

DECEMBER 2023 BOARD MEETING MINUTES

Keisha McNatt

00:00:00

It's on the if she goes to the website. it's on the she goes to Google password. It's on the the agenda. Let's see. Yeah from?

Yeah. Come, I think I am. I just did it. But yours might be, yes, recording, yeah.

yeah, I can say, Stop, share. No, no. The thing is, I wanna make it bigger to match this one, this one Well, that's good. That'll figure one.

because all the stuff is here. I'm sharing the screen right now. So yeah, because, look, if I click here, it says, stop or pause. But but wait comes. The problem is. I need to make this screen bigger. You see how it's packed. You know, helpers. excuse me and it may go in and copy it, though, right. oh, okay. thank you yeah, that works much, much better. Doctor, do you? Do you have access to the oh, I, project wanna, make sure, you have it

Unknown Speaker

00:01:41

it's on the agenda. Right?

Keisha McNatt

00:01:43

Yes.

okay. I've looked. I've I've looked in here this week to look at those.

This is the

you send me one to Dr.

Unknown Speaker

00:01:55

Yes.

Keisha McNatt

00:01:58

really.

it's the Esc. 11 zone, right

when it's mad with Jesus.

You're already there. I'm sorry.

Need to be unmuted. The message was up there.

Oh, but you don't have a call to get into the.

And

did you use your board email?

No

line here.

Click on their email. Oh, there it is. Thank you. Is she all no. right here.

Okay.

let me talk the same thing.

Oh, Lord, I have 5 findings.

Let me tell you the right.

I don't know. She called me today, and to go back where she kind of.

but in probably we'll soon go.

I need to keep not changing bonding.

Okay, I'm gonna go ahead and get started. Thanks.

I don't like to start late going. but I'm sure at 60'clock 60'clock. Let's go alright. It is 607.

This doctor wants his own cool.

No, thanks. Yeah.

Knowledge.

Who wants to be following the doctor? And thank you.

Okay.

this right here is a copy of the overall epidemic plan that we get zoom steps and the updates to those access steps

cool. Let's go ahead and get started. We're gonna call this meeting to order at 6. So 8. And hopefully, by the time we get ready to vote

respect, there's time. So we're gonna put the close. Do we have any public comments? No public comments?

All right. So let's go straight to the Admin. No, not administrative reports we are who would not pass the evidence.

The district administrator reports, there we go. Is it campus?

Oh, okay. Campus

campus. Admin. Okay, okay, alright. So we'll go ahead and get started. And this was the Academic action plan

with the agenda. We're going over school-wide goals, data and academic plans.

So you're doing the academic plan from Elar Literacy, or you doing starting off with EI. Okay? Alright, I just wanna make sure. So review of that over our goals, our 4 goals or student achievement. We have

a minimum of 75% of Pre K to second grade students will be on grade level in reading, math and science minimum, 25% of Pre K second grade students will be above grade level in reading math and science

goal 3, a minimum of 80% of thirds of fifth grade students will be on grade level and reading math and science goal 4. A minimum of 20% of thirds of fifth grade students will be above grade level than reading math and science.

Our student growth measures. 100% of students at Efw. May will grow between 10 to 50 rash unit also known as rit points on map assessment on the beginning of the year, middle of the year and end of year

go to 60% of all students and multi-tier intervention services will move up to tier by the mid end of the school year

goal 3, 100% of Efwma students and spid will make between 5 to 30

R. It point growth on map assessments on beginning of the year, middle of the year. End of the year.

Goal for students by grade level will attain 95 to 90. So not 95 to 97% of average daily attendance. By the end of each 9 week period.

the beginning

data

for El. A. R beginning of year map data. And I'm going to go across by grade levels for each section. So but did not meet students that were not successful. First grade.

We had 56% of those students who weren't successful. 9 out of 16 second grade, 7 out of 2035%, third grade, 7 out of 2330%,

fourth grade, 8 out of 2730% and fifth grade, 8 out of 2138%. Yeah.

of course, we do not count approaches. We are meets and masters. Theocracy will not be tolerated. We are going to be a school of excellence.

So for meats, 2 out of 1612% for first grade and 20% for second, 13 for third.

15% for fourth grade. 9% of a bit grade

masters across the board, 19%, first grade.

15%, second grade. 30%, third grade. 22% for fourth grade and 23%. But fifth grade.

Now we're looking at combining our meets and master students. So remember, our goal is as a campus. We want to hit that 80% threshold. So right now for the beginning of the year, map data, 31%.

But first grade, 35%, second grade.

43%, third grade.

37 before and 33% with fifth grade.

So the beginning of the year map that test was taken with early October.

Our Ela Star intern data looked a lot better. That was taken at November. but third or fourth and fifth grade.

So we see here for meats. 35% did not meet 35%. But third, 30% before 83% would pay that rate

meets 17%. Third grade, 22%, fourth grade, 0% for fifth grade

masters, 35%, third, 26% before

32% with fifth grade. When Koban meets a masters. 52%,

the third grade, 48%, fourth grade

and 32% with fifth grade.

Now.

So what I want to do next, I'm going to go down a couple slides to the Ela Academic plan.

and this will kind of help us help you guys realize what's been taking place. So one of our action steps for the Ela, our academic bankers, you definitely have to get those scores up.

we need to hire the Ela teacher for fourth and fifth grade. We've had our support team, our support staff filling in for those roles

until we were able to hire a permanent fourth to fifth grade teacher.

Since then we've hired a certified Elar teacher who is also a dyslexia specialist. She began with us in November, and she has literally hit the ground running. She's built those relationships with students going in doing those walkthroughs and everything observations. She's she's like, say, they're they're learning. They're learning that there's instruction going on, not saying there was an instruction going on before Miss Debbie was in there, and she's on

works on our Esl. Department now, and also helping out as an interventionist clar, so they will receive an instruction. But now that we have a permanent elar teacher in there, they're they're they're on track. So I feel strong as far as we where they were heading the right direction.

Another extra. We had analyze star internal data with our Ela Elar teachers. So she just came in November early November, and we had just taken the start internal port, so I had the opportunity to sit down with her and review that data, with her. And she also.

But following, we review the data with the students in the class and already set target scores with those students. So those students know exactly where they are and what their goals are. Heading forward.

Other action steps we have with elar observation walk-through for all elar teachers that spurs all the way through fifth grade, lower leadership and upper leadership. So all teachers have been observed and are being provided with feedback

small group interventions for all levels during class instruction.

So teachers are working with with small group tier 1, 2, and 3 students using Hmh, platform for for reading, and also amplify, which is another reading program that we use for interventions.

Our tier, 2 and 3 students have been invited to after school tutoring

and we're still in the process of recruiting. More tier, 2 with tier. 3 students to attend after screen tutoring, kinda getting some pushback from parents, as far as saying their kids are in school for too long, and so forth. But since we brought Mr. Lewis on board, he's taking the responsibility where he's going to reach out directly to those parents and speak with them about why we need those kids in the after screen tutoring program.

Our tier. 3 students will receive pullout. The small group intervention during the school day. Those tier 3 students are pulled out 2 times per week for 45 min receiving a small group direct instruction.

So this is the Ela Academic plan and data

to get you guys up the of the breast as far as what's going on so far with the beginning of and your map data. And the first and yeah, the first start internal assessment that we take that that we took

so definitely with the putting scores to improve when we come back and take the next year they are internal.

and that'll be around February.

February. And so before my passed out to you guys, this is separate from the presentation on here again these were the action steps that the board approved back in October and

provides you with the updates as far as what's taking place since the So.

And I tried to go into what specific as much detail as possible with the updates. So of course, you guys have any questions about that. Please feel free to contact me.

and I'll let I'll speak with you about it.

and that's what we have for ELAR.

Any questions from the board.

hey, Dr. Winters, I'll see you on.

Kayunta Johnson-Winters

00:15:24

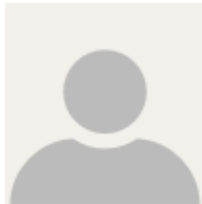
Yes, I'm here. Thank you.

Keisha McNatt

00:15:28

2 favor.

There. She is. Okay. You're off mute, now.



Kayunta Johnson-Winters

00:15:37

yes, i'm here, thank you.

Keisha McNatt

00:15:42

Yep.

dr winters. okay, we can hear you now.

Kayunta Johnson-Winters

00:15:56

Great. Okay. No, I don't have any questions, thank you.

Keisha McNatt

00:16:01

Tell. Keep us at high

alright. So no questions for Mr. Richmond.

Seriously, you broke break. You broke. You step in front of Miss Miss Melano.

She was first. But you don't prosper. So yeah.

I'll let you.

Okay.

How are you doing today? Good. Good. So I wanted to present to you guys the math information, the math data. So I wanted to present to you all again the math.

I'm sorry. So this is a mass start interim data. My stuff is is out of order. But anyway, so based on the mass start interim that we took in

November. This is what we have for third grade for did not meet for third grade. We have 43%.

Fourth grade. We have 59, and fifth grade. We have 53.

This is November's at the start, interim data. So this is the first interim and so these are the scores that we have so far. And so for me, we have 4%

for third grade.

7% for fourth grade, 10% for fifth grade. And for masters, we have 38% for third grade, 19% for fourth grade and 25% for fifth grade. And for me to master's together, we have 42%

in third grade, 26% in fourth grade and 35% in fifth grade. And one thing that I did want to add is that for the start interim, they are tested on all the tips in the beginning. So this is the whole year is worth the tips.

Okay.

beginning of the year. Is that okay? The beginning of the year. That's the beginning of the year. Interim data that we collected. And so this is the beginning of the year map data that was presented in the fall at the Fall Board meeting. And the difference between that data and this data is, I did not include the approaches.

So I did want you guys to see that did not meet the meets and meets masters. So for first, for first grade we have 47% that did not meet second grade that did not meet.

Unknown Speaker

00:18:45

Third, great have 44% that did not meet. Fourth grade got 33% and fifth grade got 62. They did not meet

Keisha McNatt

00:18:52

for me. So a first grade we didn't have anybody meet. We had 14% in second grade, 21% in third grade, 30% in fourth grade and 29% in fifth grade.

And for masters, we had 21% in first, 24% and second, 17% in third.

7% and fourth and 5%. And fifth.

And when we combine the meets and masters. We got 21% for first grade, 38% and second grade, 38%, third grade as well. 37% in fourth grade and 34% and fifth grade that got meets and masters combined.

because that is what we're going to be looking for. And, as Mr. Richmond stated earlier, our school goal is for 80 to be on grade level or above. And so the this is where we are now at the beginning. So we are. We still have a little ways to go.

Okay, are there any questions about the start interim or the math label.

math, map math data? I'm sorry.

