



Voices for International Business and Education

VIBE Academic Committee Meeting

Academic Committee

Date and Time

Tuesday January 12, 2021 at 6:00 PM CST

Location

Virtual Meeting

Voices for International Business and Education http://public.boardontrack.com/VIBE_1

Topic: VIBE Academic Committee Meeting

Time: January 12, 2021 @ 06:00 PM Central Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/86232699522?pwd=V1hIMHlxZ3VyTWtDVWthSkTKWnYydz09>

Meeting ID: 862 3269 9522

Password: 9h@Z=B

One tap mobile

+13017158592,,86232699522#,,,0#,,562050# US (Germantown)

+13126266799,,86232699522#,,,0#,,562050# US (Chicago)

Dial by your location

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 929 436 2866 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 862 3269 9522

Password: 562050

Find your local number: <https://us02web.zoom.us/j/86232699522>

Join Zoom Meeting

MISSION: To educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages and intercultural appreciation to succeed in a global economy.

ACADEMIC COMMITTEE GOALS:

- **GOAL 1: Monitor and increase the progress of SPS.**
 - **GOAL 2: Streamline the academic dashboard.**
 - **GOAL 3: Monitor ACT Progress.**
 - **GOAL 4: Monitor and increase the effectiveness of the distance learning program at IHSNO.**
-

Agenda

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Senate bill No 466 passed in 2020 to authorize public bodies to conduct certain meetings electronically during certain states of emergency or disaster;

Per RS 42:17.1 (2) (c):

Matters that are critical to the continuation of the business of the public body and that are not able to be postponed to a meeting held in accordance with the other provisions of this Chapter due to a legal requirement or other deadlines that cannot be postponed or delayed by the public body.

C. Approve Minutes from November 10, 2020 Meeting

II. HEAD OF SCHOOL REPORT

A. UPDATES

- General COVID - 19 matters as related to curriculum and instruction

III. SCHOOL CULTURE

A. UPDATES

1. Capturing Kids Hearts
2. IB Monthly Learner Profile
3. Parent Engagement
4. Clubs and After-School Programs
5. Intercultural Appreciation

IV. SCHOOL IMPROVEMENT/ACADEMICS

A. UPDATES

1. IB Program
2. World Languages
3. English
4. Science
5. Mathematics
6. Social Studies
7. Arts and Athletics
8. Special Education
9. ACT Prep
10. Academic Dashboard with available data to date

V. INFORMATION/TECHNOLOGY

A. UPDATES

- Three Year Technology Plan
- Distance Learning

VI. OTHER BUSINESS

A. OTHER BUSINESS

1. Next Meeting...February 9, 2021@ 6:00 PM
2. PUBLIC COMMENT

VII. Closing Items

- A.** Adjourn Meeting

Coversheet

Approve Minutes from November 10, 2020 Meeting

Section:	I. Opening Items
Item:	C. Approve Minutes from November 10, 2020 Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for VIBE Academic Committee Meeting on November 10, 2020

APPROVED



Voices for International Business and Education

Minutes

VIBE Academic Committee Meeting

Academic Committee

Date and Time

Tuesday November 10, 2020 at 6:00 PM

Location

International High School of New Orleans
Community Room
727 Carondelet Street
New Orleans, LA 70130

Voices for International Business and Education http://public.boardontrack.com/VIBE_1

Topic: VIBE Academic Committee Meeting

Time: November 10, 2020 @ 06:00 PM Central Time (US and Canada)

Join Zoom Meeting

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ACADEMIC COMMITTEE GOALS:

- **GOAL 1:** Monitor and increase the progress of SPS.
- **GOAL 2:** Streamline the academic dashboard.
- **GOAL 3:** Monitor ACT Progress.
- **GOAL 4:** Monitor and increase the effectiveness of the distance learning program at IHSNO.

Committee Members Present

A. Berger (remote), C. Young (remote), G. Medford (remote), J. Carreno (remote), K. Vo (remote), L. Scott Porter (remote), S. Thomas (remote), S. Wilson (remote)

Committee Members Absent

G. Lazard

Guests Present

T. Huynh (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

G. Medford called a meeting of the Academic Committee of Voices for International Business and Education to order on Tuesday Nov 10, 2020 at 6:03 PM.

C.

Approve Minutes from October 13, 2020 Meeting

L. Scott Porter made a motion to approve the minutes from VIBE Academic Committee Meeting on 10-13-20.

G. Medford seconded the motion.

No public comments.

The committee **VOTED** unanimously to approve the motion.

II. HEAD OF SCHOOL UPDATES

A. UPDATES

- Sean Wilson provided Head of School Updates.
- S. Wilson spoke about students returning to classes in the building.
- Updates about COVID-19 expenditures. Campus and the school prepared for students returned.
- Emergency Preparedness manual details were given.
- Transportation plans details were given as it pertains to the students.
- Questions were answered by S. Wilson.

L. Scott Porter made a motion to Accept the Head of School Update Report.

G. Medford seconded the motion.

The committee **VOTED** unanimously to approve the motion.

III. SCHOOL CULTURE UPDATES

A. School Culture

- Mr. Charles Young from the Culture Department presented updates.
- C. Young spoke about student engagement. It will be improved by using the Capturing Kids Hearts programs.
- Students have been following the 6 ft. apart rules. Students are encouraged to follow COVID-19 rules and regulations. Students are adapting to the rules that are in place to keep everyone safe.
- Mr C. Young answered questions that were asked.

L. Scott Porter made a motion to Accept Charles presentation as delivered.

G. Medford seconded the motion.

The committee **VOTED** unanimously to approve the motion.

IV. SCHOOL IMPROVEMENT/ACADEMICS

A. SCHOOL IMPROVEMENT/ACADEMICS

- Ms. Adierah Berger spoke about School Improvements as it pertains to Academics.

- Students have been returned to the building.
- Adjustments have been made to procedures. Students have adjusted really well.
- Students are eating lunch outside. Students are overall happy.
- Students are excited to see each other in the building. Some students are still receiving virtual classes.
- Organizational Chart was addressed.
- An overview of Leap360 was given. Teachers will be giving diagnostics.
- First interims will be given next week; however, students have to be on campus for this.
- Practicing for testing will be happening soon.
- ACT results should be arriving next month.
- A. Berger answered questions that asked.

L. Scott Porter made a motion to Accept Adierah Berger's presentation as given.

G. Medford seconded the motion.

The committee **VOTED** unanimously to approve the motion.

V. INFORMATION/TECHNOLOGY

A. INFORMATION/TECHNOLOGY

- Khang Vo presented the details about the IT Department.
- Students have laptops handed out to them for their distance learning courses
- The IT Department handles the requests made that ensure that their technology flows smoothly during virtual instruction.
- Students will need computer upgrades in the next school year. K. Vo has been working with Tammy Huynh to locate the grants that can help with the funding of these laptop upgrades. There is about 350 laptops that are needed and it will cost about \$250 per device.
- Powerschool information was given. This is a software that is used for the student information database.
- Khang Vo answered questions that were asked.

VI. OTHER BUSINESS

A. OTHER BUSINESS

- Dr. Shontell Thomas spoke about the goals of the committee and how the goals have been met for the most part.
- Board members should be mindful of the things that they ask staff members because they are working hard at making sure they are meeting the needs of their jobs. The things that are asked should be asked if it is helpful to Board Members as it pertains to their committee.

B.

OTHER BUSINESS

- The next meeting is January 12th 2021.
- It will monthly academic updates, academic dashboard, monthly culture updates, and monthly technology updates.
- There may be some items that may come up later and it may be added to the agenda later.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:44 PM.

