



Voices for International Business and Education

Academic Committee Meeting

Date and Time

Thursday May 9, 2024 at 5:30 PM CDT

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

Agenda

		Purpose	Presenter	Time
I.	Opening Items			5:30 PM
A.	Call the Meeting to Order		Tonya Winfield	1 m
	<p>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</p>			
B.	Record Attendance		Tonya Winfield	1 m
C.	Approve Minutes from March Meeting	Approve Minutes	Tonya Winfield	2 m
II.	Academic			5:34 PM
A.	Academic Dashboard and HOS Report	Discuss	Adierah Berger	20 m
	<p>Monthly Report Presentation 2023-24</p> <p>Review Academic Dashboard</p>			

	Purpose	Presenter	Time
Review most recent Leap Scores School Culture Technology			
III. Update on Progress for Committee Goals for 23-24 School Year			5:54 PM
A. Goal #1 Monitor and Evaluate the progress of students over the 23-24 school year Discussion	Discuss	Tonya Winfield	5 m
B. Goal #2 Encourage 100% Board Participation towards school cultural events - defined by financial support and increase attendance at cultural events Discuss upcoming events - how and when to announce them	Discuss	Tonya Winfield	5 m
C. Goal #3 Review our current strategic plan as it relates to Academics- make recommendations to the Strategic Plan committee inclusive with our expansion grant goals and overall sustainability Update on Strategic planning session by Admin	Discuss	Tonya Winfield	15 m
IV. Closing Items			6:19 PM
A. Public Comment		Tonya Winfield	3 m
B. Next Meeting	FYI	Tonya Winfield	1 m
1. Next Meeting will be at the Board Retreat -date to be determine 2. There will be no Committee Meetings in the Month of July, unless special needs arise			
C. Adjourn Meeting	Vote	Tonya Winfield	1 m

Coversheet

Approve Minutes from March Meeting

Section: I. Opening Items
Item: C. Approve Minutes from March Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: 2024_03_06_academic_committee_meeting_minutes.pdf



Voices for International Business and Education

Minutes

Academic Committee Meeting

Date and Time

Wednesday March 6, 2024 at 6:30 PM

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

Committee Members Present

C. Robinson, G. Espinoza (remote), K. Dwyer, T. Winfield

Committee Members Absent

C. Lacoste, Jr., S. Olivier

Guests Present

A. Berger, C. Bourque, Chicora James, D. Lewis, F. McKenna, J. Carreno

I. Opening Items

A. Call the Meeting to Order

K. Dwyer called a meeting of the Academic Committee of Voices for International Business and Education to order on Wednesday Mar 6, 2024 at 6:34 PM.

B. Record Attendance

C. Approve Minutes from Jan 24th Meeting

II. Academic

A. Academic Dashboard and HOS Report

- 405 Students
- 26 % ESL
- Quarter 3 ending Friday, March 8, 2024
- Prepping for all things in 4th quarter
- ACT boot camp
- State Wide LEAP assessment- in April
- Preparing for Graduation- secure a Graduation Speaker- an Alumni- 10 years of first graduation
- Getting ready for Prom, picnic
- 9th graders participating in Career Expo at UNO
-
- Moving in the Building- the huge challenge with Technology without internet and phone service. however, we have fixed those
- Camera
-
- Carreno,
-
- SPED department is getting ready for State compliance
- On March 20, professionals from different areas will visit us on campus and share their careers with our students.
- Highlights
- Link crew leaders me the freshmen for donuts and chat in Feb.
- TET celebration was 100% student Lead and organized
- IGP meetings are currently in progress with an increase in parent participation
- Closer monitoring of teacher grade books this quarter has kept families informed
-
- Progress alert: every 6-week progress alert conference Feb. 21. 20 families in attendance.
- Workey assessments: ACT worker
- Observation: formal observations are ongoing. Feedback will help the teacher determine the areas of growth and support needed to improve their planning and preparation
- LEAP preparation: starts April 18. Students are taking mock LEAP testing.
- LEAP remediation for students is available to students. It can be their teacher of records to teach the class.
- Attendance- Students are having excessive absences. We host student assemblies to inform them if they missed more than 10 days,.We host Saturday for attendance recovery for students. We had 75 students attend this Saturday. The

challenge is getting a Teacher to do the Saturday. Do attendance recovery during LEAP days.

- Summer Learning Program
- : end of quarter three will be decisive in identifying students who need to attend the summer learning program. and what subjects and enrichment activities must be provided.
- ACT preparation: only students have signed up. We have been communicating with parents and social media, talking points.

IB MYP consultancy and IB

April 15-16 visit from our MYP consultant

Student Led Forum: IB diploma programme students conducted a forum with the HOS and IB coordinator to discuss the challenges faced. Key discussion points include teacher retention, pre-IBDP preparation as underclassmen, and incentives.

IB Professional Development: The IB coordinator conducted a school-wide professional development session focused on IB unit planning

Regional Collaboration; IB coordinator represented the the school at the initial regional IB association meeting. establishing a foundation for collaboration among LA.

Exploring IB for All efficiency and expansion: participated in a state association informational session regarding the school-wide adoption of the IB diploma.

Culture updates: looking for ways to raise money for the PBIS program.
The UMC will host a vaping prevention assembly for each grade level in March.
The culture team needs to be trained in CPI and level two, capturing kid's hearts.

School suspension: OSS infractions were the result of civil interaction that resulted in an altercation at school. The Culture department does its best to address these issues through mediation, still, it may be beneficial to look into finding programs where licensed therapists come in to provide sessions for students to cope with the problems. they face outside the school.

50% fighting

33% willful disobedience

17% vaping

In-School Suspension: The students had ISS resulting from the students disclosing that they were not coming to Saturday detention due to work obligations and the other student's parent informed the school that they could not make it on Saturday, 13 % of the students are of Hispanic origin, and 87 %are African American.

Saturday detention: Culture has done a great job at identifying the students but has fallen short with consisting of teachers' participation in the enforcement of the rules.

94 % ID infractions

3% Skipping

3% Cell phone Violation

One thing the Board can help

Raffles- big ticket items

Jordan-tennis shoes

Jays for A

Mastery on your LEAP- you would get this.

HEAD BEATS

Partnership with Apple, ATT, donate to the school

Sport- discount tickets to attend the sports game.

Sweatshirt for mastery

having a punch card- filled at the end of the week you have a free dress day.

How do want to receive funds on the website? Find a partnership -with large to give more.

III. Update on Progress for Committee Goals for 23-24 School Year

A. Goal #1 Monitor and Evaluate the progress of students over the 23-24 school year

Goal monitor the progress on the students and for the board to work on incentives, partnership, sponsors

B. Goal #2 Encourage 100% Board Participation towards school cultural events - defined by financial support and increase attendance at cultural events

All Board members are to attend the ribbon cutting April 10 and open house April 17

C. Goal #3 Review our current strategic plan as it relates to Academics- make recommendations to the Strategic Plan committee inclusive with our expansion grant goals and overall sustainability

next Board meeting we want to have the conversation Strategic plan- Garret wants to have a zoom in meeting to talk about the goals.

IV. Closing Items

A. Public Comment

B. Next Meeting

May 1 at 6:30

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:40 PM.

Respectfully Submitted,
T. Winfield

Documents used during the meeting

None

Coversheet

Academic Dashboard and HOS Report

Section: II. Academic
Item: A. Academic Dashboard and HOS Report
Purpose: Discuss
Submitted by:
Related Material: Academic Committee meeting 2024.0509.docx
April Monthly Report Presentation 2023-24.pptx



Academics Committee Meeting

May 9, 2024

Important Dates and Events

- May 4: Junior / Senior Prom
- May 6-9: Senior Exams
- May 7: Give NOLA Day
- May 8: Junior Ring Ceremony
- May 10: Senior Picnic & International Day
- May 11: EL Familia Event
- May 16 – 21: Final Exams 9-11
- May 22: Last Day for Students
- May 23: Graduation
- May 24: Last Day for Teachers
- June 3-26: Summer Learning Program

Highlights

- **LEAP Assessment:** LEAP testing was completed, and we adjusted to the new building that was laid out. Students and families received constant communication about LEAP expectations via talking points, emails, assemblies, and robocalls. LEAP assessment results for non-seniors will begin to be released by Friday, May 10, 2024
- **Attendance:** Many students are over the allowable absences for the year. As such, they must recover minutes during Attendance Recovery Days. Several days during LEAP assessments allowed students to attend when they were not testing. Attendance recovery during LEAP allowed students to lower their absences by coming on days they did not have to take any LEAP tests. An average of 33 students attended daily from April 17 to April 24th.
- **Senior Day Trip:** Twenty seniors participated in a day trip to OWA Tropic Falls in Alabama on April 15th. OWA is an indoor water park in Foley, Alabama. Students traveled via a Coach bus to and from the park.
- IB Diploma Programme seniors submitted internal assessments by April 20th.
- **Career Exploration:** Youth Career Exploration days allowed students to get information about Career Technical Programs and pathways to explore after graduation. They also received information about paid summer internships and summer programs.
- **Cultural Celebrations:** We had two great cultural celebrations, the Black History Celebration, and the French Fest, in March.
- **IB CP:** Exploring the addition of the Career-related Programme (CP) to work with our Diploma Programme (DP) to position IHSNO as a unique, leading post-secondary readiness school, providing diverse pathways to equip students with rigorous academics,



career-readiness skills, and global mindsets essential for success in higher education and the 21st-century workforce.

