

INVENT LEARNING HUB

Thursday, July 1st, 2021
5:30PM to 7:00PM

Location: Zoom meeting



July 1, 2021- ILH
Board Meeting.pdf

Meeting Item	Corresponding Indicator	Description
<p>Board Members Present</p>	<p>The Board is comprised of all essential skillsets and all members are contributing</p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.1. Does the board demonstrate strong governance oversight?</i></p>	<p><i>*Live streamed*</i></p> <p><i>Board Members:</i></p> <ul style="list-style-type: none"> - Paul Smith – Present in-person - Natalie Huestis - Present in-person - Kierstin Janik – Present in-person - Paul Whitmore – Present virtually - Meghan Ruesch – - Amber Broughton – Present in-person - Kia Wells – - Tyler Ewigleben – Present in-person - Zachary Alexander – Present in-person - Trevor Butler – - Cece Zhou – <p><i>7/11 board members = Quorum</i></p> <p><i>Staff Members</i></p> <ul style="list-style-type: none"> - Aleicha Ostler, School Leader - Gabe Surface

<p>Briefing / Discussion Items</p>	<p>End of Year Data Report</p> <p><i>Core Question 1: Is the educational program a success?</i></p> <p>1.2 Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?</p> <p>1.4 Is the school providing an equitable education to all students?</p> <p>1.7 Is the school meeting its school specific educational goals?</p> <p>1.8 Are students demonstrating mastery of foundational reading standards as determined by IREAD-3?</p>	<p>Gabe presented End of Year Data</p> <p>Goals:</p> <ul style="list-style-type: none"> - 15% increase in proficient or above - 15% decrease in far below - 80% student increase reading level by 1 year+ - IREAD 3 – 62% <p>Goal requires we look at 162-day students</p> <p>Clearsight – School 162 day kids</p> <ul style="list-style-type: none"> - ELA: 2% increase in Proficient and 7% decrease in far below - Math: 9% increase in Proficient and 16% decrease in Far Below <p>Text Reading Comprehension (TRC) Charter Goal: 80%</p> <ul style="list-style-type: none"> - ILH: 2021-2020 = 70% - Goal is for each student to grow 1 year - E-learning and on and off days were very challenging. Lower grades struggled more as it is hard to learn to read online. It is easier to practice reading online and you can see that in the scores reflected in K-1/2-3/4-7 <p>IREAD-3: Goal of 62%</p> <p>3rd grade assessment</p> <ul style="list-style-type: none"> - 1st attempt: 46% - 2nd attempt: 53% - 3 Good Cause Exemptions (in special education) - We were 2 students short of goal <p>Other benchmarks: Best schools around 90-95% and other schools have 12+ students not pass in a year.</p> <p>ClearSight – vs – ILEARN</p> <ul style="list-style-type: none"> - Students didn't perform as well on ILEARN as they did on Clearsight - Shared % results on Below, Approaching, Proficient and Highly Proficient <p>ClearSight/ILEARN ELA</p> <ul style="list-style-type: none"> - Biggest area of need is in writing - Lowest score on both ILEARN and ClearSight
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- Writing will be a high priority this coming year. Writing was challenging with online learning and did get less attention this past year.

ClearSight Math

- Is no longer pass or fail. It is now Proficient, Approaching, Below. Passing is Proficient.

Demographic Breakdown

- ILEARN ELA
- ILEARN Math
- Do not really see an achievement gap between White and Black/Hispanic – Shows we are making strides in this area

Next steps:

- Analyze data
- Review the research
- Create the plan – Will be included in the school improvement plan that Aleicha will review with the board

Gabe shared that the biggest challenging factor in this last year was attendance and in-person time.

- In a typical year 10 absences are considered truancy. ILH had 18% of students miss less than 10 days. The average missed days number for the 82% was 23 days.

Paul Smith: Commented on the importance of the kids being in-person

Gabe: Aleicha and Gabe have spent a lot of time looking over this data and making a plan. Each one of those numbers are a child that is that far behind. This is going to be a generational problem across the board.

Paul Smith: Do you think the state will step in and help address the gap of educational loss?

Gabe/Aleicha: Maybe – The state doesn't know what to do. You can throw money at things, but it doesn't

Zach: What does retention look like?