Respectfully Submitted,
G. Medford

Documents used during the meeting

- IHSNO Emergency Preparedness Manual-Rev-2020-0531.pdf
- Transportation Plan-SY'20-2021-IHSNO Response.pdf
- COVID-19 Expenditures as of-2020-1031.pdf
- ACT SY'2020 Prep Plan-2020-1010.pdf
- 2020-21 Detailed Org Chart-Annotated-2020-1105.pdf
- Academic CMTE Dashboard-2020-1031.pdf
- AC Monthly Report 2020.10 Presentation.pptx
- LEAP 360 Overview-2020-0701.pdf

Coversheet

UPDATES

Section:	II. HEAD OF SCHOOL REPORT
Item:	A. UPDATES
Purpose:	Discuss
Submitted by:	
Related Material:	COVID-19 Expenditures as of-2020-1231.pdf

Quantity

Coversheet

UPDATES

Section:	IV. SCHOOL IMPROVEMENT/ACADEMICS
Item:	A. UPDATES
Purpose:	Discuss
Submitted by:	
Related Material:	Academic CMTE Dashboard-2020-1231.pdf Academic CMTE Presentation-2020-1231.pdf



As of DECEMBER 2020

Enrollment - Grade	2020-21 Projected	2020-21 Seat Target	2020-21 Actual	Variance	Demo	Demo Count	Demo %		
9th grade	150	225	110	(40)	Asian	7	1.8%		
10th grade	127	150	92	(35)	Black	246	63.4%		
11th grade	100	100	95	(5)	Hispanic	113	29.1%		
12th grade	92	90	91	(1)	White	19	4.9%		
TOTAL ENROLLMENT	469	565	388	(81)	Other	3	0.8%		
ENROLLMENT Programs	Special Education (IEP)	504 Plans	English Language Learners	Dual Enrollment	Industry Based Credential	ACT Supports	After School Tutoring	IB Course Option	Full IB
9th grade	3	6	17	-	-	-	-	-	-
10th grade	8	4	12	3	-	-	-	-	-
11th grade	9	4	18	26	2	-	-	95	21
12th grade	9	1	10	29	-	-	-	10	6
TOTAL ENROLLMENT	29	15	57	58	2	-	-	105	27
Staffing	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Budgeted	Average			
AC - Instruction	33.25	32.25			34.00	32.75			
AC - Non-Instruction	9.50	9.50			9.50	9.50			
AC Admin	6.00	6.00			8.00	6.00			
Development	-				1.00	-			
Facility	2.00	3.00			2.00	2.50			
Finance	2.00	2.00			2.00	2.00			
Food Service	2.50	1.50			2.50	2.00			
Technology	2.00	2.00			2.00	2.00			
Head of School	2.00	2.00			2.50	2.00			
Total Employees	59.25	58.25	-	-	63.50	29.38			
Teacher Student Ratio	1:9	1:9	#DIV/0!	#DIV/0!	8213:1				



As of DECEMBER 2020

Staffing Changes	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Budget	Average
Academic	-	1				1
Development	-					-
Facilities	-	1				1
Finance	-					-
Food Services	1					1
Technology	-					-
Head of School	-					-
Total Employees	58	2	-	-	-	2
Professional Development Hours	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Total	Average
Academic	65	74	-	-	139	35
Development	2		-	-	2	1
Facilities	25	17	-	-	42	11
Finance	25	20	-	-	45	11
Food Services	12		-	-	12	4
Technology	60	1	-	-	61	15
Head of School	50	44	-	-	94	24
Total Hours	239	156	-	-	395	100



As of DECEMBER 2020

Initial Diagnostic Scores	9th	10th	11th	12th	MAP's TOTAL Avg	Target	Variance
Algebra 1	-				-	275	(275)
Biology	-				-	100	(100)
English 1	-				-	150	(150)
English 2	-				-	275	(275)
Geometry	-				-	100	(100)
US History	-				-	300	(300)

LEAP 360 Interim Assessments	October	January	March	MAP's TOTAL Avg	Target	Variance
Algebra 1	-			-	-	-
Biology	-			-	-	-
English 1	-			-	-	-
English 2	-			-	-	-
Geometry	-			-	-	-
US History	-			-	-	-

LEAP 2025/EOC Assessment	18-2019 Passing	18-2019 College	18-2019 Passing Goal	18-2019 College Goal	Variance	17-2018 Passing	17-2018 College	16-2017 Passing	16-2017 College	15-2016 Passing	15-2016 College
Biology	87.00%	36.00%	90.0%	50.0%	-8.5%	92.5%	48.3%	94.6%	72.1%	85.7%	59.5%
English 1	63.00%	28.00%	N/A	N/A	#DIV/0!	N/A	N/A	N/A	N/A	N/A	N/A
English 2	75.00%	36.00%	95.0%	75.0%	-29.5%	96.7%	80.6%	99.2%	80.3%	92.2%	80.3%
English 3	82.56%	41.28%	100.0%	90.0%	-33.1%	94.1%	85.4%	94.7%	91.5%	97.1%	83.3%
Algebra 1	78.00%	17.00%	90.0%	70.0%	-32.5%	78.3%	50.9%	85.4%	53.1%	82.1%	55.7%
Geometry	94.00%	15.00%	90.0%	50.0%	-15.5%	75.4%	40.2%	78.8%	41.6%	83.3%	50.0%
US History	74.00%	18.00%	100.0%	95.0%	-51.5%	96.9%	65.0%	96.1%	71.6%	89.6%	78.3%
TOTAL SAA	92.3%	31.9%	94.2%	71.7%	#DIV/0!	89.0%	61.7%	91.4%	68.4%	88.3%	67.9%



As of DECEMBER 2020

LEAP 2025 Assessment	20-2021 Passing	20-2021 College	20-2021 Passing Goal	20-2021 College Goal	Variance	2019-20 Passing	19-2020 College	19-2020 Passing Goal	19-2020 College Goal	Variance
Biology			84.00%	28.00%	#DIV/0!	N/A	N/A	84.00%	28.00%	#DIV/0!
English 1			89.00%	44.00%	#DIV/0!	N/A	N/A	89.00%	44.00%	#DIV/0!
English 2			85.00%	47.00%		N/A	N/A	85.00%	47.00%	
English 3			N/A	N/A	#DIV/0!	N/A	N/A	N/A	N/A	#DIV/0!
Algebra 1			90.00%	38.00%	#DIV/0!	N/A	N/A	90.00%	38.00%	#DIV/0!
Geometry			95.00%	34.00%	#DIV/0!	N/A	N/A	95.00%	34.00%	#DIV/0!
US History			74.00%	29.00%	#DIV/0!	N/A	N/A	74.00%	29.00%	#DIV/0!
TOTAL SAA	0.0%	0.0%	86.2%	36.7%	#DIV/0!	0.0%	0.0%	86.2%	36.7%	#DIV/0!

