

LA PROMESA EARLY LEARNING CENTER
Special Meeting: Governance Council Board Meeting Minutes
Date: September 2, 2017

Board Members Present	Julian Munoz, Judy Griego, Cipriano Lucero, Regina Sanchez (by phone)	
Absent		
Others in Attendance	Chris Jones, Danielle Miranda	
QUORUM	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
Meeting called to order	Mr. Munoz called the meeting to order at 6:43pm	
Item	Discussion	Action/Recommendation
Approval of the Agenda	No discussion.	Julian Munoz called for a motion to approve the 09/02/17 amended agenda. Cipriano Lucero motioned, Judy Griego seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
Approval of Minutes	*Tabled to next meeting	Julian Munoz called for a motion to table approval of minutes from 08/28/2017 until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
Discussion/Action Items		
Budget Report	*Tabled to next meeting	Julian Munoz called for a motion to table Items A & B until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
Approval of BARs	*Tabled to next meeting	Julian Munoz called for a motion to table Items A & B until next meeting. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained
Corrective Action Plan (CAP) Updates	<p><u>Jones:</u> We do have the Board Training that we have satisfied. It's important that we focus on the academic priorities that we have as a school. This aligns with the Monitoring Tool. This year, the most important thing for us to accomplish is to raise the academics; we have to do better academically. The major focus of all our presentations to you will be about academics. Operationally and Budget-wise we have gotten back on track. We have a stronger GC Board now because of you and your commitment. We have an Audit coming up and we need to re-establish an Audit Committee; we need a couple of members who will participate in that committee. With the Audit, I think we are going to find some trouble in July of last year. After that we have a good history of stability when it comes to finance. So this year, we will not have a disclaimed Audit; we're going to have a regular Audit. We will have an opinion and I think the opinion is going to be that we have done a great job getting back on track. The CSD is actually coming out on October 20th and again in January and they want to make sure that we're doing everything correctly. I feel good about these two visits; we've made a lot of progress.</p> <p>Academically what this shows in the CAP is that we have to get a 'C', next fall we will get the school letter grade. We have a 'D' and we have 11 points to go. I feel good about what we are going to be able to accomplish. They want to make a decision in June but that cannot happen because they've given us until August. They've given us the school letter grade option as well, so they can't go back on that because that was the first part of the negotiation.</p> <p>NWEA: Our students are actually scoring better than we thought. We have a RIT score</p>	