Academic Department Updates

- **Formal Teacher Observations:** The second round of formal observations are being finalized. This round is unannounced and an opportunity to see if teachers have improved in their growth areas and feedback from the fall observation. Teachers will create their professional development plan for next year based on the final evaluation scores for this one.
- **EOY Preparation:** All academic departments have been directed to start winding down new content and preparing for the review for final exams.. This should look like planning lessons around skills and standards students still need to improve while being transparent with exam content and expectations.
- **24-25 Curriculum Review:** Teachers are beginning the End-of-Year curriculum review. They evaluate their prescribed curricula to inform further administrators' decisions on which to keep and change. All curriculums except ELA are on contract through at least next year. There is a strong consideration of changing the ELA curriculum instead of renewing the current one.
- **24-25 Supplemental Curriculum:** A general review is underway for other supplemental programs. The goal is to determine how to streamline everything currently used into fewer platforms to prevent information fragmentation and be more cost-effective.
- **Statewide ACT:** Juniors (11th Grade) participated in the full-day ACT boot camp on March 20th. They learned about the content for each area and about the ACT test overview, scoring, test-taking strategies, and pacing.
- **Summer Learning Program:** The academic team is preparing for the Summer Learning Program (SLP). This year, the SLP will run from June 3rd to June 28th and will offer attendance recovery, credit recovery, LEAP remediation, boot camp for English Language Learners, and an Extended School year for students with exceptionalities.
- **EOY Counseling:** The counseling department works with seniors to help them meet their graduation requirements by pushing them to turn in late assignments and get extra credit. The counseling department has constantly communicated with parents about student progress and the possibility of retention if the student has chronic attendance issues or fails classes.

IB Updates

IB MYP Mid-Consultancy Visit: The mid-consultancy visit on April 15th and 16th was deemed successful and provided key indicators for implementation progress. We are on track for the fall authorization application.

- Action Items: Although there are items to address, **action plans** are being developed to ensure all requirements are met.
 - **Student Learner Profile:**



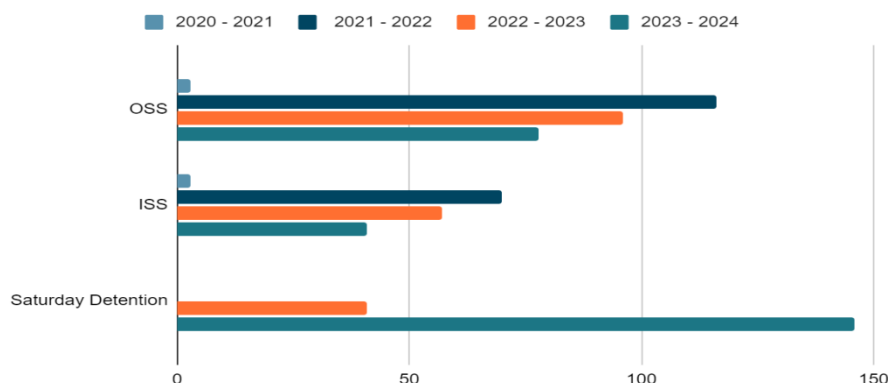
- There is a need to **integrate the student learner profile visually** for better student engagement and understanding.
- **Observation Cycles:**
 - Implementation of a **whiteboard protocol** is suggested to enhance learning experiences.
- **Global Context and Learner Profile:**
 - Daily emphasis on **global context** and **learner profile** to foster a comprehensive educational environment.
- **Approaches to Learning (ATL):**
 - An **ATL chart** is recommended to systematically address each of the ATL skills across the curriculum that will be tracked by the IB coordinator.

Professional Development

- Academic staff received Professional development on approaches to teaching and learning to help increase teacher buy-in in the Middle Years Program (MYP) initiative.
- Teachers received professional development on LEAP test security protocols to ensure a smooth testing process and a conducive student environment. All teachers were provided with procedures to proctor and invigilate the LEAP testing and maintain a secure testing environment.
- Academic staff participated in professional development with partners from On Track to Career Success on grading with equity, a topic following the book club that HOS started this semester. Teachers reflected upon current grading practices, debunked biased practices, and were able to reflect on their practices.
- Teachers received training in Unit Planning for MYP, which is essential to supporting them in the transition to MYP methodology for next year. The MYP training culminated with teachers planning to collaborate in creating Unit plans following the IB MYP structure, which is a requirement for IB accreditation.

Culture Updates

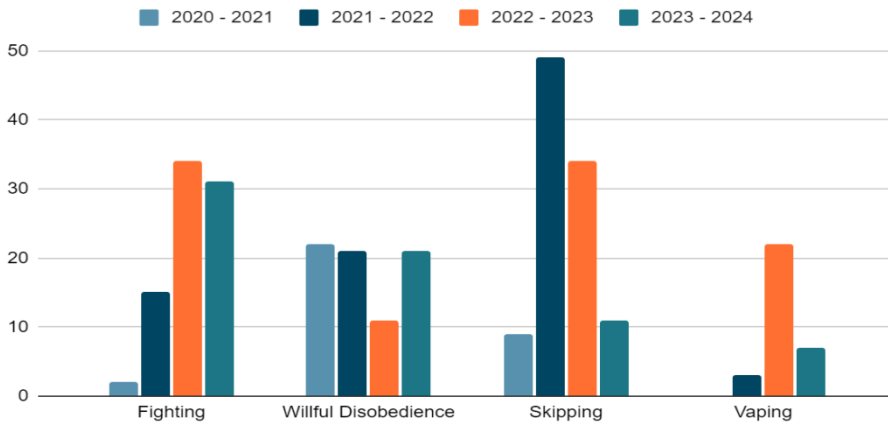
Infractions Trend by Consequence Given





	2020-2021	2021-2022	2022-2023	2023-2024
OSS	3	116	96	78
ISS	3	70	57	41
Saturday Detention	-	-	41	146

Discipline Infraction Trends



	2020-2021	2021-2022	2022-2023	2023-2024
Fighting	2	15	34	31
Willful Disobedience	22	21	11	21
Skipping	9	49	34	11
Vaping	-	3	22	7

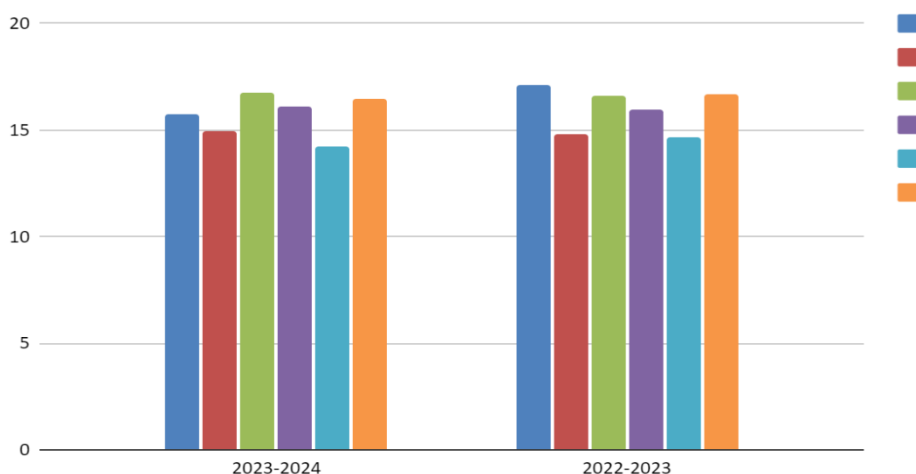


OSS and ISS are trending down. Overall, the culture data does not differ from when the dean started in January of 2023. These numbers would be significantly reduced if all team members were on board with implementing the policies and procedures (consistently) in place. It was observed that there were some instances where the teachers did not strictly follow the policies, which increased the number of detentions being assigned on Saturdays. If implemented with fidelity, creating clear goals and implementing a consistent PBIS program for next year should help reduce infractions. Suggestions for PBIS should be pulled from students to include them in the PBIS program.

While mediation and parent conferences can be effective, their success is largely dependent on the willingness of students and families to openly discuss and address their issues and concerns at home and within the school community. Encouraging a positive and collaborative approach ensures these interventions are constructive and lead to positive outcomes. Mediations allow the school to address the problems and provide a safe environment for the students. Finally, The school could benefit from a dedicated School Building Level Committee (SBLC) that meets periodically; academic leadership initiated SLBC meetings during the second semester. The onboarding of the new SPED coordinator supports the SBLC team efforts and the implementation of BIPs (behavior management plans) for the students.

ACT data

2022-2023 2023-2024 Comparison



Year	Composite	Math	Science	STEM	English	Reading
2023-2024	15.73	14.94	16.77	16.07	14.23	16.46
2022-2023	16.04	14.83	16.60	15.95	14.65	16.67



Based on the ACT comparative data provided, we can observe a few trends over the two years. In general, there is a slight increase in all subject areas between 2022-2023 and 2023-2024.

