



# Voices for International Business and Education

## VIBE Academic Committee Meeting

Academic Committee

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### Date and Time

Tuesday March 9, 2021 at 6:00 PM CST

### Location

Virtual Meeting

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Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

Topic: VIBE Academic Committee Meeting

Time: Tuesday, March 9, 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

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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: February 9, 2021 Meeting/February 27, 2021 Meeting**

Approve minutes for VIBE Academic Committee Meeting on February 9, 2021

###### **D. APPROVE MINUTES FOR FEBRUARY 27, 2021 ACADEMIC COMMITTEE MEETING**

## **II. ACADEMICS/SCHOOL IMPROVEMENT**

### **A. UPDATES**

1. IB Programme/World Languages
2. Subject areas: English, mathematics, science, social studies, arts/athletics
3. special education
4. ELPT
5. RTI
6. LEAP 360
7. Academic Dashboard with available data to date

### **B. DEEP DIVE INTO ACT AND STUDENT QUARTERLY REPORT CARDS**

#### **1. Mock ACT**

How many students were tested by grade level on the Mock ACT?

Where was testing done...virtual, testing site, etc.?

Testing dates?

Is there a sample test available for academic committee review?

How many students are taking advantage of the Saturday ACT Prep Program by grade level?

What went wrong?

What was successful?

How can we improve our efforts?

Other comments/questions from faculty/staff and committee members.

#### **2. ACT**

How many students for testing by grade level?

Testing sites...virtual, physical facility, etc.?

Testing dates?

Is there a sample test available for academic committee review?

How many students are taking advantage of the Saturday ACT Prep Program by grade level?

What is going wrong?

What has been successful?

How can we improve our efforts?

Other comments/questions from faculty/staff and committee members.

#### **3. Quarterly Student Report Cards/Progress Reports**

Issue dates?

How is this data collated, aggregated and distributed to faculty members and administration?

How are the reports issued to parents and students?

How can we improve these processes?

Other comments/questions from Faculty/staff and committee members.

### **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. INFORMATION/TECHNOLOGY**

#### **A. UPDATES**

- Distance Learning
- IHSNO Website

### **V. HEAD OF SCHOOL REPORT**

#### **A. UPDATES**

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

### **VI. OTHER BUSINESS**

#### **A. OTHER BUSINESS**

Next Meeting...April 13, 2021

#### **B. PUBLIC COMMENT**

### **VII. Closing Items**

#### **A. Adjourn Meeting**

## Coversheet

### Approve Minutes: February 9, 2021 Meeting/February 27, 2021 Meeting

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Approve Minutes: February 9, 2021 Meeting/February 27, 2021 Meeting
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for VIBE Academic Committee Meeting on February 9, 2021

APPROVED



# Voices for International Business and Education

## Minutes

### VIBE Academic Committee Meeting

Academic Committee

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#### Date and Time

Tuesday February 9, 2021 at 6:00 PM

#### Location

Virtual Meeting

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Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

Topic: VIBE Academic Committee Meeting

Time: February 9, 2021 @ 06:00 PM Central Time (US and Canada)

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**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.**

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#### **Committee Members Present**

G. Lazard (remote), G. Medford (remote), L. Scott Porter (remote)

#### **Committee Members Absent**

*None*

#### **Guests Present**

A. Berger (remote), J. Carreno (remote), K. Vo (remote), P. Recasner (remote), S. Thomas (remote), S. Wilson (remote), T. Huynh (remote)

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### **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 Feb 9, 2021 at 6:02 PM.

#### **C. Approve Minutes from January 12, 2021 Meeting**

G. Medford made a motion to approve the minutes from VIBE Academic Committee Meeting on 01-12-21.

L. Scott Porter seconded the motion.

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

## **II. HEAD OF SCHOOL REPORT**

### **A. UPDATES**

- There was an explanation given about the COVID-19 chart that was displayed during the meeting.
- There was a discussion about the different projects that will take place in the future at IHSNO.
- IHSNO is working on applying for grants that will fund the projects that have been planned for.

## **III. SCHOOL CULTURE**

### **A. UPDATES**

- Culture Department spoke about Professional Development.
- PBIS and Capturing Kids Hearts (CKH) are programs that are being at IHSNO.
- There was a discussion about Parent Engagement and the importance of it was stressed.
- The committee is supportive of more parent involvement at IHSNO.
- A lot of IHSNO's after school programs and clubs have been stopped at this time due to the COVID-19 pandemic.
- The IB learning profile - every month is a different learning profile.
- Bus Transportation- Parents are encouraged to let the students ride the bus to school.
- Float contests are currently taking place. Parents, students, and all staff are invited to participate.
- Committee would like more information about CKH.

## **IV. SCHOOL IMPROVEMENT/ACADEMICS**

### **A. UPDATES**

- IB testing is getting ready to start.
- Internal testing will be decided, and teachers will use predictive grading for students.
- Students will be returning the school in February after Mardi Gras.
- Students that missed the mock ACT testing will be able to retake them.
- 9th and 10th graders will be coming in to take their assessment tests.
- Better Lesson discussed in more detail.
- The school calendar was finalized for the next school year. All important dates were included in the calendar.

- Assessment for Leap 360 was discussed. The content for the report on Leap 360 was explained.
- Only the students who came in person to campus were able to participate in Leap 360 this time.
- About 30% of students attend in person when they can. These are the students who feel that they need in-person teacher interaction.
- The students who come in person are the ones who need the in-person approach.
- Metrics for overall student progress were addressed.
- The social workers have started a program for students that takes place after school. The program is called "Let's Talk Tuesdays". This program encourages and allows students to talk about open subjects. It is an open discussion.
- There are different standardized testing that takes place throughout the year.
- EL students are being tutored through the tutoring program that is now available.
- Teachers are judged through engagements, planning, and observations.
- Students' performance is measured through progress reports, Leap 360 scores, diagnostic testing, and report cards.
- Academic Dashboard - directly tied to school performance scores.
- Last year, IHSNO did not have school performance scores.
- All positions have been filled at IHSNO in the Academic Department.

## **V. INFORMATION/TECHNOLOGY**

### **A. UPDATES**

- The IT Department has been making themselves available after hours in order for students to receive.
- The new IHSNO website design will be completed soon. The final details are currently being discussed with the website creator.
- The IT team has been preparing laptops for on-site testing for student use. Testing takes place on a secure line on campus.
- There are currently 90 devices total for testing.
- Laptops are disinfected after use.
- The IHSNO website includes an application that can be downloaded through the Play Store through Apple and Android devices.

