



Voices for International Business and Education

Academics Committee Meeting

VIBE Academics Committee Meeting

Date and Time

Tuesday June 14, 2022 at 6:00 PM CDT

Location

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

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

Agenda

I. Opening Items

A. Call the Meeting to Order

(IF VIRTUAL): 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.

Mission: To educate and nurture a diverse learning community through the International Baccalaureate Programme, world languages and intercultural appreciation to succeed in a global Powered by BoardOnTrack 1 of 3 Purpose Presenter Time economy. Academic Committee's Charge: Review, monitor, and measure the academic results of IHSNO against goals stated in the IHSNO Charter operated by VIBE, the accountability (strategic) plan, and annual CEO goals. (Adapted from BoardOnTrack)

B. Record Attendance

C. Approve Minutes

Approve minutes for Academics Committee Meeting on May 10, 2022

II. Academic

A. Academic Dashboard and Student Performance Update

Overall review of dashboard; graduation and placement report, including IB; student retention report

2021 -2022 academic goals met and unmet;

2021- 2022 greatest achievements and challenges;

Academic personnel update;

2022- 2023 current projections

III. School Culture Update

A. Update and highlights

End of year review

2022 - 2023 projections

IV. Technology

A. School Tech Update

Technology overview and Technology Plan report

2022-23 projections

V. Other Business

A. Grant Presentation

Reimagine Grant information

VI. Closing Items

A. Next Meeting

October 2022

B. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academics Committee Meeting on May 10, 2022

APPROVED



Voices for International Business and Education

Minutes

Academics Committee Meeting

VIBE Academics Committee Meeting

Date and Time

Tuesday May 10, 2022 at 6:00 PM

Location

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

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Committee Members Present

G. Medford, L. Scott Porter

Committee Members Absent

None

Guests Present

A. Berger, J. Carreno, K. Dwyer, K. Vo, P. Recasner, Rae Sailor, S. Wilson

I. Opening Items

A. 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 May 10, 2022 at 6:04 PM.

B. Record Attendance

C. Approve Minutes

G. Medford made a motion to approve the minutes from Academics Committee Meeting on 03-08-22.

L. Scott Porter seconded the motion.

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

Roll Call

G. Medford Aye

L. Scott Porter Aye

II. Academic

A. Head of School Report

Strategic Plan discussion: Adopted in 2018 and still operating till this year. The board is in the process of creating a new Strategic Plan

Board Report: Impacts of COVID in the school culture and quality staffing. IHSNO wants to align the vision and mission to the recruitment efforts. IHSNO has subpopulations that are heavily represented in our students. We are identifying schools in JP and Orleans to recruit a robust 9th-grade incoming cohort.

Staffing diversity: We are more concerned about the quality of the curriculum as well as the instruction. We should not focus on forced diversity but focused on high-quality curriculum and instruction.

IHSNO represents the IB learner profile with staff and student recognition.

All vacant positions are posted in the newsletter and internal candidates can apply.

The benefits package is a rich one that exceeds the offering in other schools.

There is periodically interest in foreign teachers to come and join our faculty. There is an initiative to look into the process to bring visiting staff.

Employment agreements are offered by end of April. We are one of the few schools offering 3-year agreement letters

Professional development expenses go from \$60000 to \$100000. IHSNO makes sure that teachers are trained in their respective areas

~~Dr. Meford. questions the use of high-quality teachers. S. Wilson explains the definition.~~

~~Dr. Meford suggests including the definition of high-quality teachers in the report.~~

Correction per Dr. Medford: Dr. Medford **asked if Sean or the school was using the LDOE definition of quality and, if so, consider placing it in the report.**

B. Academic Dashboard and Student Performance Update

Student count is steady

Finalizing testing season. ACT test for 11th graders, April was LEAP, IB examinations, Seniors and under classmates will be texting in the two next week

Cultural activities: Women's history celebration and Arabic Heritage.

ELL participated in the EL Familia event

Working in senior events this month

Reported a spike in positive cases this month. Precautions are still followed in sanitizing and social distance.

SCTG has been the main item for this month.

Students participated in the opium abuse assembly

Faculty participated in Trauma-informed PD

Latino students participated in a panel for Latino professionals

The hiring process is continuous, need to fill a couple of positions and we are interviewing for those

Participating in a program for teachers of critical languages. We will have a Moroccan teacher to work with us.

We will participate in the empower Jazz Program to teach students jazz music

We are in the process of organizing the summer program. It will contain opportunities for credit recovery, attendance recovery, and other supplemental subjects.

This has been a tough year of adjustment after covid

Teachers' appreciation week was last week. Teachers were celebrated by different departments each day.

Planning end of year celebration on 5/27. Food, music, appreciation certificates, and recognition to all staff members.