ACT Assessment	20-2021 Actual	20-2021 Goal	Variance	2019-20 Actual	19-2020 Goal	Variance	18-2019 Actual	18-2019 Goal	Variance	17-2018 Actual	17-2018 Goal
English	13.5	18.0	-4.5			0.0	16.5		16.5	0.9	0.5
Math	14.5	22.0	-7.5			0.0	16.5		16.5		
Reading	14.2	22.0	-7.8			0.0	17.1		17.1	0.9	0.9
Science	16.5	23.0	-6.5			0.0	16.8		16.8	0.8	0.5
STEM		22.5	-22.5			0.0	16.9		16.9	0.8	0.4
Composite	15.1	21.0	-5.9			0.0	16.9		16.9	1.0	0.7
TOTAL SAA	12.3	21.4	-9.1	0.0	0.0	0.0	16.8	0.0	16.8	0.7	0.5

High School Progress Index	Entry 9th Graders	9th Graders Passing	9th Graders Not Passing	Area of Deficiency	Target	Variance
Math	-			-	275	(275)
English LA	-			-	100	(100)
Science	-			-	150	(150)
History/Civics	-			-	275	(275)



As of DECEMBER 2020

ELPT	9th	10th	11th	12th					
Spring									
Emerging									
Progressing									
Proficient									
Fall									
Emerging									
Progressing									
Proficient									
Strenght of Diploma Index	IB Program Credits Earned	No. Students Earning IB Credit	% Students Earning IB Credit	Industry Based Credential	No. Students Ind. Based Cred'l	% Students Ind. Based Cred'l	College Credits Earned	No. Students Earning College Credit	% Students Earning College Credit
Math									
English LA									
Science									
History									
Arts									
World Language									
Strenght of Diploma Index	Grad. Seniors	Grad. Cohort	Top Gains	Equity Honoree					
Math									
English LA									
Science									
History									
Arts									
World Language									



Academics Report



December 2020



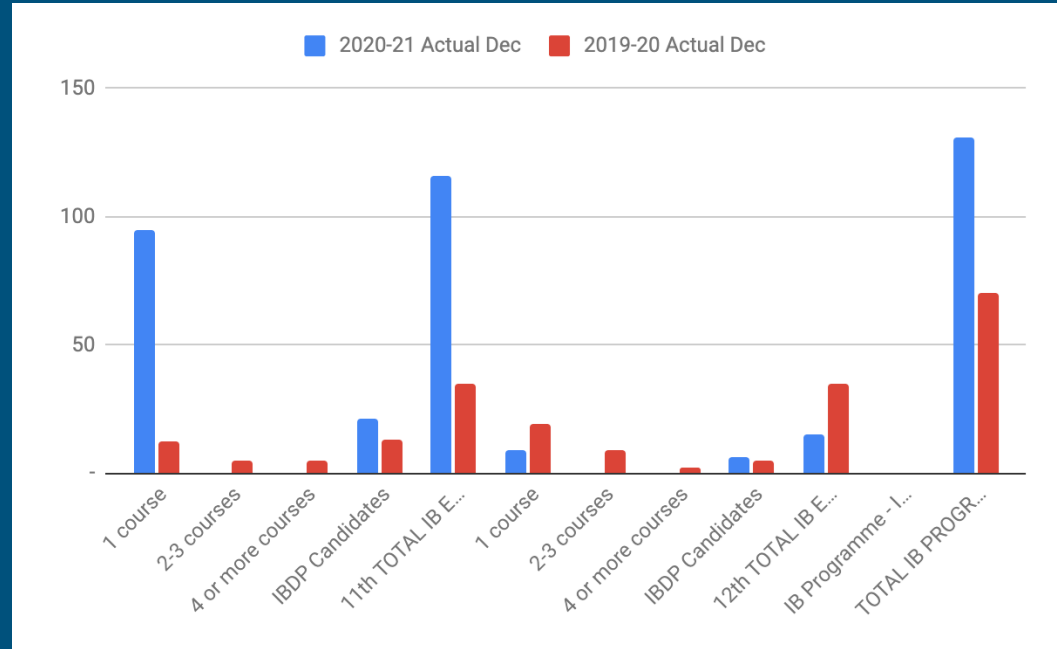
IHSNO Enrollment

Enroll ment	Nov 2019	Dec 2019		Nov 2020	Dec 2020
9th	127	125		111	110
10th	101	100		94	92
11th	95	98		96	95
12th	125	125		91	91
Total	448	448		392	388

This month's data shows the comparison between last year's enrollment and the current year during the same months. Last year's enrollment for the month of November was 448 and for the month of December was 448. No difference in enrollment. This year's enrollment for November was 392, and December was 388, a difference of 4 enrollees.

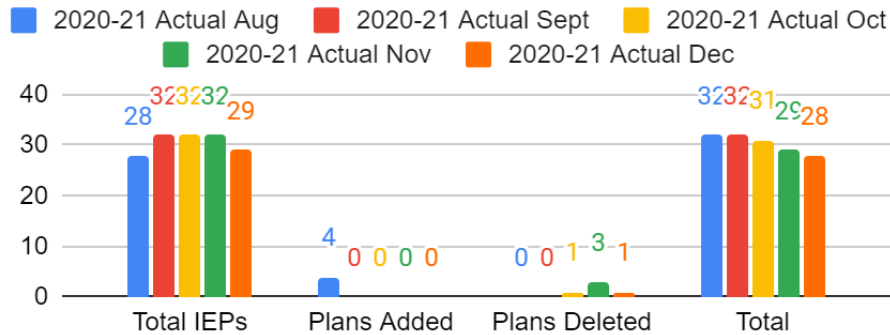
International Baccalaureate

- Non-diploma programme
Seniors in English IV
completed Extended essay-
like assignments for Fall
2020
- 1 senior Course
option/certificate dropped IB
English IV with the possibility
for others to drop before the
1/15 (date to withdraw IB
registration for May exams

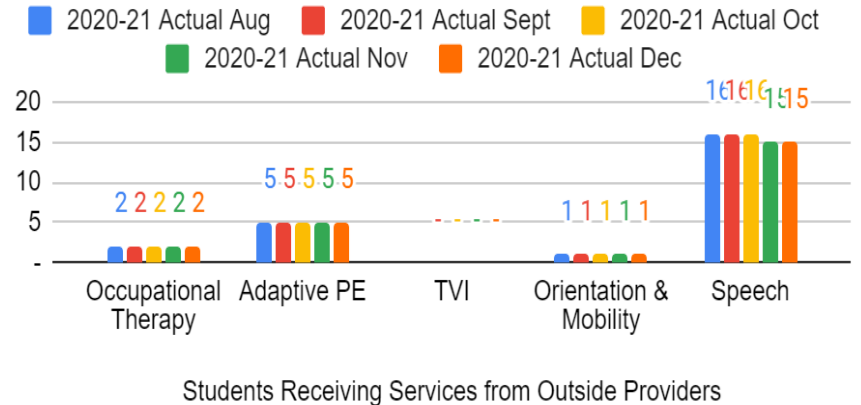


Special Education

Special Education IEPs



Data for December shows a decrease of students enrolled in Special Education, due to 1 withdrawn for not attending school more than 15 consecutive days

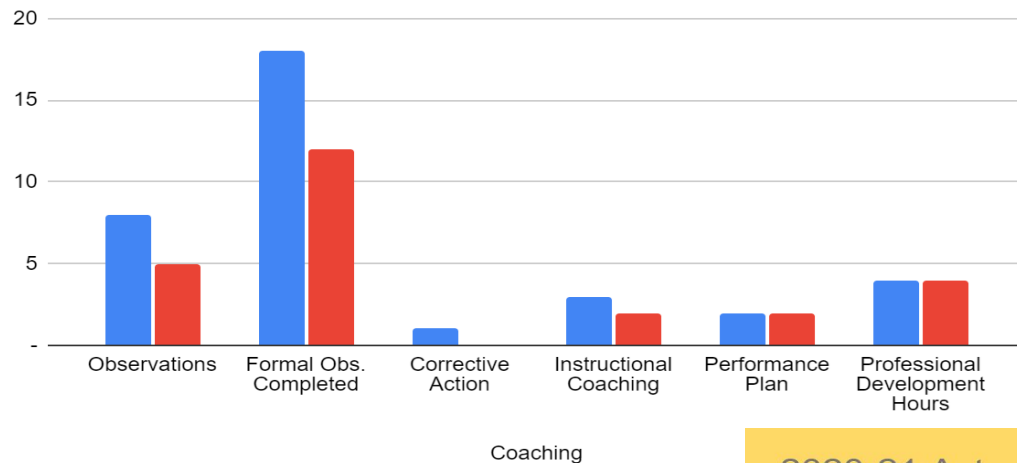


Data for December stayed the same no other student lost services

2020-21 Actual Nov and 2020-21 Actual Dec

Voices for International Business and Education - VIBE Academic Committee Meeting - Agenda - Tuesday January 12, 2021 at 6:00 PM