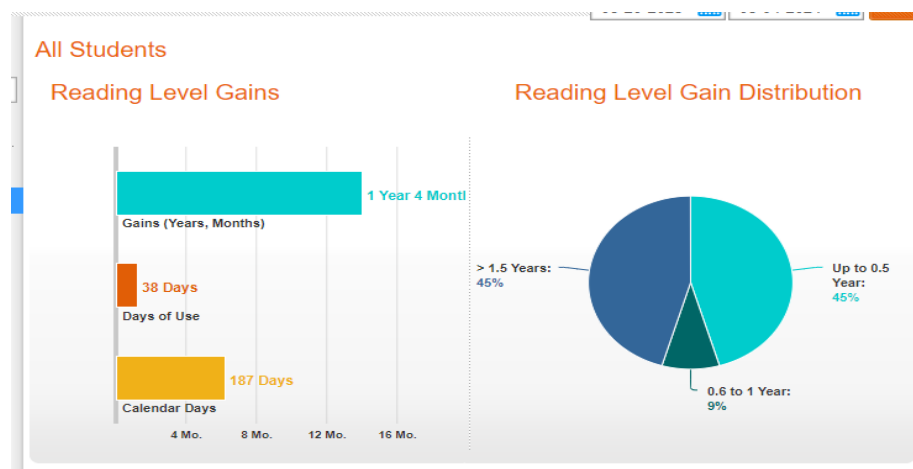
There is a decrease in the composite score from 16.0409836 in 2022-2023 to 15.73493976 in 2023-2024. However, there is an increase in the Math score from 14.83 to 14.93 and in the Science score from 16.59 to 16.77.

The STEM score, which combines the Math and Science scores, also shows an increase from 15.95 to 16.07. On the other hand, the English score slightly decreases from 14.65 to 14.22, and the Reading score increases from 16.67 to 16.45.

The data suggests that students are improving their ACT scores across all subject areas except English and Reading. It's worth noting, however, that these changes are relatively small, so it's difficult to draw any definitive conclusions about the effectiveness of educational programs or interventions. The intervention needs to start with analyzing each reporting category in each subject so that teachers can reteach the skills intentionally starting in 9th grade to build up for the test in 11th grade.

Next year's plans are well-thought-out and highly focused on student success. We will dedicate one day a week to reinforce ACT prep during advisory across all grade levels. We will also identify and offer support in each content area. Additionally, we plan to be extremely intentional about presenting our students with more mock test opportunities throughout the school year, starting in 9th grade. These measures will help our students achieve their academic goals and prepare them for future endeavors.

Literacy Data





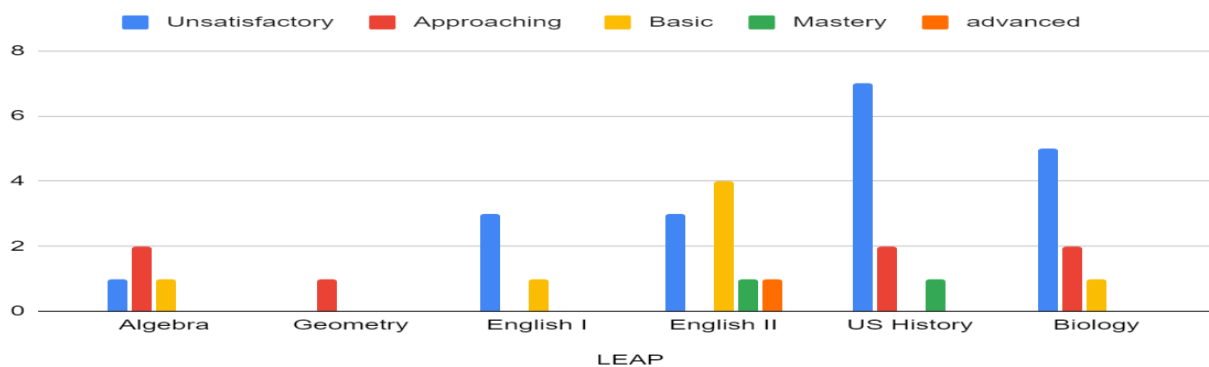
The data presented in the graph above provides insight into the students' progress in their reading levels. According to the graph, almost half of the students, 45%, have shown significant improvement in their reading levels by gaining 1.5 years from their initial reading level. Another 45% of students have also gained half a year. A small percentage of students, approximately 9%, have made a moderate gain of 0.6 years.

Interestingly, the students who have consistently worked on the program have made remarkable progress in their literacy scores. These students have gained as much as 5.9 years in their reading level, which is a testament to the program's effectiveness in enhancing students' reading abilities. The data highlights the importance of persistence and dedication in students' academic success, and it is crucial to encourage and motivate them to continue working hard towards their goals.

LEAP SCORES

We are currently awaiting the release of LEAP scores for non-senior students. The LDOE's latest communication gave a final date for all scores to be released by Friday, May 10, 2024. Twenty-two seniors took the LEAP 2025 test. The senior LEAP exam the data is below:

LEAP 2025 Seniors



According to the data, students are facing the most difficulty in English I and II, as well as US History and Biology. The numbers indicate that there is a need for remediation in subjects that are paired with LEAP, as this is hindering students from fulfilling their graduation requirements. It is concerning that 11 senior students will not be able to participate in the graduation ceremony and will need to enroll in summer school to retake their LEAP exams. Of these students, ten did not pass one of their LEAP pairs (Algebra/Geometry, English I/English II, or US History/Biology), and an overwhelming majority of 70% of these seniors are English language learners. We are actively working with these students and families to support them in summer learning program efforts and help them complete their requirements to be able to graduate by the end of the summer.

Graduation cohort

We currently have 78 seniors in our program, and we will offer attendance recovery opportunities



to those who need to make up seat time next week. As for our graduation numbers, we are expecting 67 seniors pending their final grades, which are due on May 13th. Seniors will participate in the senior picnic on May 10th, the senior brunch on May 18th, and will receive their cap and gowns on May 20th.

Academics Report

April 2024

IHSNO Enrollment

Enrollment	Mar 2023	Apr 2023		Mar 2024	Apr 2024
9 th	104	98		123	123
10 th	121	122		106	103
11 th	74	73		97	100
12 th	80	80		78	78
Total	379	373		404	404

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 March was 379. This year's enrollment for March was 404, a gain of 25 enrollees for the month of March 2024. Last year's enrollment for the month of April 2023 was 373. This year's enrollment for April 2024 is 404, a gain of 31 enrollees for the month of April 2024.

International Baccalaureate

MYP Mid-Consultancy Visit

- Critical milestone assessment on April 15-16
- Overall successful, on track for Fall 2024 authorization
- Areas for further action identified:
 - Integrating learner profile attributes
 - Systematic approaches to learning (ATL) skills
 - Using global contexts for inquiry-based learning

IBDP Internal Assessments

- April 20th deadline met with 91% submission rate
- 22 candidates across subjects and core elements

Career-related Programme (CP)

