

Ernest W. Seaholm High School



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2436 W. Lincoln, Birmingham, MI 48009

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Ernest W. Seaholm High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me at 248.203.3700 for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3aFxG1y>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

As is the case with many schools across our nation, Seaholm has been challenged with a learning gap due to the pandemic and resulting remote-learning that negatively impacted many students academically, socially and emotionally. While our students have begun to emerge from this academic slide, we still see residual academic needs in our students. Recognizing the need for student support through academic intervention and for emotional support through counseling services, our faculty and counselors put in place a multipronged approach.

Academically, the instructional leaders of each department created and implemented discipline-centered approaches calculated to fill in gaps in learning. First, faculty worked together to assess what benchmarks and objectives needed to be re-introduced in foundational classes, such as math and languages. Last year, a math interventionist was assigned to push into math classes as well as pull out specific students who needed similar re-teaching of topics. This approach allowed the class to continue to progress but provided "just-in-time" support so that the students who benefitted from the intense tutoring could re-enter the class without needing a full term of remediation, which would increase their overall delay in learning math. This approach allowed students to maintain their learning with their cohort/grade. This year, we have continued this approach, and the math interventionist has seen gains in our students in grades 9 and 10,

although grade 11 still struggles in their third year of math. The interventionist continues to work with the juniors in particular.

Our School Improvement Plan (SIP) include a strengthened focus on literacy for this year. We have included a specific focus on helping students discover “Words in Context” mirroring our practice and assessment to align with the PSAT and SAT College Board patterns. We have had several half day PDs as well as staff and department meetings devoted to creating, implementing and assessing these practice items. Additionally this year, we identified three teachers to help support students in literacy, specifically in “high dosage tutoring,” where students identified as not meeting ELA benchmarks come to the teachers two to three times a week for further instruction after school.

Supporting the emotional and social needs of our students during this pandemic continues to be a priority here at Seaholm. Our counselors have provided assistance through small group counseling, support groups and opening a new “calm room” for our students needing a few minutes in the day to take some deep breaths. Our full time Crisis and Wellness Counselor continues to support our students daily through her interactions with students and bringing resources to the staff to implement within the classroom and the Student Center. We have developed programs for suicide awareness, using the program called safeTalk, in which students and staff are given the tools for recognizing the signs of potential suicide ideation and self-harm. Our goal is to have 100% of the faculty trained in this tool kit by the end of 2024 and at this point we are past 63% of staff having been trained.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of- district families interested in attending our district.
2. Whole staff professional development in the 2020--2021 school year was devoted to finding ways to make students feel valued and connected to our school. Since research shows that students achieve more academically when they feel connected to the adults in the building, we have worked toward surveying our students and their attitudes toward this topic. Current year professional development is teacher led and allows for teachers to work together to plan and share instructional strategies for students. Culturally Responsive Teaching practice is led by two teachers from different departments to ensure shared leadership and staff input. Furthermore, in the year 2021—2022, we are focusing on assessment as a tool to increase learning. This focus involves understanding the value of assessments, both formative and summative, to impact learning. Each department will have completed multiple hours of professional development to fine tune and apply best practice and newest research to assessment.
3. BPS offers specialized schools to students within the district.
 - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested

students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.

- b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
 - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
 - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K- 12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.
5. The aggregate student achievement results for the PSAT/NMSQT achievement tests.

PSAT/NMSQT Fall Grade 11	Total Mean Score	Evidence-Based Reading and Writing	Math
Seaholm 2022	1084	549	535
Total Group 2022	1055	537	518
Seaholm 2021 (Opt In Testing)	1126	568	558
Total Group 2021	994	506	488
Seaholm 2019	1108	559	549
Total Group 2019	1004	509	494

6. Parent Communication including parent-teacher conferences:
Parent-Teacher Conference data

October 6, 2022

Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
# of Students Represented by a Parent	111	89	96	69	365

April, 28, 2022

Grade:	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
# of Students Represented by a Parent	94	90	92	46	322

October 07, 2021

Grade:	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
# of Students Represented by a Parent	134	140	123	70	467

During the 2020-2021 school year, there were a total of 789 parent teacher interactions at conferences. In addition, Seaholm utilizes the weekly eNews, the website, Schoology, alternately scheduled parent meetings throughout the school year, interactions between students/parents in the virtual learning environment. We encourage ongoing communication throughout the school year between parents and teachers via email or phone.

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- Seaholm had 21 students who were dual enrolled into 27 courses which equates to 1.97% of our population. Seaholm offers 23 AP Classes per year. At Seaholm over the course of three trimester AP Class enrollment was 513. In May 2021, 389 students took 648 AP exams. Of the 389 exams 63% of tests received a 3 or higher, leading to college credit. Each college and university – not the College Board or the AP program – makes its own decisions about awarding credit and placement. Most schools have a written policy spelling out things like the minimum required score to earn credit for a given AP exam, the amount of credit awarded and how credits are applied.

At Seaholm, school faculty and staff are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support that learning. These programs set expectations for all school personnel and include measures of performance. Over the past three years, we have intentionally worked with both experienced and new teachers to support teaching and learning at Seaholm. In addition, we have organized a comprehensive structure that is sustainable, effective and measurable. It is our privilege to continue what we consider to be the most important work there is to do– educate our children!

Sincerely,

Kyle Hall
Principal