2020-21 Actual Nov 2020-21 Actual Dec



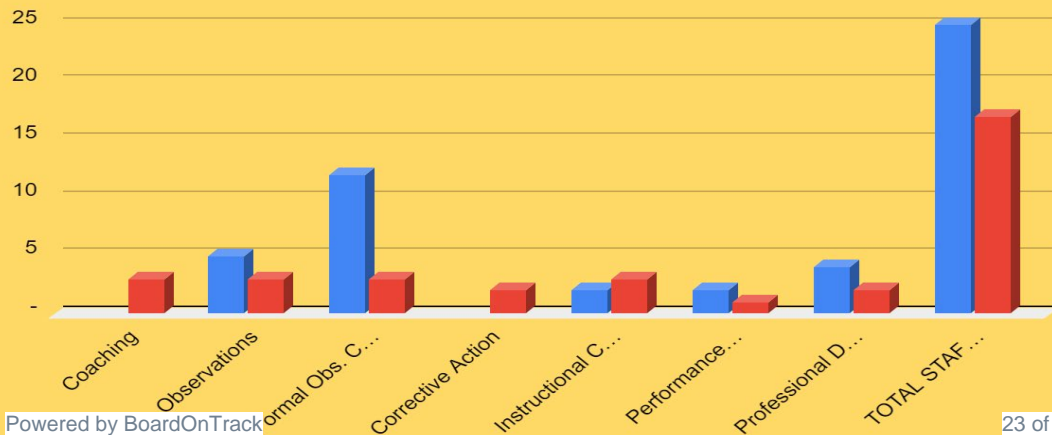
In comparison to last year, there were more formal and informal observations during this month than last year. There were less CA on Dec. 2020, as well as instructional coaching meetings. These meetings resulted in new PIPs for Semester II of this year.

The number of formal and in observations slightly decrease in Dec as most of them were finalized in November

There were no corrective actions this month. PPP and PD hours remain the same since this was also a 3 week months.

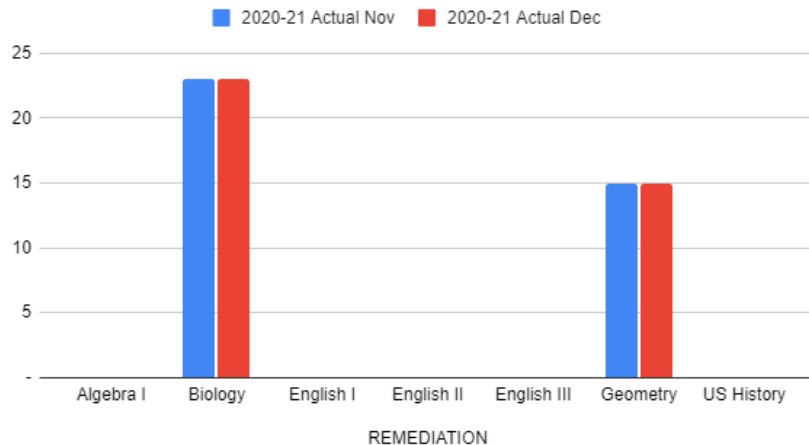
2020-21 Actual Dec and 2019-20 Actual Dec

2020-21 Actual Dec 2019-20 Actual Dec



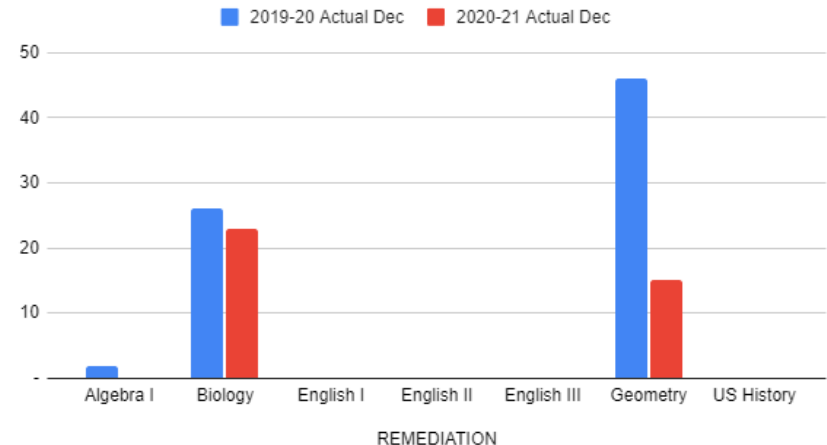
Remediation

2020-21 Actual Nov and 2020-21 Actual Dec



The November to December numbers maintain the steady trend as recent months. This was expected given that the last point of reassessment was mid-semester

2019-20 Actual Dec and 2020-21 Actual Dec



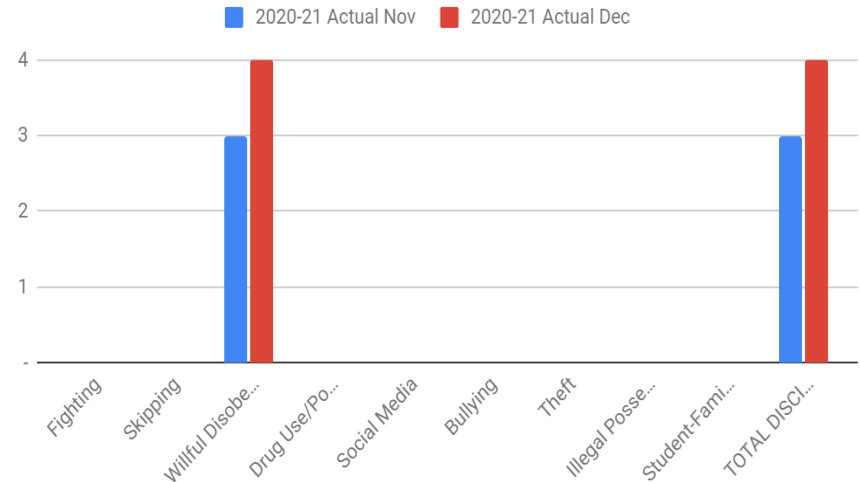
The differences over the span of a year are still rooted in fewer classes due to the 4X4 setup. Next semester will also be dramatically different as there will only be LEAP math classes on schedule.

Culture

Willful Disobience infractions do not experience a notable increase from last month. The infractions can be attributed to uniform and camera visibility infractions.

Due to the number of students that remain virtual learners, the remaining infractions have not occurred on campus.

2020-21 Actual Nov and 2020-21 Actual Dec



Major Discipline (School and Transportation) - Infractions

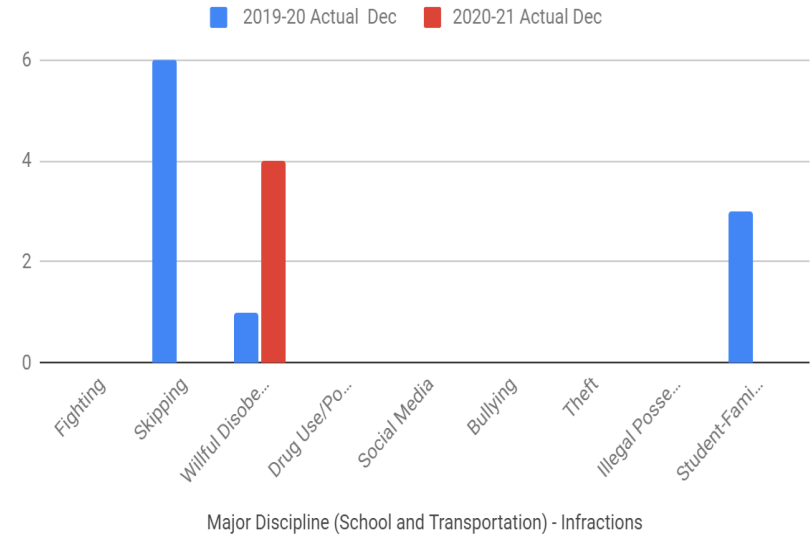
Culture

Student-Family Mediations have not been conducted thus far this year. Students with family concerns have been able to communicate with social workers virtually and have not reached out to the Culture Team for assistance.

