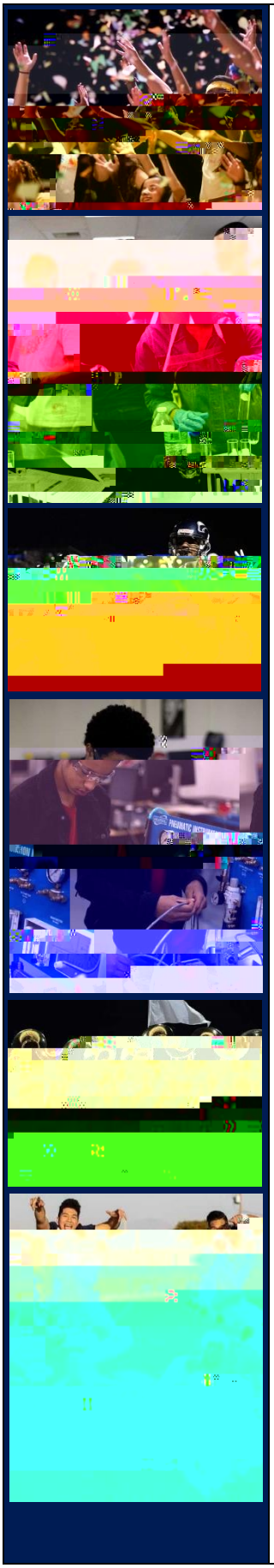

SUMMIT HIGH SCHOOL

WASC

Mid-Term Progress Report
2019 – 2020

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Accrediting Commission for Schools
Western Association of Schools and Colleges

Growth Targets
2016-17: Increase the graduation rate of Students with Disabilities from 71% to 74% *Goal met: No* Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 10%. *Goal met: No* **2017-18:** Increase the graduation rate of Students with Disabilities from 74% to 77% *Goal met: No* Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 15%. *Goal met: No* **2018--19:** Increase the graduation rate of Students with Disabilities from 77% to 80% *Goal met: No* Increase the percentage of EL students considered Ready or Conditionally Ready on the ELA EAP to 17%. *Goal met: No* **New Growth Targets 2019-20:** Increase the graduation rate of Students with Disabilities from 67% to 70%. Increase the graduation rate for English Learners to 80.0%

Student Learner Outcomes Addressed (SLOs)
Self-Directed Learners who - Take personal responsibility for setting and achieving short and long-term goals. - Appreciate diversity and use inclusive and informed approaches to resolve conflicts through positive actions. - Demonstrate critical thinking by identifying, assessing, and analyzing information from a variety of sources.
Impact on Student Learning of Academic Standards
Indicators of successful programs that enhance the learning of Students with Disabilities, GATE, and English Learners will be demonstrated through: Increases in CAASPP scores. Increases in graduation rates, particularly in the percentage of students meeting A-G requirements. Increases in the number of special education students achieving their goals as defined by their Individualized Education Plans. CCI Indicator (Blue).
Monitor Progress Tools
EAP Graduation Rates CAASPP Results A-G Compliance CCI Indicator (Blue)
Report Progress
Action Plan Progress: The action plan will be revisited annually, and modifications made based on analysis of data. Annual results will be shared with the staff during a faculty meeting. Annual reporting on Action Plan progress to all stakeholders (PLC minutes). ILT (Fall 2020)

Goal 3: *Improve CAASPP scores and implement Common Core Standards.*

Rationale: Critical Need: CAASPP data shows an increase in student achievement in both English Language Arts and Mathematics at Summit High School. The breakdown of scores for 2019 shows that improvement in English Language Arts needs for focus on Students with Disabilities and English Learners. In Mathematics, emphasis needs to be focused on English Learners, Students with Disabilities, Hispanic, SED, and White students. African-America students are currently ranked green on the dashboard indicator. As mentioned before, CAASPP testing for Mathematics in 2020 will follow the same 1 day procedures used by English Language Arts to see if that change generates higher test scores.

SPSA Areas Addressed: Increase Proficiency and Strategic Thinking (Goal 1); Increase Graduation and College Career Readiness (Goal 3); Cultivate Effective Teachers and Leaders (Goal 4); Engage Students and Decrease Dropout Rates (Goal 5).

Supporting Data

English teachers reported that student feedback after the 2018-19 test administration, indicated that there was a preference to complete ELA exams on one day rather than over several sessions. The result was a 28.4 point increase in ELA performance. Students remained with their English teacher for the entire school day while completing both the CAT and PT sections of the CAASPP. Students felt more at ease testing with their own

Growth Targets

2015-16:
60% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (46%)*

27% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (25%)*

2016-17:
65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (61.45%)*

30% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (27.17%)*

[redacted]
65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: No (61.5%)*

30% of all students will meet or exceed the Common Core standards assessed by CAASPP for Math. *Goal Met: No (28.43%)*

2018-19:
65% of all students will meet or exceed the Common Core standards assessed by CAASPP for ELA. *Goal Met: Yes*

Goal 3 **Task 3**	Administration and leadership to reevaluate exisiting CAASPP testing conditions and develop improvements that boost student engagement, including ways to communicate the importance of CAASPP to staff, parents, and students.		
Responsible Person(s)	Link Crew Teachers Link Crew Leaders	Counselors	
Means to Assess Improvement	CAASPP Chats	SkyHawk News	Interim Summative and Formative Assessments

Growth Targets
2016-17 60% of teachers meet in Professional Learning Communities regularly as measured by timesheets/minutes. Increase the percentage of PLCs analyzing student work samples to 35%. Increase the percentage of teachers' administration of common assessments to 60%. **2017-18** 60% of teachers meet in Professional Learning Communities regularly as measured by minutes. Increase the percentage of PLCs analyzing student work samples to 40%. Increase the percentage of teachers' administration of common assessments to 65%.
2018-19 70% of teachers meet in Professional Learning Communities regularly as measured by minutes. Increase the percentage of PLCs analyzing student work samples to 40%. Increase the percentage of teachers' administration of common assessments to 65%. **New Goals for 2019-20** 70% of teachers to meet in Professional Learning Communities regularly as measured by minutes during Administrative Directed Days. Increase the percentage of PLCs analyzing student work samples to 40%. Increase the percentage of teachers' administration of common assessments to 70%.

Student Learner Outcomes Addressed (SLOs)
Articulate Communicators who convey ideas through oral and written expression, using effective organization, correct grammar, and appropriate language and register. Articulate Communicators who listen and read to understand and interpret concepts and ideas. Real-Life Problem Solvers who demonstrate a strong foundation in deductive and inductive reasoning.

Impact on Student Learning of Academic Standards
Increased graduation rates. Increased numbers of students meeting college and career Common Core Standards. Increased numbers of students who are college-ready (A-G) Increased student awareness of standards and their own achievement and academic needs Increased academic interventions for struggling students. CCI Indicator (Blue).

Monitor Progress Tools
PLC notes uploaded to “O” Drive or OneNote. Administrative “Quick Visits”. PLC Timesheets. Administrative participation in PLC meetings.