

# South Bend Empowerment Zone

## Board Public Session

November 21, 2023

Cultivate the  **mind.** Inspire the **change.**





# Board President Report and Recognitions

- World Kindness Day (November 13th)
- Wilson Elementary School Students of the Month:
  - Pre-K: Owen McLean
  - Kindergarten: Railey Harris
  - 1st Grade: Bryce James
  - 2nd Grade: Daisy Ambriz-Ramirez
  - 3rd Grade: Jaiden Daniels
  - 3rd Grade, Autism Resource Room: Giselle Acosta
  - 4th Grade: Giovanni Ambriz-Ramirez
  - 5th Grade: Briana Ponce
- Wilson Elementary Staff of the Month:
  - Mrs. Tiffany Mason, 5th Grade Math Teacher
  - Ms. Laurisa LeSure, Autism Resource Paraprofessional

# **Family Math Night**

**Ms. Francesca Jimenez**  
Principal,  
Harrison Elementary



# Public Comment

- The board will hold a Public Comment period **before each vote** and at the **end of the meeting**
  - It is requested that the public focus comments on the topic of the vote
  - It is requested that public comment on all other topics be made at the end of the meeting
- Individuals **must sign up EITHER** (1) online by 12pm on the meeting date, **OR** (2) in-person no later than ten minutes after the call to order
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  - Individuals are invited to **address the board for three minutes**
- Individuals may **only speak once during a Public Comment period**
- Speakers shall properly **identify themselves** after they approach the podium by stating their name and address for the record
- **Personnel issues are not to be addressed** during open sessions
- The Board President may interrupt, warn, or terminate a person's statement if the statement becomes personally directed, abusive or obscene.

# **Business Services**

Collective Bargaining

Financial reports

Personnel



# Actions: Collective Bargaining

- *The Collective Bargaining Agreement is available [here](#)*
- Motion to ratify the Collective Bargaining Agreement as voted on by the South Bend Community Schools Corporation on Monday, November 13th
- Motion to approve the resolution to amend the NEA-South Bend bargaining unit to include Coquillard Elementary School and Navarre Middle School

# Finance - 501(c)3



## Statement of Activity

October 2023

	TOTAL
Revenue	
4100 Pride2 Reimbursement - Payroll Expenses	26,863.33
4200 CARES Reimbursement - Payroll Expenses	62,168.44
4400 Contributions	8,015.00
4500 Pre-K Voucher Program Revenue	23,701.00
<b>Total Revenue</b>	<b>\$120,747.77</b>
<b>GROSS PROFIT</b>	<b>\$120,747.77</b>
Expenditures	
6000 Accounting & Audit	1,000.00
6025 Contractors	820.00
6043 Dues & subscriptions	408.99
6080 Other Business Expenses	11,081.18
6105 Professional Development/Training	5,935.86
6136 School Culture and Celebration	5,767.30
6137 School Curricular Expense	1,550.00
6160 Utilities	1,449.61
6165 Website/Communications	8,894.97
6500 Payroll Expenditures	154,525.37
<b>Total Expenditures</b>	<b>\$191,433.28</b>
<b>NET OPERATING REVENUE</b>	<b>\$ -70,685.51</b>
Other Revenue	
8000 Interest/Dividend Income	457.84
<b>Total Other Revenue</b>	<b>\$457.84</b>
Other Expenditures	\$658.00
<b>NET OTHER REVENUE</b>	<b>\$ -200.16</b>
<b>NET REVENUE</b>	<b>\$ -70,885.67</b>

# Finance - 501(c)3



## Statement of Financial Position Summary

As of October 31, 2023

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	183,008.24
Accounts Receivable	200,576.65
Other Current Assets	81,826.24
<b>Total Current Assets</b>	<b>\$465,411.13</b>
<b>TOTAL ASSETS</b>	<b>\$465,411.13</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	<b>\$40,707.85</b>
<b>Total Liabilities</b>	<b>\$40,707.85</b>
Equity	424,703.28
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$465,411.13</b>



