Notes from the October 8th, 2024 Board Meeting

Attendees:

Mr. Troy Gardner, Board President **- Present**
Ms. Sandy Joyce, Board Vice President **- Present**
Ms. Zandra Webb, Board Member **- attended via zoom**
Dr. Kayunta Johnson-Winters **- was out of town and was not able to attend even via zoom.**
Mrs. Sukai Durosimi, EFWMA Superintendent - **Present**
Mr. Jason Richmond, EFWMA Principal - **Present**
Mrs. Regnolda Tremain, EFWMA Superintendent Assistant - **Present**
Mrs. Aida Aguilar, Director of District Operations & Child Nutrition - **Present**
Ms. Amy Felton, HR Assistant - **Present**
Ms. Yadira Moreno, Montessori I DTC I Campus Admin. - **Present**
Mr. Jeremy Holiday, OLE Teacher - **Present**
Ms. Melissa Gill, EFWMA GT Coordinator - **Present**
Mr. Javier Aguilar, Technology Applications Computer Science Teacher **- Present**
Mr. Jonathan Rose, EFWMA Elementary Teacher - **Present**
Ms. Hala Mikhail, Superintendent Secretary/Librarian - **Present**

Meeting started at 6:15 p.m. on campus

- Mr. Gardner started the meeting by making sure that Ms. Zandra Webb was able to join via zoom.

- Then the meeting started by recognizing three students. Mr. Richmond mentioned that at the beginning of the year testing for maps, for Reading and Math - Grades K and Fifth Grade, for Science - Third, Fourth and Fifth Grades. He said that there are three students that they would like to recognize for achieving mastery for the different math assessments. The first young lady is **Ms. Marley McKinney for achieving Mastery on MAP Reading**. Mr. Richmond pointed out also that Marley was a Pre-K and she took the beginning of year maps assessment for Math and Reading. **She scored Mastery on Reading and scored On-Level for Math as a Pre-K** student. With that they held a meeting on a referral from her mom, Dr. Brown, to promote her from Pre-K to Kindergarten.

- Marley got her Certificate of Recognition and stood to take a photo and say her speech. Mr. Jonathan Rose was taking the photos. Marley said her name and that she likes her class because they learn to read with their teacher.

- Mr. Richmond then mentioned the second student. She is a fourth grader and he likes to call her Little **Ms. Emma Garza**. He said that he was just asking her about what her plans are and what she likes to be in the future - a Senator or a CEO and she just answered that she has lots of plans for the future. Emma Garza is being recognized **for achieving Mastery on MAP Reading, Math and Science**. She is also one of the school's GT students.

- Emma stood to take her photo and say her speech. She said that what she enjoys about the school is that it allows creativity to grow and blossom.

- Mr. Richmond then introduced the third student. He said that this gift man has worked extremely hard and is always a hard worker - **Wyatt Landry** who **achieved Mastery on MAP Reading and Science**. Mr. Richmond mentioned that last year Wyatt struggled with math. He took the STAAR Assessment and he was not successful, but when he took the beginning of the year math assessment, he scored Meets as the projection of this year for STAAR. So Mr. Richmond wanted to congratulate Wyatt for his hard work and dedication and for achieving Masters and also improving quite tremendously when it comes to Math.

- Mr. Richmond said that these are some of the superstars that we have at EFWMA and let's give them a round of applause. He then thanked their parents so much for bringing them that night and asked them before they leave to go get some toys. These toys were donated from Mrs. Vincent from her Homes for Children Corporation as an incentive for students for their achievement when it comes to academics as well as for behavior and care. Then a photo was taken to the three of them together. The parents left with their kids and the board meeting started.

- Mr. Gardner started the meeting and asked everyone to briefly summarize what's going on. He said that Ms. Webb is in Panama and is joining via zoom and Dr. Winters is out in DC and she won't be able to attend even via zoom. He said that if anyone had any questions to the Board, they can address it later at a particular point.

- Mr. Gardner then said to get **the Minutes from the August 20th and 27th, 2024 Board Meeting** and asked if the minutes were posted in the Google Classroom. The answer was Yes, they are posted and asked if he can get a motion to approve

the minutes. He got one motion and asked for a second motion from Ms. Webb and she gave a second. Then he said that it has been **Approved**.

- Mr. Gardner then moved to the second item which was the Approval of ESL Manual and Procedures and asked if anyone will be presenting or just go through and approve? He then mentioned that he will go through to approve and can take any questions from the Board, if they have any, before approving. So he asked for a motion if they have any questions and then a motion to approve **the ESL Manual and Procedures**. He got two motions for approval. It was then **Approved**.

- Mr. Gardner then moved to **the Approval of the Gifted and Talented Manual and Procedures** and said that Ms. Gill is on board to answer any questions. He asked if they had any questions and the answer was No. So he asked for two motions to approve. He got two motions for approval and it was **Approved**.

- Mr. Gardner moved to the following item which was **the Approval of SPED Manual and Procedures** and mentioned that Mr. Richmond is available to answer any questions. He then asked for two motions to approve and he got them. So it was **Approved**.

- Mr. Gardner moved to the next item which was **the Approval of Lone Star Governance Goals and Constraints** and that Mrs. Durosimi is available for any questions. Mrs. Durosimi mentioned that she added the CCC MR from Ms. Carrie and said that they needed the third goal which had been added. So Mr. Gardner asked for two motions to approve and he got them. So he said that this has been **Approved**.

- Mr. Gardner then moved to **the Approval of the Updated Accounting Handbook** and said that Ms. Aida is prepared to take any questions. Then he asked for a motion to approve. He got a motion from Ms. Joyce and a second from Ms. Webb. He mentioned then that it has been moved and **Approved**.

.

- Mr. Gardner moved to **the Approval of the Updated Attendance Handbook** and mentioned that Ms. Keisha was prepared to take any questions. He asked for two motions to approve and got them. He mentioned then that it has been **Approved**.

- Mr. Gardner went to the next item which was **Approving Leases for Leasing Entities** and that Mrs. Durosimi can take any questions. Then he asked for two motions to approve. He got one from Ms. Joyce and a second from Ms. Webb. He mentioned that it has been **Approved**.

- Mr. Gardner then moved to the next item which is **Approving the Updated Region 11 Contracts**. He asked for any questions and then for two motions to approve. He received one from Ms. Joyce and a second from Ms. Webb. He then said that it has been moved properly and **Approved**.

- Mr. Gardner mentioned that there are two items on the Business Consent and he moved along to the third item on the agenda which was Consider Presentation of Computers, Laptops, Tablets, Software, Peripherals, Parts and Services - Cooperative Contracts (Technology Plan). He asked Mr. Aguilar if that requires approval. Mr. Aguilar answered that No, it did not require approval, it just needed to be presented.