Aleicha: We don't usually retain a lot as the research doesn't support that being successful. Each year that you retain a student

		<p>in a grade, you cut their chances of graduating in half.</p> <p>Aleicha: I don't like to see it after 3rd grade. It is then a social issue and it is really challenging.</p> <p>Gabe: There are a lot of social and emotional things we think about when we consider retention. Size of kid, mindset of family, etc.</p> <p>Paul Smith: Transient population. Do we just put them in the same grade that they were in or give them an assessment?</p> <p>Aleicha: Within a city with so much school of choice</p> <p>Kierstin: Have read about model shifting from age-based grades to ability-based. Huge model shift, but have you thought about that?</p> <p>Aleicha: Yes, would love that.</p> <p>Gabe: Comes with some challenges about when and how to move kids and how to build content upon</p>
	<p>Executive Report</p> <p><i>Core Question 2: Is the organization in sound fiscal health?</i></p> <p><i>2.1 Does the school demonstrate the ability to pay its obligation in the next 12 months?</i></p>	<p>Enrollment trends:</p> <ul style="list-style-type: none"> - August 5: 125 - October 21: 156 - February 3: 138 - May 28: 120 - June 30: 154 (+34 student growth) <p>Tyler: At the last board meeting I was vocal about the concern about the number, but this is great. How confident are we?</p> <p>Aleicha: 160 is our budget number. I know there is 5-6 kids that are wavering and we are still talking to families about are they coming back? Goal for the week and visual on the wall. Lots of student/family nights. Goal is 180 by the end of August.</p> <p>Paul Smith: Do you run an assessment on confidence of them staying?</p> <p>Aleicha: When we go into enroll the student, the other school gets a notification. I bet many of them call the family. We do.</p> <p>Amber: Where are you going/area you are targeting?</p> <p>Aleicha: We are canvassing daily and have events every weekend. Target certain areas around the school: Apartment complexes, neighborhoods, etc.</p>

	<p align="center">Executive Report</p> <p align="center"><i>Core Question 3: Is the organization effective and well-run?</i></p> <p align="center"><i>3.2 Does the board utilize appropriate structures and tools to execute against its strategic vision?</i></p>	<p>Board Self- Evaluation</p> <ul style="list-style-type: none"> - 8 members reported attending 10+ meetings - YOS: <ul style="list-style-type: none"> 1 member; 1 year 1 member; 2 years 6 members; 3 years 2 members 4 years - <u>Going well:</u> <ul style="list-style-type: none"> Diverse experience of teachers and connection with the community Handled pandemic well Diversity on the board/DEI training - <u>Improvement:</u> <ul style="list-style-type: none"> Fundraising Marketing and enrollment Engagement from the board Parent on the board <p>Zach: Might be nice to do a retreat with the staff and the board Paul S.: We did this on another board and it was helpful</p> <p>Aleicha: Leadership team would be ideal – Aleicha/Gabe/Arion/Rachel</p>
<p align="center">Briefing/ Discussion</p>	<p align="center">School Improvement Plan</p> <p align="center"><i>Core Question 4: Is the school providing the appropriate conditions for success?</i></p> <p align="center"><i>All Sub-Categories 4.1 – 4.10</i></p>	<p>Modeled school improvement plan around Good to Great by Jim Collins</p> <ul style="list-style-type: none"> - First who, then what - Disciplined people, disciplined thoughts, disciplined actions - Level 5 leadership - Productive Paranoia - Hedgehog concept - Flywheel <p>These concepts will be shared with staff as a means to define how we operate and what drives our leadership</p> <p>Go through process guided from JC work:</p> <ul style="list-style-type: none"> - Core Beliefs - Mission - LT Goal - Needs Assessment - Set Strategies - Tactics plan and professional dev. plan <p>Making sure to show alignment of all SIP work to ORI Core ? 4 Align evaluations to SIP and CQ4 CQ4, Teacher Evaluation and SIP provide focus for EVERYTHING</p>