- CP application opened
- IB Coordinator presented to Board for initial support

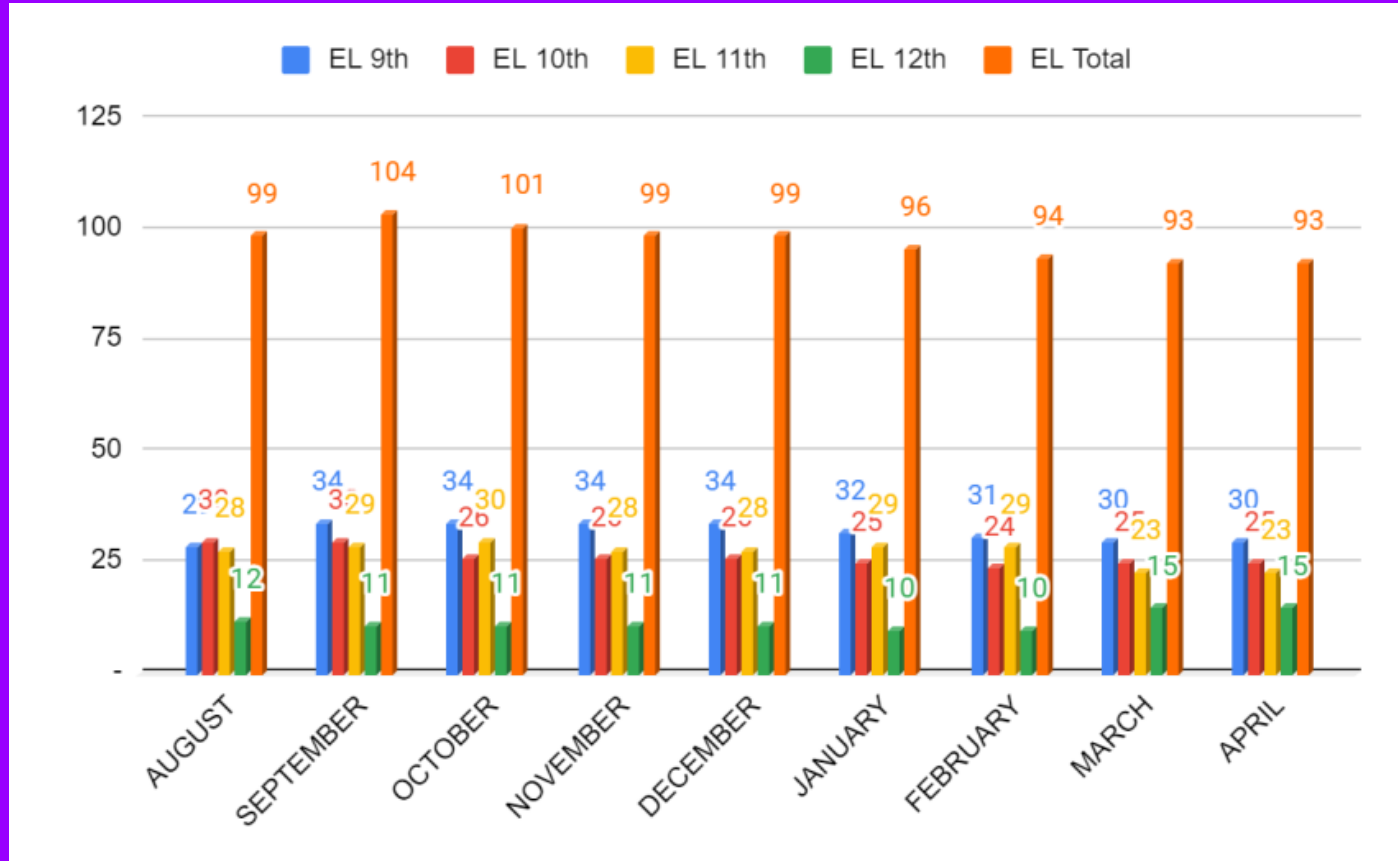
IB Film Festival

- DP Film students showcased at Prytania Theater
- Well-attended by families, students, faculty



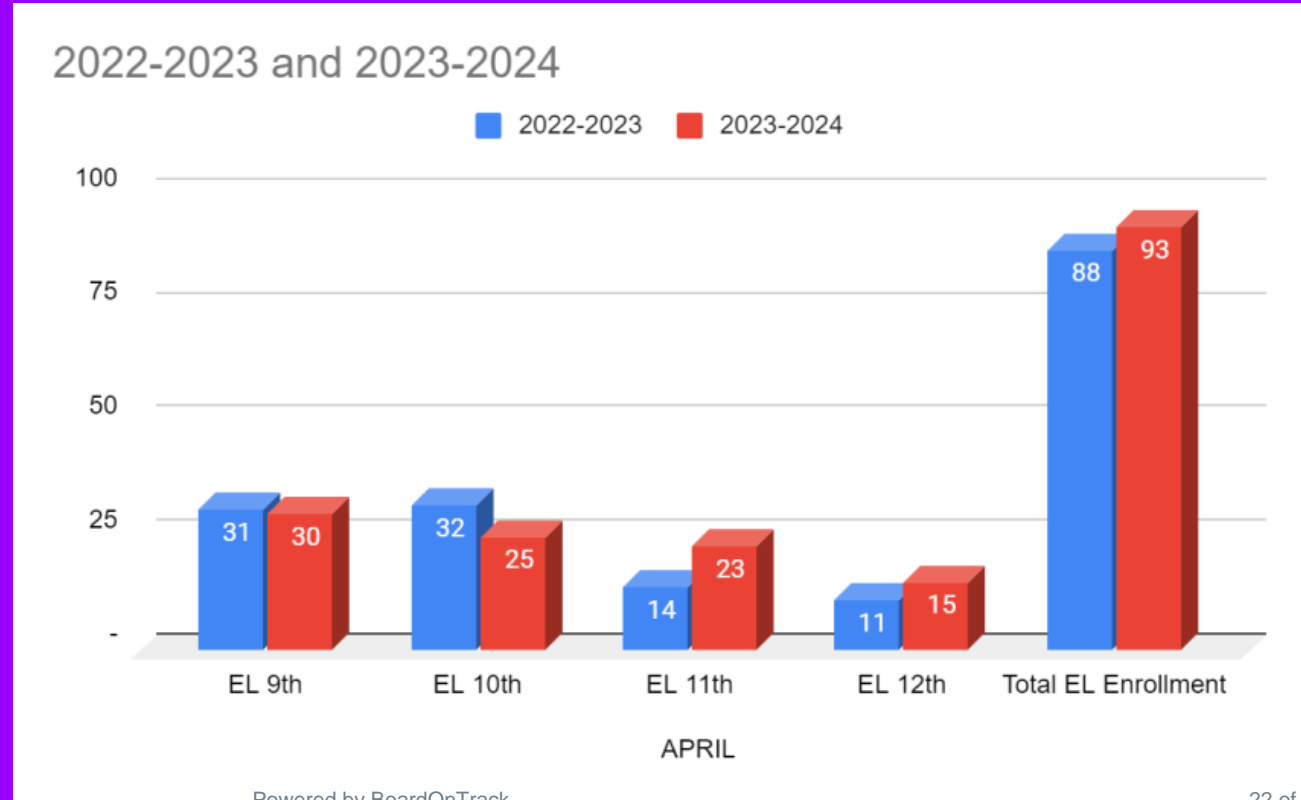
ESL- Month to Month Comparison

No new enrollments or dropped ML students between March and April.



ESL- Year to Year Comparison

The data shows that we need to work to retain students from 9th to 10th grade. ML retention between 9th and 10th grade is a challenge due to overage students that enroll in the United States for the first time and do not have foreign transcript credits. Many of these students qualify as SIFE.

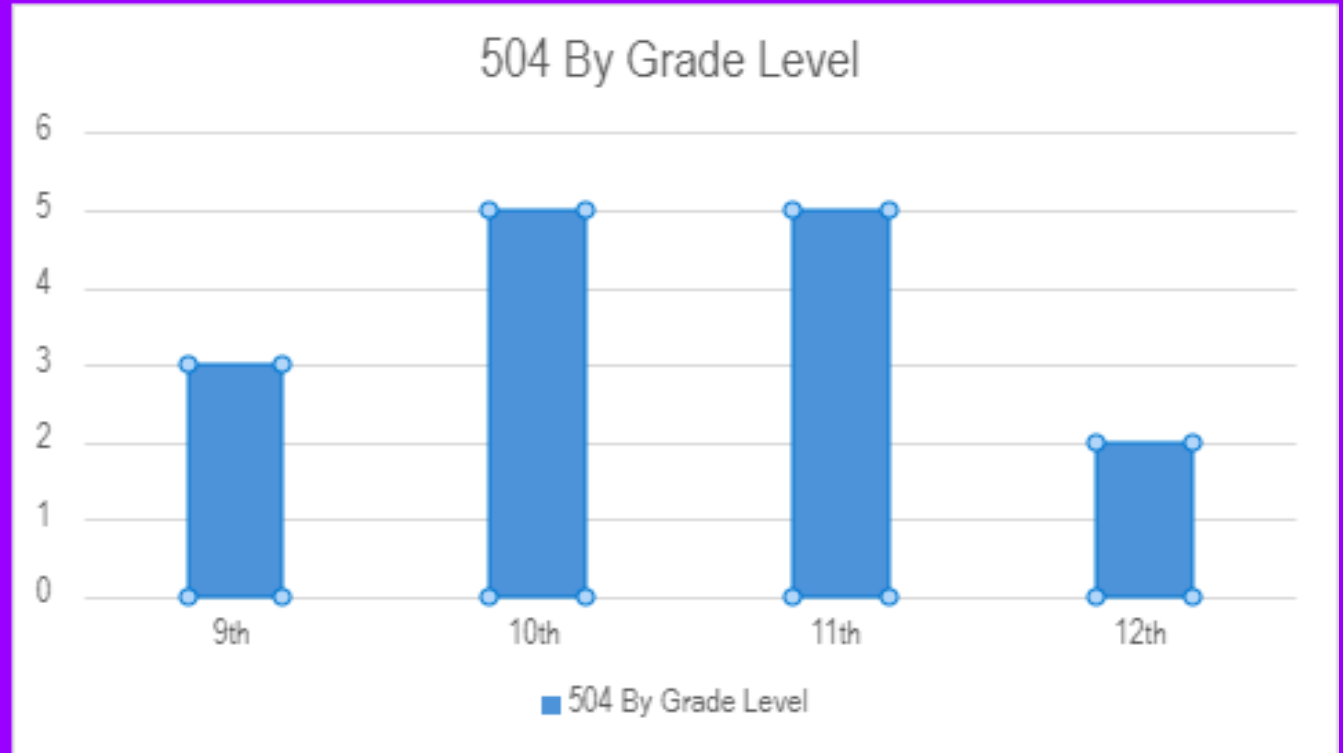


Special Education- 504 Data

Current year to date data shows a total of 15 students enrolled in the program.