## **VI. OTHER BUSINESS**

### **A. OTHER BUSINESS NEXT MEETING...MARCH 9, 2021**

- The next Academic Committee Meeting will be on March 9, 2021.
- Committee members will be meeting offline to discuss measuring students' performance. The meeting will be a public meeting.
- The committee has requested more information about Capturing Kids Hearts (CKH) and has requested that it will be sent to them through email.

### **B.**

## **PUBLIC COMMENT**

- There is no public comment.

## **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 7:15 PM.

Respectfully Submitted,  
G. Medford

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## **Documents used during the meeting**

- COVID-19 Expenditures as of-2021-0131.pdf
- Academic CMTE Presentation-2021-0131.pdf
- Academic CMTE Dashboard-2021-0131.pdf

## Coversheet

### APPROVE MINUTES FOR FEBRUARY 27, 2021 ACADEMIC COMMITTEE MEETING

<b>Section:</b>	I. Opening Items
<b>Item:</b>	D. APPROVE MINUTES FOR FEBRUARY 27, 2021 ACADEMIC
<b>COMMITTEE MEETING</b>	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	minutes 02-27-21.pdf

**DRAFT**



## Voices for International Business and Education

### Minutes

#### VIBE Academic Committee Meeting

#### Special Meeting

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##### **Date and Time**

Saturday February 27, 2021 at 3:00 PM

##### **Location**

Virtual Meeting

Voices for International Business and Education [http://public.boardontrack.com/VIBE\\_1](http://public.boardontrack.com/VIBE_1)

Topic: VIBE Academic Committee Meeting

Time: February 27, 2021 @ 03:00 PM Central Time (US and Canada)

##### **Join Zoom Meeting**

[https://us02web.zoom.us/j/86232699522?](https://us02web.zoom.us/j/86232699522?pwd=V1hIMHlxZ3VyTWtDVWthSktKWnYydz09)

[pwd=V1hIMHlxZ3VyTWtDVWthSktKWnYydz09](https://us02web.zoom.us/j/86232699522?pwd=V1hIMHlxZ3VyTWtDVWthSktKWnYydz09)

Meeting ID: 898 9274 7273

Password: iB7K=E

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+1 669 900 6833 US (San Jose)

Meeting ID: 898 9274 7273

Password: 868124

Find your local number: <https://us02web.zoom.us/j/86232699522?pwd=V1hIMHlxZ3VyTWtDVWthSktKWnYydz09>

##### **Join Zoom Meeting**

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**Committee Members Present**

G. Lazard (remote), G. Medford (remote), L. Scott Porter (remote)

**Committee Members Absent**

T. Huynh

**I. Opening Items**

**A. Record Attendance**

**B. Call the Meeting to Order**

G. Lazard called a meeting of the Academic Committee of Voices for International Business and Education to order on Saturday Feb 27, 2021 @ 3:00 PM.

**II. Discussion: Measures of Student Academic Success at IHSNO**

**A. Measures of Student Academic Success During COVID-19 Pandemic**

A: Measures of Student Academic Success at IHSNO (Pre-Pandemic)

B. Discussion: Measures of Student Academic Success at IHSNO (Post-Pandemic)

**B. Discussion: Measures of Student Academic Success at IHSNO-Post Pandemic**

G. Lazard initiated a brief discussion/explanation of the measures of student academic success at IHSNO; these measures included the following:

1. IB Programme
2. Special Education
3. ACT Testing
4. ELPT Testing
5. RTI

6. LEAP 360
7. LEAP 2025
8. SPS
9. Quarterly student progress reports
10. High Schol Progress Index
11. World Languages

While our school is maintaining a score of "C" on the LDOE's school Performance Score metric, G. Medford, L. Porter, and G. Lazard agreed that the Academic Committee wants to see improvement in the academic achievement of the students at IHSNO. A discussion of the One App issues was presented by G. Lazard along with a school marketing initiatives by:

- a. S. Schulkens and his team
  - b. Networking efforts by our CEO with other Type 2 Charter School leaders
  - c. Options relative to the school moving to another location/parish
- G. Lazard, L. Porter, and G. Medford agreed that One App in Orleans Parish is a reality for our school at the present time and that we should work harder to make sure that all of the students who are enrolled in the school (no matter what their skill level) deserve a better education.

**Suggestions Offered:**

- G. Medford - faculty review the work of Christopher Emdin... teaching students of color where they are incorporating practices at IHSNO.
- L. Porter, Medford, and G. Lazard - audit of the student academic program at IHSNO followed by needed revisions and/or a complete overhaul/rethinking of the instructional program at IHSNO.
- L. Porter revision of the monthly meeting agenda for the academic committee from all reporting (generalities and vagueness) to more of a deeper dive into academic issues.

**C. Discussion: Measures of Student Culture (Pre and Post Pandemic)**

G. Lazard initiated a brief discussion/explanation of the measures of student culture at IHSNO; these measures included the following:

1. Capturing Kids Hearts
2. SW-PBIS
3. Parental Involvement
4. School-Wide rituals/routines
5. School-Wide discipline system
6. Physical Environment

Distance Learning .. G. Lazard, G. Medford, and L. Porter agreed that the time that students are expected to be in front of the computer at home is really long and perhaps could be revised further. L. Porter recommended that the students should not be required to wear the school uniform while engaged in distance learning.

Physical Environment: G. Lazard, G. Medford, and L. Porter suggested that even though the school tries to do a decent job with the physical environment, despite the age of the building, some improvements can still be made: Restrooms and more of the international flair throughout the building.. international flags, posters, etc., throughout the building. L. Porter wants a deeper dive into CKH.

**III. OTHER BUSINESS**

**A. OTHER BUSINESS**

The next Academic Committee meeting will take place on March 9, 2021, at 6:00 p.m.

## **B. PUBLIC COMMENT**

- There was no public comment.

