

# Administrator's Report For Edge Himmel Park

August 13<sup>th</sup>, 2021

## **Enrollment:**

AM: 68

PM: 36

Total: 104\*

\*3 students included in the 104 have not attended a single day of school despite completing enrollment paperwork. 2 of the 3 have not returned phone calls, emails, or texts. The last of the three just started a new job and has asked her manager for a work schedule that will support her schooling. All 3 will be withdrawn on 8/18/21 at the end of the day if they attend school before then as they will have accrued 10 consecutive absences. Thus, a more accurate picture of enrollment is 101 students.

New students starting next week: 4

## **Diagnostic Scores of New Students:**

Edge believes in meeting every student where they are at when they walk in are door. Part of that commitment includes diagnostic testing to identify each student's grade level skills in math and reading. Doing so allows us back fill skill gaps for each student, helping to ensure success in core curriculum. Below are the median grade level scores in math and reading for Himmel Park's 35 new students.

Reading: 7th grade 3rd month

Math: 5<sup>th</sup> grade 2<sup>nd</sup> month

### **Schedule Change & Student Feedback:**

In previous years, Edge offered a 4-class period day (60 minutes each) that included 3 core classes and 1 elective class.

This year we moved to a 3-period school day with each class 80 minutes in duration. The new schedule features only core classes on MTTHF and no electives. On Wednesdays, students have 3 elective classes and no core classes.

The rationale behind such a drastic move was to:

- Provide more time for core class instruction to combat the learning loss that occurred because of the pandemic.
- Provide greater opportunity to implement direct instruction in core class given longer class periods.
- Create greater capacity to bring in outside agencies to teach elective (holding elective 1 day a week as opposed to 4 days a week is a small commitment).
- Create pathways for students to earn more elective credit each quarter (.75 credit earning potential per quarter versus .5 in previous years)
- By creating a single elective day there is potential for students to spend the entire day engaging in off campus vocational experiences and/or student service-learning experiences.

Returning students have indicated they like the elective day in the middle of the week as it breaks up the week. Many have indicated they appreciate the extra time in core courses.

### **Elective Courses Offered This Quarter:**

- Emotional Intelligence (utilizing our new SEL Curriculum from Base Education)
- Edge 101 (orientation course for new students)

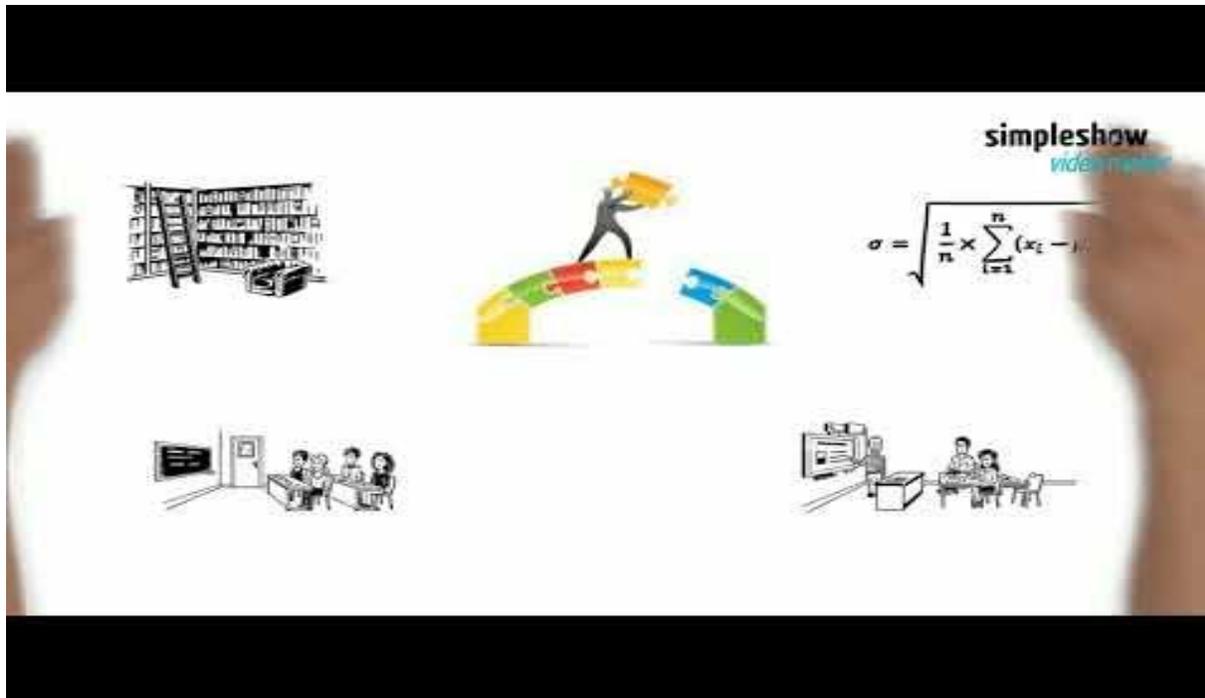
- Senior Advisory (Post-secondary transition planning and course progress monitoring support for 12<sup>th</sup> graders with a realistic chance at graduating)
- Healthy Relationship taught by Arizona Youth Partnerships
- Tai Chi/Poetry taught by Greg Hart and Pamela Dasher
- Youth Empowerment and LGBTQ Leadership taught by Southern Arizona AIDS Foundation
- Digital Literacy
- What I Need To Succeed (W.I.N.S.) Math
- What I Need To Succeed (W.I.N.S.) ELA

## **Our second year of implementing a Multi-Tiered System of Supports (MTSS) Model:**

Last year, in the middle of the pandemic, we implemented an MTSS model. While we gained traction by the end of last school year, the reality was, we struggled with the initial implementation in the Fall of 2020. Struggling to pivot to 100% distance learning, we implemented a web-based skills remediation platform, without the proper time for administration or teachers to familiarize ourselves with it. The result was a severe lack of buy-in from returning students who saw the platform as nothing more as an obstacle to their credit learning rather than a support.

This year, we made significant improvements to our process and protocol, including how we were going to reframe the purpose of our platform around our core values. The video below was curated to aid teachers in establishing buy-in with students and their support persons.

[Understanding IXL and Edge High School's W.I.N.S. Classes](#)



### **Building Partnerships:**

Building partnerships is a significant priority this year. Numerous staff and board members have contributed to the networking. Below are some of the partnerships we are starting to build:

- CyberSecurity Externships planned for 2<sup>nd</sup> quarter through Experience Education.
- Health Care externships planned for 2<sup>nd</sup> quarter through Pima County Superintendent's Office.
- Strengthening relationship with Pima Community College

-Student body being surveyed on their interest in Pima's array of vocational certificate programs with the intent of providing presentations on the programs of high interest.

- Promoting Edge students enrolling in Pima's Student Success Course.
- Supporting students taking Pima's placement test at school

## **Mission & Vision Training and Collective Commitments For 1<sup>st</sup> Quarter:**

All staff participating in a Mission and Vision Training as part of our professional learning days that proceeded the 1<sup>st</sup> day of school. The training was intended to review our mission and vision statements, reflect on our core values, and identify 1-2 strategies we could collectively commit to for the 1<sup>st</sup> quarter.

Our two collective commitments for the 1<sup>st</sup> quarter are:

- Great every student at the door by name
- Celebrate the small WINS

Our Mission and Vision Training included viewing and discussing this 33-minute gem from Brene Brown's address to educators at SXSW. It is well worth the watch.

[Brené Brown | Daring Classrooms | SXSWedu 2017](#)

