**Academics Committee Meeting**

**March 2024**

***Important Dates***

* March 3: Black History Celebration
* March 22: Statewide ACT
* March 27: LDOE Annual Site Visit
* April 10: Ribbon Cutting Ceremony
* April 12: French Festival
* April 17: Spring Open House
* April 20: Community Fair
* April 13: Ceramics
* May 4: Prom
* May 8: International Day
* Graduation 5/24

***Highlights***

* Link Crew leaders met with freshmen for donuts and chat in February.
* TET celebration was 100% student-led and organized.
* IGP meetings are currently in process with an increase in parent participation.
* A closer monitoring of teachers' grade books this quarter has kept families abreast of student progress, and teachers consistently update grades weekly.

***Academics***

* **Progress Alert:** Six-week progress alert conferences occurred on Wednesday, February 21. We had around 20 families coming to speak to teachers regarding students’ academic progress and attendance. Danger of Failing forms are being readied for student distribution as soon as the 3rd quarter ends on Friday, March 8th. These forms document students' current standing and give parents options for them to improve, such as tutoring, make-up assignments, or extra credit.
* **WorkKeys Assessment:** The second administration of the ACT WorkKets assessments was Thursday, February 22, and Friday, February 23. The ACT WorkKeys is a job skills assessment system measuring "real-world" skills that help employers select, hire, train, develop, and retain a high-performance workforce. The results demonstrated that 43% of juniors obtained silver or above certificates, whereas 52% of seniors did. Juniors and seniors who obtained bronze certificates or no certificates are advised to retake the test during the fourth quarter.
* **Observations:**
  + Formal observations are ongoing. Feedback will help the teacher determine the areas of growth and support needed to improve their professional practice. Current observations demonstrate that teachers improve their planning and preparation, using the tier curriculum with fidelity and maximizing class time. Some growth areas are strategies to engage students, like turn and talk group work and cold calls.
  + Informal observations occur weekly, and the feedback is immediately provided via the Whetstone education platform. Currently, the focus is on student engagement and preparation for LEAP testing.
* **LEAP Preparation:** LEAP-tested subject teachers developed a plan to test, deliver missing leap standards, and reinforce those that need more practice.
  + Students will take LEAP mock exams in the first week of March. The PEAR deck platform provides practice tests that mirror the LDOE assessments and will yield current data to help faculty adjust daily instruction to prepare for the LEAP exams starting on April 18th.
  + Academics is currently recruiting teachers for LEAP remediation. Teachers will tutor students after school and provide support on LEAP-tested content and test-taking strategies.
  + The target group for LEAP remediation are seniors, students who have failed the LEAP, and students currently identified as needing support in the classroom. All students will review for LEAP in each core class, using PEAR deck assessments and review during class.
* **Attendance:** Students and families with excessive absences during the first semester received a letter to inform parents about possible non-promotion and the need to come for attendance recovery. Students also attended assemblies and were again debriefed on the relationship between attendance and promotion. As a result, the attendance numbers went from 15 to 75 students on Saturday recovery days. This increase shows students understand the importance of attendance recovery and the impact on promotion for the next school year. Students have been meeting with social workers and attendance clerk to create a plan to recover attendance. All students participated in attendance assemblies to review attendance expectations. Students with chronic attendance issues will receive summer learning letters this week.
* **Summer Learning**: The 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. Teachers offered tutoring during the third quarter and have communicated with families regarding attendance and grades via talking points, email, and progress alert conferences.
* **Statewide ACT Preparation:** ACT Boot Camp plans were finalized, with sessions starting the week of March 4th. Students in 10th, 11th and 12th grades are invited to attend. There will be two afternoon sessions every week and one on Wednesday during enrichment. These sessions will provide content review and test-taking strategies. We expect the number of students to increase this year. Parents have received robocalls with the information, and students were informed via email.
* **Professional Development:** Professional refresher on accommodations and modifications (Student services) was held Wednesday, February 28th. Teachers received training on the different interventions for tiers of support for 504 students, students with exceptional needs, and Response to intervention processes including English Language learners.
  + The instructional coach uses formal observation feedback to guide their support for first- and second-year teachers (related to experience at IHSNO). Feedback helps novice teachers to develop their skills throughout the year and improve their academic practices.

***International Baccalaureate***

* **IB MYP Consultancy and IB MYP Mid-Consultancy Visit:** MPY The IB Coordinator continued working with IHSNO’s dedicated consultant from the IB on MYP requirements from authorization. The school will host the IB MYP Mid-Consultancy Visit on April 15th and 16th. This is a requirement for authorization and will provide us with a progress indicator for each requirement with a color-coded green, yellow, or red.
* **Student-Led Forum: I**B Diploma Programme students conducted a forum with the Head of School and IB Coordinator to discuss the challenges faced. Key discussion points included 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.
  + Targeted support was provided specifically to faculty teaching MYP courses.
* **Regional Collaboration:** The IB Coordinator represented the school at the initial regional IB association meeting, establishing a foundation for collaboration among Louisiana, Alabama, Arkansas, and Mississippi IB schools.
* **Exploring IB for All Efficiency and Expansion:** The IB Coordinator participated in a state association informational session regarding the school-wide adoption of IB Diploma Programme courses. Research is underway to evaluate the feasibility of expanding our IB English III course and identifying necessary support and training for teachers.

## ***Culture Updates***

**Updates:** Currently, the culture department is looking at ways to raise money for the Positive Behavior and Intervention Support (PBIS) program. The University Medical Center will host vaping prevention assemblies for each grade level in March. Furthermore, culture team members must be trained in CPI and level two, Capturing Kids Hearts.

**Out of School Suspension:** OSS infractions were the result of civil interactions that resulted in altercations 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 of the school. Furthermore, it would also give students the means to choose alternative ways of handling situations. 100% of the students who were placed on OSS are African American

* 50% (4) - Fighting
* 33% (2) - Willful Disobedience
* 17% -(1) Vaping

**In School Suspension**: The students we had for ISS resulted from the students disclosing that they were not coming to Saturday Detention due to work obligations, and the other student's parents informed the school that they could not make it on Saturdays. 13% of the students are of Hispanic origin, and 87% are African American.

* 100% - Failure to Serve Saturday Detention

**Saturday Detention:** Culture has done a great job at identifying the students but has fallen short with consistent teacher participation in the enforcement of the rules. Teachers and administrators would need to work together to redirect and/or issue consequences for consistent non-compliance. Most of these detentions are when culture conducts walk-throughs during class time.

* 94% (28) - ID Infractions
* 3% (1) - Skipping
* 3% (1) - Cell Phone Violation