# Finance - 501(c)3 \_ Budget to Actuals



	General Fund			
	Actual	Budget	over Budget	% of Budget
<b>Expenditures</b>				
6000 Accounting & Audit	3,350.00	25,000.00	-21,650.00	13.40%
6005 Advertising & Marketing	1,800.00	5,000.00	-3,200.00	36.00%
6015 Bank Charges & Fees		2,000.00	-2,000.00	0.00%
6025 Contractors	3,511.00	25,000.00	-21,489.00	14.04%
6030 Charitable Contributions		5,000.00	-5,000.00	0.00%
6043 Dues & subscriptions	3,287.81	20,000.00	-16,712.19	16.44%
6045 Insurance	4,531.04	10,000.00	-5,468.96	45.31%
6050 Interest Paid		10.00	-10.00	0.00%
6055 Legal Fees	56,367.13	125,000.00	-68,632.87	45.09%
6060 Meals & Entertainment		3,000.00	-3,000.00	0.00%
6080 Other Business Expenses	43,955.72	40,000.00	3,955.72	109.89%
6105 Professional Development/Training	8,119.56	25,000.00	-16,880.44	32.48%
6136 School Culture and Celebration	24,528.27	24,000.00	528.27	102.20%
6137 School Curricular Expense	14,163.70	15,000.00	-836.30	94.42%
6139 Office Supplies		5,000.00	-5,000.00	0.00%
6145 Travel		5,000.00	-5,000.00	0.00%
6160 Utilities	5,926.01	20,000.00	-14,073.99	29.63%
6165 Website/Communications	13,921.54	30,000.00	-16,078.46	46.41%
6500 Payroll Expenditures	191,905.02	640,990.00	-449,084.98	29.94%
<b>Total Expenditures</b>	<b>\$ 375,366.80</b>	<b>\$ 1,025,000.00</b>	<b>-\$ 649,633.20</b>	<b>36.62%</b>

# Finance - 501(c)3 \_ All Funds Update



Fund Name	23-24 Expected Revenue	Expended to October. 30, 2023	Estimated Balance	Percent of Budget Expended
<b>Education</b>	\$17,522,307.00	\$4,111,320.07	\$13,410,986.93	23%
<b>Ops+Referendum</b>	\$6,858,640.52	\$6,842,112.84	\$16,527.68	100%
<b>Title I</b>	\$1,211,691	\$512,769.87	\$698,921	42%
<b>Title II, Part A</b>	\$90,217	\$0	\$90,217	0%
<b>Title IV</b>	\$52,252	\$8,192.58	\$52,252	16%
<b>TSL</b>	\$987,085	\$0	\$987,085	0%
<b>PRIDE</b>	\$706,665	\$265,439.23	\$441,226	38%
<b>ESSER III</b>	\$4,039,915	\$1,980,369	\$2,059,546	49%
<b>SIG</b>	\$659,552	\$125,076.05	\$534,476	19%
<b>Local Textbook</b>	\$20,275	\$0	\$20,275	0%
<b>Textbook Reimbursement</b>	\$166,348	\$0	\$166,348	0%
<b>Formative</b>	\$30,375		\$30,375	0%
<b>IDEA</b>	\$656,278	\$0	\$0.00	0%
<b>Bilingual/ Title III</b>	\$102,789	\$0	\$102,789.00	0%
<b>PreK Vouchers</b>	\$249,075.00	\$23,701.00	\$225,374.00	10%
<b>TOTALS</b>	<b>\$33,353,465</b>	<b>\$13,868,980</b>	<b>\$19,484,484.71</b>	<b>42%</b>

->Rounded

->Deducted upfront

->Not spent per se, but revenue received.



