



Board Report

School-Wide

Principal Report

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What:

Assessment and Academic Performance: The Smarter Balanced Interim Assessment Blocks (IABs) were recently administered to students across 5th-11th grades. In the upper school, the completion rates varied, with 87% of students completing the ELA assessments and 97% completing the math assessments. Notably, a larger number of incomplete tests in ELA was attributed to time constraints during the Performance Task in 11th grade. Meanwhile, in the middle school, participation rates were higher, with 99% of students testing in both Math and ELA. Those who did not participate were typically absent for extended periods or missed the testing window. These assessments serve to evaluate students on specific standards, which form a portion of the larger Smarter Balanced Assessment Consortium (SBAC) exam.

Preparation for AP Testing: Implementation of an AP Exam "Opt-In" process resulted in high participation rates, with coordination with special education coordinators to ensure accommodations for eligible students. Detailed planning for eight days of AP testing in May is underway, involving collaboration across departments.

Academic Success Monitoring and College Readiness: Targeted support is being provided to struggling 11th and 12th graders, with efforts to address credit recovery and academic intervention strategies. Additionally, the school is closely monitoring college admissions and financial aid notifications, especially with delays impacting FAFSA processing.

Gifted and Talented Education (GATE) Program: The GATE program has been reintroduced after a hiatus, catering to students in grades 5-8. The program, conducted twice a week after school, serves 33 students who have met specific criteria. Notably, students have excelled in various competitions, such as National History Day, with plans for participation at the State level.

Cultural and Diversity Initiatives: The Black Student Union organized a successful dance performance with middle school students during the February Assembly, showcasing unity and diversity within the school community. Moreover, efforts to integrate Black History slides and student artwork into Homeroom/Advisory classes and school spaces have been well-received.

Student Behavior and Discipline: Following communications sent out regarding dress code adherence and punctuality, there has been a positive trend in student behavior. Instances of dress code violations decreased significantly, with only 21 students receiving detention in February compared to 52 in January. Similarly, late arrivals to class decreased, with only five students receiving detention for tardiness in February, down from eight in January.

Student Support and Restorative Practices: Over 125 restorative conversations and meetings have been conducted school-wide, addressing diverse student needs. Additionally, an Anxiety Skills Academy has been introduced in the upper school to support students identified through data analysis. Plans are underway to implement similar programming in the middle school.

Teacher Residency Development and Evaluation: Mentorship quality has been a focus, with feedback indicating areas of strength and growth for mentor teachers and teacher resident counterparts.

Safety and Security Measures: Efforts to address reports of vapes in school restrooms are underway, with discussions regarding the installation of additional detectors and increased patrols for monitoring.

So What:

Students showed significant improvement in their assessments compared to the previous round, with the percentage of students testing near or above standard in ELA increasing by 10% (from 66% to 76%) and in math by 18% (from 45% to 63%). It's important to note that the standards taught for each assessment were different, so this increase doesn't directly reflect overall student mastery of grade-level standards. However, it does suggest an overall higher performance for the standards taught since the last test. Additionally, insights gained from administering IABs to almost the entire student body will inform the organization and logistics of upcoming SBAC Exams in April. The data collected from these IABs will also provide ELA and Math teachers with valuable information on specific skills and concepts that may need review or further teaching.

The collaboration among various groups, including Teachers, Deans, Black Student Union, ASB, and other students, has not only facilitated discussions about race but has also promoted inclusivity and understanding. By exposing scholars to diverse perspectives, the school community is fostering a culture of empathy and respect, which is crucial for addressing issues related to stereotypes and discrimination.

In response to behavioral concerns, such as vaping, the Operations Team has taken proactive measures by installing additional detectors. This demonstrates a commitment to maintaining a healthy and safe environment for all students, ensuring that the school remains conducive to learning.

Regarding mentorship, ongoing discussions highlight the importance of providing comprehensive support to educators. Strategies to improve mentor quality, such as aligning goals and emphasizing professionalism, are essential steps toward enhancing the effectiveness of the residency program and ultimately preparing educators for success in the classroom.

The emphasis on early communication and support from the College and Career Counseling (CCC) office underscores the commitment to student success. By providing timely guidance and resources, the school aims to empower students to overcome challenges and achieve their academic goals.

Looking ahead, the school remains dedicated to monitoring progress, adapting strategies as needed, and maintaining a student-centered approach to education. Through continued collaboration and proactive initiatives, the school strives to create an environment where all students can thrive academically and personally.

Now What:

Teachers analyzed students' performance on the IABs conducted on February 16th, scrutinizing the data to identify general trends, areas of success, and opportunities for growth. They conducted single item analyses of the questions to pinpoint specific areas needing improvement. Subsequently, teachers devised comprehensive plans to reteach certain concepts or make instructional shifts tailored to address identified weaknesses, ensuring students receive targeted support for continued academic progress.

As the school year progresses, the focus remains steadfast on upholding dress code standards and ensuring students consistently arrive on time for classes. This consistent reinforcement of expectations aims to cultivate a conducive learning environment and instill a sense of responsibility and discipline among students.

Following the completion of the inaugural Skills Academy, which centered on developing coping skills to manage anxiety, a notable observation was the consistent attendance of four students. These sessions provided a platform for students to share personal and academic achievements, fostering a supportive environment. Recognizing the high demand for such programs, plans are in place to rotate participants every six weeks, ensuring more students benefit from the invaluable skills offered.

In an effort to promote inclusivity and address pertinent social and emotional issues, representatives from various school groups are convening for collaborative discussion circles. These discussions aim to facilitate open dialogue on sensitive topics such as race, derogatory terms, and mental well-being, fostering a culture of understanding, empathy, and respect within the school community.

The school maintains a proactive approach to tackling vaping-related issues, with ongoing monitoring and response mechanisms in place. This includes vigilant surveillance for vaping incidents, swift confiscation of vaping devices, and thorough education on the adverse health effects of nicotine consumption. By raising awareness and enforcing strict policies, the school aims to mitigate the prevalence of vaping among students and safeguard their well-being.

Recognizing the importance of continuously refining educational practices, the decision was made to pause the teacher residency program for 1-2 years. This temporary hiatus will enable the school to enhance internal systems and build capacity, ensuring a more robust and effective program in the future. Despite the pause, current participants receive unwavering support, with one-on-one debriefs and reassurances of the school's commitment to their professional development.

The CCC (College and Career Counseling) office remains dedicated to meeting the diverse needs of students and fostering their academic and personal growth. To achieve this, the department continues to develop and implement tailored strategies, including workshops, informational sessions, and college and career presentations. By collaborating with external partners such as the MWEF (Making Waves Education Foundation) and Student Services, the department ensures comprehensive support for students, parents, and the wider school community.