Correction per Dr. Medford: Dr Medford **said because of the very late submission of the academic report, including the dashboard, the committee did not have time to digest it. Thus, if we have questions or concerns, we will contact Berger via email.**

IB teachers give predicted grades and the IB examiners do the grading externally.

III. School Culture Update

A. Update and highlights

PBIS program training started last week. The first virtual meeting was successful. The plan is to merge PBIS with CKH.

The plan is to train the entire staff to be able to use the system with fidelity

Atletics

Students had their first track meeting this month and did really well in their personal marks

A new staff member was added to the team. Ms. K. Armstrong is now the Associate Dean of culture.

Correction per Dr. Medford: Dr. Medford **requested a job description of this new position.**

IV. Technology

A. School Tech Update

IT participated in testing. No major issues during testing. Test data was done on a new server.

Planning to use the student devices for testing and not a particular testing device

IT is working on a new application for enrollment. Parents will be able to fill out applications online.

IT is working on cyber security software

In the process to use Carina for the IT and facilities ticket systems and also event tickets.

Buses will also use the Carina system. Parents will be able to track student route into the bus. This will be piloted during the summer.

We will get 200 devices for students next year

V. Other Business

A. Grant Presentation

S. Wilson introduces Garry Landry from Reimagine.

Reimagine is the LDOE grant. The extra dollars grant. The purpose is to promote innovation from credit recovery.

There were over 80 applications and 36 LEAs were awarded. 20% are charter-operated

There are different initiatives like school turnaround, teacher development, and college and career readiness.

LDOE opens the possibility to use the extra dollars to improve the academic outcomes at IHSNO.

We decided to focus on ACT and LEAP scores and graduation rates.

The idea of the grant is to expand the MYP program to improve academic achievement by starting with middle school.

The Process of the grant has 2 phases:

Phase One is planning and Phase 2 is implementation

The grant is the outcomes focus. It is more driven by the quality of the deliverables than hard deadlines.

The grant has some general timelines. The program launching will be in the 22-23 school year.

The states give input by evaluating each deliverable with a rubric

The project coordinator of the grant is the point person. The CEO is involved in the process.

School leaders are involved in the initiative and play an integral role in the planning and implementation process

There is an advisory committee of a group of leaders in the organization that are the ones who give feedback and review the work that we do as we move forward.

Empower school is the point of contact and the intermediary with LDOE. Also, it will support additional capacity as the grant phases develop.

Phase 1 Deliverables

Advisory committed

Phase 1 work plan

Mission and vision of the grant

Data-informed rationale

Overall goals

Stakeholder engagement

Change management plan

development of the action narrative

School academic and culture plan

Phase II

Phase II work plan

progress measurement

implementation budget

sustainability plan

The advisory committee has a timeline to meet and complete the deliverables.

Questions:

K. Dwyer attended one of the meetings and was really impressed with their organization.

The advisory committee has school leaders and board liaisons.

There will also be input from stakeholders: students, parents, and alumni.

Correction per Dr. Medford: Dr. Medford **asked who was on the advisory group for the Reimagine Grant. Karen Dwyer said she had attended a FEW meetings regarding this grant, not just ONE.** Dr. Medford **asked about Board presence in the advisory group and Sean stated Board members can be a part of this; Karen stated that she was already attending the meetings.** Dr. Medford **believes Sean said he would note at the next Board meeting the invitation to be on the advisory council.**

VI. Closing Items

A. Next Meeting

Next meeting June 14th and 6 pm.

No public comment

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:58 PM.

Respectfully Submitted,

J. Carreno

Documents used during the meeting

- Academic Strategic Plan Review-2022-0430.pdf
- Academic CMTE Dashboard-2022-0430.pdf
- AC Monthly Report Presentation 2022-0430.pdf
- Empower Schools Introduction-2022-0510.pdf

Coversheet

Academic Dashboard and Student Performance Update

Section: II. Academic
Item: A. Academic Dashboard and Student Performance Update
Purpose: Discuss
Submitted by:
Related Material: Dashboard By Department- 2021-22 Monthly Report (5).xlsx
Monthly Report Presentation 2022.05.pptx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Dashboard By Department- 2021-22 Monthly Report (5).xlsx

— Academics Report

May 2022

IHSNO Enrollment

Enroll ment	Apr 2021	May 2021		Apr 2022	May 2022
9 th	111	111		148	149
10 th	90	90		78	78
11 th	91	91		80	78
12 th	90	89		79	81
Total	382	381		385	386

- This month's data shows the comparison between April 2021 and May 2021 enrollment. April 2021 was 382 and May 2021 enrollment was 381. A loss of one (1) student. Enrollment for April 2022 was 385, and May 2022 was 386, a gain of one (1) student.