- Mr. Gardner asked then Mr. Aguilar to start his presentation and asked Ms. Webb if she needed to log off and they have enough for the quorum to approve what they have and that the rest will only be presentations at this point.

Mr. Aguilar's Presentation

- Mr. Aguilar started his presentation. He said that this year he made partnership with three partners: the University of Texas, the Amazon Future Engineer and the Scratch Foundation. They provided some grants for the students and with those grants they bought some equipment as well to empower more girls like Emma. He said that Emma is one of his students who helps him with Pre-K and Kinder students and that with Ms. Gill, they are doing some scratch projects with the students to visit at least twice a month. He also does Pre-K and Kinder classes to empower more coding for the little ones. Beside his classes, he provides support to the school with the troubleshooting and also community services leading to some home visits as well as doing computer clubs and other kind of clubs coordination.

- Mr. Aguilar asked if they were aware that this year TEA mandated to have the new TEKS for computer science technology applications. So this year he incorporated new additional TEKS that he was using before, which means that they are not brand new. He said that he started teaching computer science since he was here in 2014. He said that Computer Science is important to writing math and science because it is a cross curriculum, integrated computer science.

- Mr. Aguilar made a little report with different tabs to identify what equipment is with which student and can identify also what classroom it belonged to. He sometimes sees computers on the floor and is very upset about that because he said that he cares about the equipment for the school as they spend a lot of money to have these

devices for graduate students. He mentioned also that he has some students especially from Pre-K who use their headphones and they get so excited to go out not noticing that they have their headphones on their head and just move quickly. In this case they might drop the device - he mentioned that he does not worry too much about the headphones, but he worries about the device because it can fall from their hands and the screen gets broken. He tries to fix these devices by himself because if he sends it to Dell or another company, they charge $200 plus labor. So it is much easier to order the part and teach his students how to replace the damaged part.

- **Mr. Aguilar wanted to bring something to the Board.** He mentioned that the equipment he has is already obsolete but is still working. **He wanted to emphasize that maybe in the future they can consider upgrading these devices, the devices for students and the devices for the faculty and staff.** He keeps getting a lot of complaints from the teachers that their device is too slow and he does his best to help them. Right now the computers are working with Windows 11 and Windows 10 is going to be obsolete by October 25 and will not be working as it will not be receiving any more updates which is important for the school as we always have updates.

- **Mr. Aguilar said that he has a program that he wants to propose to the Board for approval.** He continued that this software they have been using from three years ago and that when the company came in and presented, he told them that he didn't have the money for that. They then gave him a try for six months. He then started to promote this company with other conferences he went to, so they gave him three years free access to the school.

- He mentioned that they gave him great news because they hear about us in Texas and asked Mr. Aguilar about what we really need. He told them that we need to have something dealing with TEKS, which they did for us. They gave him something that has TEKS for second, third, fourth and fifth graders and he was happy to do this for the school. The other important thing is that they have computer science already integrated. With that said, he mentioned that we want to prepare our students to have a masters in Microsoft Office and do something with coding which is important.

- **He also mentioned that there is another program which he really wants to ask permission from the Board to approve. He needs approval for $800 to spend on something called web filtering.** This web filtering prevents the students from going to inappropriate websites or downloading inappropriate stuff which can put us in danger and threatens our cyber security because in clicking on something that is not appropriate, we can be hacked. So after calling some companies for that, they

told him that it will cost $4,000 or $5,000 bucks which is very expensive. After negotiating with other companies, they told him that the lowest price they can give him is for $803 bucks. They gave him another discount and provided him 75 free licenses for the school which are not enough for the students. He told them that he wants Kinder to 5th graders to have access to that. **But he is just asking the Board for approval of $163 for his Scratch grant.**

- Mr. Aguilar then started showing some videos for his students explaining how coding has impacted their lives. He introduced them to Turning and Scratch Junior which made them grow and move grades up and that scratch is an amazing way for children to learn, have fun but in an educational way. One of the students explained that Mr. Aguilar has helped her learn about coding and how to do scratch which was fun and that when she grows she wants to be a coder and help other children. Another student said how they use scratch to create visual stories and use their imagination as it can be revised and edited. Students can use scratch to express what they cannot write in words. It has helped them think creatively, reason systematically and collaborate better. It also increases their confidence in themselves.

- Mr. Aguilar continued showing more videos on coding and scratching by his students. Some of his upper grade students from last year are now teaching robotics for the little ones. They also started learning Javascript Jason which is something they will learn in middle school but they wanted to learn it now. They need to be challenged and ready for the future.

- Mr. Aguilar mentioned that he has future events. One starts on November 16 to which he invites people to come join him if they are not busy. Also, Computer Science Education Week is happening this year on December 9th. This event happens worldwide. Another event is the robotics competition happening in April and will be in Kinney, Texas. The last competition was done in 2017/2018 and he is now preparing 10 students to compete this year to represent EFWMA school.

- **He then ended his presentation and said that if anyone has any questions to contact Mr. Aguilar.**

- Mr. Gardner thanked Mr. Aguilar for his great presentation and said that there is your marketing person. He then asked if Mr. Aguilar asked for approval from the Board for an amount of money. The answer was Yes, **the $163 for the Scratch Grant and also $803 for the web filtering and asked if Ms. Webb was still on the call.** But she was not and Mr. Gardner said that they didn't have enough people to approve

these amounts for now and that they can do an emergency meeting later. So it was **Tabled**.

- Mr. Gardner moved to the following item which is to choose Members to attend the Safety Meetings. He asked if they have dates for the safety meetings.

- Mrs. Durosimi answered that they only chose the members to attend but they don't have dates.

- Mr. Gardner mentioned that they will come back to that item later.

- Mr. Garner then moved to the next item - Presentation on September Finance Report and it can be done along with Community Engagement to Increase Enrollment.

Mrs. Durosimi's Presentation:

- Mrs. Durosimi said that there are 2 sheets, one for August and one for September. She mentioned that the budget starts September 1st. Mrs. Durosimi has done some calculations and she will work on the August sheet first along with the September sheet.

- Mrs. Durosimi started with the student enrollment and said that the enrollment is low. In the September information, which has all three, she said that in August last year we had 195 students and this year we have 132 - that is **a drop of 63 kids**. In August we had 174 and this year we have 129. That's **a drop of 45 kids**. So, from the 63 to the 45, that's also a drop.

- Mrs. Durosimi said that last year the Board asked her to go and make some Canva, to meet with preschools and then community and that's what she has been doing. We've been doing some events. She has been going to Daycares. At first she was not taking notes, but now she started taking notes. On Saturdays, Mr. Durosimi was going out canvassing the town so she can drop flyers. She has been able to talk to a lot of people and a sheet showed some of the places that she has been going to.

