INVENT LEARNING HUB

Thursday, June 4ᵗʰ, 2020
5:30PM to 7:00PM

Location: Zoom meeting

June 4, 2020 - ILH
Board Meeting.pdf

Meeting Item	Corresponding Indicator	Description
Board Members Present	The Board is comprised of all essential skill-sets and all members are contributing	*Live streamed* *Board Members virtually present:* - Paul Smith - Natalie Huestis - Trevor Butler - Kierstin Janik - Zachary Alexander - Paul Whitmore - Kia Wells *Staff Members* - Aleicha Ostler - Gabe Surface
Mission Moment	**Response to Current Events** *4.7 Is the school climate responsive to student, parent, staff and families?*	Aleicha addressing the current events going on related to racism and how ILH can address and be proactive. ILH has been checking in with all families to check in on them and see how they are doing. Aleicha personally re-committing to ensuring that the community knows where the school stands on the issue. Started a Facebook page on the topic Tindley reached out for a day in August for Indy area schools/educators to collaborate on racism and bias – Don't know

		what it looks like yet, but will participate
		Starting conversations on bias on testing
		All staff members had to do badge work on privilege – All members shared that out in circle discussion
		Will likely do some book work on bias, privilege and activism.
		Would like to do a Board retreat – How do we want to tackle this together? Maybe the privilege badge
		Paul Whitmore: His company did a month of inclusion on implicit bias – Used the implicit bias test and would be a good resource for the staff or board
		Kia Wells: Thank you for being vocal on the topic and letting others know where the school stands. Have 5 black men in my home and it's been hard to explain to my sons.
		Natalie: Thank you for sharing. Let me know what I can do – Here to support.
		Zach: Love the social media posts. Child advocates – Interrupting racism is a great training and experience. Will probably be in high demand and has been
		Jill is the name of the woman at Child Advocates.
		Kia: Suggest that families and students help drive how we handle this. This is a collective process. They are young and there is a lot of healing to go on. They should feel involved.
Briefing and Discussion Items	**EOY Reading Data** *1. Is the educational program a success?* *1.1 Is the school's academic performance meeting state expectations, as measured by Indiana's accountability* *1.2 Are students making sufficient and adequate gains as measured by the Indiana Growth Model?* *1.3 Does the school demonstrate that students are improving the*	<u>**Gabe Surface presenting**</u> COVID and E-Learning really threw a curve ball into the school year. It also really highlights the inequities in the black and brown communities have when things like this happen. Goal was 80% will reach 1 year of reading growth measured on text reading comprehension and Achieve 3000 test - We decided we would stick to just reading comprehension test due to the e-learning. We tested all but 5 students by Google Links and Zoom. - Teachers had to continually reach out, go to house, etc. Really push to get all students Ended up at 54% - K – 2: 33.3% met goal At mid-year 76% were on track. Shows the impact that e-learning has on the younger students. It is very difficult

Briefing and Discussion Items	*longer they are enrolled at the school?*	to do phonics work on e-learning as they are looking at how you pronounce and say words, you are listening and coaching - Very difficult to do online with young kids - 3-5: 70% met goal Big gap - 51.6% of students showed no growth in reading during e-learning (67% K-2 and 38% 3-5) Kierstin: If there is a need to do e-learning in the next school year – What are some of your preliminary ideas to help in this area, particularly with the K-2 kids? - Gabe: Focusing on assigning a couple of teachers on this to get in front of the students and spend more time – Ms. Mia Natalie: Applaud to your efforts. For those that were able to see growth – What factors helped them to achieve that? Or vise versa what were the factors that lead to no growth if you were able to see patterns? - 3-5 graders were able to grow more because they know how to read and they just need practice - Anecdotal: Most of the students who were already doing well and are self-motivators and have some of the skills were the ones that continued to do well
	Charter Global Proposed Updates *1.3 Does the school demonstrate that students are improving the longer they are enrolled at the school?*	Goal: 80% of students attending ILH for a minimum of 162 days make 1 full year of growth in reading - 54% Goal: 95% of students grade 3 and up will have updated Pathways Plan by end of year - 68% - Was a survey they did online. Would have done in school and should have had 100% if were able to be in school - Would like to move to 95% if in school and 70% if e-learning Goal: 80% of parents will have family participation in at least 50% design thinking exhibitions - 46% of families attended 50% or more - Had to cancel many of them - Many families didn't have transportation - Suggest changing to 80% attending a design thinking event - Other ideas: Having the event in the AM and PM and virtual events Goal: ILH will retain 80% of students from the prior year - Less than 10% of families leave because they are unhappy (measuring by exit survey) Aleicha asking for approbal on suggested changes to present to OEI Paul W.: Ok with first 2 – Are you going to get survey data and accurate survey data from the family to make that assessment - Aleicha: We would have an in-person convo. and the office