And this is the kinder math cli for beginning of the year. So, beginning of the year for all of our kinders, we have 50% of our students in kindergarten that are tier, one at tier 2. We have 17, and at tier 3 we have 33,

and so once again we're making strides. Our tier. One is actually

pretty high half of kindergartners. And so we're making strides to move those tier twos and tier threes up. And just as we are with everything else

Kayunta Johnson-Winters

00:20:30

but what's Cli?

Keisha McNatt

00:20:33

It's the system for early childhood. It's like the Texas assessment system, the basis for for early childhood.

Kayunta Johnson-Winters

00:20:43

Thank you.

Keisha McNatt

00:20:46

Alright.

And I gave you guys my handout with my updates and action steps.

Mine is a little lengthy. Yes, it is that we've been doing.

So when I'm next next we'll come back.

Okay. you want me cover that for you. Okay, so for kinder reading cli data for beginning of the year.

So tier one for reading cli, we have 75% of our students. 75% of kindergartners are at tier, one at tier 2, we have 8%.

And at tier 3, we have 17%. So he's really, we're really close and reading to making that 80% goal.

Eureka math. Yes, I am. And what kind of support do you have for your teacher with Eureka Math?

So we have as we're using sc math, and also extra math for

Fact for maths. Sc. Math is giving them more is having them thinking on a higher level. So where they're having it's gameify pretty much

so as far as developments. What I have been doing is I've done. Pd's on questioning, and I actually have. My coach came in at the beginning of the year and did a Pd. On how to actually internalize the lessons and making sure the teachers are internalizing the lessons before they actually teach them, and they have also done the

the Rb's training as well through Region 11. That will also familiarize them with the Eureka and all the Hq. I end that we have

any other questions. Thank you. Guys.

21.

Dr. One does any questions.

No, I don't have any questions. I'll interrupt if I have questions.

Okay. The

good evening. I missed. No, and I'm the Mtsc. Coordinator and the Vp. Of Wma. And I'm here today to present an Update on the data and the action steps for the Mtss. Department, and also what is coming up for? The middle of the year. Okay, that's coming up from the beginning of next semester.

So here we go. So where you have the Mtss. So I want to start with the data here, and we have the Nm data

here as an M. Tss or focus is on tier 3 students, since this group are the ones that require intensive intervention. So for this tier, 3 students are students that are at do not meet or way below grade level. Okay?

So the most recent data that we have is for operates. It's an interim data. This is an interim assessment. It is a test that will provide projections for start assessments. It's different that well.

Max, also give us predictions for that assessment. But this is more. You know it, force that. So it's just it will be. We're not comparing the data from maps to interim because it's the different intention for for that assessment. Okay.

so so here it is. And I'm focusing again in tier 3. So this is what we have so far for reading, we have 8 out of 24 students. So we are about 42%. And for third grade we are about 30 fourth grade, and we are fifth 1020, 50, and fifth grade

in math. We are a 42% for third grade. We are a 59% in fourth and out of 50. Am I saying this? Right? I'm not sure.

Okay, I wanna present this for you. So though we're not comparing. But I wanna see that there is some growth in here. And the difference. Now

remember that at the beginning of the school year we went through a little bit of struggles with our Pre. K team, and that so we didn't completed or assessments on time. So we asked for some extension that so finally, or interventions when you know, step in and help us to support for that part. And I just want to acknowledge helping us very much. But I want you to just look at this.

So this is how we are right now. So I included the kinder data here, because we owe you guys this. So here it is. So we are at 17 only for reading, and we are 33 for math in kind.

So we don't have any new data for first or second. But then here it is what we have. So we have our maps data right here. But then we have our interim. So this projections. So you see, we decrease on reading for for

for third grade. So I'm not saying we're having some growth in them. and as well as for math. Okay, now in here we'll stay the same for fourth grade. But then we increase the projection of Do not meet

for fourth grade.

Okay, so and then here. So we are about 50 in both. So we increase on that do not need for meeting.

But we decreased
here as projections
next.

So here are tier 3 students again, for which is just very. It's it's it's good news. So we are going to make sure that we are

supporting this students so that we would always go for that. Okay.

is that that that is

So here are my action steps that

as I said, we're going to be working and have it on your handout, so that all evaluate teachers, since that will participate in training at the beginning of the school year. Mtss. Department will monitor implementation of framework during the invite weekly observation. So far we have a training that was provided on at the beginning of the school year that was sent out happening on August 11.2

2022. Sorry 2023 fields have been conducted to enforce Mtss. Process process, and we have been making sure that we have that those agendas and we also provide all that. And we have the instructional coaches have conductor walkers and observations for

the Ntss. Department will provide guidance at the end of the 9 weeks cycle data meetings and analyze data to focus on supporting teachers with best practices for the classroom, identifying the gaps and needs for each grade level to improve student achievement. So on October eleventh, 2023, we had our first end of 9 weeks data

meeting with teachers, instructional coaches and administrators to analyzing that data and universe with the universal screening which is in this case was the map assessment. The 2 tiers students to identify the struggle areas integrate small groups. So we have a collaboration meeting

to identify or needs a master's for a protest or do not meet. And then we have it. We have the visuals as well, so they can see that moving withers, the students as well.

Okay, what's coming up for in that matter? To continue supporting that we're gonna have new teachers training on overview the Mtss. Framework at the beginning of the second semester. Because of all to have 180 stuff. Knowing the framework. So we're we're having more people coming up into worst app. So we wanna make sure that also, they know what it's all about.

Okay, so ensure that so that will be happening around the first week of returning from the break. And so that we'll have that and we'll ensure the Nt. System campus team engages and probably solving discussions for highest need for students and create 3 tier. 3 instructions needed and monitor student.

Okay, at the beginning of the semester. That's also gonna be through our collaboration. Pocs.

we're gonna have meetings with teachers, intervention and stuff through a 3 week cycle to determine changes or continuation, because the goal is to have take into every 3 weeks, and then the biggest thing and the biggest movement will be on the ninth week. Change.

Okay, at the end of the week. Cycle. okay. any questions.

Nope, okay,

yes. Sir, what?

Oh, what is the frequency?

so ideally will be twice every 2 weeks.

Yes.

So for the Nts department to go for those loop for saying to make sure they monitor it for the instruction and the objectives. And all. But or instructional coaches are going every

any like this chip.

thank you for your time. Thank you so much for supporting us all the time. So absolutely, absolutely. Thank you so much.

those are all our presenters for academic. And you wanna go ahead and let Mr. Lewis present the marketing plan.

and you can present all your information at once. Slows you ready. It's a punishment.

We obviously, we're at 21 degrees.

I don't know how it takes it windows. Hmm. never, Casey, the winner, please.

Sunshine going down at 6 o'clock. You like the sun. So I'm going down to 6. No, absolutely not. I need sign all the way till 8 pm.

so I'm gonna wait for this to finish loading. But I I'm gonna borrow some notes from this kid's playbook and either present the revised copy

in our online portal something like this, or I'm more than happy to email the edits to you. We had some technology snaps yesterday, so I had to recreate this, and it does not look as

as polished as I like my work to do. So if you're interested in that, I can share that later.

Would this loading screen disappear when it is ready, miss? oh, there it goes. Okay.

So here is our. Here's our marketing and recruitment strategic plan for this year. I'd like to start by asking you to take it with a grain of salt because we are building the plane while we fly the plane while we are documenting the Instruction manual for how to fly the plane. So this is a full year strategic plan

with 5 phases and target dates. These may shift as we go along. But I did wanna provide the context before we started. We do have quarterly goals every 3 months. These are our quarterly goals to increase traffic on Facebook by 3% monthly, as well as to make an average of 30 posts. So that's one post per day.

And by Facebook, excuse me, by Instagram, we'd like to increase traffic by 5. Right now, east forward, Montessori Academy has a web presence that is somewhat robust. We are utilizing the Facebook platform. The Instagram platform. I believe Mr. Aguilar also has the Twitter or X, formerly known as Twitter Platform on board, and then we have our website.

Now, these platforms have been under use. So the purpose of bringing me on board is to make sure that we utilize the platforms and leverage those platforms to increase retention, increase enrollment, and fulfill some of the other strategic goals. So if you're looking for things to hold us accountable by, this is the first piece of information that you can hold us accountable to and increasing traffic on both our primary platforms. Facebook and Instagram.

I again apologize for the the visuals.

But if I can zoom in just a little bit.

which

not sure if I can say that again, pension isn't working. So touch screen

control, plus

nope, that on the that on the brain state as well. So

no worries. Once it's printed out that you can see this. The the purpose of this is just to show the visuals in both our post reach and our post engagement.

A post reach, if you're not familiar, is essentially how many people see what you are saying in the marketing world they'll call this impressions. How many times something flashes across your eye! What you see on this chart is what the 90 days the last 90 days since we've come on board looks like, and what that compares to which was the 90 days prior to this.

So in the last 90 days we do have a 485% increase in our post reach.

which means we now have about 2,000 impressions over that period of time as opposed to, I believe the prior period was 363. So you can see significant gains in the post reach area. But what's even more important than the post reach is the post engagements, because you can say whatever you want to say and yell into cyberspace all day. But your engagements is going to tell you if someone's listening.

And more importantly than that, if they want to interact and identify with what you've shared. So our post engagement has also increased dramatically. We have a 373 increase in the last 90 days compared to the

Unknown Speaker

00:37:09

compared to the pre

Keisha McNatt

00:37:10

compared to the prior period, and engagement, can look like any interaction in the post, whether that's a parent saying, I like the post pressing the like button, or that's a parent actually commenting,

saying, Hey, that's my kid, or it could even be a message that gets to our inbox and says, Hey, you said the Festival of License coming up. I saw it. But I'm not in my kids. Google classroom. Can you help us and give me that information? So we do reply to messages, and we also make sure, we reply to any comments that we get

in the last 28 days. This is just a quick snapshot. The last 4 weeks we have had 170 reactions to our post. We've had 339 photo views. We've had 21 link clicks and a number that excites me the most is that we have over 1,000 profile visits. This is for Facebook and Instagram. So it tells us that

our first phase of putting ourselves out there is working, but it slides us into the next phase, which is, we've attracted attention, and we have people coming to see us. But

how are we connecting with them? And that's the story that we're going to paint?

Before I get into the increases in Instagram, which is where a lot of our community resides. I want to share a little bit about the

a little bit about the plan. If that can come up



Unknown Speaker

00:38:44

1 s.

Keisha McNatt

00:38:51

and there we go. So I can't pinch.

And again, I can get you this updated copy. But we have 5 phases for our strategic plan. For this year the first one is to become visible. I say this because East Fort Worth Montessori, have been.

I think, in the marketing space. They call it shadow band, which means you post so infrequently that if you do make a post, the algorithm on social media platforms won't even make your content visible. So you're essentially not even relevant.