- Some of the people were willing to post their information on the door. The Saturday before when she went out, she was able to meet someone, some people who wanted to do subs. Now her schedule has Fridays where she is going out instead of Saturdays morning. She will drive down to Fort Worth and start canvassing the neighborhood or going especially to the hospitals. Mrs. Durosimi learned that if she

does this on Saturdays, she is able to catch more people than on Fridays because on Fridays they are at work and busy. She also puts flyers on people's cars, which is one way of doing it.

- Ms. Keisha had a good idea. Since they got some kids from rocket ships, they thought to stand at the light and just hand out some flyers to some of the parents. They also gave flyers to some of the parents who come to the school for a tour and gave out some brochures as well. This is part of what they have been doing because when the enrollment is low, it affects a lot of things. The sheet shows how low enrollment affects finance, which will affect the report card which can also affect the report card for finances. Mrs. Durosimi asked if they have any questions on enrollment so far.

- Mrs. Durosimi then moved to the next page of the sheets. She said that they can do August and September all at the same time. They will look at the budget to actual, for August it is going to say 2 or 4, and for September it is going to say 2 or 5. She will start off by saying that one of the things that Ms. Aida said that Yes the Board approved the budget but it's a budget. What we were always looking at is what's in the bank, the cash in the bank that TA gives them. So every month they go to what is called TA payments to school. You put in the ICDN, which is our 220811 and you can see the payments that TA gives to the school. You can tell when it's fluctuating because we are either adding kids and it will go up, or we are losing kids and it will go down.

- .Mrs. Durosimi continued by saying that if they look at the 204, which is August, she puts a dot where it's the original budget. That's what the Board passed and then the actual is how much money they have in the bank. That's how much TA is going to be giving them and what she did is that she calculated to the side, how much they are missing from what the Board approved to what the actual is and it is 42,368.57. She wanted everybody to have this because she knows that she says No a lot and when she says No, she wants to have a transparent conversation about where they are.

- Mrs. Durosimi continued and showed them that if they go at the top of the sheet where they see the 204 million and the 1.9 million, that's their revenue. So even in their revenue, they are missing $42,000. Now, if they go down to the bottom, and look at the actual column, what they were bringing in, whether it is tuition, whether it is grants, whether it is just the 420 local fund, the payment from TA is 1.9. But how much are they spending? They are spending 2.1 because that covers payroll and

expenditures. So how much are we missing in our budget from our revenues? From our expenditures? $210,000 where that reserves is where it is getting pulled from.

- Mrs. Durosimi asked if they had any questions so far. Then she shifted to the September sheet - Budget to actuals. So September is when they start spending the money. They should start on September 1st. But they better wait till September 5th to start saying Yes or No. She then mentioned that if they look at the actuals, they have $154,000 that came in and is their revenue. And if you go down to expenditures and see how much they have to spend, they spent $195,846. So the loss there is $41,000.

- So the goal is every time when Ms. Aida puts in a purchase order, they actually have a running budget of the bank. Before we take out $50, we have to go back and add. Ms. Hala has been keeping track of our utilities, then they have payroll and we have our non payroll. So the non payroll is the utilities and all other things. Payroll is what they are spending for TRS, health insurance stull that they have now reduced. Ms. Aida mentioned that most schools reduce their health insurance to $102,525.

- One speaker mentioned that she heard that teacher are making less money because the schools reduce the benefits because they are not being funded.

- Mrs. Durosimi said that they still 300 and they kept it because that's a good part of the incentive for teachers. Mrs. Durosimi continued that they make sure to add up all their utilities to try to track how much they are spending a month, and how much they can cover in the bank so that they were spending less from the budget, meaning less from the reserves. Mrs. Durosimi asked then if they had any questions on August or September.

- Mrs. Durosimi asked everyone to turn the page to where it says 3 or 4. It will say Payroll only. Basically this is 420, which is all of us. Then Ms. Aida, Ms. Lee and Ms. Brie, some of their salary or all of their salary comes from 240. That's food services. So when you think about all the people that are coded to these different functions, whether it's instruction, curriculum, school leadership, social services, the total that we're spending on payroll is $1.3 million. So what Mrs. Durosimi has done was that she took that number and added it to the 420 because they need their child nutrition people. That's $1.4 million. At the beginning they were looking at 1.9 which is their revenue and that's what they are bringing in August. So if she takes that 1.9 and takes away payroll, they are left with $515,000.

- Mrs. Durosimi asked them to flip the page and go to where it says non payroll for August and September. August should say $887,000 for September. They can look at page 4 or 5. If they look at August, trying to balance everything out, when they look at non payroll, that's all their utilities, all their contracts, all of that 887,000, which we already mentioned that after payroll it is 515,000. So if they take the 887 minus the 515 with $372,000 in deficit, so that's August. Then if they go to September, she did the same math calculation because September is when they actually start their budget. Mrs. Durosimi didn't do the math for them and she wanted them to take her model and do their calculation.

- Mrs. Durosimi continued that just to save time, for the month of August after she added payroll for both 420 and 240, it's 131,676.21. Their actuals for revenues is 154,000. So if she subtracts the 154 from the total payroll for 420 and 240, she gets 22,891 and their bills on the non payroll side comes up to be 79,668. After she subtracts everything, she takes her bills plus what's left after payroll is taken, she is left with 56,777 and cents as a deficit that will come from the reserves.

- .Mrs. Durosimi said that one of things that they have been saying is that marketing is everybody's job in the classroom. They are not asking teachers to go out and recruit, but making sure they are teaching, they are communicating, they are doing fun things with the kids, having events, making sure the school looks good. She said that they have in the front office the customer service. So everybody has a part to play in making sure that marketing goes well.

- Then Mrs. Durosimi referred to the last page of the document, 505, it is on both. For August it said what TA gives and it also has what TA asks them to spend. So program intent codes are what TA says that they have to spend. So each one of those 21 is gifted and talented. They don't have any CT classes, 23 is special Education, Comp. Ed. Bilingual. All those different fund codes go with those program intent codes. Based also on that money that TA gives them, let's say they are going to give them for gifted and talented $3,251 and they need to spend that on the gifted and talented and nothing else. So they make sure that when they are coding people for payroll, their pick code is coded. For example Ms. Gill is Math and GT, so we are going to make sure that when they code her they add that 21 so that she meets the 3,251. Not all of it will go for her because they have to spend some on people that they bring in for GT.

