

Thursday, November 4th, 2021

5:30PM to 7:00PM

Location: Zoom meeting

Meeting Item	Corresponding Indicator	Description
<b>Board Members Present</b>	<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"><li>- Paul Smith – Present virtually</li><li>- Natalie Huestis – Present virtually</li><li>- Kierstin Janik – Present virtually</li><li>- Paul Whitmore – Present virtually</li><li>- Meghan Ruesch – Present virtually</li><li>- Amber Broughton – Resigned from board</li><li>- Kia Wells – Present virtually</li><li>- Tyler Ewigleben – Present virtually</li><li>- Zachary Alexander – Not present</li><li>- Trevor Butler – Not present</li></ul> <p><i>6/9 board members = Quorum</i></p> <p><i>Staff Members</i></p> <ul style="list-style-type: none"><li>- Aleicha Ostler, School Leader</li><li>- Gabe Surface</li></ul>
<b>Mission Moment</b>	<p><b>Academic Report</b></p> <p><i>Core Question 1: Is the educational program a success?</i></p> <p><i>Questions 1.1.: Are students making sufficient and adequate gains as measured by the Indiana Growth Model?</i></p>	<p><u>Presenting: Gabe Surface</u></p> <p>Aleicha added that 90 students have been with us prior to this year, 75 students are completely new to the school this year.</p>

*1.3: Does the school demonstrate that students are improving the longer that they are enrolled at the school?*

*1.7: Is the school meeting its school-specific goals?*

*Core Question 4: Is the school providing the appropriate conditions for success?*

*4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?*

The students who have been with us longer are scoring higher than those that are newer. We did this assessment in August and we are already seeing some really good growth in our 7<sup>th</sup> and 8<sup>th</sup> graders in this area.

Research shows this is one of the most correlated skills related to reading comprehension. One of the big focuses this year.

This is the next step after phonemic awareness

Where are we focusing:

- Foundational Skills – Foundations Sunday
- Writing – “tide that lifts all boats”
- Close reading – Making sense of texts above their current level
- Just in time learning – Number sense standards
- Math Fluencies – Not all the facts

Tyler: Thank you, Gabe. Love that we are data driven. When testing is going to happen, as a board what do we need to know

		<p>about the implications with the state or other groups related to these standardized tests. I don't know that I understand how all of that works.</p> <p>Gabe: Unprecedented times due to the pandemic. Last year was "hold harmless" year. And previous to that same thing due to the pandemic start at the end of the year. The impact is more about the growth than the proficiency. This year we should have a letter grade for our school. There are options for opting out, but the growth score is the true measure this year.</p> <p>Aleicha: Need to be most concerned about our charter. OEI is going to be looking at our progress compared to the other charters in this city. I think eventually it will come back as more specifically. I have written this down as a note to maybe have someone from DOE come to a meeting and explain. It's complex; not even pass/fail, more categories.</p> <p>Tyler: That answers my questions. We have to remind ourselves that these are individual children and we are putting them into a scale that can be useful, but can be concerning. Should be concerned about our charter. If growth is what we are looking at, growth is what we've seen, particularly with those who have been at ILH multiple years.</p> <p>Gabe: Both Aleicha and I have worked on the southside and we've seen in other schools 36% turnover in a year. We give them the best education we can while they are here.</p> <p>Paul Smith: Like the idea of inviting someone in to talk to us. What can we do as a board?</p>
<p><b>Briefing / Discussion Items</b></p> <p><b>Briefing/ Discussion</b></p>	<p><b>Executive Report</b></p> <p><i>Core Question 2: Is the organization in sound fiscal health?</i></p> <p><i>2.1 A. Short-term health: Does the school demonstrate the ability to pay its obligations in the next 12 months?</i></p> <p><i>2.2 Long-term health: Does the organization demonstrate long-term financial health?</i></p> <p><i>Core Question 4: Is the</i></p>	<p>Presenting: Aleicha Ostler</p> <p><b><u>Enrollment</u></b></p>

<p><i>school providing the appropriate conditions for success?</i></p> <p>4.8 <i>Is ongoing communication with students and parents clear and helpful?</i></p>	<p>75 new students this year. Lots of transiency going on. Lots of homelessness. Moving to another state for somewhere to live and coming back, etc.</p> <p><b><u>COVID Updates</u></b></p> <ul style="list-style-type: none"> <li>- August 1 staff occurrence and 1 student with 1 week of having to do e-learning</li> <li>- November: 3 middle school students tested positive, made the decision to do e-learning in 6-8<sup>th</sup>, glad we did because we've had 3 more report positives</li> </ul> <p><b><u>Other Updates</u></b></p> <p>Started after school programming</p> <ul style="list-style-type: none"> <li>- Aftercare: 26</li> <li>- Tutoring: 28</li> <li>- Special Interest Clubs: 46</li> <li>- Girls Basketball: 11</li> <li>- Working on a Jujitsu club</li> </ul> <p>Working on a grant for movement seating</p> <ul style="list-style-type: none"> <li>- Paul: What is that?</li> <li>- Aleicha: Wobble balls, seats that move, etc.</li> </ul>
<p><b>Code of Conduct</b></p> <p><i>Core Question 4: Is the school providing the appropriate conditions for success?</i></p> <p>4.5 <i>Has the school developed adequate human resources systems and deployed its staff effectively?</i></p> <p>4.8 <i>Is ongoing communication with students and parents clear and helpful?</i></p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p>3.1 <i>Does the board demonstrate</i></p>	<p>Aleicha Presenting</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>- Better defined disciplinary philosophy</li> <li>- Better define what constitutes be handled in classroom-vs-office</li> <li>- Set disciplinary min and max.</li> </ul> <p>Feedback Plan:</p> <ul style="list-style-type: none"> <li>- Focused group of families</li> <li>- Survey to all families</li> <li>- Teacher feedback</li> <li>- Board feedback</li> </ul> <p>Aleicha shared discipline document</p> <ul style="list-style-type: none"> <li>- Have defined things like what disrespectful behavior means</li> </ul> <p>Paul W.: What is the timeline and expectation for feedback? Aleicha: Meeting with families the end of next week. Once we get all of that we will go through and make changes. I would like to get board approval on this.</p> <p>Kierstin: What about situations you have not thought of? Aleicha: I think this should be something we should come back to and change if we need to. We did use IPS' document as a start, so I</p>