Skipping class has not been reported to the Culture Team for virtual learners. In-person learners have had not any infractions.

Willful disobedience is the result of uniform and camera visibility enforcement. The number remains minimal as parents and students are reminded of the rules weekly.

2019-20 Actual Dec and 2020-21 Actual Dec



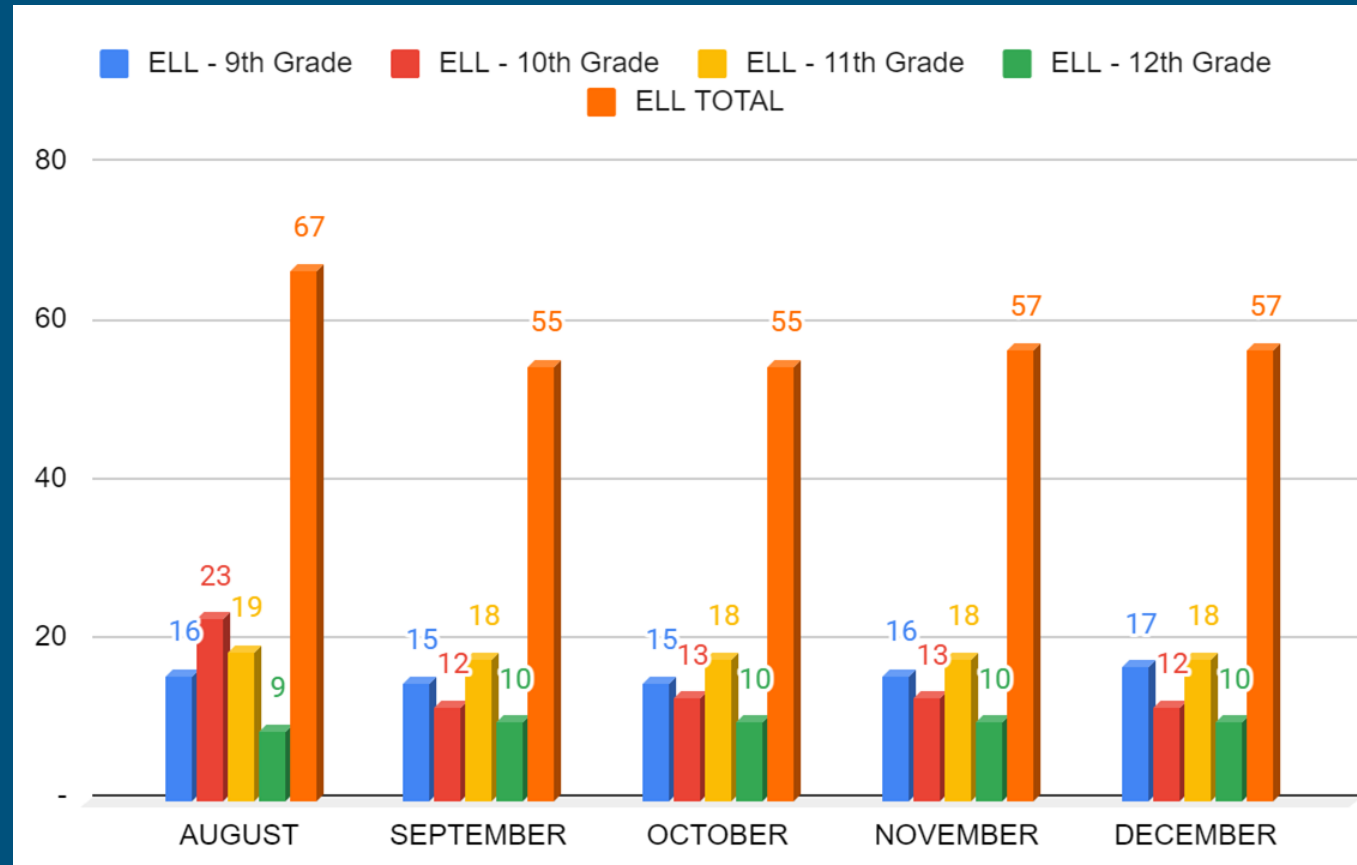
ELL- Month to Month Comparison

9th- there is one additional student because this student was not coded LEP in PS when he arrived in September

10th- one student was withdrawn and moved out of state

11/12th - no changes

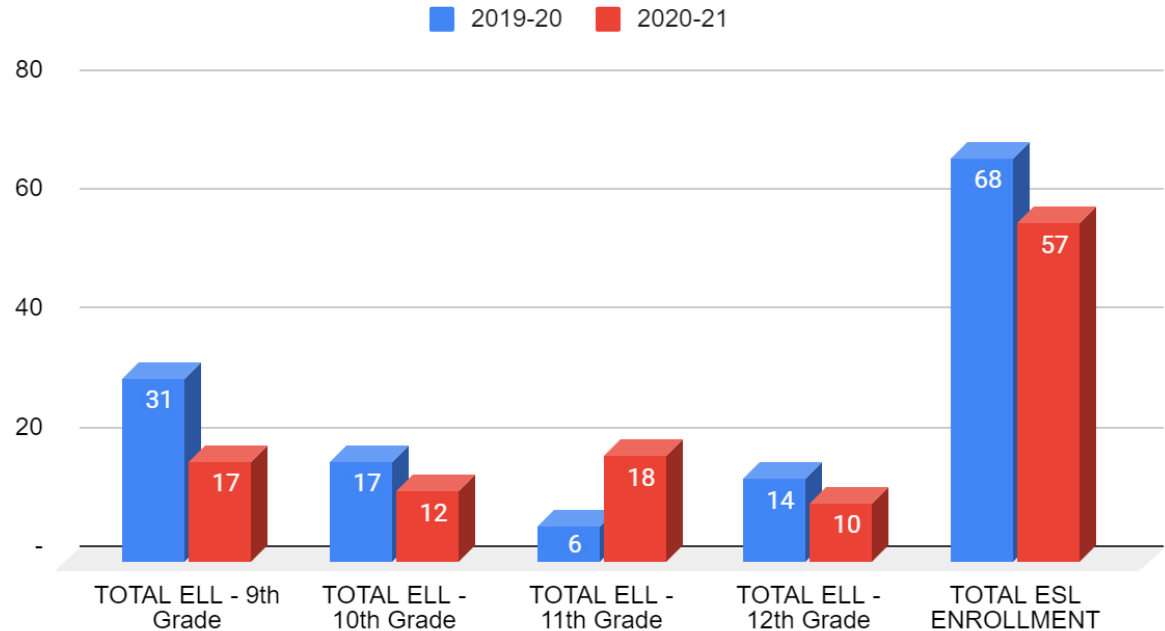
Overall, numbers are steady. However, I have several students that could potentially be dropped for 15 consecutive absences in upcoming months..



ELL- Year to Year Comparison

As stated in previous months, the trend for ELs follows the trend for overall enrollment between last school year and this school year. Our 9th grade enrollment is significantly lower due to the much lower number of late enrollments by new arrivers. 10th grade is lower due to the high number student dropped for 15 consecutive absences. 11th and 12th grade both remian strong cohorts. For the most part, 12th graders that arrived last year with foriegn transcripts remain on track to graduate.