# Personnel: Quarter 2 Re-Org.

- Prior to Fall Break, the Zone made a number of planned personnel changes due to:
  - IWU - Teacher Apprentice Program (15 staff members)
  - Decreased student count (ADM)
  - Improving role-fits
  - Harrison's size and needs
- Harrison
  - Due to the size of Harrison's student population (~600), it is now organized as a Pre-K-2nd grade and grades 3-5; a new Principal Intern position has eliminated two Deans of Students positions
- Staffing Level Changes
  - Approximately 24 staff members were affected by these changes, most moving into new roles (21) or departing the Zone (3) as a result of the re-org.
  - Position / Vacancy Eliminations (13)
    - Approximate Cost Savings: \$650,000



# Personnel: October Hires (10)

First Name	Last Name	Position	Cert or Non Cert	School
Myeisia	Lucas	Special Education Paraprofessional	Non Cert	Coquillard
Joshua	Ell	In School Suspension Supervisor	Non Cert	Harrison
Wendy	Castonzo	Intervention Specialist	Cert	Harrison
Tamela	Truvillion	Kindergarten Instructional Assistant	Non Cert	Harrison
Kenia	Graciano	Bilingual Instr. Resource Specialist	Non Cert	Navarre
Nicholas	DeHenes	Music Teacher	Cert	Navarre
Reyna	Bonilla	Bilingual Education Specialist	Non Cert	Navarre
Caprice	Roby	Lunchroom Aide	Non Cert	Warren
Madison	Evans	Permanent Building Sub	Non Cert	Warren
Avriana	Avance	In School Suspension Supervisor	Non Cert	Wilson



# Personnel: October Dismissals (6)

First Name	Last Name	Position	Cert or Non Cert	School
Irving	Brown	In School Suspension Supervisor	Non Cert	Navarre
Isis	Mackey	Permanent Building Sub	Non Cert	Navarre
Joshua	Ell	In-School Suspension Supervisor	Non Cert	Harrison
Jonah	Martin	Permanent Building Sub	Non Cert	Harrison
Sabrina	Bukowski	SPED Paraprofessional	Non Cert	Harrison
Juan	Hernandez	Family Community Specialist	Non Cert	Coquillard

# **Focus Reports**

Nurturing Zone Teachers

Academic Assessments,  
Tiered Supports, and  
Interventions

# **Building Zone Teachers**

Talent Development Update  
November 2023



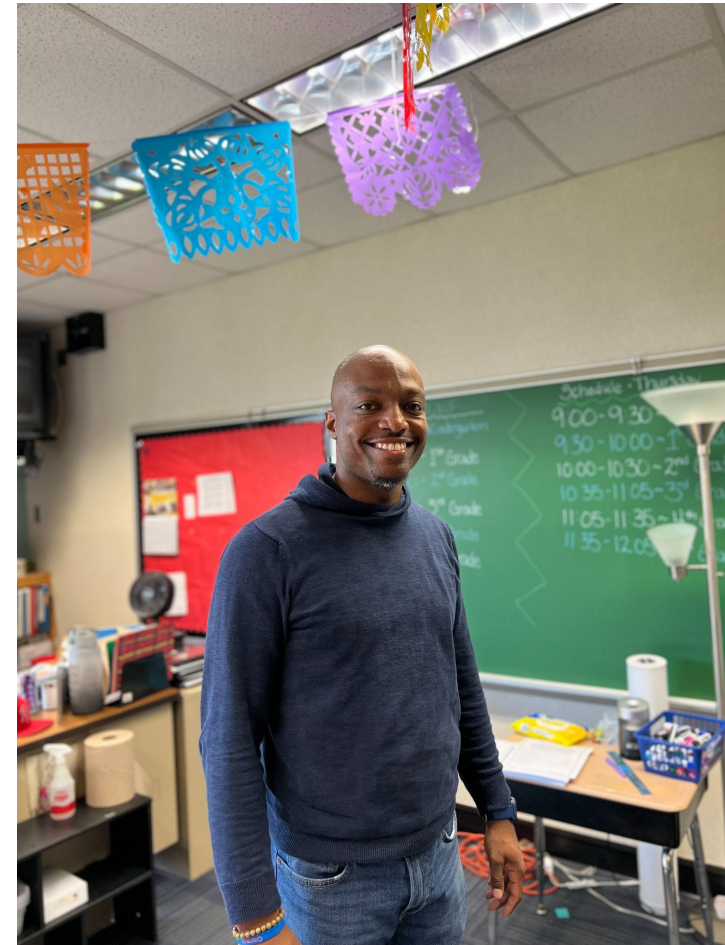
INDIANA **WESLEYAN** UNIVERSITY

**Indiana Wesleyan  
University  
STEP-Up Program**



# Indiana Wesleyan Step-Up Program Update

- Brief background: Teaching vacancies & staff restructuring
- "Step-Up" to make a lasting impact
- Meet our 15 candidates, many already in classrooms
- What's next in Talent Development







