

CEO Report

Educating the Next Generation



Destined to be one of Erie's Finest...

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November 18, 2021

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2021 – 2022 First Quarter Report

First Quarter Report

The first quarter is in the books. The school is working hard to address the unfinished teaching and learning experienced by students as a result of the pandemic. We are still waiting on State PSSA data that will be used in conjunction with internal assessments to get a fuller picture of what students should know and be able to do at grade level.

The academic team is using the results from the first quarter assessments done using CDT (3-8 testing in the areas of literacy, math and science), EasyCBM (reading 4-8, math k-8), and Dibels (reading k-3). How the data is being used to guide instruction and support intervention and enrichment will be covered in the Principal's report.

In summary, our students are showing improvement.

There were four major learning loss set aside applications completed this month:

1. ARP ESSER Summer School Set Aside Narrative
2. ARP ESSER Learning Loss Set Aside Narrative
3. ARP ESSER After School Set Aside Narrative
4. ARP ESSER Narrative

Another important grant we were able to apply for is the Homeless Children and Youth (ARP-HCY) grant, which helps in our case needy students get clothing (uniforms) for school.

The SHARRS report has been approved by the State. We should receive our annual School Health Reimbursement Request System (SHARRS) payment within the next 6-10 weeks. Our BMI (Body Mass Index) screenings are done, and our mandated hearing exams are done. Dental exams are scheduled for January 19, 2022.

We are looking for a replacement for Dr. Matthews who retired to do physical exams. He had done them free of charge for over eight years. He will be greatly missed.

The school is seeking approval of the VNET phone proposal.

Principal's Report Nov 21

Principal's Report Nov 21

Enrollment

370 students

School Culture & Climate

Teachers are held to high expectations to ensure our students are accountable and successful. We believe in giving people their flowers while they are able to see them. We want to ensure teachers have not only received monetary incentives but words of affirmation, shout outs and other incentives to continue instructing & nurturing our at-risk students. Staff receive shout outs via email when he/she has gone the extra mile for our students and/or parents. The following staff were celebrated and thanked for their dedication & hard work:

1. Paige Collins (Teacher Assistant)
2. Victor Favors (I T)
3. Sonia Maldonaldo (Teacher Aide)
4. Bethanie Fiscus (Teacher)
5. Mrs. Wayne (Teacher)
6. Ms. Pickens (Teacher)
7. Mr. Castle (Bus Driver)

Students are also celebrated for their hard work, contributions and engagement. Students received \$100 super cash and a treat along with their picture posted under our “Student Spotlight.”

Student Creed is in effect during morning announcements (“Good Morning”, student states their name along with grade level, date and birthdays and close out with positive quote of the day)

