

Goals:

All students will graduate from high school prepared for post graduate level studies, college ready, and able to speak fluently in one of three languages- Mandarin Chinese, Spanish or Arabic.

Increase the number of students scoring 19 or higher on the ACT.

The number of students scoring college and career ready on EOCs will increase each school year.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers currently use a variety of strategies in the classroom. Based on the district-wide initiatives to increase use of high-yield strategies and the Early College expectation for use of protocols and increased rigor, CIECHS has discussed the types of strategies we want to implement throughout the school and across curriculum.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		All teachers will implement district-wide focus strategies as well as Early College strategies in lesson plans to engage students and increase the quality of instruction. Lesson plans and classroom walk-through data will be used to gauge the implementation of strategies. Formative and summative assessments will provide data regarding effective implementation. When fully implemented, teachers will draw from a variety of strategies to increase student engagement and check for understanding. This implementation will increase the use of of high yield strategies and positively impact student achievement.		Caroline Sanchez	05/30/2023
Actions			1 of 6 (17%)		
9/26/22	An system for sharing, accessing, and celebrating teacher use of high yield strategies will be developed.		Complete 09/26/2022	Caroline Sanchez	10/03/2022
	<i>Notes:</i> (9/26/2022) High yield strategy use is highlighted at each faculty meeting. Teachers and administrators model new strategies in meetings throughout the month. We have also created a digital "playbook" to archive and access strategies throughout the year.				
8/15/22	All teachers will implement Mastery Connect.			Caroline Sanchez	12/20/2022
	<i>Notes:</i>				
9/26/22	Teachers will highlight, model, and celebrate strategy implementation			Jancie Brown-Davis	04/30/2023
	<i>Notes:</i> 9/26 At each Monday meeting this month, teachers have either shared a strategy or been celebrated for strategy implementation.				
9/26/22	Admin teach will provide feedback to individual teachers using walk-through forms and coaching conversations.			Caroline Sanchez	04/30/2023
	<i>Notes:</i>				

8/15/22	Teachers will create lesson plans which highlight use of higher order thinking strategies.		Caroline Sanchez	05/20/2023
<i>Notes:</i>				
8/15/22	Teachers will review higher order thinking practices with information on DOK, Blooms, and Marzano.		Caroline Sanchez	09/30/2023
<i>Notes:</i> (9/26/2022) As part of the beginning of the year staff development, Ms. Sanchez reviewed Blooms Taxonomy and Depths of Knowledge. On the weekly staff announcements, links are shared to question stems.				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	A2.19	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.(5109)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Based on the 21-22 ACT data and the Pre-ACT data for our rising juniors, we have researched and developed plans for creating school-wide support for ACT preparation. As a school, we have brainstormed needs for our current juniors and supports for all grade levels. The instructional cadre has refined the plan to include items for homeroom, each content area, and junior teachers.		Limited Development 09/26/2020		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
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How it will look when fully met:	When the objective is fully met, all grade levels will participate in vocabulary development through homeroom and in content classes. The AVID teachers will implement test prep appropriate for each grade level with juniors participating in intensive, focused, and personalized prep each week. As a school, we will identify and celebrate ACT prep achievements of growth on student benchmarks, increased ACT vocabulary use, and overall school growth. An increased percentage of students scoring 19 or higher on the ACT in their junior year is the main indicator to determine the extent to which the objective is met. Additionally, systems will be in place for consistent, ongoing support for college and career exploration.			Angela Williams	05/31/2023
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Actions			2 of 8 (25%)		
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9/28/20	Utilize ACT-released questions as bell ringers in AVID II and AVID III and warm-up exercises to provide students with a review and analysis of math word problems and a review of graphing and data analysis for Science problems.		Jancie Brown-Davis	04/28/2021
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<i>Notes:</i>				
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9/28/20	Utilize weekly ACT vocabulary lists to provide students with strategies for word analysis and interpretation to solidify understanding of vocabulary and word to word connections.	Complete 04/30/2021	Shannon Jarman	04/28/2021
<i>Notes:</i>				
9/26/20	Utilize A+ Test Prep Services to provide current 11th grade students with live instructional test prep sessions (4) throughout the Fall semester to prepare students for the ACT Spring Administration test (February 23, 2021)..	Complete 02/22/2021	Maria Pierce Ford	05/01/2021
<i>Notes:</i>				
8/15/22	Teachers will add ACT practice to content lessons.		Angela Williams	05/18/2022
<i>Notes:</i> 9/6/22 - All teachers have added ACT vocabulary to their lessons to improve ACT scores.				
8/15/22	Identify ACT resources to be used in each content area to support ACT practice school-wide.		Shannon Jarman	08/22/2022
<i>Notes:</i> 9/6/22 - We have implemented ACT vocabulary words in the morning announcements. 9/12/22 - We have purchased Vocabulary Power Plus for the ACT for 9th and 10th grade to implement weekly. We are continuing our efforts to identify resources both free and retail to support school-wide initiatives. 9/26/22 - We are supporting the school-wide initiative of increasing ACT scores by placing 5 vocabulary words in the announcements weekly to be used in different ways daily. We are celebrating the use of these words in a school-wide competition and prizes.				
8/15/22	A system for monitoring and celebrating student growth in ACT tested areas will be established.		Angela Williams	10/30/2022
<i>Notes:</i> 9/26/22 - We have discussed ideas for monitoring and celebrating. We will focus on the implementation of those ideas in the next SIT meeting.				
8/15/22	Juniors will participate in ACT test prep each Friday during AVID.		Shannon Jarman	03/30/2023
<i>Notes:</i> 9/23/22 - Students took their first ACT Reading benchmark. Scores ranged from 11 - 36 with an average score ranging from 22-24.				
9/27/22	Students complete modules in Major Clarity during their AVID classes.		Mia Watson	05/30/2023
<i>Notes:</i> 9/27/22 - Students were given directions on how to use Major Clarity to complete college applications and scholarships.				
Implementation:		08/15/2022		