# Background and Impact

- Persistent Teaching vacancies
- Needed to fill vacancies but also restructure to “right size” to fit our current conditions
- Partnered with a respected university
- Narrowed down to 15 teaching vacancies and filled by Apprentice Teachers
- Exceptional feedback from principals and school leadership teams



# Meet Our Apprentice Teachers



Patti Brackus  
Coquillard  
Intervention

Noemi Ramirez  
Coquillard  
Spanish

Tierra Doaks  
Coquillard  
5th Grade

Karla Penilla  
Harrison  
Kindergarten

Joycelyn Robles  
Harrison  
3rd Grade

Charity Turner  
Navarre  
7th Grade ELA

Gail Kirkland  
Navarre  
Intervention

Darlene Hughes  
Navarre  
Intervention

Morris Love  
Navarre  
Band

Alexandra  
Stephens  
Warren  
1st Grade

Alina Sanchez  
Warren  
Spanish

Tasmyn Draper  
Wilson  
Kindergarten

Tiffany Murphy  
Wilson  
Art

Donovan  
Avance  
Wilson  
Spanish

Trenton Adair  
Wilson  
5th Grade

# Transforming Lives, Building Trust

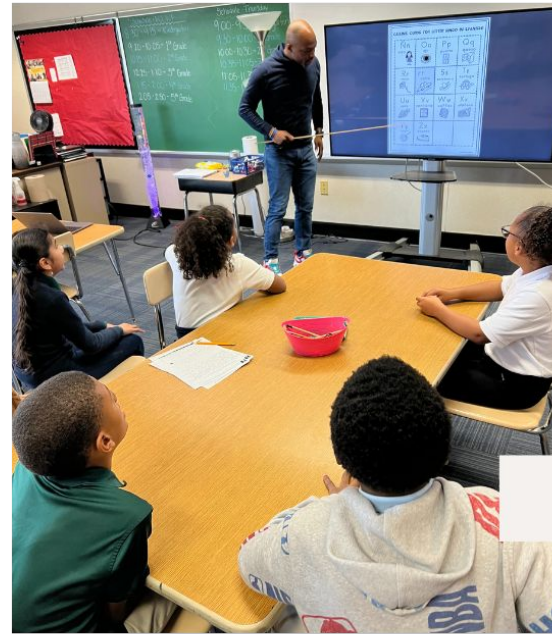


- Supporting individuals in earning their bachelor's degree changes trajectory of their lives
- Commitment to professional growth to enhance trust, loyalty, and teacher retention
- Teachers of color positively influence student outcomes





Apprentice Teachers



2023



# **The Voice of Our Step-Up Candidates**

# What's Next?

<b>Y1: Internal</b> <b>Nourish our own</b>	<b>Y2: External</b> <b>Bring in the new</b>	<b>Y3: Expansion</b> <b>Improve and scale</b>
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- What's Next: Talent Development Initiatives
  - "Licensing Enrichment" for earning additional credentials
  - Encouraging staff members to pursue administrators' licenses
- Starting the process of Stay Interviews