	<p>which is the scale score for the kids (what they earn on the assessment) and then we have Projected Growth. Their attorney recommended that we use the growth index to determine proficiency, if we met the goal. She made a recommendation to the PEC that they actually took into consideration and plan to go by but that's inaccurate. So if we were to use that Growth Index, we would never meet our goal because it's the wrong way to look at our reports. So I need to come back to the PEC meeting when we finalize this to say, they made a mistake and you're looking at it incorrectly. But I want to show you what we need to use. That is something we will do with NWEA.</p>																					
<p>Performance Framework Updates</p>	<p><u>Jones:</u> The most important part is Academics because that is where we've fallen behind. Academically, we haven't made a whole lot of progress in many years so now we have the opportunity to do so. We got a 'D', so we need something so we can boost our performance and that is the NM Dash Program and the CAP. Once we have the data, we can start to dissect that, and you can see where we really are.</p>																					
<p>Approval of NM Dash 90 Day Plan</p>	<p><u>Jones:</u> The 90-Day plan is something you use for school improvement. I do like this because it gives us focus and it's going to help us.</p> <p><u>Step 1-</u> We had to come up with a Core Team (Team Member, Position, & Rational).</p> <p><u>Step 2-</u> We had to Analyze Data and set Student Achievement Goals. NWEA is our Benchmark assessment and it is something that you use on a regular basis and we monitor student proficiency.</p> <table border="1" data-bbox="358 657 1211 909"> <thead> <tr> <th>Grade/Subject Area</th> <th>2015-16 PARCC Results (3-8)</th> <th>2016-17 PARCC Results (3-8)</th> <th>2017-2018 PARCC Goals (3-8)</th> <th><u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals? (3-8)</th> </tr> </thead> <tbody> <tr> <td>Overall ELA</td> <td>7%</td> <td>9.05%</td> <td>15% (+13 students)</td> <td>20% (NWEA)</td> </tr> <tr> <td>Overall Math</td> <td>10%</td> <td>7.59%</td> <td>12% (+11 students)</td> <td>15% (NWEA)</td> </tr> <tr> <td>Overall ISIP Early Reading</td> <td>NA (DIBELS)</td> <td>62.5%</td> <td>75% (EOY)</td> <td>60-70% (Istation – MOY) 75% (Istation – EOY)</td> </tr> </tbody> </table> <p>We looked through the reports, we did the calculations, we figured out where we need to be and we set realistic goals. If we meet this goal, we are going to get the 11 points.</p> <p><u>Step 3-</u> We identified 3 Focus Areas:</p> <ul style="list-style-type: none"> • Tier I (core) instruction- Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. • Data-driven instruction- Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation. • Tier I interventions- Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. <p><u>Step 4-</u> Conduct Root Cause Analysis: Our core team identified the underlying causes of our school performance challenges.</p> <ul style="list-style-type: none"> • Tier I (core) instruction- If tier one instruction is to be implemented in order to increase overall student achievement, then a guaranteed and viable curriculum must be in place and supported through a consistent planning tool, availability of supplementary resources, and consistent monitoring (via walkthroughs and structured collaboration meetings) of completed plans as well as the implementation of said plans during the delivery phase of instruction. • Data-driven instruction- If data-driven instruction is to be used to differentiate instruction for all students, then all instructional staff members must participate in professional development to help them understand how to access and review reports, use data from said reports to plan whole and small group instruction, and use acquired resources to align with assessment values (i.e. NWEA RIT scores to identify appropriate resources from Reading A-Z and Kahn Academy). • Tier I interventions- If tier one intervention is to be effective in closing achievement gaps for struggling students, then all teachers must be intentional in the planning and delivery of tier one intervention that is made possible through sacred intervention blocks built into the daily schedule, the use of intervention-based resources and strategies, the use of small fluid groups driven by data, and a monitoring via structured collaboration meetings. <p><u>Step 5-</u> Create Desired Outcomes & Define Critical Actions:</p> <ul style="list-style-type: none"> • Tier I (core) instruction- Each teacher will re-develop unit plans on a bi-weekly basis; Plans will be evaluated by the principal and instructional coach; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. • Data-driven instruction- Bi-weekly collaboration meetings will focus on the use of student achievement data to drive instruction; Collaboration protocols will be used to influence teacher focus on data-driven instructional planning and implementation. • Tier I interventions- Each teacher will submit unit plans that include a supplemental page for purposeful small group planning; Feedback from walkthroughs and unit plan reviews will be provided to teachers during bi-weekly collaboration meetings. <p><u>Step 6-</u> Monitor Implementation:</p> <ul style="list-style-type: none"> • Tier I (core) instruction- Plan PD schedule for teachers focused on turnaround pillars (Social and Emotional Curriculum, Tier I Intervention, and PD) and NM Dash Focus Areas (Tier I 	Grade/Subject Area	2015-16 PARCC Results (3-8)	2016-17 PARCC Results (3-8)	2017-2018 PARCC Goals (3-8)	<u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals? (3-8)	Overall ELA	7%	9.05%	15% (+13 students)	20% (NWEA)	Overall Math	10%	7.59%	12% (+11 students)	15% (NWEA)	Overall ISIP Early Reading	NA (DIBELS)	62.5%	75% (EOY)	60-70% (Istation – MOY) 75% (Istation – EOY)	<p>Julian Munoz called for a motion to approve the NM Dash 90 Day Plan. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p>
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	<p>Instruction, Tier I Intervention, and Data-Driven Instruction). Review submitted unit plans using checklist to ensure appropriate rigor in planning is evident and instruction is aligned with focus areas.</p> <ul style="list-style-type: none"> • Data-driven instruction- Review teacher reflections provided via collaboration protocols to gauge use of data to influence instructional decisions – monitoring of Q1 and Q3 identification and planning via priority report as well as ACCESS, NWEA, and formative assessment data. • Tier I interventions- Walkthroughs to determine effective use of intervention blocks. 	
Closed Session		<p>Julian Munoz called for a motion for La Promesa Board of Education to convene an Executive Session to discuss the Pending Litigation and the OSA’s Special Audit Designation. Judy Griego motioned, Regina Sanchez seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p>
Reconvene to Open Session	<p>Reconvene at 8:07pm <u>Munoz:</u> Roll Call- states that all members agree that the matters discussed in the Executive Session were only limited to those specified in the agenda. Roll Call by Judy Griego</p>	Reconvene to Open Session
Action as Necessary from Closed Session (Discussion/Action)	<u>Munoz:</u> No Action	
Head Administrator Report	<u>Jones:</u> The heart of the report is always going to be the Performance Framework and I will keep you posted.	
Public Comment	N/A	
Adjourn	<p>Next GC meeting: September 26, 2017 at 5:30pm</p> <p>Meeting was adjourned at 8:10pm.</p>	<p>Julian Munoz asked for a motion to adjourn. Judy Griego motioned, Cipriano Lucero seconded. -Julian Munoz called for a vote. GC approved unanimously by a vote of 4-0; 0 opposed; 0 abstained</p>