International Baccalaureate

<u>2020-21</u> <u>Actual May</u>	<u>2021-22</u> <u>Actual May</u>
95	87
	7
	2
19	14
114	110
<u>2020-21</u> <u>Actual May</u>	<u>2021-22</u> <u>Actual May</u>
15	80
	1
	10
3	6
18	97
<u>2020-21</u> <u>Actual May</u>	<u>2021-22</u> <u>Actual May</u>
132	207

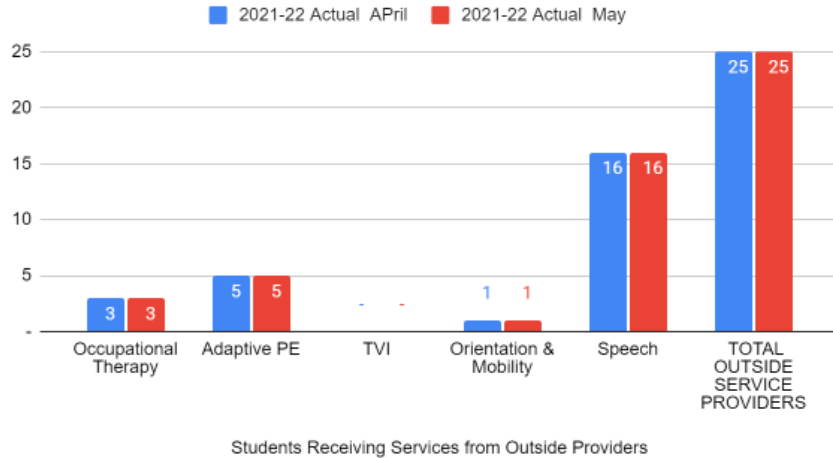
May 2022 Examination Session Completed Results released July 5th

- 6 Diploma Candidates
- 12 Certificate Course-Option Candidates
- 22 Examination Papers
- 11 days of testing
- 11 subjects examined

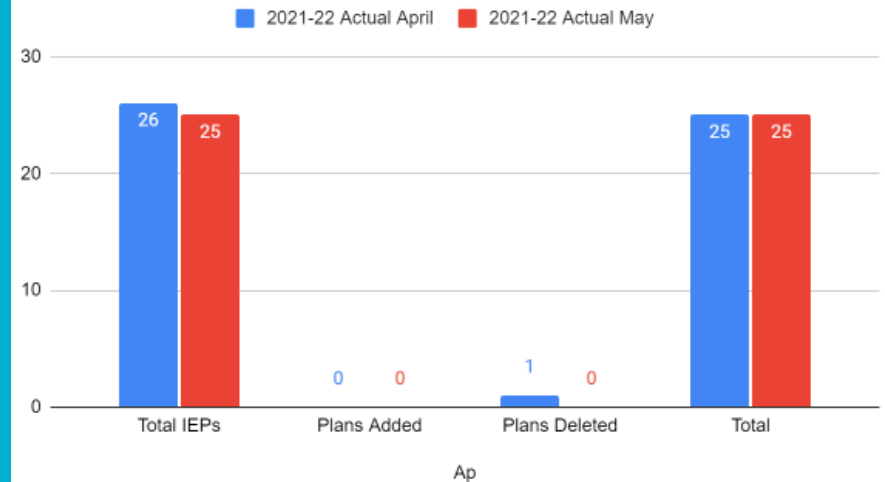
MYP Application for Candidacy in the 2022-23 in 9-10th started