That's the that's the space that we entered when we came into. And within the first, I want to say 40 to 50 days September. Through October we had an aggressive posting strategy. We didn't have a lot of content as far as pictures and videos of children and things like this. But we were able to put out a lot of flyers and a lot of information about the school. One major concern that I heard is that parents.

or complaining that they didn't get information about the school communication between school and parents was an issue. So this is the first kind of big check that we can check off our list that we were

able to accomplish within the first few months. This also increased our analytics. And now, when you search East Fort Worth Montessori, whether it's on Google or on some social media platform, we will appear higher in the rankings

Unknown Speaker

00:40:08

which makes us more relevant and more likely for someone looking for us to find us. This this period concluded, and in November we moved on to phase 2 which is sharing who we are. This gets into the identity of the school. We do have new leadership. We do have renewed passion and renewed focus. So now it's time to refine our identity, to reflect, not just who we are now, but where we're not just where we're trying to go, but who we are now in that phase.

Keisha McNatt

00:40:35

and we are wrapping this up right now. Some major milestones for this page will include refining our brand identity. What does that mean when someone sees a dove and a globe, or when someone hears at East Fort Worth, Montessori Academy. What does that mean? Everyone on our team should have an answer to that question. So that's something that we're formulating, I believe, now, and we'll be able to have that at the end of December.

We are also connecting more with our parents in our community. And this requires sharing more pictures and videos of our kiddos, whether they're getting a glimpse inside the classroom or getting an understanding of projects that we're working on, etc., etc.

The one thing that I want to call out in this phase is that it also includes getting our website online. So it was a significant website purchase that occurred, I believe, a few months ago. We are actively working on our website right now. And the target is to have a skeleton revised website done, launch and available by January just in time to support the marketing

since I understand that's the second highest enrollment time. So when we're looking to increase enrollment in January, we want to have a nice, pretty website.

5 and 7.

So we we no longer do. Was it blackboard?

Okay, cool. Alright. This third phase, which starts this month and continues through February, is a building engagement, so this will require, I shouldn't say required, because it's kind of a byproduct of what parents are already doing. This will get them more involved in what we're doing, not just on an event basis, because we have several parent events already happening on campus. But this will encourage them to interact with us online.

The need for this is because we need to build a parent community. But we need to build a parent community. Virtually some parents love to participate, but can't make it out to our events. So many schools, many competitors will have spaces online where parents can interact with each other,

where they can form their own community that increases retention that also increases the good things that parents have to say and will

help our improvement, our recruitment. So right now, this space online doesn't exist. But in the future, in the next month or 2 we hope to have the engagement number so that we can have a East for Worth Montessori parents only private group where we can discuss issues that may not be appropriate for the broader web

that's going to happen December through February and January, through February, because this is overlapping a bit. We've shifted some dates around

since this was created about a month ago, but January, February march is when we share our vision. We've had maybe 6 months of new leadership, of a lot of extra excited work. So what is the vision for the rest of the school year. And what is the vision for the summer? And next year that the goal is to be shared at that time? Once we've built the engagement. And we do have a solid online community. And that's gonna set the stage for the ask.

what is that? Ask? As you're looking at me. I'm going to look to, because once we have a community that is galvanized around the purposes of of the school and increasing all of the goals to the school. Then we need to make that ask, not just, hey, come decorate

teacher doors. But hey, can we all go out to the city and recruit? Or can we all go out and say, Hey, we need this, and this is the whole East, Fort Worth and and surrounding community making this ask, this isn't something that we do right now. But if you do look at some of other schools in the area, whether it's rocket ship or idea or other schools. They do have a very thriving parent community that goes out and can influence the broader community. I think that's

something that these 4 boys can do. But we have to set the stage. So we are in phase 3 right now where we're building engagement, and we're sharing who we are. By the end of April and May, we should have a website. We should have a thriving community. We should have a place for that community to interact online. And it should be galvanized around a task and a goal so that we can lead it to the summer ready for a for brand new school.

Okay?

Are there any questions about this strategic plan for this school year? Are you looking at registration or doing all our registration? Are we doing it?

So they will.

I need to give him access to that.

Organize some of the paperwork that we have. That's something we're looking for as well.

okay.

has a problem with that, because a lot of the parents, I just went out filling it out correctly. And it was making her job harder, and my thought process was to just push through and get them training. But the only thing was getting the parents. So I believe that

I send that has a video that they can use. So I'm going for rating. But I'm is that the program that you have to go through in order to enroll

or can

can there be a more?

Ca was thinking about changing the center. They will only give individual 30 centers. A different platform will have a different platform. So I'm not sure.

Yeah.

put a lot of money into. And I attended the

and basically we provide a more robust assist system. But

I don't think what they expected is what came out kind of went back. So they're kind of on a

like trying to figure out whether they're going to use it or not. So we're kind of the system should be able to do that. But it's not as easy, especially for non English speaking parents. It's just, and it's a lot of repetitive buttons and things. It's not what we would like it to be what we consider online. That should be. They get on. They fill out all the information.

I'm sorry

we we're kind of thinking maybe going back to the way that we used to, but at the same time being able to just

mark. And have we done any videos? Are we looking to do any type of video? Absolutely? We have already done quite a few videos of the children in action. We've done video recaps our field trips. We have already done 2 Facebook lives. And the storybook parade as well as with kids, and then, I believe.

working on card marketing.

Excuse me, a card marketing that goes out also a mailer, and we did that initially. And the second round just happened a month ago. Okay, now, we're still doing tools.

Alright. that's all. I had questions.

Thank you.

When is Dorothy, you're up.

Oh.

so I guess we can kind of start back at the top.

we have budget amendments.

Yes, we do. Yeah, we need to vote on. We have to.

You'll probably need to talk about it. Employee session didn't come out until let me just structure this. Yeah. The budget go ahead and do your. I guess your finance report on your budget right?

You want to go ahead and do your district reports, and then we go into closed session again. But finish the money part.

Let's go

alright.

So I have a proposal for the board.

We've been really so 7 years ago we did this whole

we went through this whole thing, and what I've learned is that every 5 to 7 years a school really needs to step back and look at its processes. Its procedures

is the strategies to see where they are. We actually really need to be thinking future forward to see where we are what we need to do to remain relevant. What are gaps, what are misconceptions, and what's going to bring

money in the door? Actually, parents through the door. So This proposal

is really to talk about excellence.

Which my team loves so much to talk about. If you look back there, Miss Richmond is demonstrating to you how much excellent. If you look around the room, you can see the work that we've been doing on just getting to excellent. So

one of the things that we've been saying is we're going to reject deficit thinking. And we're going to maximize student outcomes.

So let's start with, and you have this handout in your book. It's at the very back.

Yes, there's there, just in case you're not able to see what's going on up there.

Do you want me to turn the light on so as I think about what does it mean to build a culture of excellence?

What does it mean to be transformative? Which is that trying to have having an organization stay relevant? I ask a few questions. So doing, my research, I have these reflective practices that I do.

As I was also trying to build this proposal to present it. So what does it mean to set a standard of excellence.

a culture in which everyone understands the mission vision involves recognizing that every component of education matters to the customers receiving it.

And what makes a great school. So when I think about our customers, our customers are literally our students, then, of course, the parents. But it's really the kids that we spend 5 days a week, 8 h a day with.

Unknown Speaker

00:53:47

So let's define an excellent school.

Keisha McNatt

00:53:49

Just reading different things. One of the things I really read that I liked was becoming Trader Joe's. So if you guys know, Trader Joe's is kind of quirky. You find little quirky things there. I really just love their stuff. Because I especially love their dry mango. So that's why I go there a lot.

And they have a lot of vegan things. So An excellent school is a school that sets itself up to be relevant in the future, and rallies around values, standards, and continuous improvement.

It is led by effective leaders, competent teachers, and an informed community community of stakeholders. And as I go through this proposal, I'm going to talk to you how I am.

We as a team, are making sure that our consumers and our customers are being informed.

So of course, we have a vision, a mission and a model

and this proposal also rallies around a vision which is to develop holistic students who drive change in the world. So a lot of the connections that I'm making is about holistic. Everything is holistic. We're trying to make alignments. We have our goals which we talked about

last November, and it's also in there as well, which their 4 goals is student learners, culture of collaborative excellence, school and home partnerships and financial stewardship.

And

we also want to be future relevant. And as I was going through and doing research just to

to understand what it meant to be future relevant, some of the things that I called from a lot of my research was, well, if Wma wants to move from just a pure analytical approach to a more creative and problem solving approach. So yes, we can ask all the white questions which are good because it leads you on a journey

to solve the problem. But if we have that collective intelligence where we all come together, especially when we have different stakeholders. So the board is is a stakeholder. Our our kids have the voice. Our parents have a voice. We have our Pto board. We have our room parents

and we have our site base, which we're trying to condense all of those because we don't want parents coming at different times. We just want one solid organization that can give us. Input we want to move to a create creative problem, solving approach. So we can drive innovation. They always say 2 heads are better than one. So when you have different people with different thinking styles at the table. You're able to get more.

Efwa is finding and training a niche of passionate customers which can be a better strategy than competing on looks and volumes. So we know that around us they're like 4 different charter schools. We've outlived all of them, especially Wendi on Sanders came. Everybody took their kid out and went to what was it called again prime? Yes, I mean we were like Oh, my gosh! And then they came right back.

And so

we. We understand that slow and steady wins the race, and it's not so much slow that I think it's the steady the reason why we're also trying to build and inform our parents is because

we want to train them on the narrative that they should say when they're outside. So we may not have the Grant School. We we don't have the volume yet.

but if we train our parents to go out and speak about the school through the committees that we're having through the trainings and parent education that we're having.

That's much more better because I started learning that some of the kids that we have

their neighbors to each other. So that's one of the things apart from the marketing and the platforms. We want to make sure that our parents can go out and talk well about the school, especially if we're controlling the narrative.

Another thing about being future relevant is that Efw. May will question all aspects of the way we do business to lead to powerful results. So when we think about

all aspects of the business is every department. Yes, we only have one person in the department that one person is at the table. And and we're talking about.

what does it sound like? What does it look like, what's the impact?

Whether the impact is negative or whether the impact is positive. Let's have that conversation. So, for example, I think before went on break. Not, I think, before we went on Thanksgiving break

I had a meeting with

all the Pto board and all the room parents, and we talked about the good, the bad, and the ugly. We were very transparent, so

they had a condensed version of what you guys get. But it's this is where we are.

How can you rally and support us? How can you get engaged? You can't get engaged if we don't give you the information. So we're gonna give you the information. And then we're gonna talk about. We're gonna talk about solutions. And we're gonna talk about each department and what your passion is, and how you can get involved.