## **IV. 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 3:58 PM.

Respectfully Submitted,  
G. Lazard

## **Documents used during the meeting**

- 1864-uncommonschooswhitepaper.pdf
- Culture Rubric (1).pdf
- Instruction Rubric (1).pdf
- MEASURING STUDENT ACADEMIC SUCCESS.docx
- MEASURING STUDENT CULTURE.htm
- Questions on Assessment Data.pdf
- Role Academic Excellence Committee.pdf
- Sample State of the School Chart (1).pdf
- Capturing-Kids-Hearts-1-Information.pdf
- PBIS Overview.pdf

# Coversheet

## UPDATES

<b>Section:</b>	II. ACADEMICS/SCHOOL IMPROVEMENT
<b>Item:</b>	A. UPDATES
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	VIBE AC Committee Meeting-2021-0309.pdf Academic CMTE Dashboard-2021-0228.pdf



# Academics Report



February 2021



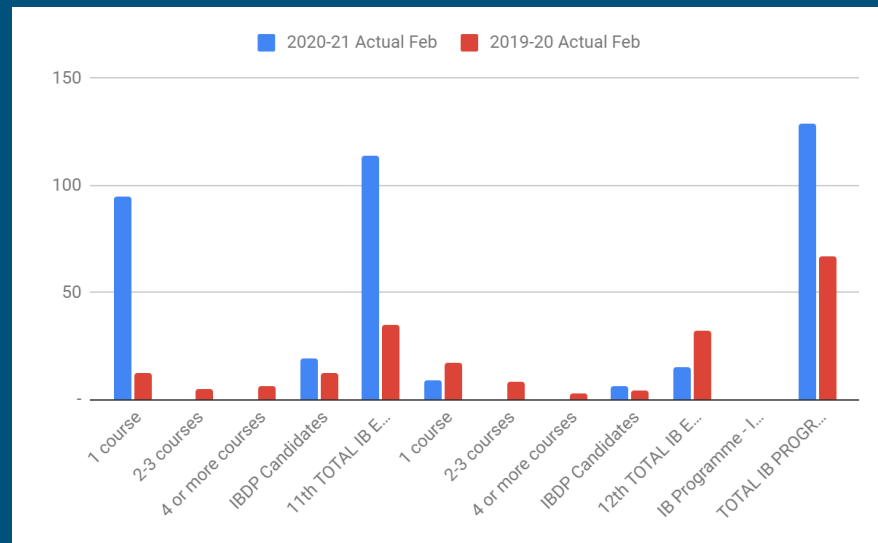
# IHSNO Enrollment

<b>Enroll ment</b>	<b>Jan 2020</b>	<b>Feb 2020</b>		<b>Jan 2021</b>	<b>Feb 2021</b>
<b>9<sup>th</sup></b>	<b>117</b>	<b>117</b>		<b>107</b>	<b>105</b>
<b>10<sup>th</sup></b>	<b>102</b>	<b>103</b>		<b>89</b>	<b>89</b>
<b>11<sup>th</sup></b>	<b>98</b>	<b>98</b>		<b>91</b>	<b>91</b>
<b>12<sup>th</sup></b>	<b>125</b>	<b>123</b>		<b>90</b>	<b>90</b>
<b>Total</b>	<b>442</b>	<b>441</b>		<b>377</b>	<b>375</b>

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 January was 442 and for the month of February was 441. A difference in enrollment of one. This year's enrollment for January was 377, and February was 375, a difference of two enrollees.

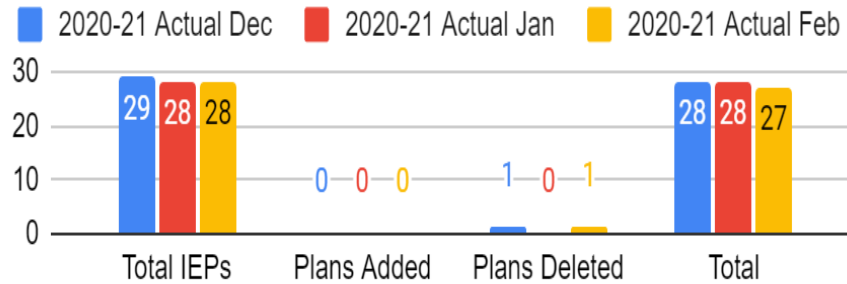
# International Baccalaureate

- May examinations for seniors will take place after the IB decided which track we were designated. If there is transition where the campus is closed for COVID-related reasons, the Head of School can request the change for a non-examination route