- Mrs. Durosimi continued to say that if they go on, the same thing applies to Special Education. They are going to give them $106,000, but 55% of that has to be spent on SPED. So they have to meet those codes. Then she asked them to move to the

right where they notice that it has current, are they passing or failing? And then projected to pass or fail? So each month when it calculates, they will see that in September if they were passing or failing and sometimes it is because a lot of money is not being pulled out from there. But at the end of the school year, they are projected to pass all of them. They have to go back to the drawing board and see who they decode properly to make sure that they are meeting the percentage required from TEA. Mrs. Durosimi asked again if they had any questions.

- Mrs. Durosimi talked about the sheet that Ms. Jofee had just handed it to them. It is the Board Policies. She tries to make sure that each year all of them are updated. Each board policy has a module and has local policies that go with it. For ISDs, each one of their PGS has a local policy, But for them as a charter school, she made sure that it is in one place, so it is easy for people to look at and read. So in Module 1 under Governance, they have their board operating procedures and also have the Lone Star Governance instruction. On the Local Policy, they have Grading Policy, the Student Code of Conduct, which is also in the parent and the Student and Parent Handbook. They have a Curriculum Handbook and they have their Special Services Manuals that have been updated and approved.

- There is also the TA STAAR Assessment information. They have their district testing coordinator process and they have EFWMA Attendance Handbook.

- For Module 3, which is the Students. That's the EFWMA Student and Parent Handbook which they get directly from the Lawyer and update it. Sometimes Mrs. Durosimi has to meet with the lawyers because there are certain things that she cannot understand and wants to clarify to make sure that our parents can understand it. So, she rewrites it and sends it back to them.

- Module 4 is Employment. There is the Employee Handbook, the At Will Employment Local Policy and the Staff Correction Handbook.

- Module 5 is Financial Operations. There is the Accounting Handbook that shows how to handle cash at East Fort Worth. The school's purchase order process and the forms that they use are all in the handbook, which is also in the Google Classroom.

- Then Module 6 is Student Services. It includes all of the modules that have been updated - SPED, ESL, GT 504 and Dyslexia all fall under SPED. There is also the SPED Framework that is online that TA controls and we make sure it is updated every 5 years.

- Mrs. Durosimi then discussed that when she talked about the finances and what it affects, so East Fort Worth and all charter schools get a charter school report card which has different components. They look at our academic standard, our financial standard and our operational standard and they all have different weights. So if we start with our CDN, that is our CDN number. So if they want to look up at any STAAR scores, they need to look up at how much TA gives them. This is the number you will put in, and then it will give you the reports that they need. Right now we are in Tier 2, which is the average performance. But what does it take to be a Tier 1? So for Tier 2, it says that charter schools that do not qualify for Tier 1 but attain scores at above 60% on the Charter School performance framework overall and on both the CSPF academic and financial standards. So it means that for academics and finance, we have to stay above 60% to stay average.

- Mrs. Durosimi continued that for us to get to Tier 1 Charter Schools that attain scores at or above 80% on the Charter School performance framework and on both the Charter School Performance Framework, academic and financial standards, this will get us to be Tier 1. So right now for financial standards, they have hundred, but there are certain things that may affect it. So she will go through what is going to affect it. For academic standards, in 22 they have 79%. TA is always one year behind. So in 23/24, they will have a 74. So if you calculate real quick, Now for 2022 they had a score of 79%. The weight that they put on that overall A through F score is 80%. So last year we made 74, so 74 times 80% you will get our weighted score. For 22/23, the 80% times 79 gives us a score of 63.21 achievement status for student groups. We made a 71 that's weighted at 10%, so not much. And the weighted score is 77.1%. All the information for academics, 1a, 1b and 1c are there for 23/24 school year.

- On campus status, we got 4 out of 10, which is a score of 40 and its weighted at 10% - so that's a 4. If you add all this group together, you get a 74. So at 74, it kept us at Tier 2. If we were anything below a 60, wwe would have been deficient performance which is definitely not good. That would probably put us at Tier 3 deficient performance which puts us in improvement as well. By the way, all the team will be talking to you about academics.

- For Financial standards. Overall performance on charter first - we scored a 90. The passing score is a 70 so it's weighted at 70. The whole score give us a 102 B. If you are following, 2 B solvency cash on hand. Right now they have 10 over 10. Our days of cash on hand and current investments is 64 days. TA wants them to have 30 days. So we have doubts but we continue to take money from our reserves.

This goes down. So our goal is to make sure that when I am talking to the CPA how it's going to affect this.

- Mrs. Durosimi continued that what they have now is 10. If they drop to less than 60 and greater than 50, they get an 8. So all these things tie together for 2 C. Solvency ratio of current assets to current liabilities, 2 Cs. We have a 10. Our current ratio now is 3.14, so it's greater than 2, you get a 10. If it is less than 2 and greater than 1.75, it's an 8. So these are the things that Mrs. Durosimi is looking at to kind of gauge what her report card is going to be.

- Mrs. Durosimi said that what she did was to make sure that these indicators are aligned to the charter first because that's where they are pulling information. The charter first, they pull it from the audit that they do and from their teams. So it's important that everything that they input is precise.

- **For 2 D Revenues Equal or Exceed Expenses**. The total is 64.114. That five points will be awarded if Charter School has 40 days cash on hand as determined in Indicator 7. It used to be 30 so it's 40. So Indicator 7 was what we started with, and we said that we had 64,164, 143 days cash on hand.

- Then the last one is 2 E debt to service ratio. It is less than 0.6 and that is negative 42. So we are doing well with our debt to service to cover our ratio. But one of the things that Mrs. Durosimi is worried about is, do their revenues equal or exceed expenses? It doesn't right now - so she is really bothered about how this is going to be affected. So if this number drops right now, they are at 100%, the weight is 20%. If they drop to 90, so 90 times 20% is whatever their weighted score is going to be.

- So after they go through the whole thing, if their academic score was 79 out of a hundred - if you put 74 out of hundred it will be 74 X 80%. Whatever this number is plus all these numbers, you take that and calculate it by 70% will give you what their weighted score would be plus whatever their financial scores be. If they drop from a 100 to 90, so 90 X 20%, what would that give?

- Mrs. Durosimi continued and said that lastly is their operational standards. She said that one of the biggest things that the Board has always asked about was the 3.1 administrative cost ratio. The administrative cost ratio right now is 0.2396 and they got all the points because they are still below the threshold of 0.2654. So if they substract, this will give like 0.3 something that they are staying way under.

- **For 3, a Teacher Qualifications to Work at a Charter School**, you need a bachelor's or certification. They just have to make sure that the teachers have both so that they can get one point program requirements for special populations. They have gone through the manual, the Board has approved it and they have gone through the audits, and they passed their SPED. For ESL they have increased from results driven accountability 4 to 3, which is really good.