And lastly, we will build a school around a values and identity. One of the biggest things we've been doing, all of us. That sitting around today is

aligning our behaviors to our mission, our vision and our goals. And that's why we said we're going to reject deficit thinking, because when you're trying to build a culture of excellence, you can't have people that have deficit thinking it's almost like that conversation of

do we have the right people. If I'm trying to build a culture of excellence, do I have the right people in the right seats or the right people in the wrong seats or just the wrong people period, what do we need to do? And we're working towards that?

So our project process is that Efw. May will create a maybe I can look this up so I can see. Alright if Wma will create forward thinking concepts for future ready school. We're already doing that through the meetings we have. So, for example, Miss Adira, Miss Mr. Richmond and I, we meet every Friday to talk about

what it looks like sounds like, what's the impact of building a culture of excellence, what our systems look like and how we're gonna train for it. And then they pass it down to everyone else like today. They did a whole presentation on Si systems for Mtss, what it looks like sounds like, what's the impact and what they want the expectation.

The second part of this project proposal process is that we is culture. All Efw. Will undergo a personnel audit for the right fit and growth. So there is a hmm! Of course I should have written this down. There is a hospital. It's kind of like John Hopkins.

and one of the things they do is they do a survey, and it's an emotional portion just to look at. Do you have the right person? So it looks at self regard, empathy, leadership. So there's a company. So I I've learned how to kind of play with grants a little bit.

and at least call regional to make sure that it's allowable. And I have a company coming in, and they're doing a personal audio. It's not so much of us trying to let go of anyone but

making sure that we have the right fit, and that those people can

They wanna grow with us. They want to. They can actually do the heavy lifting of a culture of excellence. So I would put when I spoke to them, I said, Well, being the leader of the school. I'm I'm gonna have to go first. So I did the survey.

and I was so nervous. But she called me back and she had a report. I had my strength, and I had my areas of growth, and from that I will create some smart goals, and she'll be working with me to make sure that I meet some of those goals after I did that they did that.

and then everybody else did that. So she's going to from that report. She's also going to the next step is going to be open ended questions. So she's going to look at my

job duties.

She's going to look at some evidence that I'm bringing to the table we're going to have. She's basically going to interview me to see where I am as a leader, and she will put together a report.

a professional and personal report that says, this is where you are. These are things you need to keep doing. These are your areas of weakness. This is what you need to work on. And everybody in the school is going to do it. It's either going to make you want to stay, or it's going to make you want to say

this is not the right place for me, and that's okay. One of the biggest things I've learned. I think, putting this

building a culture of excellence in putting this proposal together is learning that

we have a culture, and that culture is important. So when we think about our non-negotiables, I've started to have those conversations to the point where we had a teacher resign.

And that's okay, because we don't wanna beg people to stay here. We're not going to stand for meteor off mediocrity.

I just believe that with some of the teachers

I understand we've all gone through stuff. But when it comes to kids, you have to give the kids at best. So when I say in this culture, it's a culture of excellence. We're gonna do home visit. We're gonna do camping trainings. We're gonna do. Pds, you're going to go through this survey.

If that's not what you want. That's okay. I can understand that. Does it? Put a

does it? Put a load on the rest of the team? It does. But then the impact. The most negative impact is to have a teacher that's pulling the the team down. So

the next thing is processes emphasizing or emphasis on managing the process versus the person. All staff will have metrics and growth plans right now. Only a couple of us have it. The instructional coaches have it. But

part of this process is that myself, Miss Ida, Mr. Richmond and Miss Yudira will be going through executive leadership bookcamp. It is 2 to 3 days of hail.

Lady told me. We're gonna be vulnerable. We're gonna be uncomfortable, but we're gonna come out of there with some things that I have on the next page and

The next part of this process is school. Wide organizations are great when employees do great work, same narrative, same look, and same passion. That's what we're going for.

So a future ready school. I pro. I propose that we reorganize our district to build a future ready school standard on the pillars of innovation, equity, and excellence. This involves strategic changes to policies, leadership, roles, teaching practices and school culture. So especially, I've talked a lot about excellence. So when we talk about equity.

that's the reason why we need to reorganize, especially

after 7 years we went through Covid, we identified some gaps. We saw that we had major gaps in equity. What do we need to do? One of the things we really need to look at is that discipline plans? We really don't want to suspend kids. We believe that hard work does not hurt anyone. So we have

chickens and goats and rabbits that you know they need some work. And that's what we want to do instead of suspending kids. Really, the suspension of kids is just an inconvenience to parents. Kids are just out of school. They're probably playing video games.

We rather have them in iss doing work. So one of the conversations that we've been modeling lately is when we see teachers going back and forth. Is Nope. Hold on, wait! So what are you doing? I didn't do my work. Oh, why, well, I was to. Oh, okay, so you chose not to do your work doing your time. That's fine. You have a right to do that.

However, you can't disrupt the class. You can't steal from somebody else's learning. So what you're going to do is you're going to do work during your time. When is your time, launch

recess and enrichment. Your work goes with you wherever you go. So yes, so that's what we're trying to. Yes, basically, all school. We just find a made in new school a little bit. So if we talk about innovation, some of the pillars of being a future ready school innovation and advisory of informed and trained parents

coaching on standards of ex excellence in cascading training, hubs of think tanks and individual growth plants. So last week I hosted a community voice.

I just said, Hey, I have 10 spots open from 8 to 1215 min each parents come in. You can talk about your concerns growth blows comes, whatever it is. So for 15 min out of the 10 slots that I had, I have 8 parents come in from those 8. Of course they had concerns, but we walked through the concerns. And then we started talking about

how can you get involved in the school? So

one is actually going to come and help us with having our career readiness that we already have but kind of help us walk through that a little bit differently. The other one is going to help us with both seals, so that when our kids get to fifth grade they can do the Tours, and when the applications are available we can go. Do stem at Dunbar. We're praying for her because she's going to be applying for the principal vice principal of Dunbar.

Another one is going to be working with Miss Ida. She's a nutritionist. The other one is a life coach and gut health, so they're gonna help come up with the wellness plan, and so on and forth, so forth. It was good for me to do that, because I got to know the parents. I got to understand their concerns, and we were able to work through it.

And then on Thursday, myself, Mr. Richmond, the Pto. President, and the room. President, we're going to do a lunch bunch. Facebook live and just parents come on. We have a agenda of what we want to say. They can come on and ask questions.

the other part is equity, cultural competence, standards, school culture of values, internalize, audit on all policies, progress, monitoring and parent support and engagement. So those are some of the things that we want to kinda audit to make sure that those are equitable. And I love the picture between equality and equity. A lot of people usually make that mistake. But I that's what we're trying to achieve is equity.

The other part is teaching practices which is really important. We want competent teachers that have high quality teaching.

so dimensions of leadership, authenticity, coaching, insight and innovation. We want to develop a forward, thinking, academic vision plan that in integrates emerging, emerging best practices into teaching curriculum assessments and instructional tools used to facilitate active learning, read, write things speak, create.

And that's what. Whenever we do what we do, well, whatever we're doing in school, we want to think other kids reading. Can they write? Can they think? Can they speak? And can they create?

And the last part is school culture. What does it sound like? What does it look like? What's the impact? Student growth? Educated and informed parents rejecting deficit thinking and moving with one accord onward and upward.

this, because I keep moving it all kinds of ways. Our impact positive and negative on innovation.

positive impact and negative impact for equity. So for innovation, it will be collective intelligence. We're planning with the end in mind increase student outcomes, engage activities. A negative impact of that will be lack of processes over work staff. And we are stagnant

for equity. Positive impact can be high quality teaching, stronger partnership with parents and inclusivity. A negative impact impact will be achievement gaps, discrimination, poor teacher training for instruction.

The same with teaching practices. A positive impact will be forward thinking, academic vision, future focus. Pd's well established standards, negative impact will be disengaged students, lack of directions, meteorology and aimless goals, a school culture, positive impact, improvement or health attendance teacher, retainment, decrease in behavior, and then negative impact would be inconsistent expectation division in those standards.

The journey of our of an improved culture. Of course, I talked about the personnel audit and basically is to assess, predict, and focus our performance for the journey of a culture of excellence. We will participate in an open, ended interview to support identifying the right fit for the journey and set standards of excellence. Next, the leadership will go go through an intensive 2 day of executive leadership training. The roadmap includes being future focus, rethinking our organizational structure results and reports culture and execution.

Unknown Speaker

01:11:51

I know I'm going fast because I wanna get you guys ahead of time.

Keisha McNatt

01:11:56

when we think about internalizing the culture or quality and effective school is only as good as leaders, teachers and parents. Building capacity is a plus for student outcomes in E outcomes and success.

And if you just, I don't want to read all of that. But I went through the process of taking you guys through what does it look like for internalizing?

A school culture? What is the competency and capacity? What does accountability look like? And what does retention look like.

So this is why we're going to go into closed session.

One of the things that I've been thinking about is hiring a chief academic officer, and yes, at the end. I've also said that. Yes, it makes no sense at all, especially since we're in a deficit budget. But IA wise person, told me I need to stop being cheap, so we're going to look at how to

thank you.

It was really good. No, he made me really think about what I was doing. We've saved a lot of money. We have a good reserve, but we really need to think about how we strategically spend the money that we have to make sure that not only is for or survives.

but that we have what it takes to be relevant in future ready. So a CEO or chief academic officer will oversee the district's academic programs and curricular development.

Unknown Speaker

01:13:32

So when I think about curriculum development, one of the things that I've been trying to do is we have monosort, which we're gonna talk about money, too.

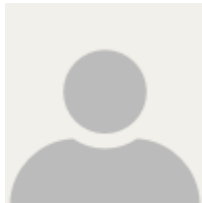
Keisha McNatt

01:13:39

App

a pre K wing. Really, we say it's for Montessori Academy. But the entire school is not Montessori. Early childhood is Montessori. So what we're trying to do now is build our build. The capacity to say.

early childhood is Montessori, of course, then, at 3 Montessori teachers quit. So now we have people that we need to take through that training, and of course, if we take them through the training and pay for them, then, of course, they need to come into agreement contractually and stay with us for 2 to 3 years, because I don't want to spend money.



Unknown Speaker

01:14:16

And then

Keisha McNatt

01:14:18

another thing I'm piloting. I just spoke to Miss Reza, Miss Reza. It has a

Ib certificate. It is international bachelorette program. And the goal for that is as I was doing my research for this. It says that

American kids. Our program, especially minority kids work program to

just do as we're told all the time, like we don't know how to think. The society has is breeding. We're still like in the 1960 s. Getting ready after the Cold War to go in and just run machines. So I thought, you know what.

and then there's no joy and happiness either, right in teaching like. So

we spoke today for a good hour about what it would look like and sound like if she was to start implementing an Iv curriculum in third grade. So what we said was, so this survey that we took as a report. That's going to build us

all the kids in third grade. The company is, gonna do that for them, so they will have an academic profile, and they will have a personal and behavioral and cognitive profile. We put that together, we analyze it. We come up with a plan. But the student is at the table, and the parent is at the table, and we talk about milestones about this plan.