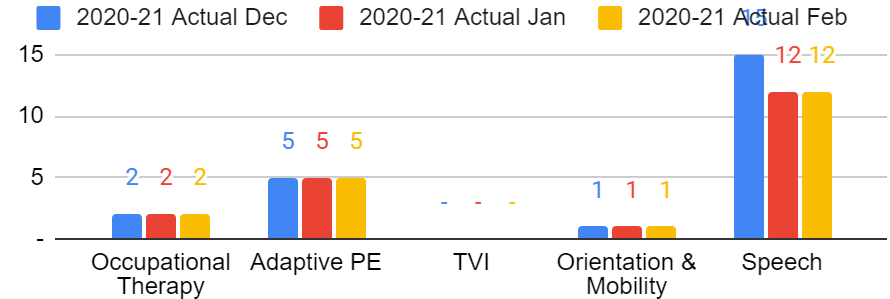


# Special Education

## Special Education Students

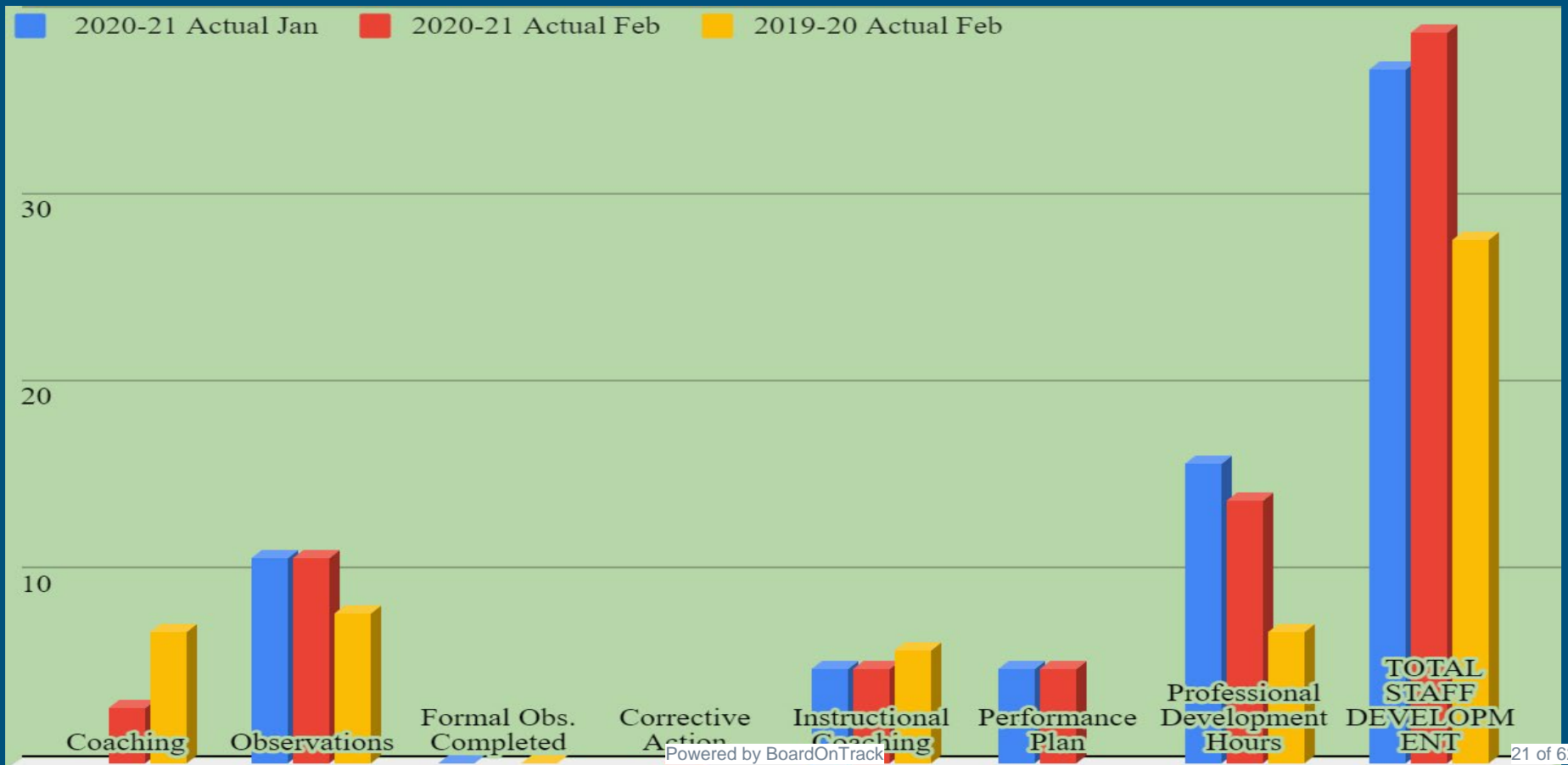


## Student receiving Services



During the month of February a student transferred to another school making the count to 27 students with IEPs. The students receiving services from outside providers did not change from January to now.

# Staff Development



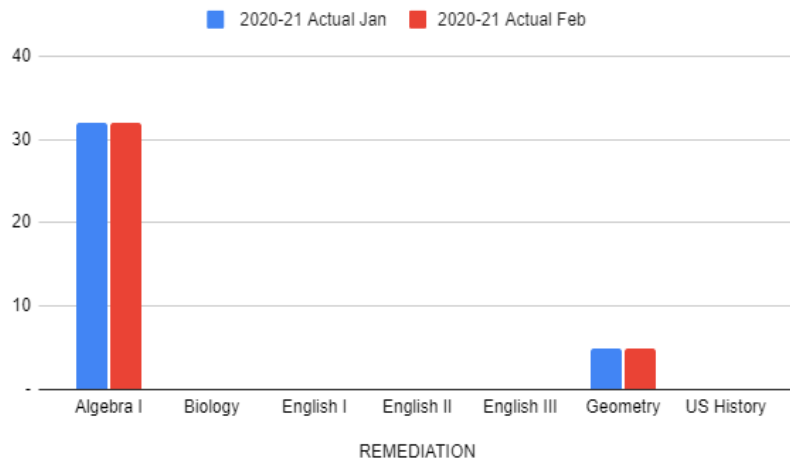
# Staff development

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- The informal observations remained the same than last month and more than last year
- There were 2 corrective actions this month compare to none last month. One corrective action resulted in termination.
- Instructional coaching continue with the same number of teachers for the month which is slightly lower than last year.
- We continue the PIPs from last month and increase this support compare to last year.
- PD hours decreased slightly this month due to having a week of for Mardi Gras Break.

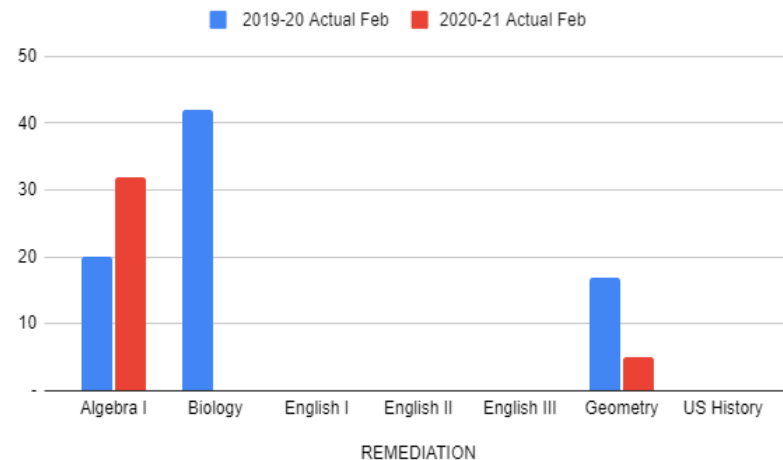
# Remediation

2020-21 Actual Jan and 2020-21 Actual Feb



The numbers here are identical as there has been no major evaluation to reassess abilities of the identified math students. These numbers could change by March, however, as midterm exams will help with determining who will receive support for the 4th Nine Weeks.

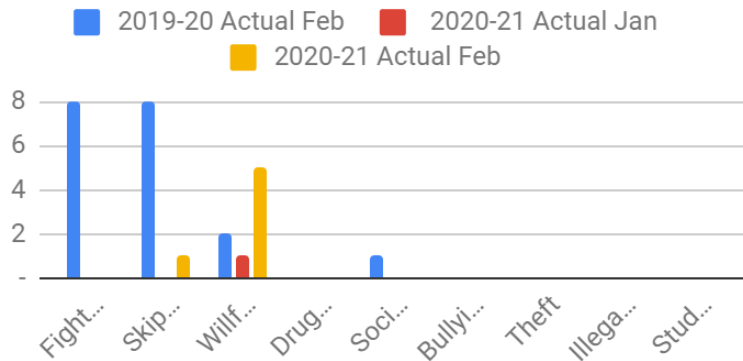
2019-20 Actual Feb and 2020-21 Actual Feb



The total in number of students being remediated at this point of the year and last year are different because Biology is being supported by a student-teacher. This will continue for the rest of this year. Having another support person should improve targeted remediation.