- **3 C Program Requirements for Bilingual Education** - that's not applicable. They don't have bilingual education.

- **3 D Timely Filing of Governance Report Forms**. Mrs. Durosimi mentioned that she always makes sure to file on time and that the Board has all the training that it needs. She said Thanks to Ms. Hala and Mr. Gardner for making sure that the Board is turning in all the trainings that they need. Also, she is still waiting on Region 11 to get back to her on the sexual harassment online training.

- **3 G is 3 F Criminal Record Employment Requirements.** There is something that Mrs. Durosimi needs to submit to TEA, so she will be talking to Ms. Amy about that.

- **3 G Pings** - she always makes sure that they turn in their ping stand on time. In fact, last week and this week, especially this week, Mrs. Durosimi and Ms. Keisha sat and went through all the reports because they caught some errors. And the goal is that when they submit the first time, just the practice run, there will be less fatals. So they made sure that they were cross checking every report. If ESL said they had 30 kids, she wants to see that Code 3 is marked on every ESL kid if they are also SPED and it's 8. She wants to make sure that every kid has 8 marked on it. If they are GT, it's the same thing. So at the end, when she looks at the report she turns in for 6 weeks, the numbers should all match.

- **Certificate of Occupancy Requirements.** Ms. Aida takes are of that - it is up to date.

- **Cost, Admin Cost Ratio**. They just went through that and it is good.

- **3 J** - they got a 0 because 50% of students tested in grades is lower than the rest of the school. So if they had 180 kids and 90 kids were in 3rd. through 5th., they will pass. But because they only have 60 and the rest of them are Pre-K through 2nd., Mrs. Durosimi thinks that TEA was trying to say that some people were heavier at the bottom than at the top because when they take their STAAR scores, it is going to

affect them. So, they didn't always get dinged but they have been getting dinged on this lately because 50% of the kids are not 3rd through 5th.

- Lastly, Child Nutrition. They are in that and handling secure assessment materials. Ms. Yadira does a good job with that. So, if you take all of this information and plug it times all the weighted scores, gives us their overall score of 80.9. So they are constantly watching these to see how they are doing. The biggest one is academic standards because the weight is 70%. Even here it's 80%. So if they do well in their academic standards overall, it should be good. If they hold this and slip here, they will still maintain it. The goal is that they want to maintain financial standards and want to increase academic standards.

- By this Mrs. Durosimi ended her presentation and asked if there are any questions.

- Mr. Gardner went to the following item on the agenda which is the **Update on Roof Repairs** presented by Ms. Aida Aguilar.

- Ms. Aida mentioned that they don't have a presentation for that. They went through and looked at all the quotes that they have gotten, they were all in the 100 thousands. They were about ready to get an RFP. Ms. Aida said that she went back to the original roof company who did their roof 10 years ago, Tarrant roofing. She had them come out and they did a digital assessment. They were able to tell her when their hail actually happened and he was able to check the roof and the shingles, and that we did not need the roof to be redone. They are nice and good company and they are willing to do it. So because they came out and looked, their quote was less than $3000. They will be at school tomorrow fixing it. So, instead of having to go to the bank and ask for that money and touch any of their reserves, this is all she has to pay them. They will guarantee their work for 2 years and then will come back. He also said that the shingles weren't actually as damaged as they needed to become so and they are willing to do it. So they will be good and takes care of the leak. The rest of it is good. He actually took a picture and showed Ms. Aida how the shingles are good. They were damaged, but not enough. She said that everybody was giving them anywhere and the highest was 200. This is because they wanted to replace everything.

- Ms. Aida ended her part and Mr. Gardner moved to the next item which is a **Presentation on Academic Report Schoolwide Data (STAAR and MAPS) presented by Ms. Jofee Tremain.**

- Mr. Gardner mentioned that the time was now 7:23 pm and he is trying to finish by 8:00 pm.

Ms. Jofee's Presentation:

- Her part was on academics. Ms. Jofee referred to her PowerPoint presentation and said that in the outline they will see the focus has been on humanizing the data. What they are talking about is making sure that every teacher and every staff member actually knows who the kids are and not just what their numbers are. But do they actually know them and understand them? This helps with achievement.

- Ms. Jofee continued by saying that they started the school year with one of their goals of connecting with their parents right away. So, instead of waiting until October to do parent teacher conferences, they moved that up to September. The teachers had basically the whole month, but 2 weeks in particular were just focused on parent conferences.

- So, September 16th through September 30th, teachers met with their parents and walked them through the parent compact, which was the expectations on the campus, and what we said we are willing to do and what we need from them. Students were expected to be part of the conferences, if they were old enough to be a part of the conferences, to sit down and talk to their parents about the beginning of the year assessments. Teachers were able to set goals and intervention plans with the parents. So this is how we started the school year off with humanizing our data.

- Ms. Jofee also said that what they will hear from the departments that night were some of the expectations that they have asked the teachers to take care of. The coaches were going to talk about things that she asked them to do. The biggest piece that they have been doing as a leadership team is slowing down long enough to understand what they are asking the teachers to do.

- Ms. Jofee mentioned that they talked a lot about the things they don't need to have on their plate or if they can do it later and how this will impact if they wait. So the biggest thing is to make sure that all of the kids are growing because the goal is that 100% of the kids grow. They will see that through their map data - beginning of the year, middle and end of the year for math, map for reading, K - 5th, and also for science grades 3 through 5. Then the other piece is making sure that the kids actually hit Meets on STAAR because Meets means the kids are on grade level.

- Ms. Jofee said that some of the kids will probably go from below to approaching and this shows growth because they get credit for every kid that grows. But the goal for us is to be able to say it's disconnected to that CMR piece from our Saturday training. It is making sure that we are sending out students into the world that are able to read and write. And if we send out kids who can read and write, that means that they have to be on Meets and are Masters.

- So, the goal as a team is to help support the teachers to not only make sure the kids grow, but to also make sure kids are Meeting and Mastering. But while they are working on the kids, they also want the teachers to grow because they want the teachers to be proficient, exemplary or distinguished teachers on the campus. So they are working on ways to make sure that they have consistency and retention of staff through the expectations that they are asking them to follow - so what they have with what is in their packet they give them.

- Ms. Jofee continued to say that there are a couple of things that they have been working on in the campus to be consistent with language, be consistent with expectations, and to also give teachers some exemplars so they can have choice in the way that they are going about progress, monitoring, creating intervention groups, working with each other in collaboration. Mr. Richmond revised the schedule to allow teachers for collaboration and think time on Fridays. So, if they use their time wisely, they will not have to use Saturday and Sunday for that, or if they choose to, they won't be doing a lof of that. They are trying to be mindful of that.