When she talked about Ib, she said, one of it is making it thematic where they are aligning and connecting math and science and everything to reading. So I said, Okay, so this is what we're gonna do. We're going. I'm going to give you the free will

to make some changes. And since our the goal was to move our second grade teacher close to the third grade teacher because she does town halls. She does home business, and you can tell, because

there's a

it's amazing. The community she's built in that third grade classroom the kids made progress, and she doesn't have to beg the the parents anymore. So with our second grade teacher, she was having a hard time with. She don't wanna do home business. She didn't wanna move to the second hallway, anyway. Now I think we're going to we have a Talent pool that I always have open

for Plan B. So we have a very amazing person that will be joining us that will be willing to work with. This third grade teacher. They're going to work hand in hand in making sure. I want to see what will happen when we give. We infuse I basically. And then the Sel teacher will be involved, because the behavior part of that, we want to see

how all of that goes together. So like on Monday. She'll do meditation. Tuesday should do yoga Wednesday. She'll do the leader and me habits, and so on and so forth. So we're piloting that program. Starting in January

after festival of lights. We're going to meet with the parents to tell them why we're piloting it, and then we'll get with the second grade parents as well. So, yes, so moving on to the academic officer. The Cao will collaborate with families, teachers, coaches.

and principles to, and not enable transformative practices reflecting our commitment to a future focused, equitable E education that enables all students to achieve excellence. And the biggest thing that I will. I want her here for is to look through our curriculum and to make it really strong. We don't really have

Cbas. I think that's what they're called local, like local assessment that we've made to make it strong. So

I really think that bringing her on will really help us out. So that's the vision, and that's the mission for bringing her on. If you guys will like to read it, I don't want to read it all through, because I've been talking a lot.

Alright holistic alignment. So our motto is mind, heart, and body, and spirit. So I basically just went through. And I aligned what a culture of excellence looks like with the holistic alignment, especially

now that we're going to be piloting an iv program and then taking our early childhood through Montessori.

And this is exactly what I have on great schools as well, and that's one of the things I was able to ask those 8 pants that I met with. Hey? By the way, since you love us right now, please go into great schools and give us a great review, and that was something that Mr. Louis Louis also recommended that we do, and as teachers also do, home visits.

we have a parent that actually drives from Desoto to here, just to bring their kids here.

So that's something we want to highlight so when she comes she also asked me if she can be our honorable chaplain. So we do. She comes on Saturdays.

and she prays through the school for us. So yeah, so you can go through and read that

And then, of course, I have the other part, which is community which is really big. That's something I want to leverage up. So from School Board members to our cleaning crew and stakeholders in between. We are a community providing care, support, and encouragement to every child to unlock self discovery, talent, and potential during their formative years. Parents actively support their child's journey of discovering the best version of themselves.

For me, I think that's the biggest thing that drives my passion of what I do is that we're a community, and that when it comes to kids, all kids, but especially because we're majority minority school. We need to help our kids find what their talent is

and tap into that. So? And then, of course, we have becoming enrolling your child at East for Earth. Montessori Academy means joining a compassionate community with a holistic view of education. We don't just teach we not your heart's mind's body and spirits to empower children to shine brighter today and tomorrow.

And I went into parent partnerships and informed and educated parent research. Research is the quality of a school and a misinformed parent shops or school. So

I have this love affair with Finish and Singapore schools, and when I look at both systems, one of the things I really love about them is that their parents don't have to go shopping for school, because the school in their neighborhood is the best school. So when you think about

us and the things that change like, if you go on the East Coast or the West coast, why, parents are always lining up at school is because those parents are informed and educated. A misinformed parent looks at a building and says, Oh, I I'm I'm swayed by the big building, but then nothing is going on in building. So

we talked about strengths, weaknesses, opportunity, and what threatens those parent partnerships.

and then rebuilding the bridge bridge to parent support. I went through just having meaningful conversations, transparent, digestible and cohesive data, driven information, strategic committees for seeking input support and implementation. And of course, that recruitment narrative that I was talking about.

Room parents meeting, Pto board members, disruptive conversation. Another thing, we're gonna start doing so that Facebook live. One of the things I'm gonna do is every month I'm gonna invite a guest.

whether it's the Pto board President, whether it's a board member, whether it's somebody in the community. And we're just going to have like a talk show where parents can come on for that launch bunch and just ask questions, and then every 9 weeks I'm gonna continue the voice where parents can sign up

10 slots, 8 to 12. Come in and talk about whatever it is that you want to. And then, we're gonna have site-based committees matching those parents by passion. Last night I was able to match every parent that I've spoken to to.

whether it's science, whether it's nutrition, whether it's what's the other one?

Oh, it was stem. So we're trying to make sure that we have pockets of our site base. We're gonna have parent education academies. And then we're gonna start having 9 week curriculum nights. So parents stay informed about what their kids are learning for the next semester cost

alright money. Whew!

The part! I don't really like talking about a lot. So initially. The personnel and student audit reports portfolios. It was gonna cost us 8,000. But also, if some of you guys have met Mrs. Osman, she taught me how to haggle and beg a lot, so that 8,000 came down to 5,000. It goes on from now till summer, so that we can get our students tested so they can have a complete portfolio.

the executive leadership that we're going to be going through. It was 3.5 K.

It's discounted to \$1,000, and mine being free because I actually signed that I will do some things for them.

If they give me a discount and just charge the 3 people that I was going to go to. So it's a person that I know that they know. So it kinda worked out. Dallas Montessori certification. It is \$6,000. There's no discount yet. I doubt whether they're gonna give me a desk discount, but I'm going to try, so I teach her assistance, and our teachers will go through the training to become certified, and there will be a contractual agreement for 3 years if you pay for it.

The other one is the Ddi suite of training.

and I think I believe that \$750 a piece, and I think it's going up. So

if I think about there's like 7 things times \$800 that comes up to

a nice piece of amount. I would have to contractually lock people into an agreement to work for us to for 3 years. And what I said at the end is, it makes absolutely no sense.

Why, I would be asking for money when we are almost in a 400 deficit at the end of the school year. But other than we need to raise the quality, skill, competence, and capacity to retain and attract talent and students.

And that is my any questions.

I guess questions will go into closed session. Yes, Doctor Winter is any questions on the proposal?

Kayunta Johnson-Winters

01:25:30

No, thank you. Okay.

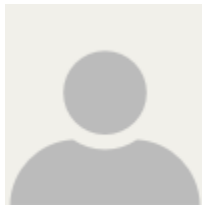
Keisha McNatt

01:25:33

alright. So what's full session? Separate from what you would.

So yeah, it's separate from what I presented. So if you have any questions on the proposal.

so are you asking for us to vote on on the approval of a chief academic officer. Yes, in closed session. Yes.



Unknown Speaker

01:25:58

so I can go through which I do want my team to see this

Keisha McNatt

01:26:03

lovely. our finances what they look like. So they also have an idea of why I nickel and dine them all the time and say No.

so let's look at our enrollment. That is also in your, because some of these things are very tiny. And so it's in your budget part. And it's the first one

right after the budget part. Yeah. So the very should be the very first. So what I do is every time I just layered on top, so you don't have to dig for it

alright. So if we look at

the orange signifies enrollment for 2223, and the gray signifies 2324. of course this is not where we need to be. Something here.

I'm sorry.

Kayunta Johnson-Winters

01:27:04

Am I supposed to see something here? Yes, you can't see it, I see. Happy holidays. Thank you.

Keisha McNatt

01:27:11

Oh, okay.

okay.

Councillor, please do now.

Yes, okay.

alright. So

October we took a hit. We went from?

well, we actually did a little. Okay. I mean, the orange is last year in the Grays this year. So

in October we last year we were at 1 75 this year with 1 84. But then, if you look at the trend for this year with the gray September, October, November. It seems to be trending low. We went from 1 87 to 1 84 to 1 83. That's not a trend that we want to continue. We did have like 3 kids that left. Have you looked at 3 or 2,

one with Drew? So those are the. I guess the good thing is, they didn't leave because we did something wrong, but it was because they were moving for a job and they were through because they were moving

are

student attendance, which is our refined Ada, which that's the way we get our money. Of again. The gray is this year orange is last year. The good thing is.

we went up from 1 49 to 1 57 one of the things that has been hurting us is the attendance for

Pre. K. We've lost like 20 to 30,000, because they don't come to school and on time. So Mr. Richmond is at a Town Hall meeting. We need to get serious about our Pre K. Or the parents need to get serious about bringing their kids to school. It's not just like this is not like a mommy drop off kind of thing. So

a state funding in relation to what our attendance is looking like.

So September. Of course everybody's here. That good money.

October we dipped. and then November we're slowly coming up again. From

1.7 0 5 to 1 7, 10. I mean, it's a 5,000 increase, but it will take anything at this point. From September to October it was really bad. I mean, we went from

172-52-1705, I mean, that's the. And that's the \$20,000 on those Pre. K. That we had to talk about.
So

let's

So our financial trend analysis.

The top is so our local revenue will be our tuition.

any fundraising that we do, State will be the money we get from the State and and then our Federal revenue revenue any monies that we're getting in from the government.

That is right. Now, I kind of. I guess I should highlight this

from September to October to November.

were trending at least 8%, which is good. When I looked at last year we were a little higher. So

which means that we're tightening up our budget a little bit more, which is I really like that. So we are definitely following our processes of

when people turning their purchase orders while you buying it, does it align to our goals. What do we need it for? No, we don't need to buy that right now. We can wait till we get a branch, so on and so forth. So I like the way we're training training with our percentage. But if you look at our expenses, of course, because we don't have enough kids, our expenses are larger than our

Unknown Speaker

01:31:31

our revenues

Keisha McNatt

01:31:33

such.

and at the bottom is where our Federal funds are. We usually try to spend all of those first before we dip into our 420 budget.

But if you also look at our payroll expenses, you can see that with our payroll we are. We're just not hiring a lot of high. I guess, high paid teachers at this point. So

we're training. We're training really well, with the 8%,

not to say that it doesn't still keep us in a deficit. But we're training better.

And

this is our statement of activities same, it's the same thing as from the top. But just it shows you from 20 to 23 to 20 2324, and it's our current year to date.

financial trends.

for our revenues and our expenses. So at the bottom, you can also see that if you look at our payroll expense for November

last year versus this year we're doing a little better. I have to take it anywhere. I can get it when we're doing a little better, especially since I know we're in a deficit. So I kinda wanna just highlight some of those things.