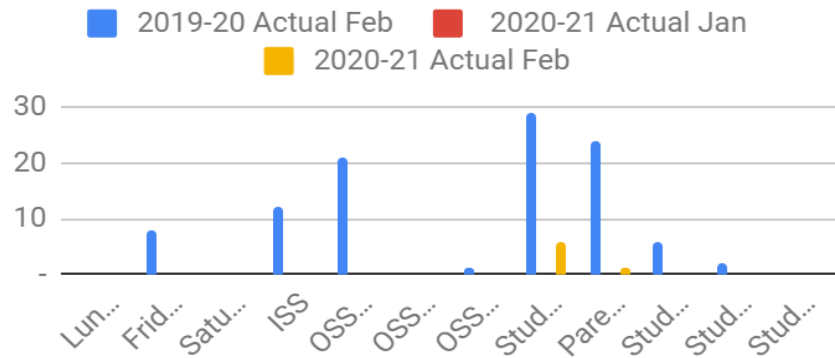
# Culture

2019-20 Actual Feb, 2020-21 Actual...



Major Discipline (School and Transportation) - Infractions

2019-20 Actual Feb, 2020-21 Actual...



Major Discipline (School and Transportation)- Consequen...

As students have returned to hybrid instruction, they have largely been in compliance with the uniform requirements. The majority of incidents are related to online visibility during virtual instruction. Successful student conferences were held to reteach expectations and allow the student to correct issues.

# Attendance Recovery Comparison

Voices for International Business and Education - VIBE Academic Committee Meeting - Agenda - Tuesday March 9, 2021 at 6:00 PM

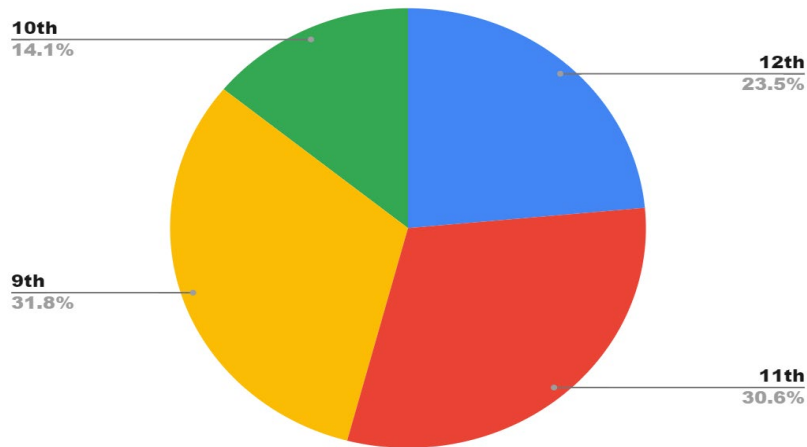
During the month of January, more 11th/12th graders participated in attendance recovery than in February.

In comparison, more 9th/10th graders participated more in February

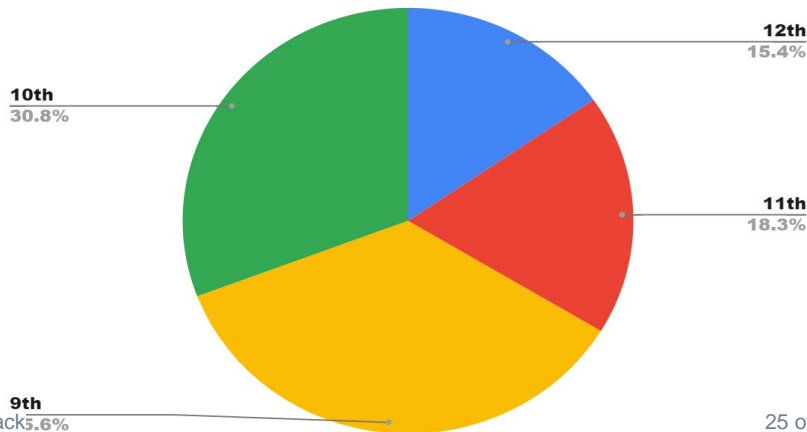
Overall Numbers:

	Jan	Feb
9th:	27	37
10th:	12	32
11th:	26	19
12th:	<u>20</u>	<u>16</u>
	85	104

**Next steps:** combine efforts to get all grade levels participating in accordance to attendance make-up needs. Emails, phone calls and letters mailed home.

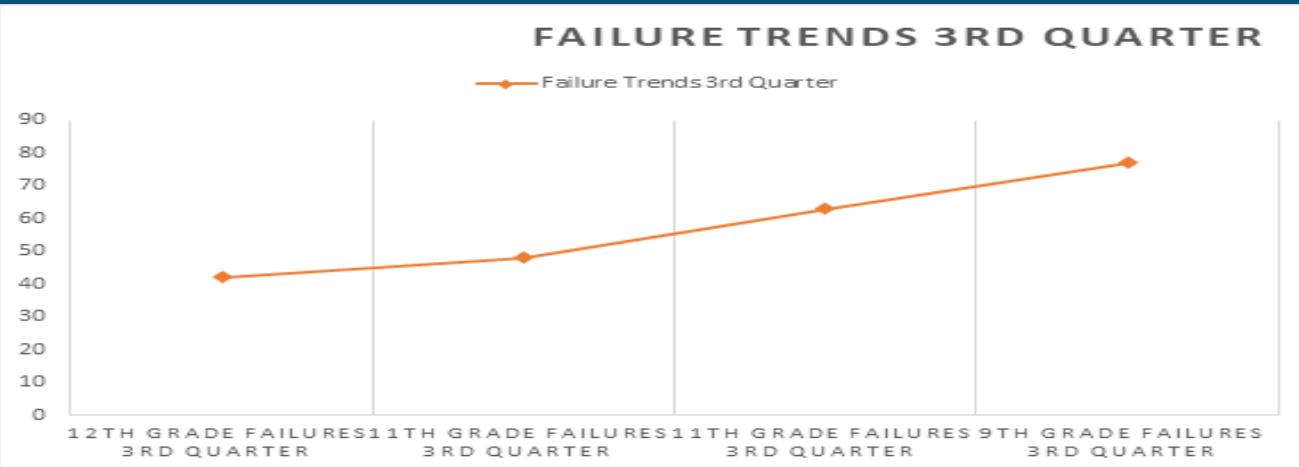


February Attendance Recovery



# Counseling

The data trends for course failures during the 3<sup>rd</sup> Quarter in the school year 1920-2020 increased due to class attendance and a small population of students experienced technological issues. The data trends in the school year 1920 was a total of 49 students. Roughly 65% of course failures are 9<sup>th</sup> and 10<sup>th</sup> graders and 35% of the student population are 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-2021 school year. The absenteeism trend during the past school year was lower during the 3<sup>rd</sup> Quarter. By comparison, the progress component of students reporting for attendance recovery have increased during the 3<sup>rd</sup> Quarter in comparison to school year 1920-2020.