9th grade- three
10th grade- five
11th grade- five
12th grade- two

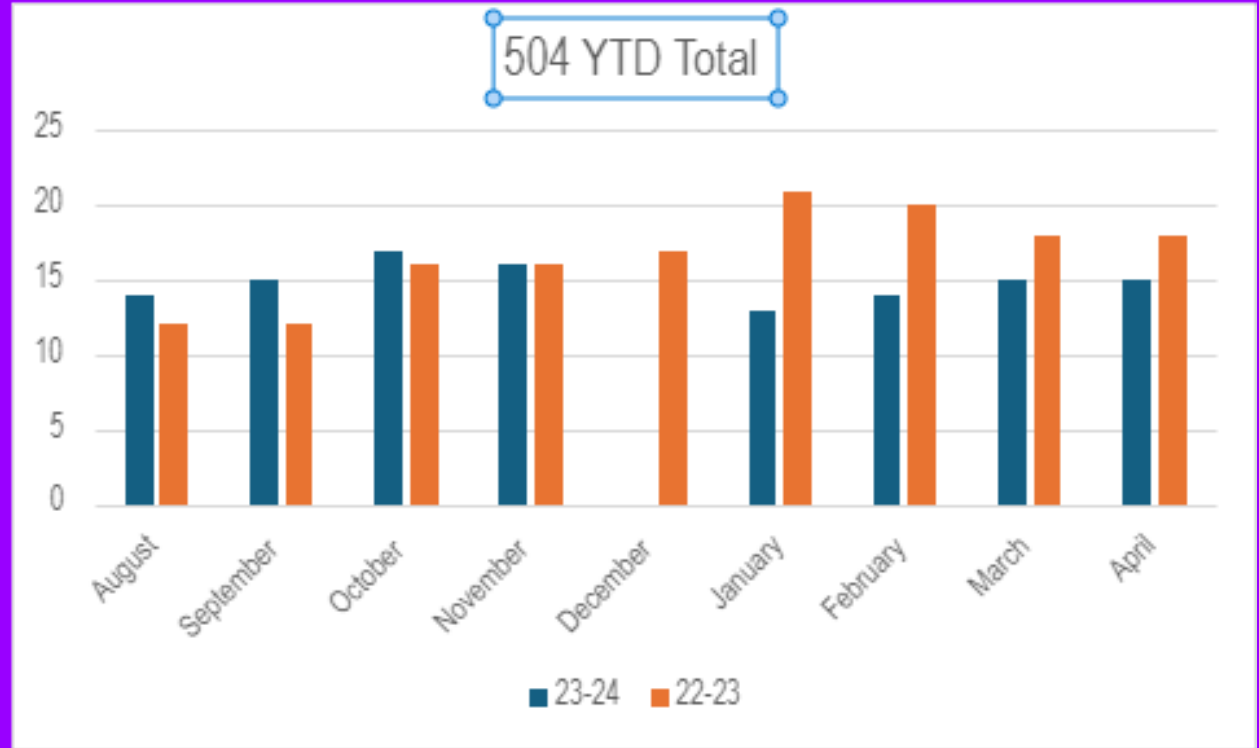
BOY total 14
MOY total 13
CYTD total 15



Special Ed- 504 YTD Comparison

Month to Month comparison for total enrollment count

Enrollment seemed to spike in October and Decline in January 2024

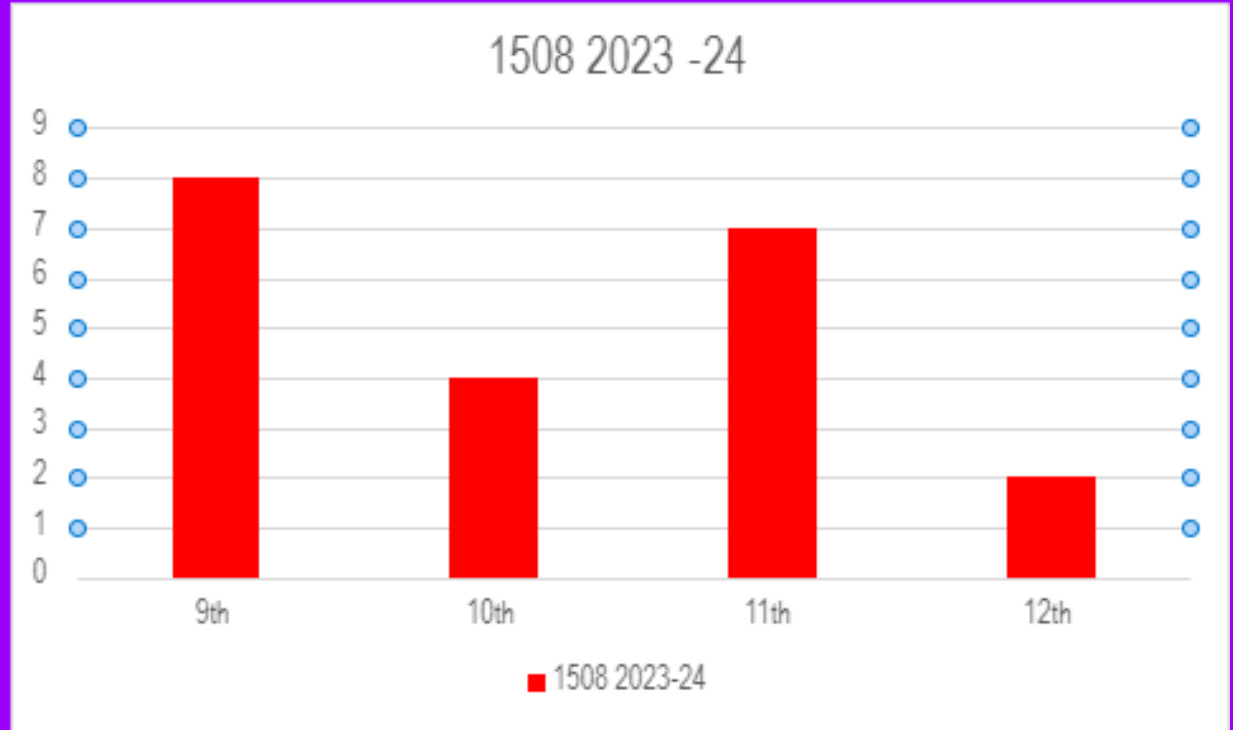


Special Education- 1508 Data

Current year to date data shows a total of 21 students enrolled in the program.