These are our revenue to our expenditures. The blue is our revenue, and the orange is our expense.

I am happy to see that from October to November that expense bar came down. So that's good.

And Miss Kate said. That's because she's not making a lot of requests. So I'm thank you.

Yeah. okay.

this is our cash flow.

Please note that.

It's not a bad thing that it's going down because it starts from 100, and it goes down to 600, and it just saying that our cash flow has increased. When I first look at I was like, Whoa, what? And I was like, oh, no, no, no, okay, yeah. So so our cash flow has increased from October to November.

and

and this is our supporting documentation.

So if you what I want to point out is the

so if you look at the

amended budget, what's going to? So what? I asked Spencer to do? Because no surprises at the end of the year, where we're going to be. Yes, sounds like, I like to keep my job, please. I would like to be transparent about where we are.

so our total revenues is 1.7 7 3, and our total expenditures is 2.1 9. So if you calculate that the deficit at the end of the year is going to be 429,497.

That is a math flow to say

so. How many students? What's the obvious number students. Oh, my gosh! If we can get to 220, that'd be great. 250 will be awesome. This school can hold 500.

So

okay, so my question is going into next year,

course, well, I don't think, we only hit 2 55, yeah, being realistic

if we can hit 200, that'd be great. That's always so. That's what 13, I mean, Susan. Right now, I think it says 187. So this is what hurts us, too. So you

Gosh, I was hoping the Government would help us out and bail schools out, because everybody has to pass a deficit deficit budget. But I'm I don't know what what that's going to look like. But those little people in Pre K.

They count as hat.

so we don't get the same amount at all, not even close

to, not even close, and so that even the tuition, I mean when I said that we need to raise our tuition to 500,

since we haven't raised tuition for like 20 something years.

and it's they'd be paying 3 50, not even the mom and pop. That you wouldn't even take your child to is charging more than us. So we need to raise our tuition. It wouldn't even help do, really, it will even put a dent. But

a lot of schools don't do Pre K. They just do kinder through Fifth, because Pre K's don't count. So even though we have 187 kids, when you count all of Pre K. As half a student, it takes 2 of them to kind of make up some of our.

The tuition does not help, and even the 2 of them doesn't help. So that's part of our. So when you look at our Ada. So what we really get for the 187 is 150, we're getting paid for 158 kids, really? Yeah. So if we got rid of Free K, but we don't want to get rid of Pre K, because we don't know what the what they're going to do.

Culture source

there are things in the line that they have. and it's trying to.

So in in session, I want you to update.

I know board members where kind of what happened.

So you are counting here. What what happened? Kind of how we got there we do have.

We can't cover it in in the service. My, my concern is wanted to a New year. What number do we need? Because we don't want to go into the New Year plan and pay plan and deficit.

So

you went for the 2425

deficit.

We don't want to do that. No, sir, we do not.

So I mean the rest of it is just

It breaks it down into non payroll what those numbers look like, and then payroll what those numbers look like and then it goes to our current year versus previous year,

finances

bracelet.

and then it goes into our pick code. So when we are

for each person that's sped or Gt or Esl, we have to code them a certain way. Right now we're training to pass all of it except for sped. But that is wrong, because

Unknown Speaker

01:39:38

sped costs so much money right now. So there's no way we're failing sped because we're trying to figure out how we're going to

Keisha McNatt

01:39:46

pay for all of spread. So there's a lot of grant writing that's going on behind the scene. One of things that I am looking into currently is finding a Grant writer that can help me with writing grants. There's it's a lot of work to write grants and

pulling all nighters are not sustainable. So

that's what I

that's what we have. And then I have the amendments. I have. Yeah, yes. The only let me look up something. The only thing I want to point out to the board is

oh, a financial rating. We went through it, so I put it on, and then I went back, and I was like, Oh, I've I'll I've already

present it. The financial rating. We did make an a it's in the Google classroom. I will be presenting that doing festival of whites. It's one of the mandates that we have, I'll be posting it in reviewing news that a financial rating is a we have transparency. There's stuff on our website that we are mandated to post, so it will direct the parents to it. But I want to also let the parents.

you know. Hey, this is our title funds. This is what we spent it on. These are some of the site based meetings that you can sign up for if you want to hear more about it, this is our financial rating. This is our safety audit. Blah! Blah! Blah! So I'm going to do that while we have a big crowd.

and I am

oh, and the dates for the training. So the board usually does the public. There are 2 trainings that you guys usually do and just send me the certificate. We're gonna build the board a transcript so that you guys can know what trainings you need to take, and we'll check off when it's done. And then we're going to. I'm going to have your side by side because we're Charter school. What we need to take and to meet those requirements.

We can knock it all off on Saturdays. So these are some Saturdays that are posted January twenty-seventh, February third and the seventeenth, the seventeenth. I won't be here because I have a superintendent conference I need to attend. So if you guys want to choose

when you want to do it is a Saturday 6 h, we knock it out, and then they'll come back and they will train this web because she's new, and then I'll also call your attention to the safety trainings that you guys have to do online. It is mandated by tea, so

we'll give you some time to get that done. But I will highlight, all of that on our in your binders. And I'll email it to you. So you have refresh to remember.

And that's all I have to present, except for going into full session.

Okay, alright. You all can step away.

We'll come back in and roll it out the 12 6,

and it's either has

after the oh, no, bring it down.

Well, I guess I should stand here. So Dr. Winters can hear.

Okay, right? All right. Sorry. That was fast and furious.

so I'm going to spin up.

You want to place me on.

Are you a big tie? Are you? A fan of Taco wouldn't break them. But I don't

idea I did. The admosing

have more sense. I don't.

Glass neutral cellophane delivery. real chicken vegetables. Typically I'm like a brown sauce.

Yeah. My wife is vegetarian. So we we

Asian food, probably every

responsibly, maybe a normal prophet.

So that means Sandy won't smoke a holiday.

Okay? So

so the the good, the bad, and the ugly Otherwise it gets bad.

That's

so. I have looked at the budget right? So when I before I asked for a

before I asked for a chief academic officer I had to think about. Okay, well, I have instructional coaches.

Right? So. And why would I be bringing one, a chief academic officer.

one of the things that as I look up as I look to create a school that is future ready. we're thinking about, how do we? What do the schedules need to look like?

Ultimately I can say, yes, I can get rid of my instruct and and and get rid is is like a sounds really bad. But who would I rather have instructional

coaches or chief academic officer? I think a chief academic officer brings value, but I really where we are.

and because the school is so small. every kid counts for us.

When we take the start test so great. I'm excited when I looked at our what if scores we made 78. So we're still training at a seat. The goal, of course, is to get to 80.

But when we have things like we really we are running a skeleton through. So

either one of us at any time can be. If, miss, we stick downstairs we gotta go downstairs, help and cook

if there's no one in the school, we have to take one of those classes and teach

if the like. Today our front office person was out, which means that

we had to put one of the coaches in there. Miss Keisha had to go into classroom. I mean, everybody was just in classrooms, it put it puts all of us behind so.

and we also have coaches that yes, they came from middle school. They were teachers. They're now instructional coaches. It would also help to have someone that can strengthen our curriculum and our teaching.

One of the things that we're looking at is I didn't do a lot of wraparound services this year, because the goal was to make sure our teachers had enough capacity to have small groups.

Our coaches can also intervene, and our enrichment specials can intervene.

So

if I add a chief academic officer to the budget. Whether it's we want to think about bringing her in in January, or whether is next school year. If we do it in January, it's going to raise up our budget from. It's like a \$60,000 thing. Yes, I've been vetting a lady for 2 years.

She has a master's in curriculum and development and a master's in leadership and strategic something to I can't remember. I asked her to send me her

Unknown Speaker

01:49:13

She's been in education for about as long as I have like 25 years

Keisha McNatt

01:49:18

it also will be good. Because

really the campus team needs to help. I mean, we're coaching. If you look at what we're doing. We're going chapter by chapter. There's a book called

hardwiring Excellence in schools. And so we're going chapter by chapter to say, these are processes. This is with impact, if you but they don't know everything right now.

So when I think about what my job is as a superintendent and what I need to do. I know I need to coach them. That's part of my job. But if I also had a buffer in somebody to do that it would help a lot. So I didn't want to ask before, because I was like, I mean.

it's kinda like you can't be in a budget and then ask for for more money, but

for us to grow it's like in business. In order to move down with business. You have to spend some money, so I had to kind of take on that mindset of if we want to have a mono source. Our early childhood teachers need to be trained

whether there's I think the options are going to be, we can pay for it. And then, of course, there's a contractual agreement that the lawyers had drawn up for us like 5 years ago, that they can use, or they can go half and half. So, if we pray have, is half of the time that you have to spend. If you leave, you have to pay us back the money, so if we don't do payouts till we actually make sure everything they owe us is taken care of before we do pay outs. So

Unknown Speaker

01:50:53

When we look at

Keisha McNatt

01:50:55

What else the trainings that people need? Yes, we've been. I've been very conservative in the sense of so

keeping our money.

but there is no point in keeping the money. Yes, it's for times like this, which is great. I'm happy to say that, hey, we have a reserve we can fall back on, but we also need to use some of that money to develop the capacity and selling the second grade teacher. That left part of it is, I am help bent on. We are going to

we are going to have a culture of excellence at the school. So I had a conversation. I've been telling Mr. Richmond, I said.

Something is odd about these teachers like they. They look kind of moping, and every time we say something there's it's it's that deficit thinking

if there was a if this was a homogeneous school. Would they act like that? Would they do this? So I started everybody in school knows me, for I'll test them in certain things. So I started. So let me see what I can do. So I had a conversation with them yesterday.

And I was like, Hey, you know, at this school. This is what I've told the board. I can't be made a liar. This is, we said we're going to do home visits. We see that it works. So I'm gonna move you over to the teacher just like I was explaining. And she was like, well, but

the kids need to use the bathroom, I said, oh, don't worry. I have a grant for that. We're gonna put. We're gonna put some doors right there, so we don't have to worry about it. Oh, but there's this kid, and he has brothers, and they're gonna fight. I said, Well, yeah, you know, that's why we do love and logic, and they're gonna be just fine. Because if you have some good

procedures in place, it was on and on and on. And then I was like, yeah, we also have camping training coming up. We take our kids camping like 3 of us can't keep doing it. So we need people I can. Just I could see the heaviness

in. I didn't. She didn't want to do it. And the person next door

they're like friends. So I knew that if one goes the other one's gonna go. So I always have a plan. B. There's a lady that I interviewed over Thanksgiving. She has a bachelors in biology, but she taught in a private school, and she taught second grade so she can.

If science doesn't work out. I have a person, a biologist I don't like this person has resigned.