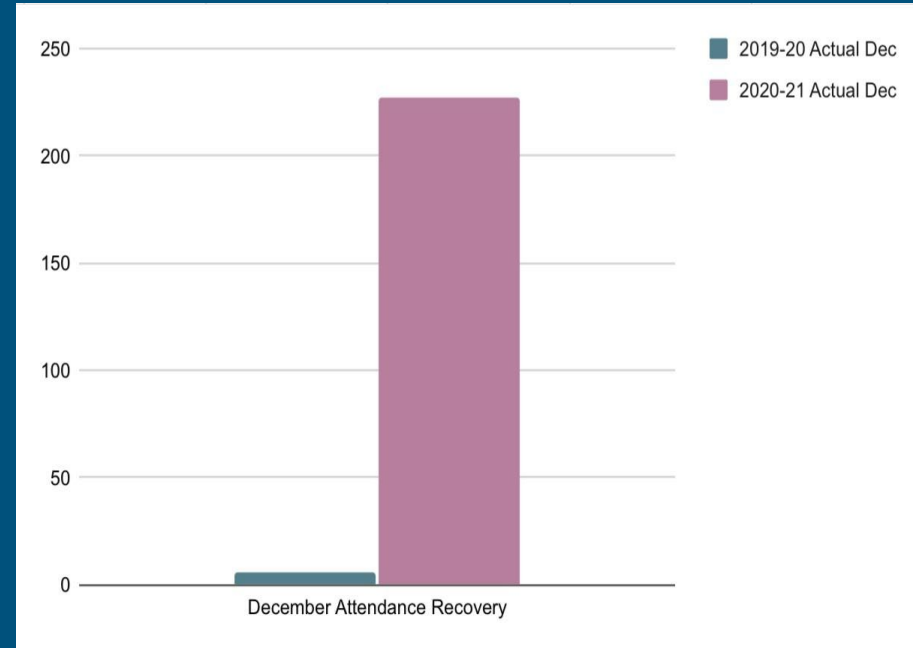
2019-20 and 2020-21



Social Work

Attendance recovery for the month of December varied greatly from 2019 to 2020. During the 2019 school year, only 2 sessions were held. During 2020, student were able to attend 7 sessions, giving them more opportunities to recover days missed in their classes.

Several students took advantage of the opportunities, which allowed for better attendance reports.



Assessment

During the month of December students who were enrolled in LEAP 2025 course or a retester completed the LEAP 2025 test:

(62) English 2, (49) Geometry ,(40) US History and (29) Biology

Data comparison for school year 2019-2020 is not available for Fall 2020 for the LEAP 2025.

Coversheet

UPDATES

Section:	V. INFORMATION/TECHNOLOGY
Item:	A. UPDATES
Purpose:	Discuss
Submitted by:	
Related Material:	IHSNO 3year Tech Plan-2021-0108.docx



International High School of New Orleans

3-YEAR TECHNOLOGY PLAN

Adopted on _____, 20____

International High School of New Orleans 3-Year Technology Plan**School Board and Directors**

Name	Title
Shontell Thomas	Chair
Mariska Roney	Vice Chair
Karen Dwyer	Treasurer
Percy Manson	Secretary
Amer Tufail	Member
Gail Lazard	Member
Gail Medford	Member
Jennifer Lampton	Member
Leslie Scott Porter	Member
Quan Le	Member
Sarah Olivier	Member

International High School of New Orleans 3-Year Technology Plan

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International High School of New Orleans 3-Year Technology Plan

INTRODUCTION/OVERVIEW

Overview

The International High School of New Orleans provides a full college preparatory curriculum through an accredited International Baccalaureate Program, with an emphasis on world languages, foreign language fluency and intercultural appreciation.

The International High School of New Orleans is the only high school in Downtown New Orleans offering the International Baccalaureate Diploma Programme. This ambitious concentration gives our students a distinct advantage over a typical secondary education and allows our students to succeed and excel in a global economy.

IHSNO is a Type-2 Charter School open to all Louisiana residents and operates under a charter granted by the state Board of Elementary and Secondary Education (BESE). The mission of the International High School of New Orleans is to educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages, and intercultural appreciation to succeed in a global economy.

IHSNO promotes an understanding of business, multicultural awareness and foreign language fluency, but prior foreign language skills are not required to apply. We are currently one of the few schools in the United States offering Arabic, French, Spanish and Mandarin, taught by native speakers. International High School of New Orleans is the only one of its kind for a public high school with this type of focus on global education, foreign language proficiency, and diversity, while remaining reflective of and involved in our local community.

The International High School of New Orleans is committed to equality of educational opportunity. The school does not discriminate in offering access to its educational programs and activities on the basis of race, color, gender, age, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. The Head of School has been designated to handle inquiries regarding the School's non-discrimination policies.

Language Programs

One of the most important and exciting programs at the International High School of New Orleans is the world language program. The world language program includes Spanish, French, Mandarin-Chinese, Vietnamese and Arabic courses. At IHSNO Students are compassionate, productive global citizens who positively impact the world.

Action Steps 1: *Strengthen Technology Leadership*

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts. Leaders will have the necessary tools to support and lead their teams get organized and achieve their goals.

Action Step 2: *Improve All Staff Training*

All staff will participate in effective professional development to ensure that technology and other educational resources available in schools are being used to enhance student learning.

Action Step 3: *Support E-Learning and Virtual Schools*

In the past years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality courses and expand opportunities of instruction personalized to their needs. Due to the pandemic, traditional schools are turning to these services to continue instruction during emergency school closure.

Action Step 4: *Improved Access and Technology Usage for Hybrid Learning*

Most public schools now have access to high-speed, high-capacity hardware, software, and broadband communications. In addition to the public school’s technology, schools are now offering students devices and internet services for virtual learning. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching and take learning to a new level.

Action Steps 1: *Strengthen Technology Leadership*

Leaders at all levels will support systemic change through transformational leadership while monitoring effective use of instructional technology which supports standards-based school improvement efforts. Leaders will have the necessary tools to support and lead their teams get organized and achieve their goals.

Current Status

- Administrators/Leaders are encouraged and encouraging their peers to use the technology that is provided by IHSNO's technology department.
- Administrators/Leaders are technology proficient and routinely use technology in their day-to-day duties to stay organized and communicate efficiently.
- Technology department routinely attend professional development opportunities that utilize technology and can help further improve the technology infrastructure at IHSNO.
- All faculty have access to a school-issued laptop to facilitate learning, to complete day- to-day duties and to complete school related tasks.
- Technology department have full administrator access and control to student information system to provide assistance and resources to users.

Benchmarks, Target year 2023:

- All International High School of New Orleans administrators/leaders will be technology proficient according to state adopted standards found in the International Society for Technology in Education's National. Standards information can be found at <https://www.iste.org/standards>
- All current International High School of New Orleans administrators/leaders will participate in leadership professional development offered by the Louisiana Department of Education.
- All current International High School of New Orleans administrators/leaders will use technology to effectively monitor and evaluate all staff and students.
- All newly appointed International High School of New Orleans administrators/leaders will participate in ongoing professional development designed to develop/strengthen leadership skills and provide support during the first years of service.
- All International High School of New Orleans administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.

- All International High School of New Orleans administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, calendar, and School intranet) as primary sources of communication.
- All International High School of New Orleans administrators/leaders will include components of effective technology integration in the development of School improvement plans.
- International High School of New Orleans will use innovative restructuring and reallocation of existing budgets to purchase needed technology and provide access to high quality professional development opportunities.
- International High School of New Orleans administrators/leaders and curriculum specialists will integrate educational technology into the state-mandated *common core standards*.