9th grade- eight
10th grade- four
11th grade- seven
12th grade- two

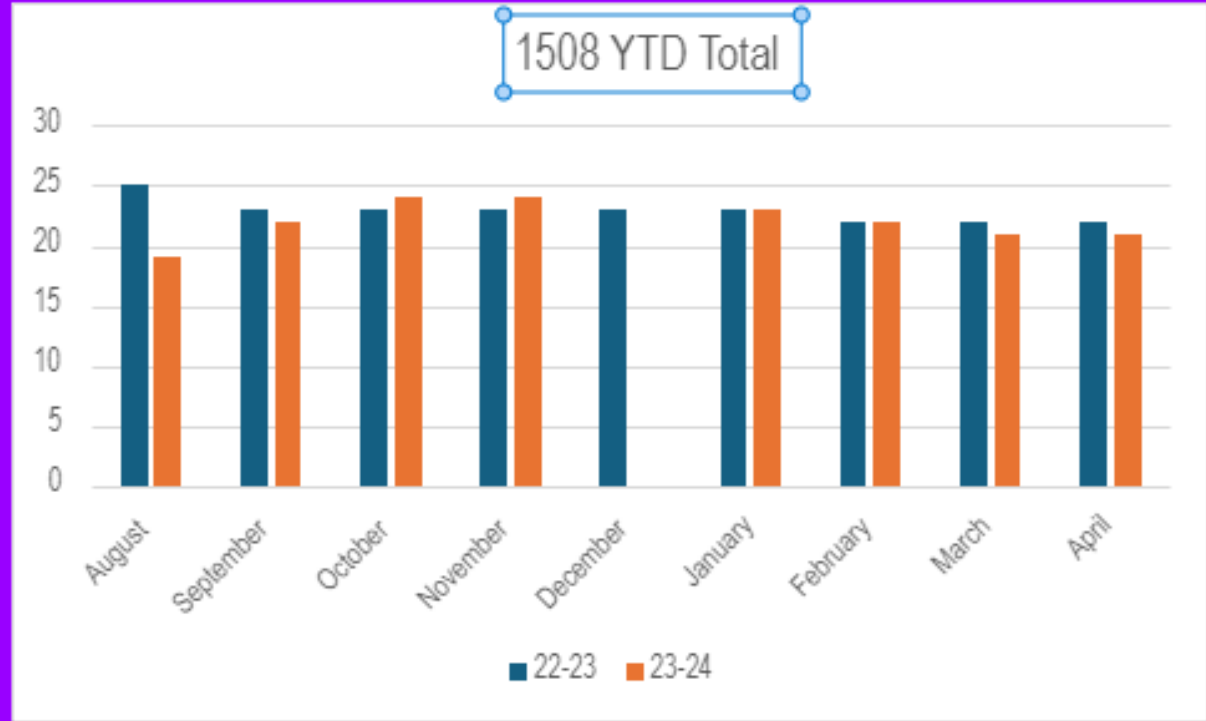
BOY total 19
MOY total 23
CYTD total 21



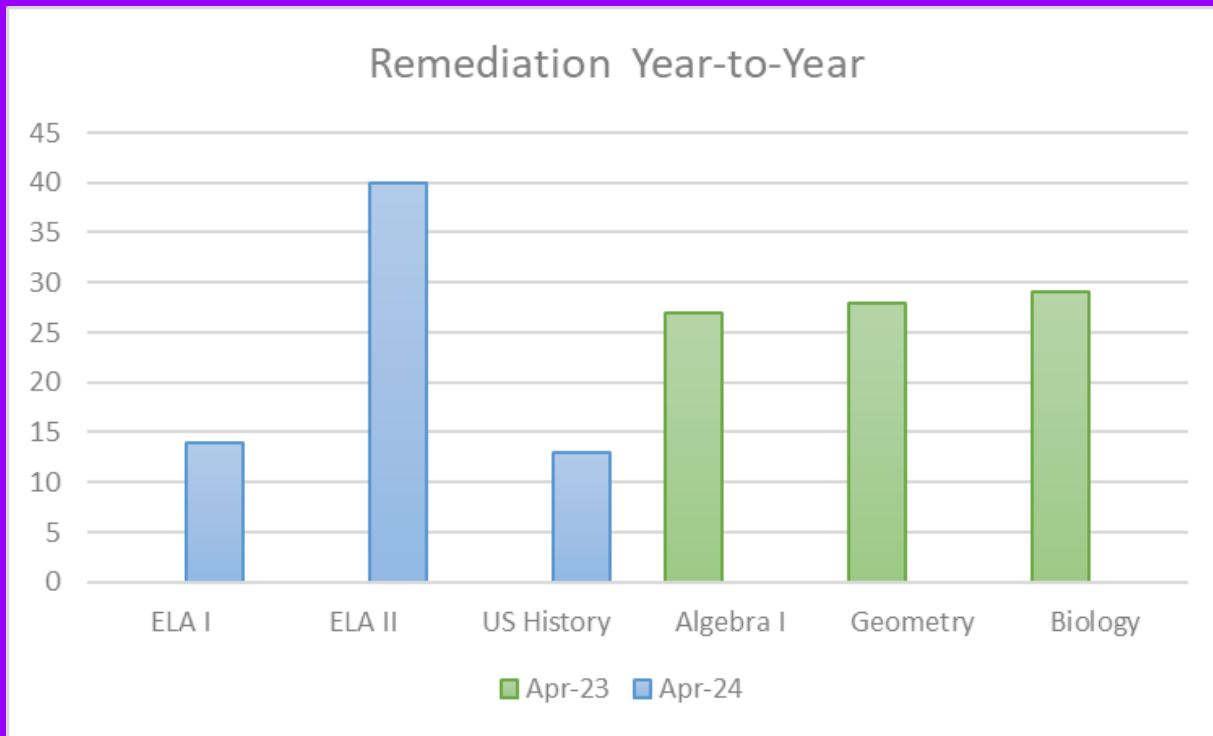
Special Ed- 1508 YTD Comparison

Month to Month comparison for total enrollment count

Enrollment seemed to stay steady



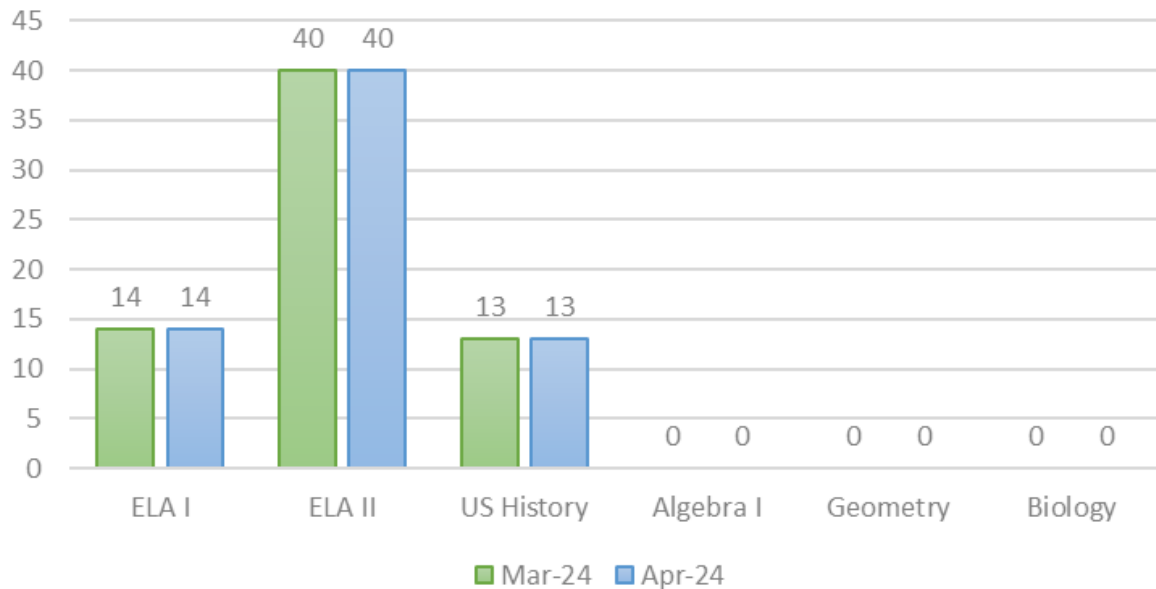
Remediation - Year to Year



- 17 less students were identified as needing remediation this year (67) versus last year (84) total students served
 - More students across grade levels & subjects needed math/sci remediation
- Students have responded well to the blended intervention model being used this year
 - Consistency in the remediation staff has allowed them to build rapport and earn the student's trust

Remediation - Month to Month

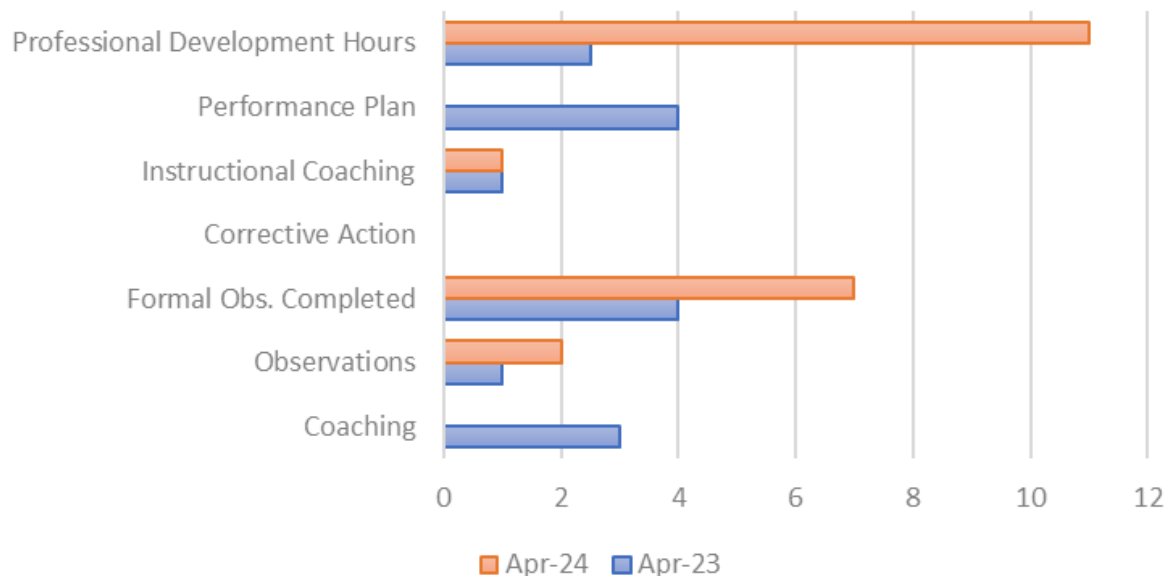
Remediation Month-to-Month



- Literally no change
- No more evaluations to determine if a student can exit remediation occur after spring break since it's too close to the end of the school year
- 7 days of class between spring break and LEAP testing was used to check-in with all assigned students 1 more time before testing