So we're gonna put in second grade. And I'm gonna match for with this other way. So it's that mindset thinking that we're dealing with, but also those are some of the things that I feel like. If I have at least some buffer to help the campus. Admin.

it will. It will help. It's not only just me, but it will help just the quality of education we have here. So like right now I'm working with Miss Miss Pat. You know we need to have a town hall, and then I'll work

one of the things I've noticed as I I think as I grow in this is that I am too much in the wings

about some things, and I would like to get out of the week like I know how to do a balance sometimes. But I really need to make sure my team is successful. So

absolutely. So that's my. So our proposal is

is to bring in Academic College Chief Academic collapsing.

And you just gave us your your reasoning.

So was that all you need to present. Why ask the question? Oh, and then the other thing, too, is the reason why

science did not present today. So I know how Dr. Winters feels about it.

This person makes growth, and then they go backwards. But today I was just like, No, you can't present. So at the next meeting. Really, we really don't need to have another meeting in January,

because we've presented everything we have map testing going on. So February will be at data stuff, so we can meet in February. But they would have to do the boarding letter. So now what we do is

I don't write you up. You write yourself up. You know what you did. So you're an adult, and so they'll have an integrity letter. So signs being able to present their

alright. You get a doctor.

Okay? I know there's questions. So let me open up the floor.

I think of it. 3 different things. There's 2 types.

Well, that's a curriculum person. It was reach back to person, I heard you say a little bit of both, so I guess I would want to

to know. How are you going to? How many structural culture do you have really 2? 2? Okay.

So they've been a teacher administrator. And now they're in the field of doing.

They like coaching and building fortunes. So I guess my ask would be, then, is your major focus for this person to be to really revive your curriculum?

Or is your bigger goal to up the instruction staff. which which is your big goal? One of them's got to be your

oh, my, gosh, so I hate choosing it's gonna be cause you're gonna have to prioritize this position. Otherwise you're gonna overload a person and they're gonna have. They're gonna be

slightly. They're gonna be well, but not great in either one. So if you're saying

year one, I want you to focus on rebuilding, curriculum, embedding the curriculum. Curriculum. then going into year 2. This may look a little different if I'm asking what the priority is. What's that? Because your instructional courses can support that. So if this person takes the heavy on curriculum, your instructional coaches to take the heavy on instruction.

Unknown Speaker

01:57:34

So that's the feeling like coaches are green.

Keisha McNatt

01:57:37

and so I mean they're being coached. So the other thing we're bringing this academic coach, this Cao in is.

I have coaches for my coaches. And so

they're really like they're they're really making progress. I see the progress they're making. So my ask is that if you brought her in in January. She took January to May to really audit our curriculum and then

build it to a place where next year she's ready to hit the instruction really really hard, and to coach my coaches as well, because my coaches also double, they double up as teachers and tutors.

so like, for example, my fourth fifth grade math teacher.

He's not as strong as we thought he is. So if I mean it's December, and I'm not liking what I see it's not that I just want to fire everybody, but

push from the show. I may have to take my instructional coach and put her in as a teacher because he's gonna affect 2 grade levels, fourth and fifth grade in math.

So

it would be that this person, part of their their job description would be to take those instructional posters. There gonna be like you said another way. And so

wow!

She's still betting the curriculum. Part of that the training is developing those instructional coaches because there's no need for them to be. I'm trying to get a stipend for being professional post or something. Okay. But if they're gonna take that title, okay, that's my builder builder. Then it should be that

they know how to do that that role. So they spent that first like, he said, when that first semester, vetting the curriculum, deciding and and doing so many observations to see what the staff is going to need to bring that curriculum to life. That would be like a focus that I would think about from that person your your January to May is

that the curriculum make the upgrades that need to happen

and decide what kind of professional development is. Gonna bring your staff up to make sure that they can implement it working on. Also in the interim, that plan is also on paper, on how you're going to build up the capacity and those instructional posters so that they can be still building the instruction.

And then, as that next year comes to that, rollout comes of whatever appraising the curriculum. Now, with 3 of them are gonna attack that instruction because now that you know what the introduction is

now, you can do the implementation. So

It just wanted to kind of put that on the forefront of your mind to have a to this. Get somebody and say, Okay, Chief, I could have an officer. You're you're you're knowledgeable of this.

but you gotta hit hit those. What do you prioritize in with them so that their job

is focusing? You're gonna maximize that position. It could be very powerful. It also could be

another volume.

And then you have. So

the credentialing doesn't necessarily. And you also wanna make sure that the person the things that you're talking about. Bring on high be and bring it reintroducing the id as well as building up your Montessori somebody that's experienced and doing with that as well. They know what that looks like. What it should look like? And are they going to be able to build the capacity. And those who need to be in those conditions.

So a good person can do that those things

please

questions

what we're really going to do. We are looking now.

Oh, yeah, we have a plan to go steal their kids, enlighten me. What? What 6 schools are closing in the building. So the good thing is, we one of the the parents that I spoke to last week is actually the recruiter for Trinity Basin. So you know, Trinity bases one of those really nice schools. So she came to me as like, Hey,

I'm I'm just looking to volunteer. She's the got health person. Looks like, absolutely. Yes. So I'm gonna be meeting with her on Friday on Monday. Because I was like, hey? There is some schools that are closing. So how do we get?

Yeah. But this all kind of new

governor

speak. So

I moved in from Tolle.

interviewing on their way to school

our topic. Alright, so we're

So you need us to vote on on the chief academic officer

any concerns I know. You brought us some very good ones. Il called the first part of it, and last part but I think I do have an understanding of where you're coming from. so do you need to, based upon what Miss Ms. Webb is presented to? Are you confident that this person's, you know, possess those skills? And so they have what they need. Okay?

So let's go on. And we don't have any more questions. Let's we can enclose session to go back. Was that all unique present, or you have some other. Yeah, that's the bad news. The good news is, the good news is I'm applying for some grants to take.

Kayunta Johnson-Winters

02:06:20

Okay, so my biggest concern right now is number one. We we just it. It doesn't feel right to bring in another person. And we just that 400 and something odd dollars.

Because the the the school isn't a deficit. It just doesn't feel right. We had the same feeling when we had when we hired the coaches.

and I just

I'm I'm not saying that the coaches are not beneficial, because I see what you're doing with the coaches, but in terms of how the students are testing and progressing. It just seems like it's slow.

So I'm just putting my own concern out. There is that it just doesn't seem like the way that we trend in general with just bringing new people in that it's really that helpful.

Keisha McNatt

02:07:14

And I guess I can also stand corrected in

I think we're going back to also look at our interview process and how we're vetting people. Part of the slow growth tends to be to that. Some of our kids are not just. It's not like they're just 6 months behind.

There are. Some of them are like 2 months behind, not 2 months, 2 years behind. So to catch up 2 years behind. Academically, it takes some time. Even though. Yes, I would say that our coaches, some of them are green.

They have really helped us, because if it were, if we didn't have them, and it was just us.

we probably just need to hang up our coats because there is no way just a principal and myself will be able to do and intervene academically.

with the teachers that we have? Do we have some that have capacity? Yes. Do we have some that we have to build capacity? Yes. Do we have?

The fact that it's even hard to find teachers right now. Just tells us also when we go out to recruit sometimes is, is the difference of you need to take the best of the worst, and just hope that they're if they're receptive enough for you to coach them up.

It's it's it's kinda like good. But

Co. Teaching right now is almost like that fallback. So I can understand when you said that. It doesn't feel good right now, especially. That's why I didn't wanna make the ask, but I had to make the ask, because I see the benefit of this person really just increasing the quality of our instruction because also of the teachers that we have.

yes, we pay how much we can afford. So we're going to get some of those, some of the teachers that come to teachers not necessarily for pay is because I think they love a small group, a small environment they love that we're Montessori. They love that we have, we think outside of the box. And that's the that's what we wanna keep. But I really think that this is someone that can add value

Unknown Speaker

02:09:33

to what we're trying to do.

Keisha McNatt

02:09:38

So can I add to that? Yes. I think I would. I would love to

see how you would, what their job description would be specifically the goals and timeline for this position. and what are going to be the measurements of success. This is what we expect to see

to sustain this position. If we're not seeing growth at this particular level, or we're not seeing growth in our teacher performance as well as our student outcomes, you know. And and granted, of course, we're talking about it. Semester. That's gonna be a different measure then over the course of however long. But

if you say on a from this full year next school year, so duration is full in this full year.

This is the description. These are the goals for the position, as far as what we expect is our intended outcomes as well as this is what that timeline of what we're looking for, like we're just talking about our semester here from this time of this time, expecting you to bet curriculum. This time. This time we expect to see growth as well, and our instructional coaches this time expect to see our teachers fully developed. On

whatever the new curriculum upgrades are. And then from this point I expect to see.

You know you're walk. You're doing this walk through with a true coaching protocol.

you know, on a weekly basis. You know those type of things to to have that that detailed outline, because whoever takes the position, if it's a person that you're looking at, they need to understand, that's the assignment.

and if they don't fulfill the assignment.

then it's either maybe that's not the position. Or maybe that's not the person. Yeah. And it goes back when we talk about those expectations. So my my question is, how soon

I mean, we can either start this semester with auditing the curriculum or we can start next year.

it's however, the board wants to vote. Okay, so let's go into

well, thank you. Dr. K. For your concerns. Thank you.

Kayunta Johnson-Winters

02:12:07

Miss Webb. Are. Are you finished?

Keisha McNatt

02:12:10

Go ahead, Doc.

Unknown Speaker

02:12:17

I, you know.

Kayunta Johnson-Winters

02:12:19

might again. Wh where are we going to get the money when we're already struggling financially? I really want us to think about that.

you know, and I know that you know I well, first of all, hiring a new person that's not chump change.

But you know, I get that. You know, it's it's well, I won't even say it's a small percentage. It's a percentage of concern. Given the fact that we we just pull so much out of our reserves?

Is that going to be sustainable in the future? Do we even have a plan moving forward

to make this position even sustainable?

And how can hiring this person?

How can we? How can I see

the impact that it's going to have on the students in the areas

that matter to the state?

Keisha McNatt

02:13:21

Dr. Winches, can you say that last part about impact on the areas?

Kayunta Johnson-Winters

02:13:33

Okay, yeah. And I, you know, I really

hate to, you know, to just kind of be the downer. But I wanna be realistic. And you know, I you know, I feel like a lot of times I voted on things that I hadn't felt comfortable with.

And I wanna stop doing that

because I just don't see how that's beneficial, either, and maybe we need some more information before we say yes.

My next question is, even though you vetted this person for 2 years, and the truth is that I think that you use great judgment. Mr. But I would love to see her CV. And how does her CV. Compare.

or her resume which every one she has. How does it compare to other people that will want to apply for this position?