## As of FEBRUARY 2021

Enrollment - Grade	2020-21 Projected	2020-21 Seat Target	2020-21 Actual	Variance	Demo	Demo Count	Demo %
9th grade	150	225	105	(45)	Asian	7	1.9%
10th grade	127	150	89	(38)	Black	239	63.7%
11th grade	100	100	91	(9)	Hispanic	107	28.5%
12th grade	92	90	90	(2)	White	19	5.1%
<b>TOTAL ENROLLMENT</b>	<b>469</b>	<b>565</b>	<b>375</b>	<b>(94)</b>		<b>372</b>	<b>99%</b>

other 3

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	2	6	16	1	-	-	15	-	-
10th grade	8	4	11	10	-	-	3	-	-
11th grade	8	4	14	27	-	-	4	95	19
12th grade	9	1	10	46	-	-	2	14	6
<b>TOTAL ENROLLMENT</b>	<b>27</b>	<b>15</b>	<b>51</b>	<b>84</b>	<b>-</b>	<b>-</b>	<b>24</b>	<b>109</b>	<b>25</b>

Staffing	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Budgeted	Average
AC - Instruction	33.25	32.25	31.25		34.00	32.25
AC - Non-Instruction	9.50	9.50	9.50		9.50	9.50
AC Admin	6.00	6.00	5.00		8.00	5.67
Development	-				1.00	-
Facility	2.00	3.00	3.00		2.00	2.67
Finance	2.00	2.00	2.00		2.00	2.00
Food Service	2.50	1.50	1.00		2.50	1.67
Technology	2.00	2.00	2.00		2.00	2.00
Head of School	2.00	2.00	2.00		2.50	2.00
<b>Total Employees</b>	<b>59.25</b>	<b>58.25</b>	<b>55.75</b>	<b>-</b>	<b>63.50</b>	<b>43.31</b>
<b>Teacher Student Ratio</b>	<b>14.25:125</b>	<b>-1:1</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>64:1</b>	



## As of FEBRUARY 2021

Staffing Changes	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Budget	Average
Academic	-	1	2			1
Development	-					-
Facilities	-	1				1
Finance	-					-
Food Services	1		1			1
Technology	-					-
Head of School	-					-
<b>Total Employees</b>	58	2	3	-	-	2
Professional Development Hours	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Annual Total	Average
Academic	65	74	48	-	187	47
Development	2		-	-	2	1
Facilities	25	17	5	-	47	12
Finance	25	20	-	-	45	11
Food Services	12		-	-	12	4
Technology	60	1	-	-	61	15
Head of School	50	44	-	-	94	24
<b>Total Hours</b>	239	156	53	-	448	113



## As of FEBRUARY 2021

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)
Gemotry	-				-	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	-			-	-	-
Gemotry	-			-	-	-
US History	-			-	-	-

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	94.0%		84.00%	28.00%	38.0%	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	82.0%		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	95.0%		90.00%	38.00%	31.0%	N/A	N/A	90.00%	38.00%	#DIV/0!
Geometry	96.0%		95.00%	34.00%	31.5%	N/A	N/A	95.00%	34.00%	#DIV/0!
US History	50.0%		74.00%	29.00%	-1.5%	N/A	N/A	74.00%	29.00%	#DIV/0!
<b>TOTAL SAA</b>	69.5%	0.0%	86.2%	36.7%	#DIV/0!	0.0%	0.0%	86.2%	36.7%	#DIV/0!

**As of FEBRUARY 2021**

LEAP 2025/EOC Assessment	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	36.00%	90.0%	50.0%	-8.5%	92.5%	48.3%	94.6%	72.1%	85.7%	59.5%	
English 1	28.00%	N/A	N/A	#DIV/0!	N/A	N/A	N/A	N/A	N/A	N/A	
English 2	36.00%	95.0%	75.0%	-29.5%	96.7%	80.6%	99.2%	80.3%	92.2%	80.3%	
English 3	41.28%	100.0%	90.0%	-33.1%	94.1%	85.4%	94.7%	91.5%	97.1%	83.3%	
Algebra 1	17.00%	90.0%	70.0%	-32.5%	78.3%	50.9%	85.4%	53.1%	82.1%	55.7%	
Geometry	15.00%	90.0%	50.0%	-15.5%	75.4%	40.2%	78.8%	41.6%	83.3%	50.0%	
US History	18.00%	100.0%	95.0%	-51.5%	96.9%	65.0%	96.1%	71.6%	89.6%	78.3%	
TOTAL LEAP	31.9%	94.2%	71.7%	#DIV/0!	89.0%	61.7%	91.4%	68.4%	88.3%	67.9%	
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	15.1	18.0	-2.9	16.5	18.0	-1.5	0.9	0.5
Math	14.5	22.0	-7.5	15.9	22.0	-6.1	16.5	22.0	-5.5		
Reading	14.2	22.0	-7.8	16.9	22.0	-5.1	17.1	22.0	-4.9	0.9	0.9
STEM		22.5	-22.5	16.7	22.5	-5.8	16.9	22.5	-5.6	0.8	0.4
Composite	15.1	21.0	-5.9	16.4	21.0	-4.6	16.9	21.0	-4.1	1.0	0.7
TOTAL ACT	12.3	21.4	-9.1	16.3	21.4	-5.1	16.8	21.4	-4.6	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)					
ELPT	9th	10th	11th	12th							
Spring											



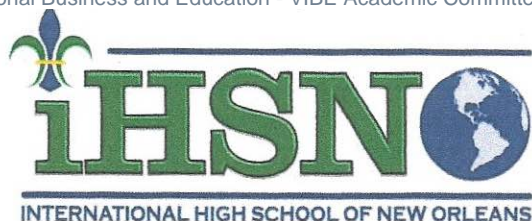
**As of FEBRUARY 2021**

Emerging									
Progressing									
Proficient									
<b>Fall</b>									
Emerging									
Proficient									
<b>Strenght of Diploma Index</b>	<b>IB Program Credits Earned</b>	<b>No. Students Earning IB Credit</b>	<b>% Students Earning IB Credit</b>	<b>Industry Based Credential</b>	<b>No. Students Ind. Based Cred'l</b>	<b>% Students Ind. Based Cred'l</b>	<b>College Credits Earned</b>	<b>No. Students Earning College Credit</b>	<b>% Students Earning College Credit</b>
Math									
English LA									
Science									
History									
World Language									
<b>Strenght of Diploma Index</b>	<b>Grad. Seniors</b>	<b>Grad. Cohort</b>	<b>Top Gains</b>	<b>Equity Honoree</b>					
Math									
English LA									
Science									
History									
Arts									
World Language									