<p><i>strong governance?</i></p>	<p>anticipate it will be most of the things we will see.</p> <p>Paul S.: I like that it creates consistency in treatment of situations – Just in case a parent comes in and says you treated my child differently.</p> <p>Aleicha: Most of the time when discipline has been handled I've been the only administrator so I could be consistent. Now that we have 3 people, it makes sure we are all on the same page. Would love to bring this back finalized to the board in January.</p> <p>Kia: Is there anything in-between from ISS to parent contact?</p> <p>Aleicha: The in-between is where we have to be paying attention the individual child's situation – mental health issues, frequency, etc.</p> <p>Kia: I am on the expulsion board in Warren Township. I am glad that you have this to see if some students are being given harsher punishment than others.</p>
<p><b>Board Member Resignation</b></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?</i></p>	<p>Amber has moved to Ohio, so she has resigned.</p> <p>Paul: Terry has done facilities before, so it might get her interest. Brenda is remarkable, too.</p>
<p><b>Board Member Recruitment</b></p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.1 Does the board demonstrate strong</i></p>	<p>Aleicha had to submit the board roster this year. Want to have a conversation around:</p> <ul style="list-style-type: none"> <li>- Current board skills</li> <li>- What skills</li> </ul> <p>Kierstin: Did anything stick out to you that is missing?</p> <p>Aleicha: With Amber gone, no community members. Facilities and higher education.</p>

governance?	<p>Paul: Any students who's parents would be interested?</p> <p>Aleicha: Someone in mind, Brenda, that has a grandchild in the school. Terry Garcia is someone that I think would be great who is on one of our committees.</p> <p>Paul: Terry has done facilities before, so it might get her interest. Brenda is remarkable, too.</p>	
<p><b>Briefing/ Discussion</b></p>	<p><b>Teacher Compensation Committee</b></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>Core Question 4: Is the school providing the appropriate conditions for success?</i></p> <p><i>4.5 Has the school developed adequate human resources systems and deployed its staff effectively?</i></p>	<p>Would like to get a group together to set raises for this year.</p> <p>Kierstin and Natalie volunteered</p> <p>Aleicha will send an email after the meeting.</p>
<p><b>Briefing/ Discussion</b></p>	<p><b>Meeting Schedule</b></p> <p><i>Core Question 3: Is the organization effective and well-run?</i></p> <p><i>3.2 Does the board utilize appropriate structures and tools to execute against its strategic vision</i></p>	<p>Would like to beef up our committees</p> <p>Paul: Having meetings to have meetings is not good. Can we have certain meetings on the books and then other months to have committee time or other needs? Are the yellow those you are suggesting we do not have meetings during those months?</p> <p>Aleicha: Those are the months we historically have less to discuss as a board. I think we should have committee meetings on off months. Maybe a December winter-mixer?</p> <p>Aleicha to email a proposed schedule to the group for feedback</p>
<p><b>Action Items</b></p>	<p><i>No Action Items</i></p>	<p><i>No Action Items</i></p>
<p><b>Committees</b></p>	<p><b>Sub-Committees</b></p> <p><i>Core Question 3: Is the</i></p>	<p>Goals for each committee were established</p> <p>Finance: Trevor Butler not on – Paul spoke to</p>

	<p><i>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>	<ul style="list-style-type: none"> <li>- Confidence in Brian</li> <li>- No red flags in last conversation with Brian</li> <li>- Audit is next week</li> <li>- Enrollment: Numbers are ok. Not a lot of cushion, but nothing to be alarmed about.</li> </ul> <p>Governance: Tyler E.</p> <ul style="list-style-type: none"> <li>- No updates</li> </ul> <p>Facilities: Paul Smith</p> <ul style="list-style-type: none"> <li>- Committed to find someone that is expert at reviewing facilities to help us understand the needs – Roof, sidewalks, etc.</li> <li>- Lots of stuff going on in Twin Airre and the community really wants a community center. I have seen where schools and community centers have worked together – Could save us in areas like sharing space - Might be a good idea.</li> </ul> <p>Development: Aleicha</p> <ul style="list-style-type: none"> <li>- Zachary has put a number of things together for the school regarding development campaigns.</li> <li>- End of the year giving campaign</li> </ul>
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Meeting end: 6:59PM