- Ms. Jofee created a digital board for teachers so they can enter some data. Teachers are presenting some progress monitoring data for them the next day. . .Ms. Jofee and Mr. Richmond have co-created a way to measure grades 3, 4 & 5 so they can track the services that they are providing them if it's actually making a difference. By this they can find out what works and what doesn't work to take off the plate.

- Ms. Jofee continued that those are some of the key things. So when the team gets up, they will go through all the data for STAAR and Maps. But the biggest thing that she wanted to point out is with STAAR. She has been looking at the kids who are physically on campus now - so they took the STAAR last year, and they are physically here and she showed Mr. Richmond the report. When you cross everybody out who are physically here and then look at how they performed last year versus how they are performing now, and then you look at who is in the room and what's the curriculum they are using and how are we tracking them - those are the conversations they are having. By this they can say that this student needs this

and this is how we can help him. They are going to hit that conversation hard because it's heir first program monitoring day. It's the first day after progress monitoring. So it's a celebration for the campus that they actually had intervention starting with Map data September 16th consistently. Everybody will show up to talk about how the kids are doing and they will celebrate that.

- On the 14th of October, they are going to go a little deeper in making sure that all of the student goals are set and ready to Map. This is a quick summary of the expectations that they are happy to do.

- Ms. Jofee continued by saying that she wants the teachers to get to know the students. She is trying to know and wants them to take time. So it's been a lot the last 30, 60, 90 days. She is on 249 and it's been a lot of things that they have been working on. But the biggest thing is that it's been nice to hear some instruction happening in the classroom, and it's been really nice for teachers when they need help. They do not hesitate to ask for it.

- The walkthrough data is out of control. But the turnaround, that cycle, that feedback is there for teachers to help move them a lot faster than they have done before. But she wanted to thank the leadership team because they have taken her thoughts and are moving with it really fast. The leadership team are not sitting in their rooms, they are in the classroom with the teachers.

- Ms. Jofee ended her presentation and Mr. Gardner moved to the following item on the agenda which is the **Presentation on Math Schoolwide Data, Dept Goals, and Action Steps presented by Ms. Melissa Gill.**

Ms. Gill's Presentation:

- Ms. Gill started by saying her name and that she is the VP Coordinator and the Math coach at EFWMA. Her focus will be on Math data, her goal for the year and the strategy she will use to reach that goal.

- On the chart that she created is the NWA data. The top bar is the school as a whole. The percentile is 44th percentile and that's out of the nation of every school that took the test. Then she has Kinder to 2nd, 3rd, 4th and 5th in order. If you take off the strips that have the percentages for each level, we have our Masters meets on grade level. Her hope is to make the middle of year poster so they can compare in the 60th percentile. 5th Grade was 60th percentile out of the nation which is good. 5th and 4th Grades, 50% of them scored at or above 50th percentile - that's

great. So based on this data, we are on track for 43 and a 3rd percent to achieve Meets or Masters on the STAAR and the goal is for 67% of 3rd, 4th, and 5th to reach Meets or Masters. So the difference is 23 and 2 thirds percent.

- To reach this goal, they have a couple of things they are working on. The first is they have our Eureka curriculum, which is being used from Kindergarten through 5th grade. The second is data driven instruction and intervention. Every Wednesday and Thursday, the intervention is focused on Math from 8:30 to 9:15 am. The teachers do rotating stations. They have a small group of people at the table, students work individually on technology and in small groups. Then finally, they have cubes they pass them on. What she likes about cubes is that it helps the students break down word problems and the STAAR questions are worded very typically. So the whole point of cubes is to take out the key numbers, units and information and help the students find what they are really asking for and eliminate the unnecessary information on the word problems.

- Mr. Gardner commented that he loves it very much.

- Ms. Gill continued that the students use this in the Eureka curriculum. They have their application problem that they do every day - a whole group with the teacher. So the teachers are doing cubes, all the students are doing in their books and they use it in their problem set.

- Mr. Gardner asked about who came up with this concept? Did she come up with the cubes or is it something else?

- Ms. Gill answered that she was introduced to it when she was working at an elementary school a few years ago and she kept using it. She taught 2nd grade and 6th grade and she feels that it is really a good strategy.

- Mr. Gardner agreed that it is really a good strategy.

- Mr. Gardner moved to the next item on the agenda which is the **Presentation on ELAR 3rd-5th Data, Dept Goals, and Implementation Plan, Front Office Compliance for Charter Renewal Goals and Action Steps presented by Ms. Amy Felton.**

Ms. Amy Felton's Presentation:

- Ms. Felton started by saying her name and that she has been in education for 24 years. She loves test scores. She loves breaking it down to every child and she loves trying to help the teachers move forward. She is working with Ms. Yadira and doing 3rd to 5th grade. She is explaining her chart and said that if you take the colors that she has on the chart and let them fall on the ground, the only way to make these colors go from the red to the blue is to hook them all together. When you hook them all together, like all the greens, all the blues - then these kids start moving up. We are working together as a team throughout the whole school to help move them up.

- Ms. Felton continued that their goal is that they want to make sure everybody is mastered and she wants to take the time to help them. One way of doing that is they have to find the love of reading. She mentioned that her favorite book is Swiss Family Robinson. She said that 3rd grade score all together 32 (which is going to change), 4th grade was 65 and 5th grade was 68. It doesn't matter where they score, but her goal is to make sure that she moves them.

- Ms. Felton has been privileged and allowed to be in the classrooms during interventions, and she works with little groups because that is her favorite thing to do because she learns their personalities and how they learn. Then they connect with her and she connects with the teacher and she is just there to help.

- Ms. Felton asked if anyone had any questions and mentioned that she will go on to the Front Office which is her favorite thing. She talked to Mr. Gardner about it because she loves continuous improvement. She loves putting procedures, and loves making sure to make their day easier when the office is the key to running the whole school. She loves taking all the stuff and making everything work so in the future everything will be easy for Mrs. Durosimi as Ms. Keisha and Ms. Sylvia are going to make it just keep flowing.

- Her goal is to be part of the blue group. They are at 91% but her goal is to make sure they are getting close to 100%. She is learning a lot about teams and they didn't have that in the sector. She worked in a private school and that is really challenging for her.

- By this Ms. Felton ended her presentation and Mr. Gardner moved to the next item which is the **Presentation on Science Schoolwide Data, Dept Goals, and Action Steps presented by Mr. Jeremy Holiday.**

Mr. Holiday's Presentation:

- Mr. Holiday started by introducing himself. He was kind of surprised to realize what was going on with Science STAAR beforehand. He looked at their map with the help of Ms. Jofee who helped him really understand data. So looking at their MAP for Science, although they have the overall class score, he thought it was more beneficial to look at the speech student. So he broke it down by students and what he noticed is that he may have this student that is at 188, but all they needed was probably 5 more points. Then he had other students who probably needed 6 more points and would have been at Meets. And the ones that are at Meets needed like 2 more points and would have been in Masters.