**THANK YOU**  
**Questions?**

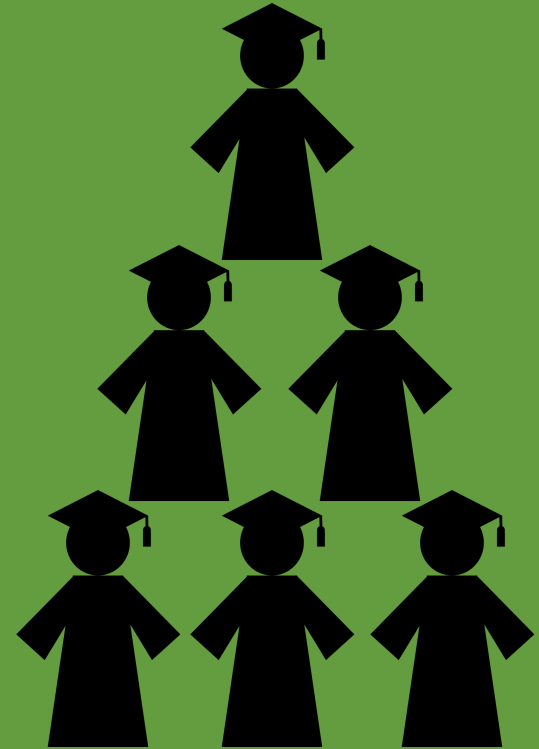


**Academic  
Assessments,  
Tiered Supports,  
and Interventions**

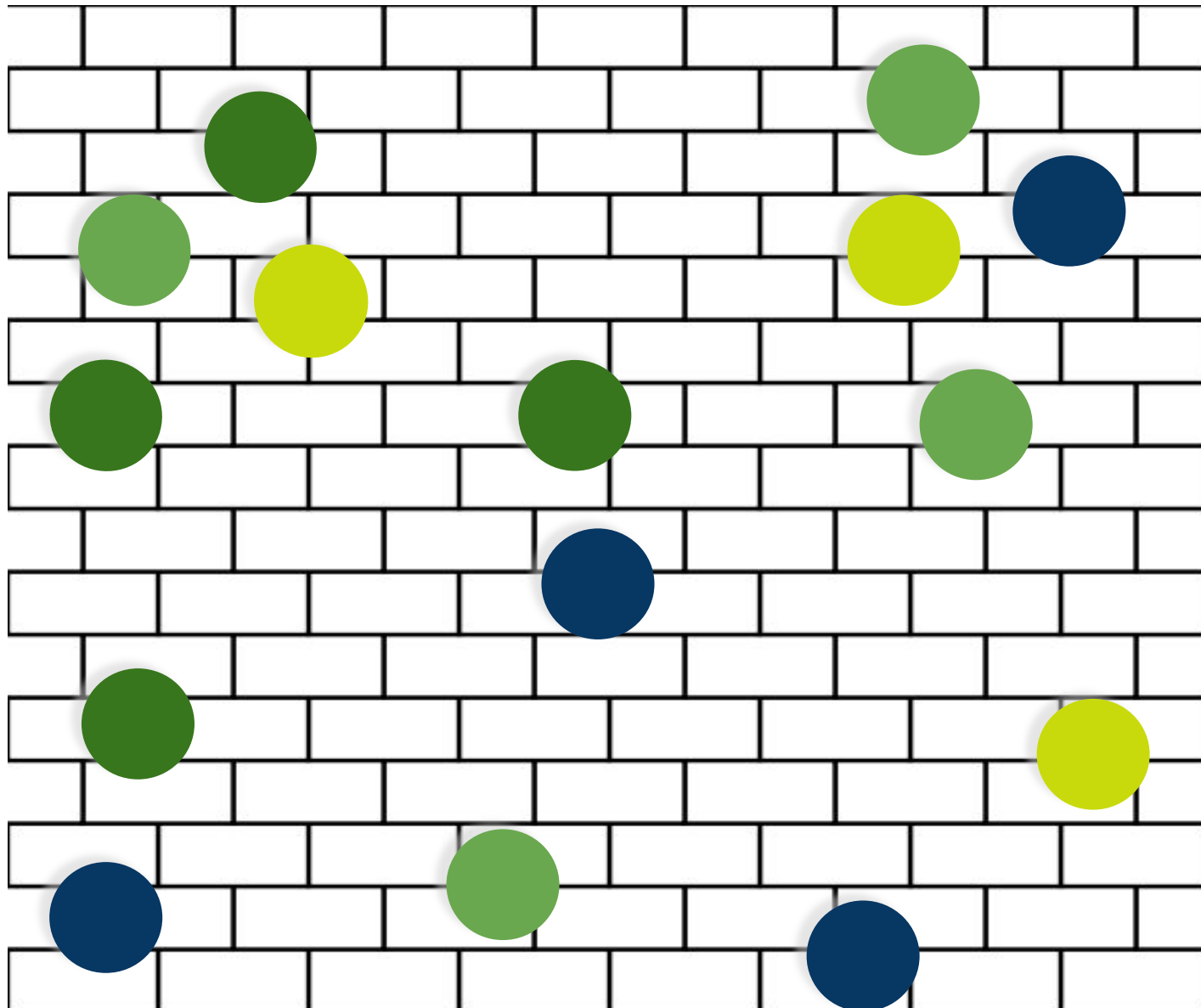


**Aligning  
Academic Assessments,  
Tiered Supports and  
Interventions  
for  
Student Success**

**Ms. Roxana Zapata**  
Executive Director,  
Teaching and Learning



# Implementing a variety of strategies to see what sticks



# Aligning strategies and anchoring them in evidence-based systems



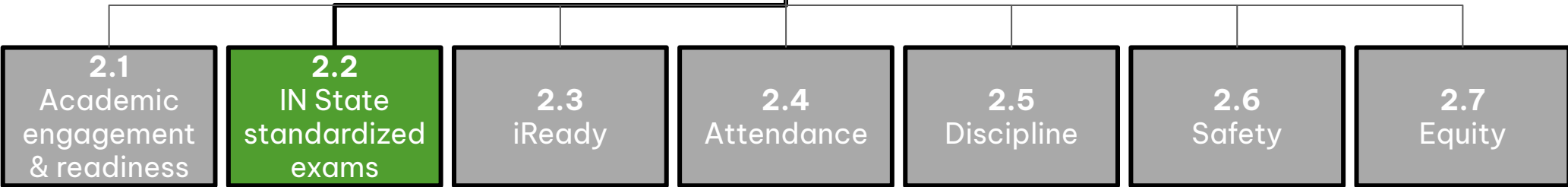
# Recall: We defined KPIs to assess academic achievement



## 1. Leadership

## 2. Learning

## 3. Resources



**2.2.a**  
ILEARN ELA: Increase % of all tested students proficient

**2.2.b**  
ILEARN Math: Increase % of all tested students proficient

**2.2.c**  
State ELA Assessment: % scoring proficient or above  $\geq$  average of the % proficient or above in local district and State