Special Education

2021-22 Actual April and 2021-22 Actual May

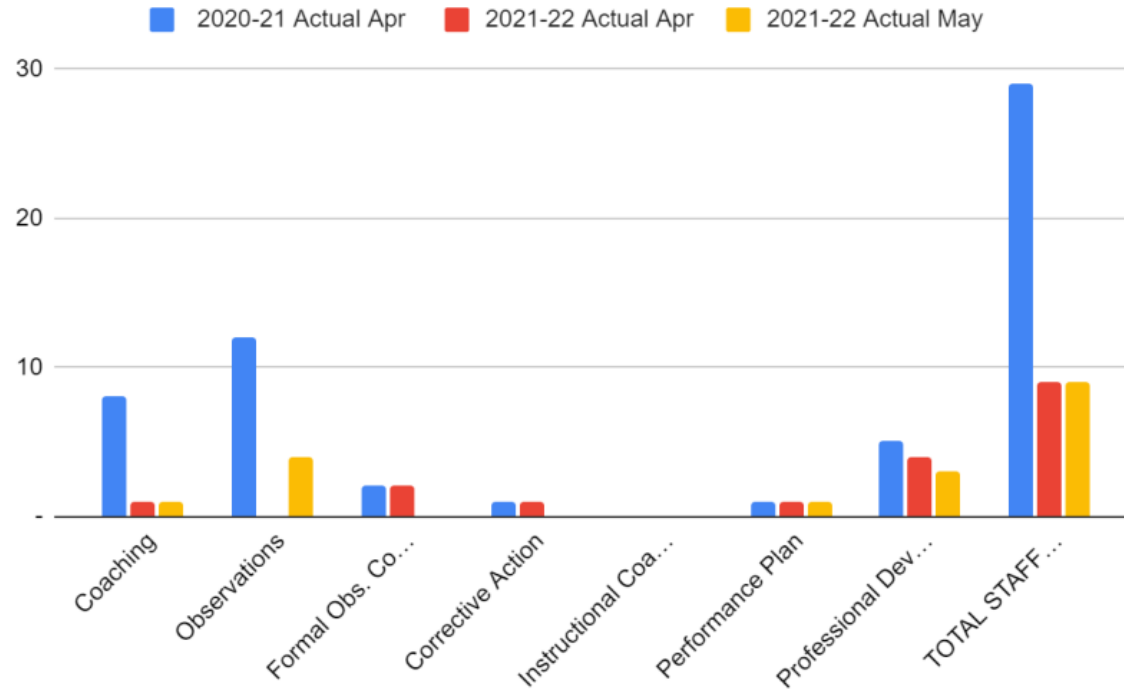


2021-22 Actual April and 2021-22 Actual May



For the month of May there were no changes. The amount of students remained the same for the month of April and May. The amount of students receiving services remained the same.

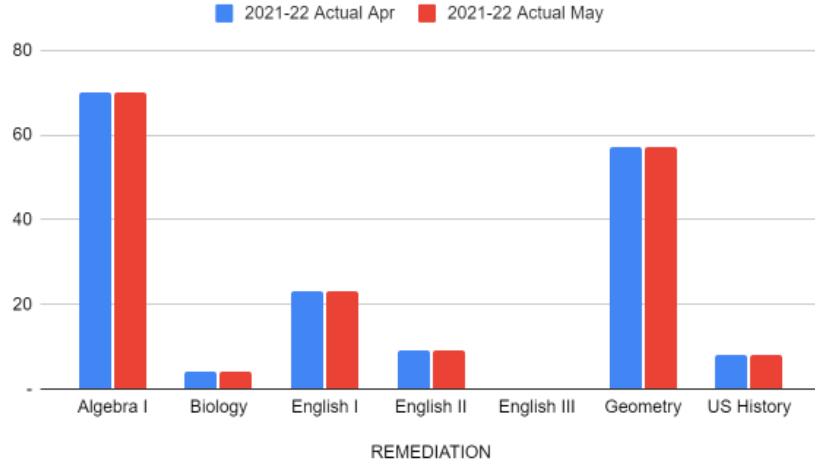
Staff Development



This month PD hours were less than last month. We focused on parent communication and preparation for exams. Teachers worked on study guides and review for finals during PD. All staff took Safe school training in deescalating techniques. There was one PIP that was closed and resulted in a non-renewal for the 22-23 school year.

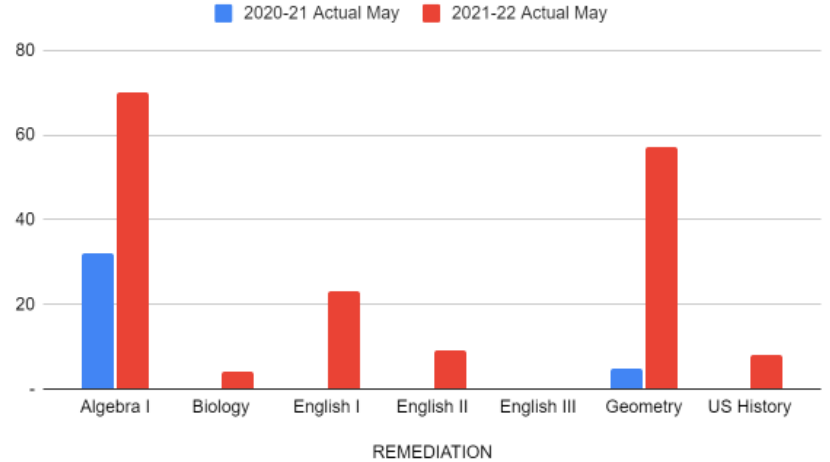
Remediation

2021-22 Actual Apr and 2021-22 Actual May



The year closed out with the same numbers as the remediation specialists had to fill in for classes on a permanent basis. Even the remaining classes may have missed support because of coverage needed throughout the semester.

2020-21 Actual May and 2021-22 Actual May



As staffing and other extenuating circumstances level off, having all LEAP preps covered will really show its benefits in the very near future.

Culture

Major Discipline (School and Transportation)- Consequences

Lunch Detentions

Friday Detentions

Saturday Detentions

ISS

OSS w/out Referral Disc. Conf.