<i>Evidence</i>	4/27/2021			
<i>Experience</i>	4/27/2021			
<i>Sustainability</i>	4/27/2021			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		AVID teachers develop and implement lessons to facilitate lessons to build college ready skills at each grade level. AVID teachers work in a collaborative plc to ensure vertical alignment. Teachers will also implement test taking skills, AVID strategies, and strategies to support ACT and SAT exams.	Limited Development 08/12/2021		
<i>How it will look when fully met:</i>		Teachers will use the AVID curriculum and resources as a guide to increase college preparedness for CIECHS students. New AVID teacher will participate in online training. Teachers will implement AVID strategies in their lessons to increase student exposure and experience. Lesson plans, training attendance records, and student test data (ACT, Pre-ACT) will serve as evidence of implementation.		Caroline Sanchez	05/27/2023
Actions			2 of 5 (40%)		
6/20/22		New AVID will attend the AVID training session	Complete 12/09/2021	Caroline Sanchez	05/27/2021
		<i>Notes:</i>			
6/20/22		Students will participate in college visits.	Complete 05/06/2022	Mia Watson	05/27/2022
		<i>Notes:</i>			
6/20/22		AVID teachers will implement ACT test-taking strategies to increase student performance.		Caroline Sanchez	05/18/2023
		<i>Notes:</i> 9/26/22 - Avid teacher uses every Friday to practice test-taking strategies with juniors and weekly during AVID. The Avid teacher also meets with seniors after-school and weekly during AVID class to practice test-taking strategies.			
8/15/22		Teachers will implement note-taking strategies and common writing rubrics in each content area.		Angela Williams	05/20/2023

Notes: 8/29/22 - The instructional cadre shared best practices with faculty and discussed common rubrics which will be developed at subsequent cadre meetings and shared with staff.

8/15/22 Teachers will share best practices for implementing writing, note-taking in all content areas.

Jancie Brown-Davis

05/30/2023

Notes: 8/29/22 - The instructional cadre shared best practices with faculty and discussed common rubrics which will be developed at subsequent cadre meetings and shared with staff.

Core Function: Dimension C - Professional Capacity

Effective Practice: Quality of professional development

C2.03		The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the school-level professional development has related to SEL strategies and technology implementation. This year, teachers worked together to brainstorm areas for professional development for the entire school. Through this process, we identified a goal to increase the capacity of each teacher in regards to interpreting data and a long term goal to develop our overall capacity in planning inquiry-based lessons/ implementing inquiry based projects.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		When fully implemented, teachers will have identified areas for personalized professional development in regards to need and interest. Also, school-wide professional development on effective data use and inquiry based learning will be provided. Each teacher will be able to identify and evaluate data to make decisions in regards to planning. Teachers will be part of a school-wide initiative to apply inquiry-based learning and develop a school level inquiry based project.		Caroline Sanchez	05/30/2024
Actions			0 of 3 (0%)		
8/15/22	Meet with RTI to develop a plan for inquiry based professional development.			Caroline Sanchez	09/30/2022
<i>Notes:</i> 8/29/22 - We met as a staff to table the RTI Training until Spring 2023 or possibly Fall 2023.					
8/15/22	Administrative team will plan PD on how to use data to drive instruction.			Angela Williams	09/30/2022

Notes: 9/19/22 - Administration will present a professional development on how to use data to drive instruction in October.

8/15/22 Teachers will participate in data-driven planning PD.

Jancie Brown-Davis

11/20/2022

Notes: 9/19/22 - Administration will present a professional development on how to use data to drive instruction in October.