<p>Briefing/ Discussion</p>		<p>Aleicha – Shared ILH Beliefs and Mission Statement</p> <p>Kierstin: May want to have definitions for what some of the behavior expectations look like.</p> <p>Natalie: Help me understand the thought process behind the defining their own success story in a world not designed for them to succeed</p> <p>Paul S.: Caution against the mission statement</p> <p>Amber: Makes me think if you aren't in a category that relates to the world isn't designed for them, this isn't the school for them</p> <p>Kierstin: Gives me the impression that success is defined and they should lower their standard for their own success story</p> <p><i>Lots of discussion around mission from all board members.</i></p> <p>Aleicha: Open to feedback. Staff felt passionate about this statement. Will take the discussion into account.</p> <p>Needs Assessment and Defined Strategies</p> <ul style="list-style-type: none"> - Culture: Competency/Bias training - Culture: Expectations checklist for each class block - Academics: Fidelity to the curriculum - Academics: Imbed and apply Foundations skills into KW lessons - Academics: Vertically map fluency requirements and imbed in daily math <p>Next Steps:</p> <ul style="list-style-type: none"> - Continue alignment of teacher eval and Core Question 4 - Add core beliefs into teach evaluation - Add components into teacher eval regarding SIP strategies - Others
	<p>COVID Guidelines</p> <p><i>Core Question 4: Is the school providing the appropriate conditions for success?</i></p> <p><i>4.5 Has the school developed adequate HR systems and deployed its stay effectively?</i></p>	<ul style="list-style-type: none"> - Everyone in-person, full day, normal schedule and moving from class to class - eLearning only for a student in quarantine - Continue COVID testing on-site - Encourage and promote vaccination - Assigned seats in class - Scrutinize field trips – Risk-vs-Gain - Masks recommended for those not vaccinated - Follow local mandates <p>Tyler: We have a lot of kids unvaccinated? How do we know?</p> <p>Aleicha: You can't be vaccination until you are 12</p> <p>Kierstin: If rates go up will you go back to plan used this past year.</p> <p>Aleicha: Yes and this is online as we were required to post</p> <p>-</p>

<p>Action Items</p>	<p>By laws / Articles of Incorporation</p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.1. Does the board demonstrate strong governance oversight?</i></p>	<p>Discussion around updating by-laws around board terms Update the address</p>
<p>Action Items</p>	<p>Board Meeting Dates</p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.1. Does the board demonstrate strong governance oversight?</i></p>	<p>Motion: Paul Smith 2nd: Zachary Alexander Motion approved unanimously</p>
<p>Action Items</p>	<p>Engagement with Donovan for Audit</p> <p><i>Core Question 2: Is the organization in sound fiscal health?</i></p> <p><i>2.1 Does the school demonstrate the ability to pay its obligation in the next 12 months?</i></p>	<p>Paul Smith: Need an audit. Donovan is approx.. \$17k Zach: As long as it is fair market Paul Smith: It is and they did a good job last year</p> <p>Motion to approve: Zach 2nd: Natalie Huestis Motion approved unanimously</p>
<p>Action Items</p>	<p>Student Dress Code</p>	<p>No need to talk about dress code – No changes</p>
<p>Committees</p>	<p>Sub-Committees</p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.1. Does the board demonstrate strong governance oversight?</i></p> <p><i>3.4 Is the school leader strong in their academic and organizational leadership?</i></p>	<p>Finance: No updates</p> <p>Governance: Tyler/Paul S. (Aleicha left the room)</p> <ul style="list-style-type: none"> - Tyler working on evaluation - Need to consider compensation - Paul Smith has called the accountant to determine ability to give a bonus - Tyler and Paul discussed amount for a 1x bonus: Suggesting \$10k - Amber: How will this be communicated? - Paul: With evaluation - Zahary: Will this be pulled out of fiscal 2021 or fiscal 2022 budgets - Paul: I believe 2021 - Paul Whitmore: Appropriate amount and she deserves it - Compensation based on effort and COVID challenges – To be clear that this is based on the efforts that have had to be taken in the last year and her effort going over and above - Motion to give Aleicha a 1x bonus of \$10k: Paul Smith

		<p>2nd: Zachary Alexander Motion approved unanimously</p> <p>Academic Excellence: No updates</p> <p>Facilities: No updates</p> <p>Development: Zach</p> <ul style="list-style-type: none">- Need some help from others in your network that are fundraisers or have marketing skills <p>Will be adding Policy Committee – Meghan Ruesch</p>
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Meeting end: 7:15 PM