OSS w/ Referral Disc. Conf.

OSS w/ Ref. for Expellable Offense

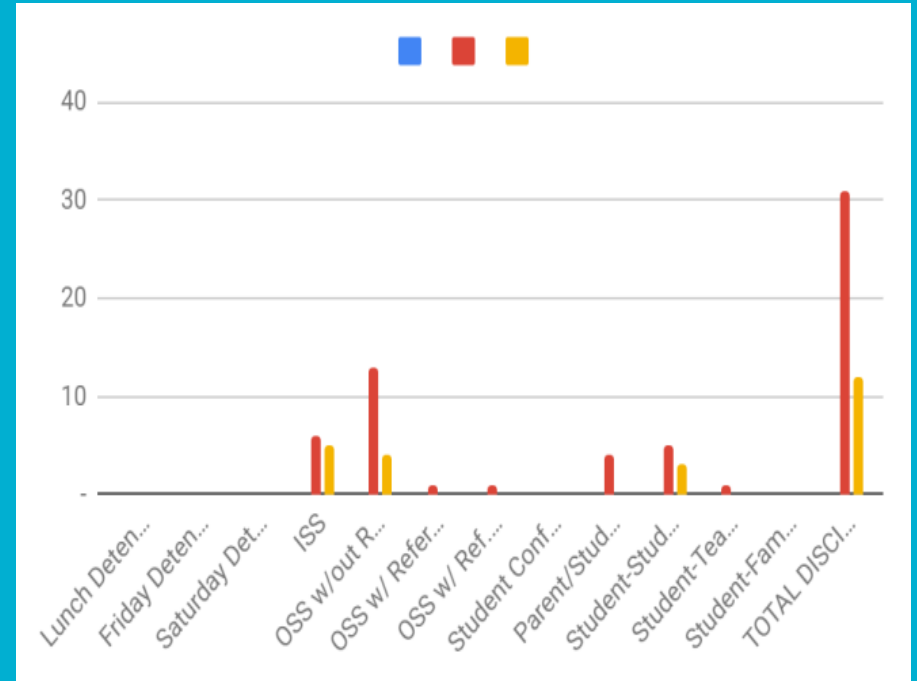
Student Conference

Parent/Student Conference

Student-Student Mediations

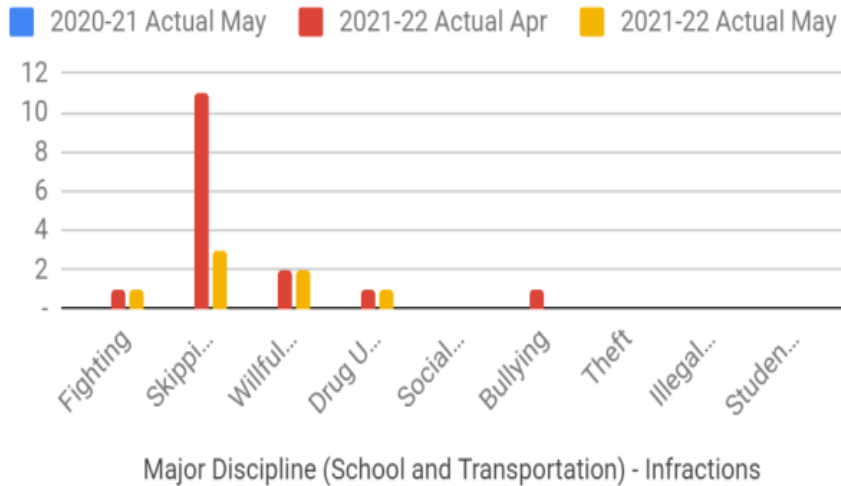
Student-Teacher Mediations

Student-Family Mediation



Culture

2020-21 Actual May, 2021-22 Actual Apr and 2021-22 Actual May



Major Discipline (School and Transportation) - Infractions

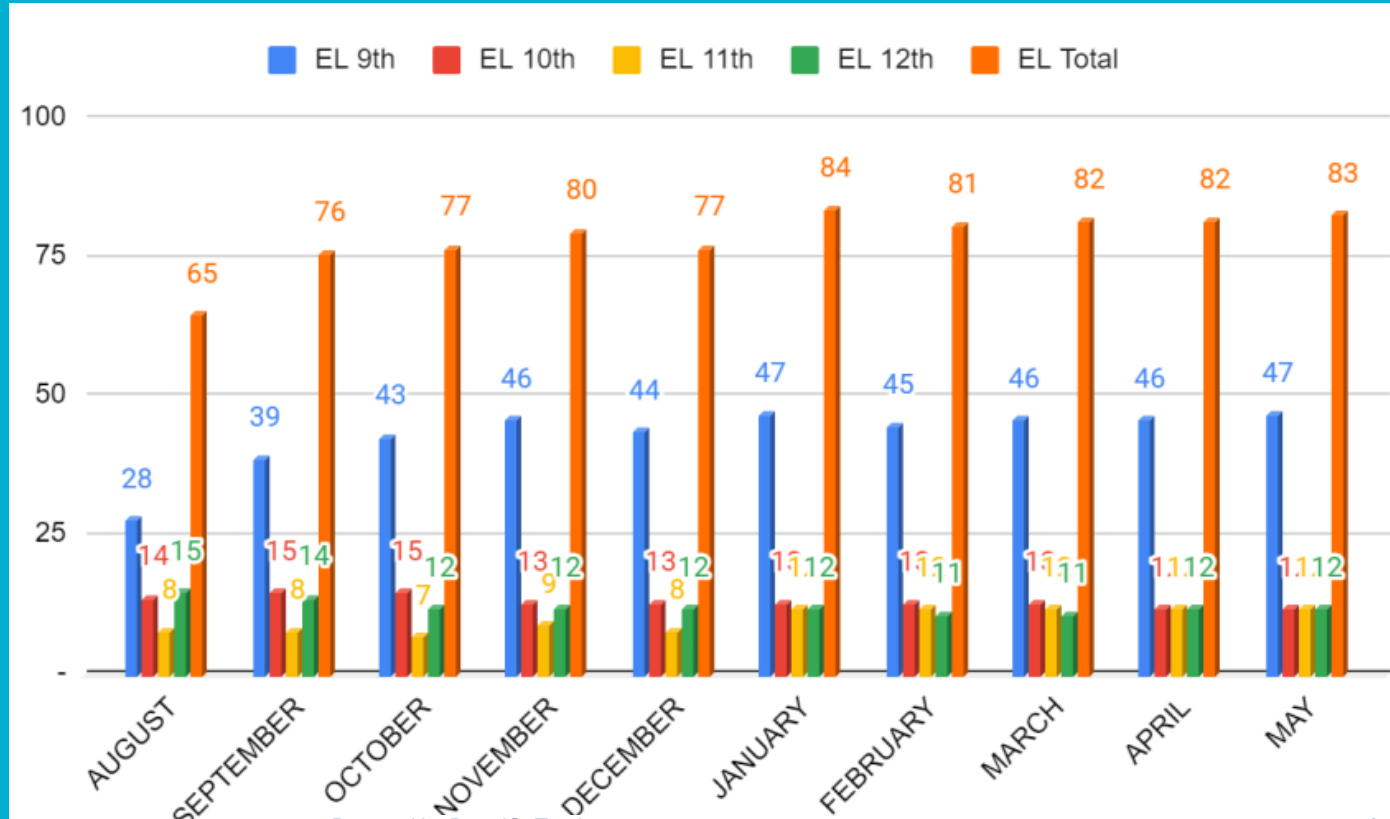
- Fighting
- Skipping
- Willful Disobedience
- Drug Use/Possession
- Social Media
- Bullying
- Theft
- Illegal Possession of Weapon
- Student-Family Mediation
- TOTAL DISCIPLINE - INFRACTIONS**

ELL- Month to Month Comparison

9th- we continued to increase through the end of the official school year with one additional new arriver. This is our largest EL cohort ever.

10th-11th- numbers remain steady at 12 for each grade level.