## Coversheet

### DEEP DIVE INTO ACT AND STUDENT QUARTERLY REPORT CARDS

<b>Section:</b>	II. ACADEMICS/SCHOOL IMPROVEMENT
<b>Item:</b>	B. DEEP DIVE INTO ACT AND STUDENT QUARTERLY REPORT
<b>Purpose:</b>	CARDS
<b>Submitted by:</b>	
<b>Related Material:</b>	ACT Prep Plan 2020.pdf



## **ACT Prep Plan 2020**

**ACT Daily Practice in Curriculum:** Teachers will receive professional development sessions by department and subject on how to incorporate ACT style questioning to the current content and curriculum. After the training, teachers will incorporate ACT style questions on their lessons using their current curriculum.

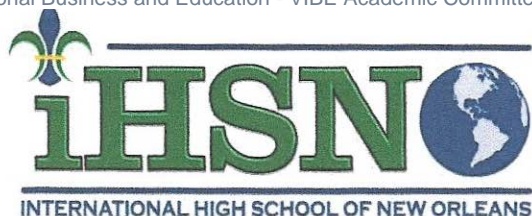
**ACT Mastery Prep:** IHSNO is implementing an ACT prep program that includes practice and assessments for all students in grades 9 through 12. ACT Mastery prep is an online program aimed at increasing college-ready scores for students. The program provides a step-by-step guide to ensure student success. ACT MasteryPrep will be used during advisory as a self-paced practice each day.

**Mock Assessments:** IHSNO will administer two ACT Mock assessment sessions within the school year. The first assessment will be held during the Fall semester and the second assessment will be held during the Spring semester. Testing will be completed using MasteryPrep Online for test analysis and the creation of Study Hall. The assessment plan is grade-level based.

- 9th-grade students will receive the practice test. This test will be administered section by section, over a specified time with breaks. English and Reading assessments will be administered in Fall. Math and Science assessments will be administered in Spring.
- 10th-grade students will receive all sections of the practice test over a specified time. In Fall, they will have increased time to complete the assessment. In the Fall, they will be assessed in real-time.
- 11th-grade students will receive the full practice test. The test will be administered using proctors and actual ACT timing during both the Fall and Spring sessions.
- 12th-grade students will receive the full proctored and timed assessment in Fall and the practice ACT WorkKeys assessment in Spring, followed by the real WorkKeys assessment.

**ACT Prep Saturday Program:** IHSNO will offer Saturday ACT Prep class from 10 am to 2:00 pm. This class will be open to Seniors in Fall and Juniors in Spring. The class will have the structure of 3 hours of instruction followed by a real-time practice test section for the subject covered that day. Students will use the Mastery Prep Bootcamp program ([link to statistics](#)) for test-taking strategies. The Program will be structured as:

- 1st Saturday: ELA



- 2nd Saturday: Math
- 3rd Saturday: Reading & Science

**Incentives:** Students showing growth and hitting ACT benchmarks will be recognized by IHSNO. Incentives will include IHSNO gear, field trips (if possible), gift cards, etc.

**Study Hall:** Study Hall is a Mastery Prep program for use with practice testing. It pulls student data from tests and prepares the needed content practice for student use. This customized approach will help students accelerate their content knowledge while focused on their areas of need. IHSNO will use a portion of Asynchronous Wednesday time as ACT Prep Study Hall.

**Benefits:** There are many benefits to having all portions of this program in effect. These benefits include but are not limited to:

- A pathway for successful completion from 9th grade to graduation as it begins preparation for ACT in reasonable steps from 9th grade.
- Will give students much more content and practice test experience before the official score is needed.
- Reduce test anxiety by building familiarity with the ACT.
- Address content deficiencies to assist with normal coursework.
- Allows a longitudinal study of our effectiveness in content instruction by analyzing 9th through 12th-grade results.

# Coversheet

## UPDATES

<b>Section:</b>	IV. INFORMATION/TECHNOLOGY
<b>Item:</b>	A. UPDATES
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	IT 3-year Tech Plan-FINAL-2021-0228.pdf



# 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**

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

## **International High School of New Orleans 3-Year Technology Plan**

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**OVERARCHING GOAL: ALL INTERNATIONAL HIGH SCHOOL OF NEW ORLEANS EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFELONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.**

**Action Step 1: Strengthen Leadership**

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

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

**Action Step 4: Encourage Improved Access and Technology Usage**

**Appendices**

- Appendix A: System Assurance (signed by Director and Board)
- Appendix B: School Review Assurance (signed by Director and Principals)
- Appendix C: Technology Plan Development Team Members (listed by name and occupation)

## **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 Orleans Parish to offer 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. (See Spread Sheet at the end for cost)
  - Plan to replace current smartboard and projector to ActivPanel. ActivPanel is similar to a smart board but does not require a projector.
  - Plan to replace 33% of teachers/staff laptops every year to keep up with advancing technology.
  - Plan to replace current students' Windows devices to Chromebook for the next school year.
  - Plan for easy transition to hybrid 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 and Mobile App by April 2021
  - Estimated Website Cost: \$10,000 first year; \$5,500 yearly cost
- Social Media (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.
    - a. Vendor PDs - \$500-\$1000 per person
- 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.
  - Technology training checklist during staff PD to be completed.
- 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:**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
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.
  - Afterhours remote tech support for students who contacted the IT department.
  - Afterhours onsite tech support for student who have contacted and scheduled appointment.