Staff Development - Year to Year

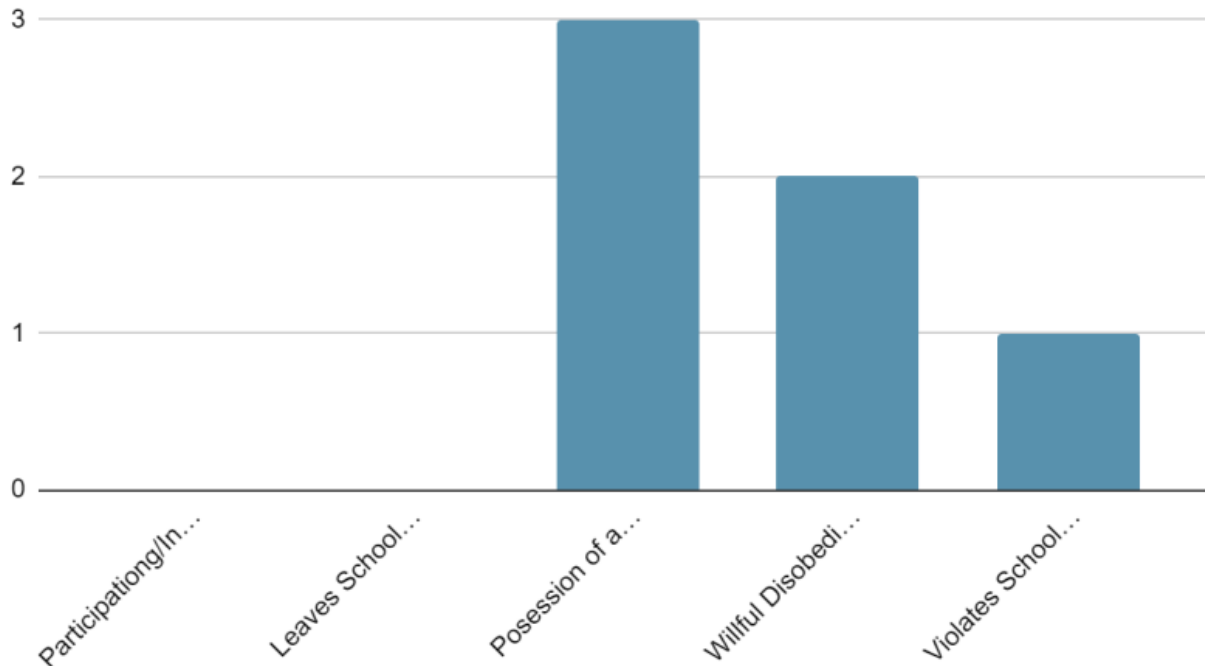
Staff Development Year-to-Year



- Formal observation counts are higher this year due to delays caused mostly by the building move and staff absenteeism
- The 4 asynchronous learning days (Jazz Fest) allowed additional PD hours to be offered
- Drastic improvement in staff discipline; last year 7 documented accounts to 0 this year
- PE and Spanish vacancies w

Culture - OSS

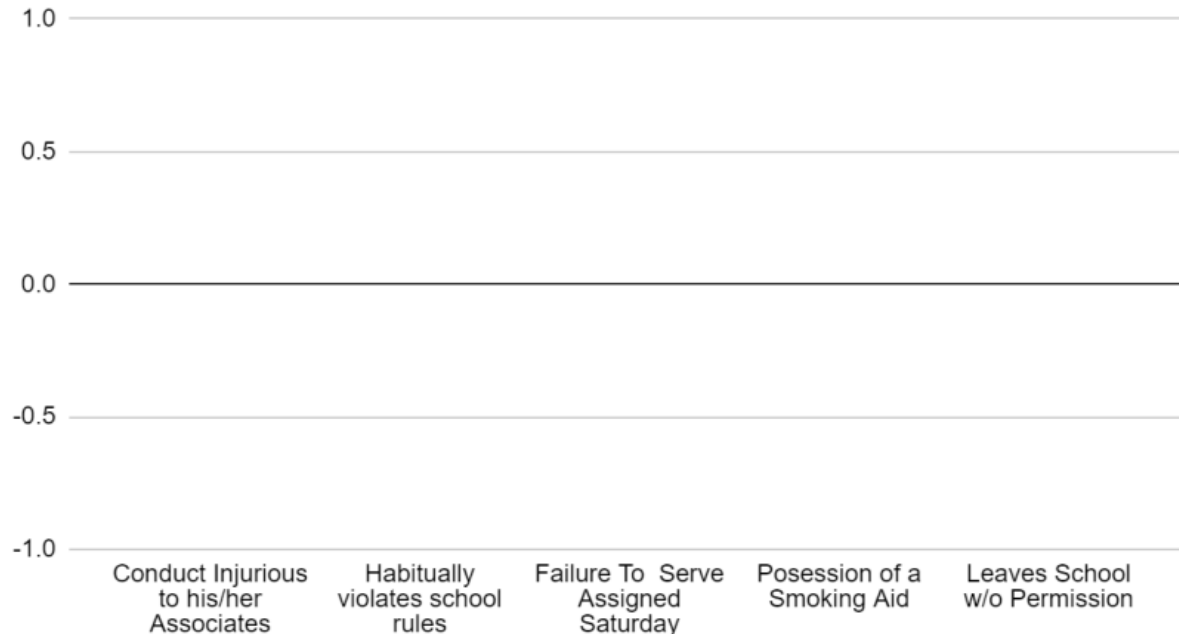
OSS for the month of April



This month's OSS infractions were low in comparison to previous months. The issue with the Brown sisters was an one off incident that was the result of civil interactions that came to head here at the school. The vaping incident took place on the bus and would have been prevented if an aid to the driver would be provided. The culture department does its best to address these issues through mediations, but it may be beneficial to look into finding programs where licensed therapists come in to provide sessions for students as a means to cope with the issues students are facing outside of the school. Furthermore, it would also provide students with the means to choose alternative ways of handling situations. 60% of the students who were placed on OSS are African American and 40% are Hispanic/Latino descent

Culture - ISS

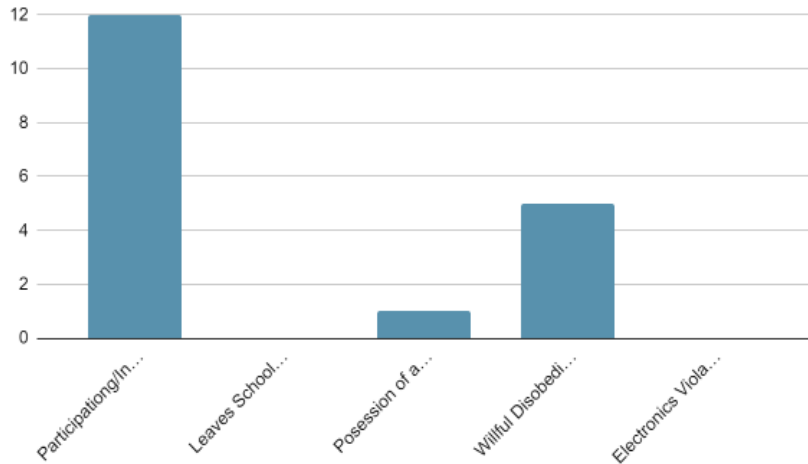
ISS for the month April



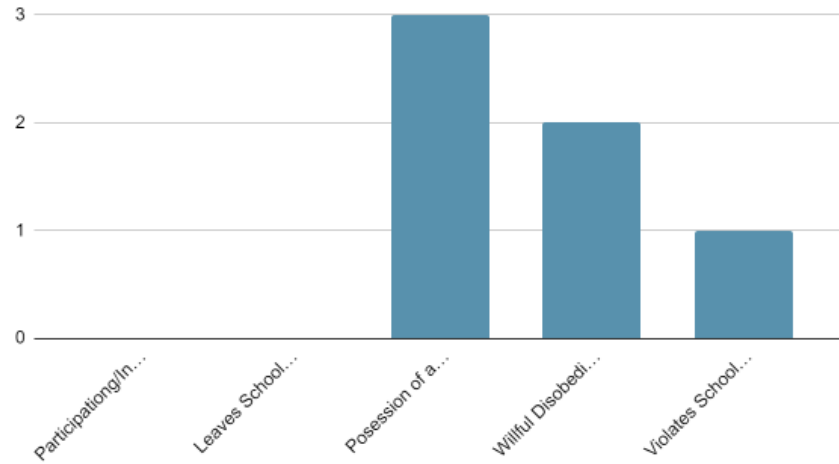
There were no ISS infractions for the month of April due to Spring Break, LEAP testing and asynchronous days for Jazz Fest.

Culture - Month to Month Comparison for OSS

OSS for the month of March



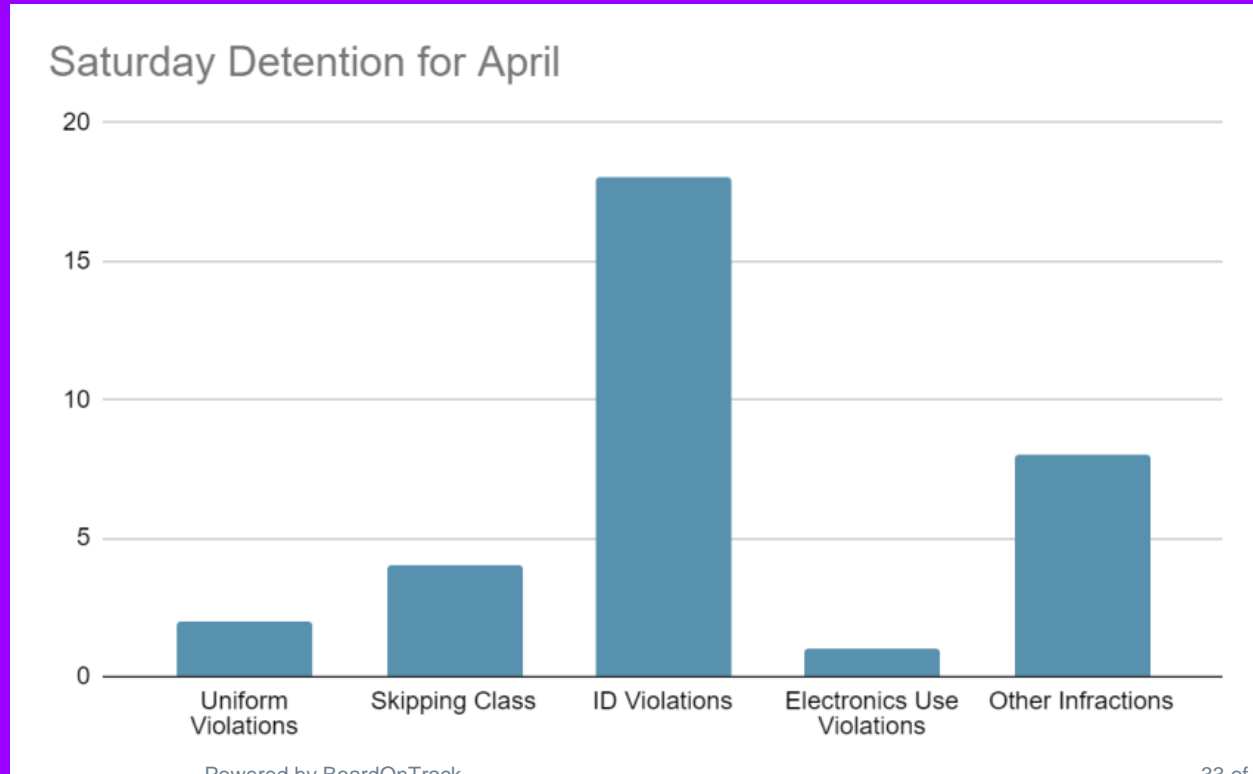
OSS for the month of April



The decline in OSS infractions were due to the limited time students were actually on campus.