Strategies:

- Establish and maintain school wide systems of communication that support the effective use of electronic communication.
- Establish a quicker and more efficient communication between the Administrators/Leaders.
- Provide each teacher and administrator with a computer with current technology/software, appropriate training, and resources.
- Conduct a technology needs assessment at the end of each school year and establish a plan for technology professional development for leaders/aspiring leaders for the beginning of the following school year.
- Provide a plan to systematically upgrade equipment which keeps pace with the changing world of technology.
 - Plan to replace current smartboard and projector to ActivPanel that does not require a projector attachment in the next 3 years.
 - Plan to replace 33% of teachers/staff laptops every year to keep up with advancing technology.
 - Plan to replace current student devices to all Chromebook for the following school year.
 - Plan for easy transition to virtual learning in case of school closure.
- Provide a platform to recruit students by showing off IHSNO's success through advertisement, news, and social media accounts.

- New Website by Summer 2021
 - Estimated Website Cost: \$10,000 first year; \$5,500 yearly cost
- Facebook
- Instagram
- Twitter
- Live Update direct to school website.
- Include an indicator that monitors and evaluates not only the use of classroom technology but curriculum integration with technology on required observation, evaluation, or walk-through district forms. Make use of tools and report provide from PowerSchool (SIS) and Schoology (LMS).
- Required use of technology-based applications for maintaining and reporting student grades, attendance records, scheduling, and other necessary record keeping. PowerSchool (SIS) and Schoology (LMS).
- Use PowerSchool's parent portal to provide parents with access to information related to students learning and classroom activities. Move toward web-based lesson plans to communicate more effectively with parents.
- Recommend leaders at all levels to continue to learn advanced part of SIS and LMS to share knowledge with others. Also, give leaders access to certain part of SIS and LMS to be able to share or give other users access.
- Recommend School webpages include homework, weekly content focus of instruction, parent resources to help support curriculum, student products, archived newsletters, and other appropriate information.
- Seek all possible alternative sources of funding through strategic partnering with other programs at the district/School level and grants.
 1. Gustaf W. McIlhenny Foundation
 2. CSX
 3. Selley Foundation
 4. Ella West Freeman Foundation
- Apply for E-rate funding to upgrade wireless infrastructure (i.e., wireless access points, switches, and routers, wiring needs) and security.

Evaluation Strategies and Timeline

Evaluation Strategy	Frequency	Timeline
School Technology Surveys	Annual	Annually
Monitoring of School Improvement Plans as it relates to educational technology leadership	Annual	Spring
Appropriate state and system reports	Annual	July
Budget Reports (federal and/or state grants)	Annual	Fall, Spring
School Technology Planning associated with grant and/or E-Rate applications	Annual	September-March
Technology 3 Year Plan Update	Annually	Fall

Action Step 2: **Improve All Staff Training**

All staff will participate in effective professional development to ensure that technology and other International High School of New Orleans resources available are being used to enhance student learning.

Current Status:

- All staff participate in professional development opportunities provided by the administration on an ongoing basis during the school year.
- IHSNO utilizes online professional development resources, including the opportunity to obtain technology certifications.
- IHSNO utilizes online professional development resources from vendors that have weekly and/or monthly webinars available to everyone. These resources are shared and made available to everyone who may benefit from the training.
- IHSNO utilizes online lesson plan resources and lesson planning tools focused on integration of technology in the curricula via PowerSchool and Schoology.

Benchmarks, Target year 2023:

- All teachers will engage in professional development activities offered locally, through conferences, and virtually that demonstrate how to integrate technology into the Curriculum.
- All teachers will engage in professional development that includes both online and face-to-face local and state developed professional development opportunities.
- All teachers will participate in professional learning communities that facilitate the integration of technology into student learning. PowerSchool provides PowerSource which allow users to access a database of resources and forums.
- All new teachers will participate in professional development designed to facilitate the integration of technology into instruction and support the establishment of highly qualified teachers in Louisiana.
- All International High School of New Orleans staff will be proficient in the use of technology to enhance student learning.
- All staff will be trained in resources designed to allow students to conduct research using technology safely and effectively.
- All teachers will know how to use data provide from Schoology to personalize/individualize instruction.

- All teachers will participate in technology integrated courses designed to model best practices in integrating technology into the curriculum.
- All staff will receive instructional technology support on an on-going basis from a technology department so that there will be at least one half-time support person to support every 20-30 staff.
- Appropriate support for the assessment, acquisition and implementation of Assistive Technology as outlined in the LA Pupil Appraisal Handbook, Bulletin 1508 will be provided by at least one Assistive Technology Specialist and/or Augmentative Communication Specialist.
- All teachers and teacher preparation faculty will be trained in software that uses technology to perform administrative tasks efficiently. (i.e., PowerSchool, Schoology, School Messenger, Website Updates)
- Selected teachers and/or staff will participate in Microsoft TEALS training to add a computer science related course into the curriculum in the future.

Strategies:

- Allocate sufficient funds and resources for professional development.
- Provide opportunities for all staff to advance their educational technology knowledge and skills by developing and providing access to professional development programs, funding stipends and substitutes, and providing travel assistance.
 - Yearly Technology Conference
 - a. ISTE – \$2,000 per person
 - b. LACUE - \$500 per person
 - Weekly/Monthly Webinar offered from current school Vendor
 - “Teach the teachers” strategy. Create training video from resources from PD to share with other staff members.
- Provide technical troubleshooting training for all staff for self-support. Create a document of “how to” to share with staff to aid with self-troubleshooting.
 - Printer/Copier Troubleshooting
 - Network Troubleshooting
 - Hardware/Software Troubleshooting
 - FAQs

- Utilize e-mail as the official source of communication.
- Encourage all staff to learn and use correct technology vocabulary to determine issue in a timely manner.
- Require all staff complete appropriate technology integration training(s) to become technology proficient.
- Provide teachers with access to appropriate software and hardware to integrate technology into daily instruction to facilitate and enhance student learning.
- Include components of effective technology integration in the development of lesson plans.
- Add a technology strand to teacher/administrator evaluations in line with *Louisiana Components of Effective Teaching* so that technology becomes a seamless part of daily classroom teaching and learning.
- Recommend quarterly technology meetings open to all staff to address any concerns on current technology and how the technology department can improve.
- Send weekly email messages about educational websites, technology lesson plans and resources, and instructional tools every week. Also, can be added to newsletter under technology.
- Provide access to various levels of technology lesson plans and instructional resources (beginner to advanced) within the School.
- Provide access to a School-based Technology Integration Specialist to assist faculty with job-embedded staff development opportunities and needs, classroom modeling, and development of technology integrated curriculum.
- Recommend and support participation in professional organizations (i.e., LACUE, ISTE) by providing financial assistance to staff.
- Utilize state provided tools and evaluation instruments for determining teacher, technology proficiencies.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
State Technology Proficiency Self-Assessment	Annual	May
School Technology Plan associated with grant and/or E-Rate applications	Annual	
Certificates or sign in sheets showing participation in all staff professional development opportunities.	Ongoing	Fall, Spring, Summer
Appropriate state and system reports	Annual	July

Action Step 3: *Support E-Learning and Virtual Schools*

In the past years there has been significant growth in organized online instruction (E-learning) and “virtual” schools, making it possible for students at all levels to receive high quality courses and expand opportunities of instruction personalized to their needs. Due to the pandemic, traditional schools are turning to these services to continue instruction during emergency school closure.