- 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**

<b>Evaluation Strategy</b>	<b>Frequency</b>	<b>Timeline</b>
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 for 2021-22 SY (400 devices)
    - ChromeBook with License: \$250
    - Total Estimated Cost: \$100,000
  - Staff laptop Cost Yearly (33% of staff count)
    - Windows Laptop: \$500-\$1000
    - Total Estimated Cost (20 Devices): \$10,000-\$20,000
- 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: \$35,000
  - 4 PoE Switches: \$12,000
  - 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:**

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

## Estimated 3 Year In-Class Technology Cost

3 Year In Class Technology Expenses					
<b>Year 1</b>			<b>Year 2</b>		
<b>ChromeBooks (500)</b>			<b>ChromeBooks</b>		
Avg. Cost Per	\$ 250.00		Avg. Cost Per	\$ 250.00	
Total Need	400		Total Need	50	
Total Yearly Cost	\$ 100,000.00		Total Yearly Cost	\$ 12,500.00	
<b>Staff Laptops (33%)</b>			<b>Staff Laptops (33%)</b>		
Avg. Cost Per	\$ 600.00		Avg. Cost Per	\$ 600.00	
Total Need	20		Total Need	20	
Total Yearly Cost	\$ 12,000.00		Total Yearly Cost	\$ 12,000.00	
<b>Computer Lab Desktop (31)</b>			<b>ActivePanel (31)</b>		
Avg. Cost Per	\$ 1,000.00		Avg. Cost Per	N/A	
Total Need	25		Total Need	N/A	
Total Yearly Cost	\$ 25,000.00		Total Yearly Cost	N/A	
<b>ActivePanel (31)</b>			<b>ActivePanel (31)</b>		
Avg. Cost Per	N/A		Avg. Cost Per	\$ 4,000.00	
Total Need	N/A		Total Need	31	
Total Yearly Cost	N/A		Total Yearly Cost	\$ 124,000.00	
<b>Meraki Switch (Cat 2 E-Rate)</b>			<b>Estimated Total Cost by Year</b>		
Avg. Cost Per	\$ 3,000.00		Year 1	\$ 137,000.00	
Total Need	4		E-Rate	\$ 47,000.00	
Total Yearly Cost	\$ 12,000.00		Year 2	\$ 24,500.00	
			Year 3	\$ 148,500.00	
<b>Meraki APs (Cat 2 E-Rate)</b>			<b>Total Cost Over 3 Years</b>		
Avg. Cost Per	\$ 700.00			\$ 310,000.00	
Total Need	50				
Total Yearly Cost	\$ 35,000.00				

## 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

# Coversheet

## UPDATES

<b>Section:</b>	V. HEAD OF SCHOOL REPORT
<b>Item:</b>	A. UPDATES
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	COVID-19 Expenditures as of-2021-0228.pdf

# COVID-19 EXPENSES as of 1/31/2021

Facility Expenditures	Description/Reason	Expense Status	Package	Est. Each Cost	Quantity	Est. Extended Cost	Actual Costs as of 8/31/2020	Commentary
Thermometers	temperature surveying for students and staff	Current	each	\$ 50	15	\$ 750	\$ 700	on premise
Gloves	schdeule day for students supply distribution	Current	case	\$ 98		\$ 98	\$ 98	on premise
Disinfectant Spray	supply each office and classroom	Current	cases			\$ 5,000	\$ 3,000	on premise
Uhaul Rental	pick-up PPE from NOLA-PS	current	each	\$ 57	2	\$ 114	\$ 114	Complete
Disinfectant Sprayer	Fog/Sanitze	current	each	\$ 1,800	2	\$ 3,600	\$ 3,600	On premise
Plumber	labor install touchless faucets	Current	6	\$ 1,500	1	\$ 1,500	\$ 1,500	Complete
Touchless faucets	reduce touch surfaces in bathrooms	Current	20	\$ 6,105	1	\$ 6,105	\$ 6,105	installed
Touchless hand dryer	reduce touch surfaces in bathrooms	Current	each	\$ 556	1	\$ 556	\$ 556	Adjsuted to reflect actual need - nurse
Water bottle filling stations	need to close traditional water fountains and install bottle filling options (additional labor each Est. \$450)	Future	each	\$ 1,700	3	\$ 5,100	\$ 5,100	Delivery in late January
Water bottle filling stations	labor install	Future	each	\$ 400	3	\$ 1,200	\$ 1,200	See above est.
Portable handwashing stations	increasing the number of handwashing stations available	Current	each	\$ 5,000	1	\$ 5,000	\$ 5,000	installed
Chairs/Tables/Stanchions	outdoor eating for students	Current	each		48/24	\$ 4,000	\$ 3,100	on premise
Event style tent	covering for students to eat outdoors 20'x40'	Future	each	\$ 2,000	2	\$ 4,000	\$ 4,000	Seeking other option
Exhaust fan	increase ventilation in restroom	Current	each	\$ 200	2	\$ 400	\$ 400	installed
Exhaust fan	increase ventilation in restroom	Current	each	\$ 135	1	\$ 135	\$ 135	installed
Camera installation	monitor isolation room	Current	each	\$ 2,500	1	\$ 2,500	\$ 2,500	waiting installation
Desk sneeze guards	create shields for each student desk and teacher desk	Current	each	\$ 70	130	\$ 9,100	\$ 9,100	On premise
Teacher desk guards	sneeze guards for teacher desks	Current	each	\$ 100	55	\$ 5,500	\$ 5,500	on premise
POD Storage	to store additional supplies PPE	Current	unit	\$ 130	12	\$ 1,563	\$ 1,563	on premise

# COVID-19 EXPENSES as of 1/31/2021

Facility Expenditures	Description/Reason	Expense Status	Package	Est. Each Cost	Quantity	Est. Extended Cost	Actual Costs as of 8/31/2020	Commentary
PPE Disinfectant Wipes	supply each office and classroom; 1-year supply	Current	1 palate	\$ 9,809	1	\$ 9,809	\$ 9,809	on premise
PPE gloves, masks, and handsanitizer	supply each office and classroom	Current			1	\$ 18,500	\$ 16,066	on premise
Maintenance Personnel	increase personnel needed to comply with cleaning requirements	Future	1FTE	\$ 30,000	1	\$ 30,000	\$ 30,000	Advertised to fill position
Janitorial services	Additional cleaning due to hourly sanitation of frequent touch surface, high visit areas, daily disinfecting,	Ongoing	monthly	\$ 2,272	12	\$ 27,263	\$ 27,263	Changed service providers
Technology Services	repair devices as needed for classrooms and offices	Ongoing	.5 FTE	\$ 39,936	0.5	\$ 19,968	\$ 19,968	Position to be posted
AC units		Future	each	\$ 800	30	\$ 24,000	\$ 24,000	getting more quotes
<b>EST. TOTAL</b>							<b>\$ 185,761</b>	
<b>CURRENT TOTAL</b>							<b>\$ 74,230</b>	
<b>FUTURE TOTAL</b>							<b>\$ 64,300</b>	
<b>ONGOING TOTAL</b>							<b>\$ 47,231</b>	
	Complete							
	Ongoing							
	To be done							