- So he looked at that and wondered where the gap was? He then looked at some of their reading scores and figured out that some of the issues are reading comprehension. So that is what his goal is, making sure that they understand science vocabulary terms within context because that is the biggest issue. They do not understand the vocabulary so that led him to some of the tools that he used. He studied ecosystems with 5th grade. So in order for them to understand what is the difference between tropical rainforest, desert, savanna and all these, and instead of giving them a big long drawn out definition, he just went to key points. Like if you look at the star, you just underline the key points like tropical rainforest, it's a warm region and it's lots of rain, different types of plants, etc… He taught them not to read the whole sentence and just look for those key things so they are able to understand it.

- Mr. Holiday mentioned that he also has the privilege of the OLE, which helps him to make them understand science. The best thing about the OLE for the first few weeks is that they were doing organisms. He did this with his class and separated things from biotic and abiotic, which means living things and non-living things with the new TEKS.

- He said that they wanted the 5th graders to understand the scientific terms of biotic antibiotics. But he decided why only do this with 5th grade? He wanted to start with the 3rd graders because at some point they are going to have to know this.

- So he had a student who brought him a frog found at oily, although it's dead but it's still considered a living thing. So they brought this as a representative of their living thing. He also had a big argument in his class with students about sand and rocks, whether they are living or nonliving. He told them that they may provide life, but they are not breathing - they are not living. Kids had a tough time to understand that. He

had to explain that this is what it is. So just having these types of conversations and discussions in class is helping them with these concepts. Also there was a Lego that happened to be out there and that is non-living. So the biggest thing is getting them to connect those textbook things to real life. So when they see it on a test, they are not just stunned like Oh I don't get it. They can make those connections in context.

- Mr. Holiday ended his presentation and Mr. Gardner move to the following item which is **Presentation on ESL, Data and Results Driven Accountability Data, ESL, Dept Goal, Action Steps and RDA Action Steps presented by Ms. Yadira Moreno.**

Ms. Yadira's Presentation:

- Ms. Yadira started by looking at second data, we find that the struggle for them is foundational skills of demand and reading. So based on that, she was asking how she can support them? Not just with the curriculum, but they also have an amazing method in the school, which is Montessori. So one of the goals is to make sure that all the teachers are exposed to the Montessori, and how to incorporate it to enrich the curriculum.

- These kids are getting the opportunity to grow into literacy skills and into this wonderful world of reading. So the action steps are to have a Montessori overview which will impact the Montessori philosophy that they want to have around the campus. Also to understand where the monastery areas are so they can reach our curriculum as well - which we have 5 areas in it: Language, Math, Practical Life, sensorial, cultural that involves all social studies and also science.

- Ms, Yadira continued by saying that they also want to make sure that what they introduce to the teachers is the three period lesson because it is very similar to what they have been hearing all the time. They have the "I do, We do, You do" and that is actually what they do in a Montessori three period lesson. You have to put the model for them and practice and come back with the practice. Then after modeling, the student really teaches you. After that you have that check for understanding which is the assess after those lessons.

- One of the things they did is they have a look for all the school, but they wanted to make sure that if they are reaching their curriculum, especially in the lower elementary, that they can benefit from it.

- We create a Montessori look and have our expectations, which is a prepared environment. Do you have a normalized classroom? Do you have an organized class? Do the students have interrupted lessons so they can really have and enrich part of it? .It is also an internal force - showing internalization because you are using the curriculum but enriching it with the Montessori. One of things that we want to make sure of is to gradually implement this to the classrooms and with the teachers because they are all new to the Montessori.

- Ms. Yadira went on to say that they want to start with the circle time because the circle time is a very important time, especially for lower elementary years or for primary because that is when you have the time to really focus on literacy. So if you really have a good purpose with circle time, you can introduce or start working on vocabulary. You can start working on phonics. You can read out loud bringing that to the foundational skills that they really need at this point.

- Also with practical life, you can practice with ground rules, especially with classroom management and so transitions and everything that helps support that in the classroom - that's what they will do. In addition to that, they have interventions that have been very consistent. Ms.Yadira and Ms. Debbie was pulling Tier 3 students and it's four times a week focusing on 1st and 2nd grades. All their resources are like regional news resources. Based on the foundational skills in the data, they need to go back to some books because some of these kiddos still need to have that identification with letters and recognition of sounds.

- They also have primary phonics which is old but is good. Again, it's just to make sure they have the visual, the sound and they have a movement too. It's like a cue so that they can really recognize it so that they move into that phonetic words. This is kinder to second.

- Ms. Yadira continued that they are from RDA 4 and now they are at 3. So they still need to go through the whole process . It is going to be a little less intense, but they are prepared for it this year. They started early to realize and understand how they are. So they have the data here. Now they have 35 total Ev students. They only have 32 students that are going to be testing in TelPast this year and only 18 students will be testing rates this year.

- So we want our students to be progressing at least in 2 domains for Telepaths because that is going to show us improvement and one of them is going to be reading. And so the other one is also to support our whole campus. You have at least 50%. They are in testing grades to be at Meets and Masters. The past year it

was at 67%, but they want to make sure that because this year they have less students, they want to support that school. In order to do this, they are going to continue to do the manual and processes that have just been approved. That means identification is there, the placement is there, services are all provided for the EV students and they will continue with that.

- Ms. Yadira continued to say that they want to have professional development this year early and not just for teachers but also for administrators. So they have strategies this year that they are going to introduce to all the campus. It's going to be a starting point for that in addition to the ESL implementation that they always have for the teachers. They also have targeting interventions this year - we only have pull ups but we also have push ins and we schedule to do both. They went a little more because Mrs. Durosimi says, just go a little more and evolve with your services because EFWMA has always been one more. So now we have those pullouts for the targeted students that they really need those foundational skills. But they also have those push ins. So they are meeting the students or EV students twice a week.

- The other thing is we want the engagement to be not just a parent, but as a family and as a community. One of the other things also that they want to do is a parent outreach - to bring them and provide workshops that have been supported by TEA. They already have those workshops and we just provide watch parties. They just had the first one on September 26th where they had one of the families in attendance.

- Ms. Yadira mentioned that she went and invited families to come do the watch parties. But when they did not have a very good turnout, they sent to the parents asking them how they could help to let them come and do it. So 50% replied that they would like to be enrolled or attend via zoom and 50% said they would like to come to campus. So starting the next one, which is on November 12th, she will make sure to contact those parents personally. If they really want to enroll and be on zoom, we are going to have them ready for that. And whoever wants to attend at the campus, we will be ready for them as well. She said that the next one will be family engagement and then will have community. But they really want to improve that.