Current Status

- IHSNO transition to a hybrid learning model for the 2020-21 school year due to the ongoing pandemic.
- IHSNO utilizes synchronous learning for in class and off campus student throughout the school week.
- IHSNO utilizes Zoom for live classroom instructions for all students. Zoom class are recorded and stored for access.
- IHSNO implemented a new learning management system, Schoology, to deliver online educational courses all in one suite.
- IHSNO implemented a new student information system, PowerSchool, to manage student data that also allow parents to track student’s progress.
- All IHSNO’s teachers are assigned webcam and voice amplifier to assist in virtual learning.
- All IHSNO’s students are offered a school assigned laptop and hotspot for virtual learning.
- All IHSNO’s student has access to technology tickets system for technology support. Tickets are monitored throughout the day to ensure there are not any interference with student learning.

Benchmarks, Target Year 2023

- All IHSNO’s teacher will be provided additional resources and webinar by vendors that will expand their knowledge on in class usage of LMS and SIS.
- All IHSNO’s leaders will be provided additional resources and free webinar by vendors that will expand their knowledge on using the LMS and SIS to its full potential.
- All IHSNO’s staff will have taken at least one online course for professional development provided by the school, region, or state.

- Provide an opportunity for all staff to received Google Suite training and become Google certified.
 - Google Educator Cost: \$10-30 per exam depending on level
- The Academic Leaders and supervisors will provide high quality professional development to teachers to develop online instructors for teachers and students
- All School administrators will be trained to use online professional development either as a student or instructor.
- The Academic department will continue to expand course offerings based on needs (including advanced placement courses and dual enrollment courses) through virtual learning.
- Establish an online library with eBooks and eTextbook available for all staff and students.
- Establish an archive of recorded virtual classes from Zoom for student access.

Strategies

- Information Technology will inform School administrators, teachers, and students of virtual school learning opportunities offered from Schoology and PowerSchool.
- Allocate funds and resources for virtual learning.
- Create virtual learning opportunities that support goals and benchmarks provided by the state.
- Create virtual and in class learning opportunities through major companies to allow students a chance for advanced instructions. (TEALS – Microsoft Program)
- Allocate sufficient funds and resources for high quality professional development and technology support personnel for training personnel in using and creating virtual opportunities and resources.
- Information Technology will encourage teachers and staff to participate in state initiatives that provide virtual learning experiences.
- Information technology will provide after-hour assistance for virtual learning related issues.
- Collaborate with School policymakers and community members to secure annual funds to support virtual learning.
- Collaborate with teachers to find way to improve synchronous and virtual learning.

Evaluation Strategies and Timeline

Evaluation Strategy	Frequency	Timeline
Enrollment and course offerings numbers	Annual	Fall, Spring
College units awarded to students enrolled in dual-enrollment courses	Annual	June
Carnegie Units awarded by LVS or other providers	Annual	June

Action Step 4: *Improved Access and Technology Usage for Hybrid Learning*

Most public schools now have access to high-speed, high-capacity hardware, software, and broadband communications. In addition to the public school's technology, schools are now offering students devices and internet services for virtual learning. However, improved access, usage and integrated, interoperable data systems that are current and well-maintained could empower educators to transform teaching and take learning to a new level.

Current Status:

- All IHSNO's classrooms are equipped with a necessary technology equipment for instruction.
 - Dedicated access point in each class for wireless connection.
 - Smartboard and projected for in class use.
 - VoIP
- All IHSNO's staff are assigned technology for instruction and daily work.
 - Laptops (All Staff)
 - Cell Phones (Admins)
 - Hotspots (Admin)
 - Voice Amplifier (All Teachers)
- All IHSNO's student are offered technology for virtual school.
 - Mobile hotspot for at home internet connection.
 - Windows netbook for school-related usage.
- IHSNO's network utilized Cisco Umbrella which provides the first line of defense against threat in the school network.
- IHSNO's admin utilized Carbonite Cloud Backup for devices and server backups.
- IHSNO's technology department collaborate and is supported by ICT Computers (IT Solution Provider) for technology needs and services.
 - Network Troubleshooting
 - E-Rate project support and planning
 - Onsite/Offsite technology support
- Training opportunities and sharing of information on E-Rate and other funding resources to help with broadband and network support are available.
- Integrated data systems provide educators with access to (1) School performance data and analysis tools, (2) different type of student-level data, and (3) resources to assist in the analysis and use of data.

Benchmarks, Target Year 2020:

- Technology department will upgrade 33% of all students and staff laptop every year to keep a 3-year cycle of devices.
 - Transition to all Chromebook for students' devices (500 devices)
 - ChromeBook: \$250
 - ChromeBook License: \$25
 - Total Estimated Cost: \$137,500
 - Staff laptop Cost Yearly (33% of staff count)
 - Windows Laptop: \$500-\$1000
 - Total Estimated Cost (25 Devices): \$12,500-\$25,000
- IHSNO will assemble a computer lab that is capable of hosting computer science and video editing courses.
 - 25 High Performance Desktop: \$25,000
 - Furniture: \$15,000
 - Others Expense: \$10,000
- IHSNO will have upgraded broadband capabilities available to the end user for data management, online and technology-based assessments, e-learning, and accessing high-quality digital content through E-Rate funds.
 - 50 Access Points: \$50,000
 - 4 PoE Switches: \$15,000
 - Estimated License Costs: \$5,000-\$10,000 3-years
- Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.
- Every student and staff will receive high-quality technical support to manage and maintain devices and safe use of IHSNO's networks.
- IHSNO will adopt a new Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual property, and privacy issues with devices assigned from the school.
- International High School of New Orleans will establish recurring funding for technology through the help of grants and budgeting.

- International High School of New Orleans will allocate funds to maximize technology resources. IHSNO will explore recycle or buyback programs to move unwanted equipment.
- All students will use age-appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.
- IHSNO will fully utilize all features from security vendors to improve defense from threats outside the school network.

Strategies:

- Participate in E-Rate offer by the state to allocate funds available for improvement of technology at IHSNO.
- Participate in state contract purchasing opportunities that support School systems
- Seek local funding and grants with CoS and grant writer for technology.
- Seek federal, state, and corporate grant funding with CoS and grant writer for technology funds.
- Track bandwidth utilization to improve school network environment around campus.
- Continue to expand the computer education courses of study for students.
- Use data from both administrative and instructional systems to understand how relationship between decisions, allocation of resources and student achievement.
- Adopt and revise as needed content filtering per CIPA.

Evaluation Strategies and Timeline:

Evaluation Strategy	Frequency	Timeline
Report tracking bandwidth utilization	Annual	June
School technology plan updates	Annual	December
Classroom observation and Monitoring	On-going	Spring, Fall

APPENDIX A

International High School of New Orleans

SYSTEM REVIEW ASSURANCE

By signing this form, you confirm that your School board reviewed and approved the system technology plan for 2021-2024. This signed form is to be included with the system technology plan at the time of its submission to the State Department of Education.

WE HEREBY ACKNOWLEDGE THIS _____ DAY OF _____, 202__, THAT WE HAVE
REVIEWED AND APPROVED THE TECHNOLOGY PLAN FOR INTERNATIONAL HIGH SCHOOL OF NEW
ORLEANS.

HEAD OF SCHOOL

SCHOOL BOARD PRESIDENT

APPENDIX B

International High School of New Orleans

SCHOOL REVIEW ASSURANCE

By signing this form, you confirm that you were issued a copy of the system technology plan for 2021-2024.

WE HEREBY ACKNOWLEDGE THIS _____ DAY OF _____, 202____, THAT WE HAVE
REVIEWED

AND APPROVED THE SYSTEM TECHNOLOGY PLAN FOR INTERNATIONAL HIGH SCHOOL OF NEW
ORLEANS

PRINCIPAL

APPENDIX C**International High School of New Orleans****TECHNOLOGY PLAN DEVELOPMENT TEAM MEMBERS**

List the names and occupations of team members serving on your system's Technology Plan Development Team.

NAME	OCCUPATION
Khang Vo	IT Manager
David Lewis	IT Support Tech