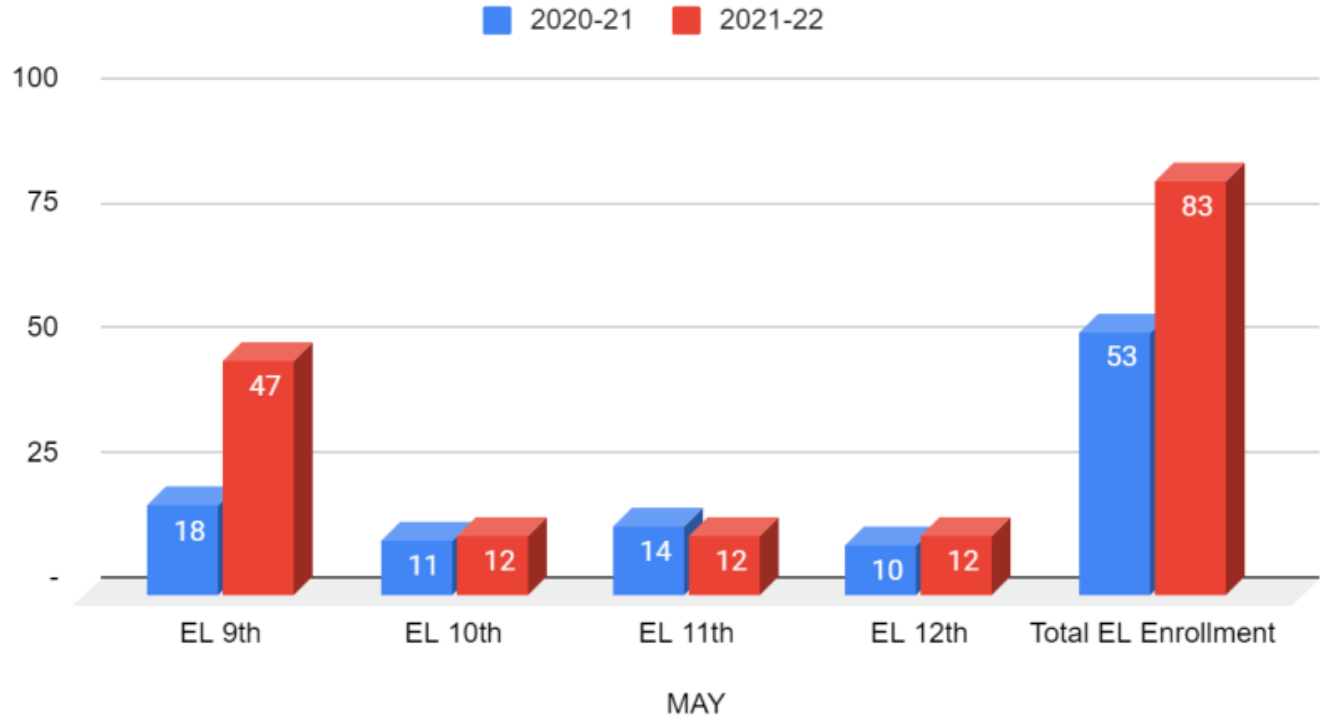
12th- all 12 Seniors will be rolled out as graduates!



ELL- Year to Year Comparison

As we can see, our 9th grade EL cohort is as large as our entire EL enrollment was last year. Luckily the majority of this group is dedicated to their academic success. I will work to provide additional supports for teachers and students in order to ensure we support them in 10th grade as they move to more rigorous classes. Current 10th and 11th graders will also need additional support, especially in preparation to pass LEAP exams which has already started in SLP.

2020-21 and 2021-22



Counseling -Dual Enrollment

- ★ thirty-one students successfully completed a dual enrollment course with Southern University in New Orleans. The dual enrollment courses were Criminal Justice, Biology, Western Civilization and English Composition I.

- ★ Students receive three carnegie units for each course section completed. Graduates will request their college transcript to present to their college advisor to be consider advance college credits.



Counseling - College Admissions



- Seniors received ten or more college admissions for the upcoming school year.
- Seniors received merit-based scholarship offered predicated on ACT composite score and cumulative grade point average.
- Seniors worked diligently to composite score of 20 or higher.
- Collegiate partners will process TOPS applications according based on graduates who have met the requirements for TOPs Honor, Opportunity and TEch Award.

Counseling- Assessment

The LEAP 2025 test sessions are complete. Graduates have successfully passed one of the pairs for as one of the graduation requirements.

Students in grades 9th-11th were required to complete the assessment based on their course enrollment status. Also, if the previous assessment performance level was “Unsatisfactory”.



Coversheet

Update and highlights

Section: III. School Culture Update
Item: A. Update and highlights
Purpose: FYI
Submitted by:
Related Material: Associate Dean of Culture Job Description.pdf



JOB DESCRIPTION

Position: **Associate Dean of Culture**

Status: Exempt

Reports to: Dean of Culture

Date: May 2019

The Associate Dean of Culture (ADoC), primarily responsible for school culture and climate, facilitates implementation of the Code of Conduct, assists with student discipline and helps maintain discipline throughout the student body. The ADoC works directly with the Dean of Culture and Culture team, as well as faculty, students, and parents in a variety of ways, inclusive of the development and implementation of discipline plans, a variety of school administrative functions, and advancing student disciplinary behavior activities and objectives.

Under the supervision of the Dean of Culture, the ADoC organizes and coordinates the activities of the reset room, disciplinary records, and other related work as required.

The ADoC also provides leadership and expertise to the behavior interventionists.

Major Duties and Responsibilities

A. Culture, Ethics and Integrity

- Assists teachers and counselors to better understand and work more effectively with students that have school related behavioral problems.
- Serve as a resource to staff regarding student management issues.
- Fosters positive interactions among students and teaches useful social skills.

B. Operational Leadership

Communication

- Conferences with students, parents, and teachers where individual student behavioral problems are involved.
- Acts as resource for teachers, parents, counselors, and administrators regarding student, behavior, and other concerns.
- Facilitates communication between personnel, students and/or parents toward solving problems and/or resolving conflicts.
- Gives parents clear expectations for student behavior for the year.
- Promptly informs parents of escalated behavior problems, and also updates parents on good news.
- Responds to parent concerns regarding behavior.