- One of the other things they want to do is the bilingual communication, which means using interpretation and translation of their language. One of the feedback was if it is going to be in Spanish because the parents mentioned that they don't want to attend because they don't understand. So everything is going to be provided in

Spanish this year. Ms. Yadira mentioned that in the campus they only have two languages, Spanish and Arabic.

- Ms. Yadira also mentioned that one of the celebrations that she wants to have is that when they went into the Interpretation Training, they were able to go with Ms. Hala as well so that she is already certified to do interpretations in Arabic in case they needed that. So this is a big thing because we want to make sure that our parents know that we are working into servicing them as well - so not just the students, but the parents as well.

- Ms. Yadira ended her presentation by asking if they have any questions. Then Mr. Gardner moved to the following item which is **Presentation on SPED Data, Dept Goals, and Action Steps and MTSS Data for Intervention presented by Mr. Jason Richmond.**

Mr. Richmond's Presentation:

- MTSS, the multi-tiered support system, as well as our special education department. Mr. Richmond started by saying that his presentation they have already seen because MTSS involves everything that they talked about.

- As far as everything that they are doing currently for Tier 1, Tier 2 and Tier 3 students, the smart goals and everything. Goal number one for MTSS, a 100% of staff will be trained on and demonstrate knowledge of the MTSS framework. That's an ongoing process throughout the entire school year.

- Mr. Richmond mentioned that they started this off with back to school PD in the summer before school started. It's built into our master schedule with our campus. Wide interventions that take place Monday through Friday from 8:30 am to 9:15 am. Monday and Tuesday are designated for reading. Wednesday and Thursday is designated for Math and Friday is designated for writing. He continued that this week is the 4th week with our campus-wide intervention. They are not only focusing on the Tier 3 students, but all students are included from Tier 1 level and Tier 2 level. He said that Ms. Gill, the GT Coordinator and Math Coach, she has a specific day that she pulls those GT students during the campus wide-intervention time to work with them.

- Mr. Richmond continued that the teachers are in the classroom. They have stations set up, and they have been directed to make sure they have stations set up for all students - for Tier 1, Tier 2 and Tier 3 and that they are making sure that they are

touching those Tier 3 students at all times during campus-wide interventions. Ms. Yadira spoke about what the job she and Ms. Debbie are doing with with Kinder, First and Second grade now.

- This is the biggest part of our Tier 3 students. The percentages are pretty high in the 30s. When you go through the PowerPoint presentation, the numbers and everything is broken down. So what she talked about with that pullout, pulling those students during intervention time, that's taking care of them, giving them that extra support on top of the small group interventions that they are receiving in the classroom during the 90 minute block with their classroom teachers. Ms. Gill talked about the strategies that she has been using, introducing cubes to all the teachers.

- Mr. Richmond continued that when they are constantly in the classrooms, the 15 minute walkthroughs, it was just to give an average between everyone on the leadership team. They are probably touching anywhere from 6 to 8 classrooms a week if not more. Ms. Gill with Math, Mrs. Felton with Reading. They are going in meetings with teachers, providing them feedback through that observation feedback cycle, actually taking the time to sit with them and show them how to internalize those lessons.

- The past 2 weeks, teachers have got on board and making sure that they are posting their exemplars as well as their lesson internalizations outside the classroom door. So as they are coming in for the walkthroughs, whether it's reading or math, they just grab the lesson internalization. They just grap the exemplar for whether it's reading or math, they sit down for 15 minutes and they basically have their sheet to see exactly what they are working on, the objectives and the correct answers.

- They are going around and specifically asking students what they are doing that day and they let the teachers know that's one of the main things they are going to do when they come in the classroom. They are going to look on the board to make sure they see an objective as well as they are going to stop around and ask 3 or 4 different kids about what they are doing and what are they working on that day.

- They then provide those teachers with feedback and let them know if their students can't respond accordingly and question them. Asking those reflective questions when they are analyzing their beginning of the year MAP data.

- Mr. Richmond continued to say that they had PLC the previous week where they kicked off, introduced the data-driven instruction cycle. The DDI cycle, as Ms. Jofee stated, they are having that conversation with the teachers to do even more in depth

analysis for the MAP making sure that they have the students grouped accordingly. So the entire MTSS process is a continuous ongoing process for them meeting with teachers, making sure they have the resources they need and making sure they have the training they need, making sure they lay out clear expectations.

- Mr. Richmond said that he had a meeting with the teachers the week before to provide the teachers with a clear concrete cycle of what a 90 minute ELAR lesson should look like. That's the type of support they provide to the teachers. So in turn they can make sure that they are providing top Tier 1 instruction for the students.

- Second goal for MTSS is that 70% of Tier 3 students will improve at least 15 written points from the beginning of the year to the end of the year on Reading and Math and Math assessments.

- Goal 3 is by the end of the school year, they will reduce the number of Tier 2 and Tier 3 students by 20% through strengthening Tier 1 instruction. That's what he discussed and everything that the team are currently doing.

- When it comes to SPED, the SPED scores look pretty good from the beginning of the year MAP science, beginning of the year MAP math and beginning of the year MAP reading. They currently have 12 SPED students. One of the students that was recognized that night was in that category and he scored Masters in reading, he scored Masters in science and is expected to score Meets for the upcoming STAAR assessment in the spring.

- Even with the 1st and 2nd graders, those students need a little bit more attention and they do realize that. Ms. Debbie is doing push ins as well as the teachers providing that support in the classroom.

- During classroom observations, they are capturing and making sure that they inspect, so they can verify and confirm that teachers are providing small group instruction.

- Mr. Richmond clarified that everything he presented and everything they are currently doing is falling under the MTSS umbrella and special education falls right under that along with the GT services, the immersion bilinguals as well as 504. They just spoke about the great job they are doing with the ESL department and working with those EV students for pullouts and everything.

- Mr. Richmond mentioned that this is what they have. He wants them to get the opportunity to look at the slides to get a more in-depth analysis and a breakdown of the scores by grade level and let them know exactly how many Tier 3 students they have overall as a campus. Math and Reading right now are hovering around 34, 35 from Reading and 32.33 for math. But the expectation by the end of the school year is they are able to follow the actual MTSS framework where they have 5% or less of the students in that Tier 3 category.

- Mr. Richmond ended his presentation by asking if anyone has any questions.

- Mr. Gardner then said that the time is 8:02 pm minutes and that they don't have a quorum to do the closed session. But they will look at all the items that are there and will definitely address them in the next meeting.

- **Mr. Gardner said that they will adjourn at 8:02 pm.**