		manager would fill it out based on the conversation if the family doesn't want to fill it out. With families that left we had probably 70% of them in for a conversation. The survey should allow us to be
Briefing and Discussion Items		Aleicha: I understand it will totally rework the goal, but our population is very transient. The goal is not really working for us. We would like a goal that helps us better. I want to capture *why* they are leaving. If they are going to another school down the road, then why – extra circulars.
		Natalie: Trying to flip to why did you leave, not how many stayed?
		- Aleicha: Lots of transiency and if it's out of our control – We want to work on what is in our control. So the goal is that less than 10% would be for reasons that are in our control.
		Amber: What do you think the goal would have been this year if this was a goal?
		- Aleicha: I would predict that we would have hit this, but we didn't keep the information.
		- Amber: A little bit of apprehension because of my background – Are there things we can do to help with transiency? Are some of the things "out of our control", if we dug a little deeper we could find solutions to support
		Kierstin: Moving away from the old goal loses a bit of the need to recruit and retain students which helps us to fund and keep the school going – How do we continue to keep a focus on that. Do we have other goals to help us stay focused?
		- Aleicha: Ok with redefining the original goal. 80% is just a target that we are not confident in
		Natalie: Echo Kierstin's comment – Still think the metric is needed and believe we do need the data and metrics on why people are leaving.
		- Aleicha: Maybe the 10% goal moves into one of my goals and we move the target for this to 70%
		Paul: 70% seems reasonable to me
		Natalie: What's the timeline
		- Aleicha: Meeting with OEI next week on this
		Gabe: At old school we hit 33% - Big challenge
		Aleicha: We knew we'd lose some with
		- We could change to how many do we retain from end of year to next or first count day to
		Natalie: Is this a goal most school's have?
		- Aleicha: Charter schools usually do
		Natalie: Leaning towards day 1 count

Briefing and Discussion Items		Gabe: Most academic goals are based on the 162 day rule Paul Smith: Let's make a decision Kierstin: Like the 162 days and add in a goal to why people are leaving Paul W.: Agree with that Paul S.: Let's make those changes
	LED Lighting Project	Trevor: - Aleicha received a quote from a vendor to replace lights - Within 3 years the lights should pay for themselves with the savings they create - Not need for a board vote, but costs $7k – So want to make sure board is ok Invent Hub ROI.xlsx - 2020-05-27-20_55.p
	CIPA Aligned Technology Plan	Shared Technology policy shared with families, but no families commented ILH-Student-Respo nsible-Use-Policy.pc
	Board Evaluation *3.1. Does the board demonstrate strong governance oversight?* *3.2. Does the board utilize appropriate structures and tools to execute against its strategic vision?*	Paul: A couple of items that Aleicha felt that the board should have ranked higher, Aleicha wanted to discuss why - Aleicha: Noticed a few things that new board members may have not realized we have in place or has not been communicated - We do have a succession plan – Will share - Accounting policies: We do have and we have shared out, but probably many new board members have not seen – Will share - All board members should have ILH board folder on Google with these items Would like to define 2-3 areas where we can focus. Some areas where lower scores: - Long term strategic plan: Given this is a new school I agree we need to work on this - Long-term plans translated into long-term goals – Connected to one before - Board members being onboarded - Committees that have moved along well and others have not - Board members are prepared and participate effectively - Long-term financial plan aligns with school needs

Briefing and Discussion Items		Trevor: Board member attendance is something we need to talk about. Look at the positions – With many new members maybe we can look at positions as well – Who is heading up committees. A lot has changed in 2 years Paul S.: We can't talk about all of this tonight – Are you wanting to talk about at the retreat? Aleicha: Would like to have 2 – 3 areas tonight Paul S. – Some are related. Can we pick 2 – 3 topic areas and talk about it at a retreat? Also, need to talk about what a board retreat is? 15 CSDC-Charter School Board of Dir‹
	Board Retreat *3.1. Does the board demonstrate strong governance oversight?*	Paul S.: August/September? Longer day – Maybe a Saturday to discuss goals in more detail and other items Aleicha: Want to do it in person Kierstin: Can we do a doodle for dates and survey for goal topics? Paul S.: Aleicha and Paul to get together to put together and send out
	Potential Renter *2.3. Does the organization demonstrate it has adequate financial management and systems?*	Aleicha: Convo. almost stopped because they didn't think they could afford, so we did decide to go to a lower rent amount. - 1-year lease with option to talk about a year 2 - Would leave the classrooms in the same condition Paul S.: Asked Aleicha - Would there be other variable costs regardless of having a tenant or not? Aleicha found that at $3k/month it would be just over break even. Aleicha: Utilities costs/revenue - Also have potential for recruiting their students - They still need to talk to their board - Need to see where the state is on programming for next year - Will meet again on Paul S.: I think we should do it. Any Kierstin: No concern Trevor: All for it. Something is better than nothing Aleicha: We were looking at $70k deficit and this will offset

		None at this time
Action Items	None at this time	

Committees	**Sub-Committee Sharing** *3.1. Does the board demonstrate strong governance oversight?*	Finance: No updates Governance: - Tyler called and spoke with Aleicha that he will not be able to complete the teacher evaluation with his schedule - Paul S. asked Paul W. to take the lead and he was willing to do so. - Most of it done already - Biggest thing to do is 5-6 fifteen-minute conversations with teachers - Then need to consolidate it after that - Tyler will continue to be a board member and will be able to be able to be more engaged after the bar in August Academic Excellence: - Nothing further - Shared reading and goal metrics already Facilities: - Nothing further - Shared potential renter and lights already Development: - No updates

Meeting end: 6:54PM