Maybe she would be the perfect person.

But how many other great fits would be out there as well, and I'm not saying that it shouldn't be her.

I'm just asking a question.

so I don't know if I just wanna vote on this. Now, we just heard about it today. Well, that's what I was gonna propose. Kay, let me let me let me get to that part. Were you finished? What's your what's your

Keisha McNatt

02:14:50

Did you have any more concerns?

No, thank you for hearing me out. Okay, no, you're fine. Wha what I was gonna propose is I think we do have time. Yep, we're not trying to harm tomorrow.

let's let's put some things, a plan of action. What would you all like to see? So when we do come back weekends.

we can at least say, okay, we wanna give you permission to explore. That if that's if that's okay with the board, I don't. I'm not a single. This is not a dictatorship. I'm just putting things out there kind of gotten

to explore. However, Dr. Kaye has brought us some good concerns. Miss Webb is brought some good concerns. Miss Joyce, go ahead.

Would like to see use web do is

become a a partnership along with that. The time to meet with you to talk about?

Well, not just those concerns, but to work it out, because I am certain that you have already considered all of this anyway, and know basically why you want. I need this person

so, and I haven't ever seen you be faulty in that. So I trust you in that.

but to have them alongside, or to have them at a meeting, and I know you said Oh, but to put her in, you know, to come in.

You know how we do pay? We just all to get there and give it them.

Would you guys want to? Maybe? I know that. The Cv compared to others. Would you guys like to see some Cvs

or get to meet her or anything like that? 2 years?

So it's not like you don't know who this adversity is.

but with the ideas of what's happening here in terms of how that position can work and what have you?

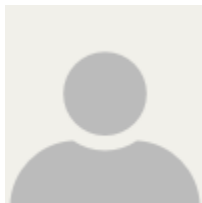
I think that's kind of direct. I just think you guys need to pull that together.

And I don't think we have to

rebuild. And okay, we're gonna bring in a bunch of more people there, since you have already proposed that person. And they there's no point in like that's like rebuild it. You already went through all this work. Yeah, I do believe in allowing a person to

to choose who they wanna work with it from a leadership perspective. However, accountability is very important. I think that those are concerns that Miss Webb, as well as Dr. When just have brought up so totally agree. I think if you present her veto vita allow us to to review it.

hopefully, that's gonna answer some of the questions cause I know you mentioned the the curriculum driven leader versus the instruction driven leader. Very good points



Kayunta Johnson-Winters

02:18:23

presenter beta, and allow us time to kinda go through. And

those questions that Dr. Kate brought up. Just be prepared to have a response. But you could ask questions.

Troy, and Hi. Ms. Joyce is so good to hear your voice.

So okay, I don't agree with this is is is, and I'm and I respectfully disagree.

Unknown Speaker

02:18:57

I. This is the way that I see it.

Kayunta Johnson-Winters

02:19:00

Mister Rossemi, is it? You know, in in any leadership that I have at UTR. Arlington?

I can already have the person that I want to hire in mind. and know that this person is going to be the perfect fit for this particular position right? But at the end of the day.

I cannot

hire that one person without opening it up to other people, just to have a a pack of vomit viable candidates.

An all I'm asking

is that even if you know that that's the person that you've vetted for 2 years, this is the person that you know. You wanna be in that particular position who are some other viable candidates out there. Maybe they won't compare, or maybe they would, but they still wouldn't be a good fit for whatever reason

I'm just saying is that because I'm less familiar, and this is no reflection on your ability to choose cause. Ill agree with Miss Joyce

100%, that you are very good at what you do. I know that you want what's best for the school, and you usually do make very good decisions in this way.

if anything, I think you haven't. Well, I won't even say that I was. Gonna talk about track records. But I'm gonna let that go, because that's the trigger.

My point is is that it would be good to see other people who compare, even if it's not people that that you want to hire. What do they look like outside of this one person?

Keisha McNatt

02:20:46

Yeah. Yeah. So that's what I was saying, I was saying, if you guys wanted to see the other Cvs. Or resumes that I have for this position.

Kayunta Johnson-Winters

02:21:06

what are what are your requirements? What is the skill set for somebody that could serve in this position?

I have it written down. Answer that question now, but I'm just letting you know that. You know, this is kind of like what I'm thinking. And again, my biggest questions.

outside of what I just said again is going to be given our financial health the financial health of the institution of the school.

How are we going to pay for this and make it sustainable? And how is this position going to translate into something that the state is going to appreciate

Keisha McNatt

02:21:46

yeah, I have those questions written down. So I have a couple of resumes. I worked on her well, I walked on. What a job duties will be! And the metrics so like for Mr. Richmond, when I worked on his he had like, this is a framework. These are your metrics. So I'm doing the same thing for

If we were to hire a chief academic officer what it will look like, what the duties are, what the focuses are, and then what the metrics are by by, when this is a new position.

you generated her information, was it from a prior list where she maybe I put in.

So we were. I went to a thing with a whole bunch of curriculum people. And I just said, Hey, my school is going to be looking for a chief academic. Yeah, can you guys send me some of your resumes and see these, and

I kept Delaney because we do have coaches here, so I kind of kept in touch, and I will go to Region Levin and I will see her do some present. She doesn't work for Regent Levin. I'll see her do some presentations, have conversations, had other conversations with other people they've left to go do something else. But

that's how we kind of. And then I also currently, even I asked her if she could work with Miss Yodera, the Mtss. Person to build our systems for intervention. So so my next question is, okay. You got your list from raising 11,

you we were looking at doing something in terms of of this position, and that's how this person kind of came to be.

Let's talk about the legal ramifications are we? Is it? Are are we legal? Are we doing anything illegal to? Is it a required posting for the chief academic officer, or can we outright hire who we would like?

I mean, I think that we can hire who we want to. But I did put it out. I didn't post it. But I did stated because it was training for all curriculum people, because certain things.

So you have to open it up right. And you have to allow candidates to apply.

and then we have to make a decision. So it won't be pre-selection. Yeah.

which is what. So I thought that when I made that announcement, and had those I thought, well.

I covered what I can see. still, looking at. Well.

the thing with pre-select. Well, the thing with pre-selection and hiring you could. You still can get the person you want. You just have to post it. You have to.

Yeah. And they have to apply so

Unknown Speaker

02:25:09

to to to kill the deal.

Keisha McNatt

02:25:13

post it. Okay, get your candidates. Dr. Kaye. Would you be okay with whatever candidates just presented during that posting, and in addition to the additional ones that you're gonna present that way, we can kind of see. If there's a is a a better choice that may even help solve.

You can screen it down to I mean, of course, you know you post it.

Those type of positions are very high demand positions. So you don't get a lot of now, the difference is, gonna be for us looking at what the pay is gonna look like for.

So

that, I think. You know this alongside what Dr. Kay is saying, that that is.

that's gonna be a good cause. You may again have someone that you think is great, and they probably they probably will be your good deal. But what if there's a diamond in the wrap out there that you just never came across. You know, somebody who's over the big school system. I don't really care about the money, but I wanna give my time and talent

so it's cool like this, you know, and you never open your pool up to it. So that's that's something to consider, and also to consider your applicants part of their process for them to offer a thirty-sixty 90 day plan. What would it look like when you come up on board?

What what could that look like because of their

all over the place. Then maybe they're not going to be able to fit anyways, or W. What could it look like just present to them. Okay, we want our curriculum audited. We wanna build a capacity and our coaches. We want to build a capacity. And our teachers.

what was your 30, 60, 90 Day plan. Look like for that. Okay.

very good of them. Respected. Okay. okay. alright. So

okay, alright. So we can come out a closed session. And

so it looks like what we've decided on is

okay. Now the question is still gonna be, do do let me let me just ask you all. Do you all wanna come back and vote on this, or do you wanna Give Mr. Seema some action steps come back and vote, or do we wanna at least vote on opening up the opportunity to hire a person and then look at the candidates

so we can vote. Now, we can vote later.

Kayunta Johnson-Winters

02:28:06

Emotion has to be on the table. Go ahead. Go ahead, Doc.

before we put a motion on the table. I think that we've already given her.

I think, some action items. And and with that in mind.

I think that that any type of vote should be tabled

until we have a discussion based upon the information that we have and for the record, I don't want to micromanage this like in in the sense that do, I really need to see the applicants.

Keisha McNatt

02:29:06

You're the same. Yes.

it's okay.

Kayunta Johnson-Winters

02:29:09

All I'm trying to say is, I'm not trying. I don't. I'm not. I don't want to err on the side of the board stepping in an area where we don't belong, and that meaning that we're trying to micromanage a position as if we're serving as the hiring committee.

Keisha McNatt

02:29:27

Correct? I don't think they're not.

Kayunta Johnson-Winters

02:29:29

Yes, that's the that's what I'm trying to say, and but on the same token, if this because we do have these other concerning issues, and this is the viable candidate.

I would love to be able to compare her to other people, so I can see why she's the one that Miss Durasimi

wants to hire. All the other discussion, I think, is valid. You have to post it. I think that you should get more applicants. You should have a hiring committee that can then look at all the applicants that you get in, and if she's still at the top.

look, you make the decision. That's your area, not ours, right. But

I just don't think it's a good idea, even if she is the best best candidate for her to just be the only one.

And and I would like to learn more about this. And so this is why I'm also asking, Well, what do other applicants look like? And what does the job description? I would love to see the job description. I would love to see her. CV. And I would love to see how other top applicants compare to her.

That's for my learning experience. Not so that I can influence your decision.



Keisha McNatt

02:30:39

I think job description and expectations are really gonna help, because may determine that this person is not even needed, because I think one good point that Dr. Kay Bro. Was, what was this? Is

this plan sustainable? And how long is it? Part of the long term goals? You may say we need this person for the next

2 years to train my staff and to Hey.

I mean, do what you need or do. I don't know what the long time plans, but once you present it, are we all good on that? Okay, so we have a motion still motion to table. So you want to table discussion.

on any higher until we get this information that we just asked Mr. Same to present.

That's what I think is best. Okay? So all, yeah, exactly. So, kind of all in favor of of table and the motion until we get further discussion on the chief academic. Also, that'd be known by saying, okay, any opposed table? Alright. So that motion is table to the the ideal of hiring. Someone's tabled until you present that additional information. So

are we still reforming?

Alright? So

alright.

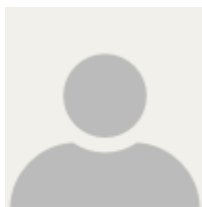
Okay. Pull out your food in your refrigerator and eat



Kayunta Johnson-Winters

02:32:31

I can't either. Can I tell you all my experience. I thought I was feeling better today. but I said, I'm ordering some calamari.



Unknown Speaker

02:32:41

Got that column.