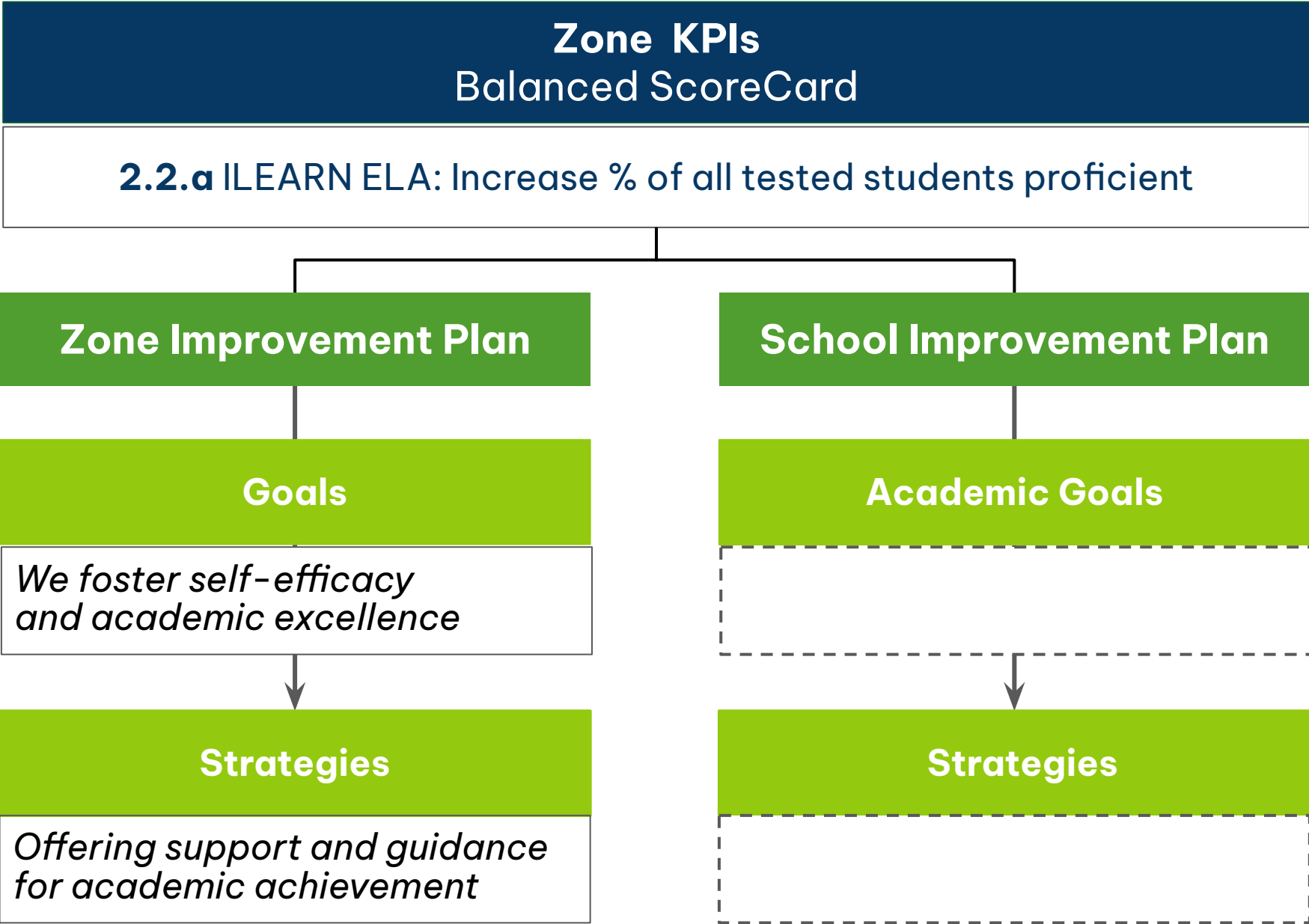
**2.2.d**  
State Math Assessment: % scoring proficient or above  $\geq$  average of the % proficient or above in local district and State

**2.2.e**  
State ELA Assessment (local/comparable): % scoring proficient/advanced is  $\geq$  neighborhood and demographically comparable schools

**2.2.f**  
State Math Assessment (local/comparable): % scoring proficient/advanced is  $\geq$  neighborhood and demographically comparable schools

**2.2.g**  
iRead-3: Increase % of all tested students proficient

# Zone and school strategies also need to align for student outcomes





# School-level goals and strategies are informed by student data

## School Improvement Plan Process

Data review to identify “what is the problem?”