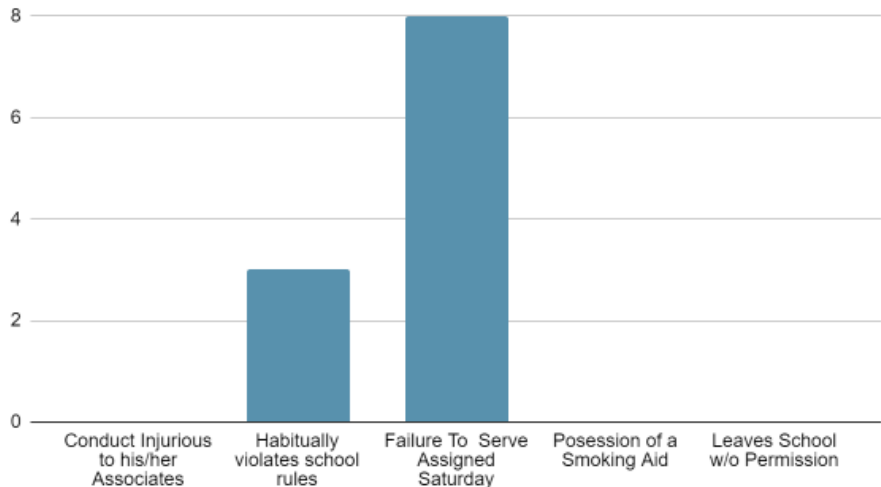
Culture Saturday Detention

Culture has done a great job at identifying the students, but have fallen short with consistent teacher participation in enforcement of the rules. Teachers and administrators would need to redirect and/or issue consequences for non-compliance. Majority of these detentions are when culture conducts walk-throughs during class time. Culture has spoken with administrators about holding teachers and staff accountable on several occasions, however nothing has been done. 73% of these students are African American and 27% are Hispanic

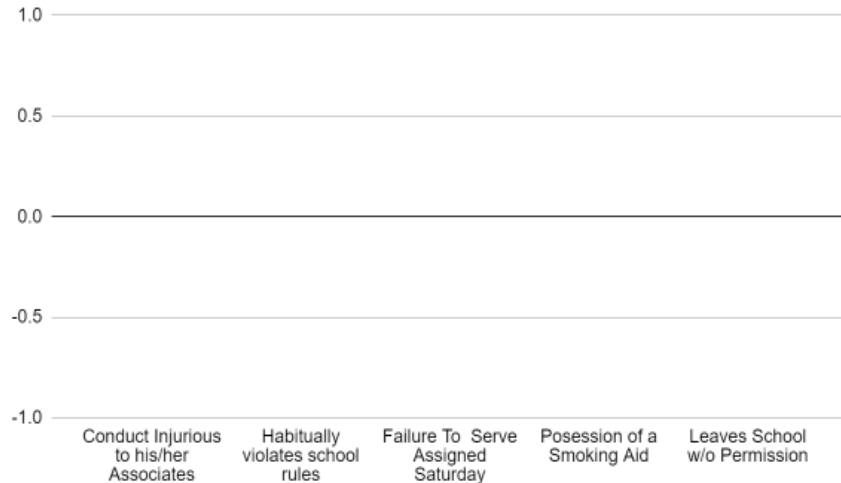


Culture - Month to Month Comparison for ISS

ISS for the month March



ISS for the month April



The decline in OSS infractions were due to the limited time students were actually on campus.

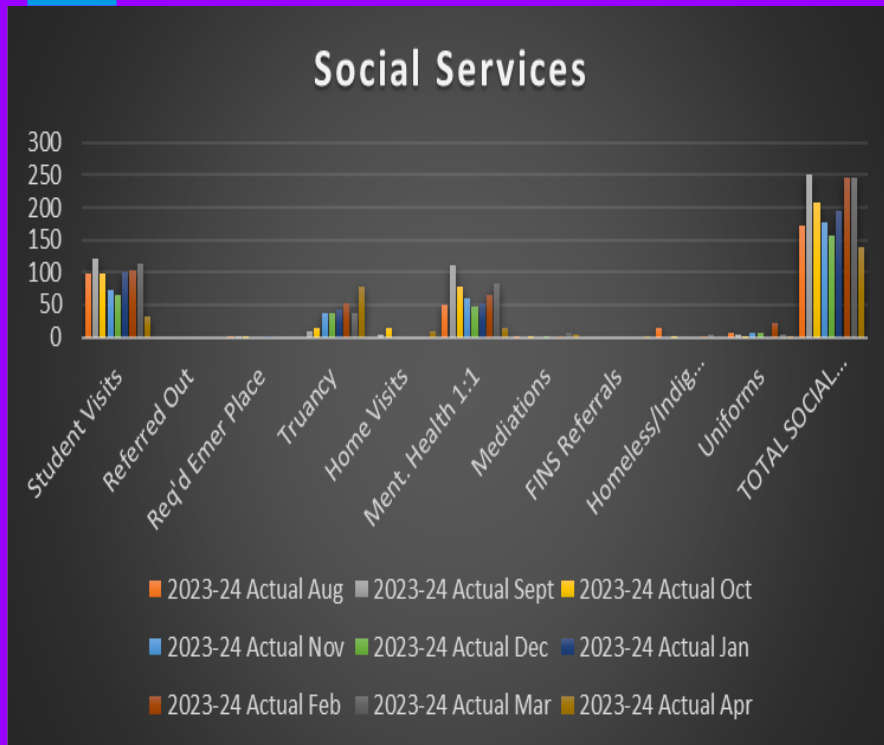
Social Work (Attendance)

- Data is provided at a 90% threshold.
- Students' attendance continues to be a challenge and a clear plan should be communicated strongly to students and families.
- Seat recovery options should be established and enforced from start to finish without additional options unless absolutely necessary.

Student Attendance - Daily Absences (Grade Level) 08/09/2023 - 5/1/2024

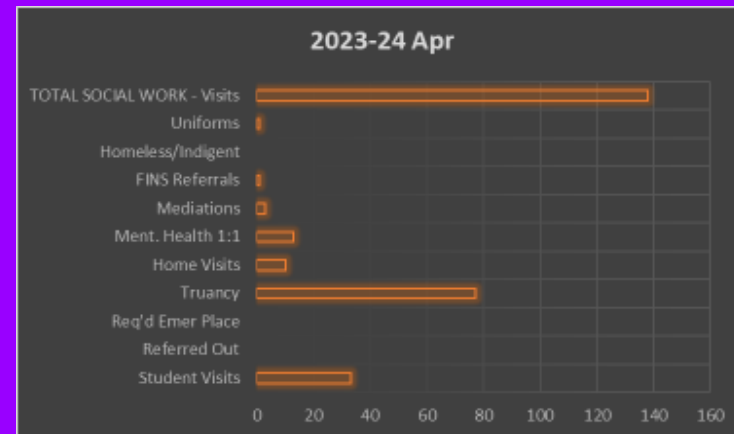
School	Grade	Student Count	Student Percent	Student Count At Or Above 90%	Students At Or Above 90%	Student Count Below 90%	Students Below 90%	Membership	Present	Absent	ADA
IHSNO	Grade 09	125	30.8	99	24.4	26	6.4	18,387.0	17,099.0	1,288.0	93.0
IHSNO	Grade 10	103	25.4	90	22.2	13	3.2	14,929.0	14,231.0	698.0	95.3
IHSNO	Grade 11	100	24.6	91	22.4	9	2.2	15,149.0	14,511.0	638.0	95.8
IHSNO	Grade 12	78	19.2	75	18.5	3	0.7	12,199.0	12,030.0	169.0	98.6
	Total	406	100.0	355	87.4	51	12.6	60,664.0	57,871.0	2,793.0	95.4

Social Work (Services)



- Student visits decreased as a result of time off for spring break and leap testing
- Leap seat recovery was a provided opportunity for students to recover missed seat time.
- Social work facilitated mediations that were more disciplinarian -based rather than mental health based.

Note: Opportunities for all support staff to build a social emotional competence skill set is advised in effort to effectively serve our present student population.



CTE Pathways

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