- Clearly communicates and consistently enforces high standards for student behavior.
- Proactively and efficiently documents interactions, interventions and patterns to be addressed by the team

Discipline Proactive/Prevention

- Independent problem solving to analyze issues and create action plans.
- Problem solve based on organizational objectives
- Works with faculty and staff to understand and implement a school wide discipline plan/ Code of Conduct and Restorative Approaches
- Promotes a positive school culture by supporting and implementing school wide routines.
- Gives students a clear sense of purpose by discussing behavioral goals.
- Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans
- When necessary, refers students for specialized diagnosis and extra help.
- Collaborates with staff, administrators, and parents through the response to intervention process.
- Attends staff meetings, and report back to school-based staff pertinent information.
- Provides professional development as it relates to student discipline and relationship building.
- Conducts observations looking for evidence that relevant indicators are being addressed. Examine the effect of the teacher's behaviors on student learning, engagement, and achievement.
- Shares feedback with teacher after observations. Praising desired behaviors observed to reinforce and poses questions that encourage deeper reflection for the teacher.
- During feedback sessions, works with the teacher to identify goals for improvement.

C. Strategic Planning

- Compiles, analyzes, and shares student discipline data regularly, and use that data to make decisions.
- Assists in the planning, developing, and implementation of student behavior plans.
- Works with faculty and staff to develop and enhance enrichment activities that support behavioral objectives.

D. Resource Management

Behavior Management

- Guides students to set their own goals, self-assess, self-regulate and know where they stand behaviorally at all times.
- Assists with student discipline and helps maintain discipline throughout the student body.
- Develops students' self-discipline and teaches them to take responsibility for their own actions.

Intervention

- Coordinates and facilitates timely standardized documentation and reports related to student behavior.



- Monitors student behavior and intervenes when behavior is deemed inappropriate. Works with students to modifying such behavior and develop successful/appropriate interpersonal skills
- Confer with students and administer appropriate consequences.
- Initiates student suspensions and other student discipline actions to be taken by an administrator when necessary.

E. Advocacy

- Acts to influence national, state, district and school policies, practices, and decisions that impact student engagement.
- Stays informed about research findings, emerging trends, and initiatives in education in order to improve practices.
- Acts to ensure that students receive appropriate special services when necessary.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.

F. Other

- Work within a diverse population; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment.
- Assumes the responsibility of tasks and special projects as requested by the Principal or designee.
- Performs other related duties as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Performs multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions.
- Work independently or with others in a wide variety of circumstances and in variety of complex processes. Flexibility is required.
- Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a department, large work unit, and/or across several small work units. Utilization of resources from other work units may be required to perform the job's functions.

Education & Experience:

A candidate who demonstrates a combination of experience and training that will provide the required knowledge and skills desired.

- MA or M. Ed or equivalent higher education degree in educational administration, education, instruction, behavioral science or a closely related field.
- 5 years' experience in elementary/secondary schools.

Knowledge, Skills & Abilities:

- Analytical skills, interpersonal skills, planning and managing projects, preparing and maintaining accurate records, promoting child centered environment, quality customer service skills, using pertinent software applications (MS Word, Excel, Google), verbal and written communication skills.
- Adapting to changing work priorities, communicating with diverse groups, communicating with students, creating and maintaining climate of respect, establishing effective relationships, implementing classroom management techniques, maintaining confidentiality, setting priorities, utilizing current technology, working as part of a team, working with detailed information/data working with frequent interruptions.
- Knowledge of policies, regulations and/or laws, stages of child development, working knowledge of school system.
- Excellent oral and written communications
- Computer software including email, word processing, spreadsheets, and databases.
- Effective communication techniques using tact and professionalism.
- Coordinate and supervise the work of others and to develop and maintain cooperative working relations with those contacted in the course of the work.
- Prepare and present oral and written reports.
- Assist and provide direction to the employees as it relates to personnel issues and concerns.

Physical Demands:

While performing the duties of this job, the employee is frequently required to walk three flights of stairs, stand and talk or hear and sometimes sit for an extended period of time. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. While performing the duties of this job, the employee may occasionally lift/ and or move up to 50 lbs. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

The demands of an extended workday (coverage of building activities and extra-curricular activities, etc.), requires a high level of physical endurance. This job requires the ability to handle and balance multiple demands at one time.

Acknowledgement:

I acknowledge that I have read and understood the attached job description. My signature below attests that I am able to perform the essential functions of this position. I have also discussed any accommodations that I feel I might need to allow me to perform these essential functions. I



agree to abide by all administrative, policies and procedures of the International School of Louisiana.

Employee's Name & Signature

Date