Student Creed

I can **Respect** myself and others

I can use my **Integrity** to be honest about my mistakes

I can use **Self-Control** to be the best me

I can achieve **Excellence** in my life and academics

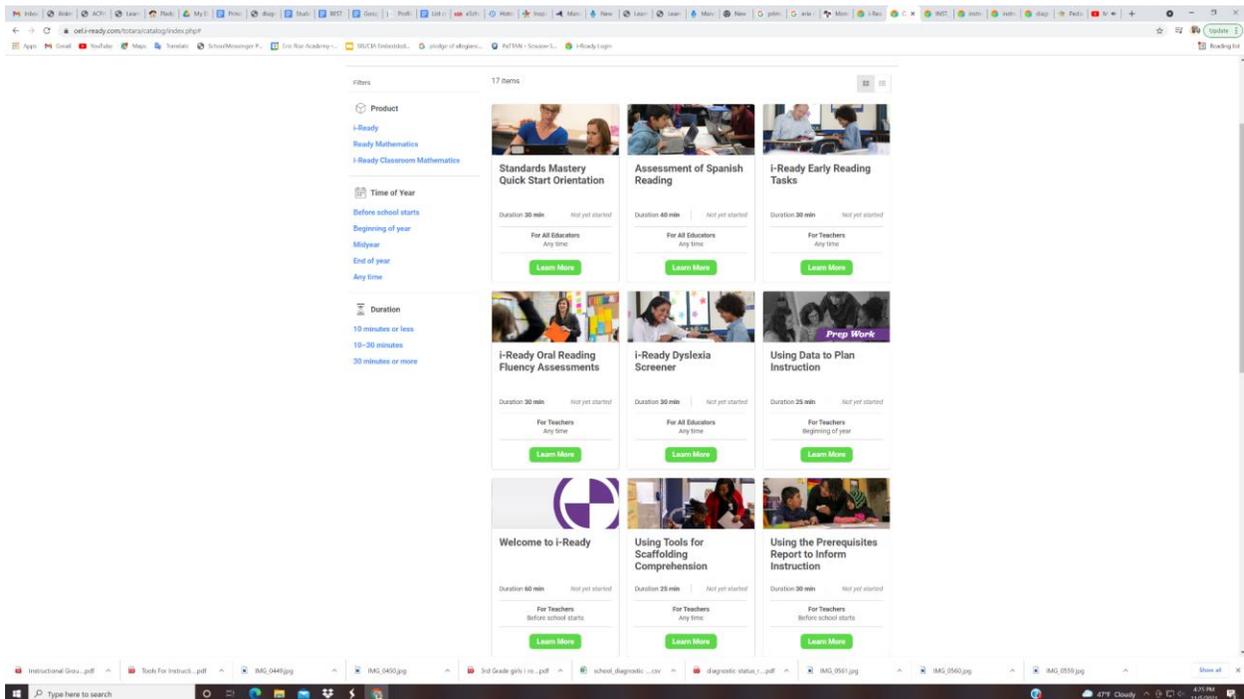
I can **RISE** over adversity

*Student Government has begun, 7 & 8 grade students have utilized literacy to develop campaign slogans, commercials and other strategies to help win the election. Students who are running for office must be in uniform, on time for school and must achieve a minimum of 85 (gen ed student) or 70 (sped students). Election day is Nov 19

Response to Intervention

Teachers need to be strategic with the instruction they plan, which means they need fresh data about their students' strengths and areas for growth. Monitor just-in-time information from Personalized Instruction with an action plan to help you support your school community in this work.

- Teachers are undergoing training to assist with lesson planning and differentiation.
- Students are working on the lessons automatically assigned to them based on their Diagnostic performance. Monitor students' progress to inform how to support their learning.
- After monitoring instruction, if the teacher identifies a student not working on the lessons most appropriate for them, the teacher can adjust their My Path lesson placement and/or the domains they are working in.
- <https://g-accounts.i-ready.com/#/i-ready/dashboard/games?token=2jSBzQDaBgXPIKp1HfOqVUNiZ3bCG6&view=game>



Parent Involvement

- Data suggests Parent involvement is correlated with student achievement and also paired with positive student relationships

- Parents are encouraged to participate in their child's learning by: communicating with teachers as much as possible (remind 101, weekly emails, class dojo)

Parent & Teacher Conferences:

- Parents were encouraged to attend either virtually or come into the building to meet with our staff to discuss student's academic progress, implementation of best practices for student growth
- Parents showed up and were encouraged to update contact information, sign for report cards and sign up for parent board meetings. (The incentive was a free turkey raffle).

Social Emotional Learning (in addition to our curriculum)

SEL makes a difference. We know this from the research, which demonstrates that an education that promotes SEL has a positive impact on a wide range of outcomes, including academic performance, healthy relationships, mental wellness, and more.

- Foster knowledge, skills, and attitudes across five areas of social and emotional competence;
- Establish equitable learning environments and coordinate practices across four key settings that support students' social, emotional, and academic development.
- Teachers are undergoing training with SEL to ensure behaviors are at a minimum and instruction is maximized
- Behaviors are dealt with by our School Psychologist, Social Worker and Community Relations (they are super relational, calm and understanding)
- WGP groups have formed and there is data that suggests along with mindful meditation yoga works to help calm our EBD students

Goals for November

- Ensure 65% of our parents are involved in our school
- Ensure tardy students are accompanied by the adult to sign student in (this will limit tardiness and attendance issues)
- IEP's are closely monitored and enforced within the classroom (modifications and accommodations are implemented)
- RTI is extensive, rigorous and tailored to individual students versus whole class
- Teachers are receiving equitable professional development
- SPED teachers are Co-Teaching with our students
- Saturday Academy is up and running in December to provide extra support for our students at risk

October 21, 2021

Human Resources/Compliance Report

HR is requesting approval of the following Employees:

1. Ms. Michelle Bielannin – Substitute Teacher (certs: 7-12 ELA, French and Spanish K-12).
2. Ms. Breanna Grayson – Substitute Teacher (Degree: Theater with a minor in English)
3. Annie Schmitt – Robotics Teacher (certs: 7-8 Science, 4-6 all subjects, PK-12 Technology, experienced Robotics Teacher)
4. Ms. Jennie Brewer – Title 1 (certs (not Pa): English)