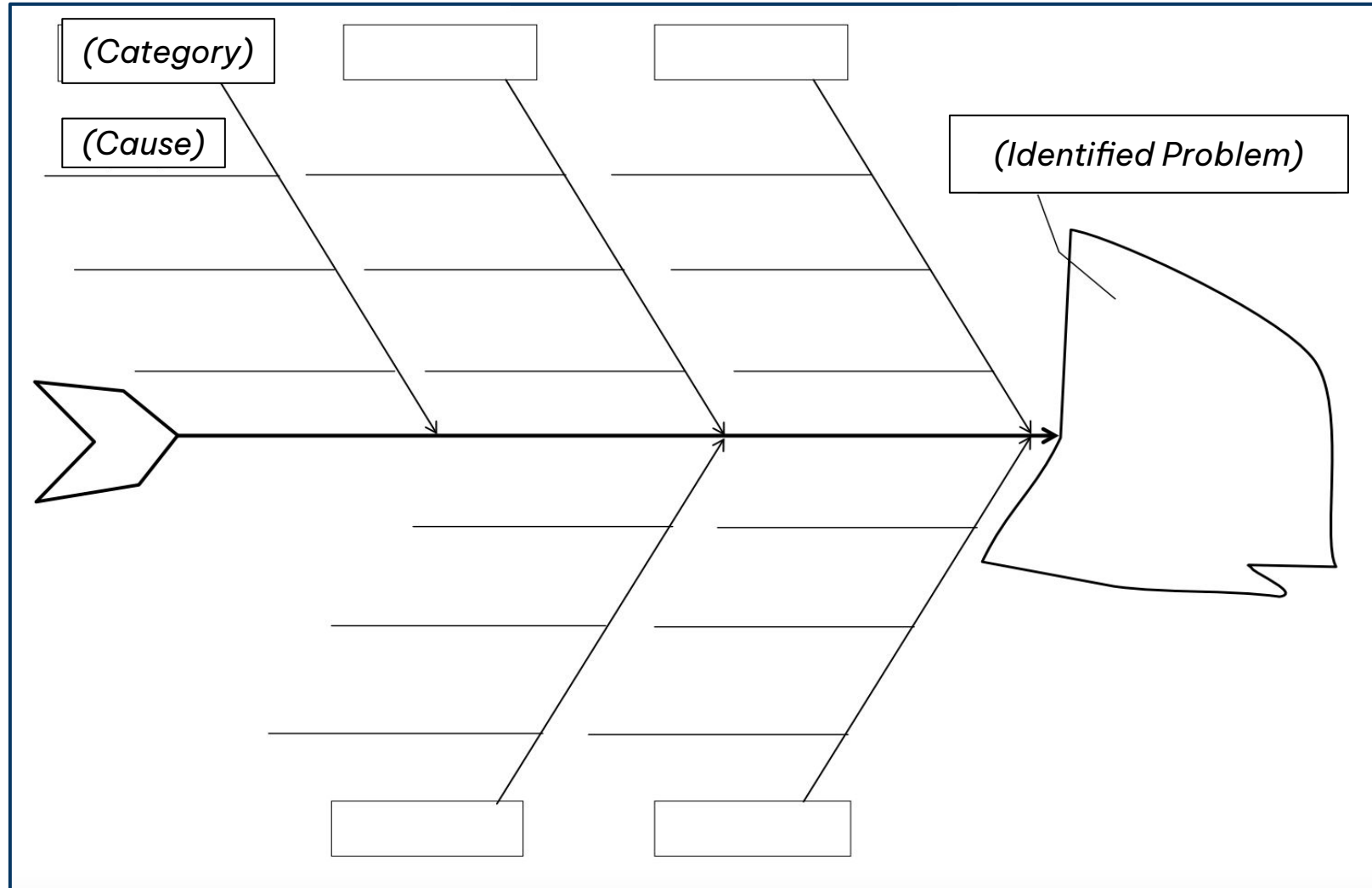
Root cause analysis to answer “why does the problem exist?”

SIP to map out “what are we going to do about the problem and how will we know if it is working?”



# The Fishbone Protocol is one process to dig into a problem and identify root causes

Root  
Cause  
Analysis



# The “Five Whys” tool to identify root causes and inform strategies



## *Define the problem (problem statement)*

Grade 3-5 student proficiency with grade-level ELA standards (% ILEARN)

## *Why is it happening? (Conditions the school can control)*

1. Students don't engage in lessons

**Why?**

2. Students are not clear on the learning

**Why?**

3. Learning targets are not communicated

**Why?**

4. Teachers do not have a deep understanding of learning targets

**Why?**

5a. Teachers have not been trained to unpack the standards

5b. We do not use accountability structures for teacher PLCs to ensure time is routinely spent on unpacking what students need to know and be able to do

Root  
Cause  
Analysis



# Student supports are based on data

*BOY iReady % of students 2 or more grade levels below*



Reading			
Group	BOY 2022-23	BOY 2023-24	Change
Black	68.6%	62.7%	-5.9%
Two or More Races	59.7%	57.5%	-2.2%
White	64.3%	56.0%	-8.3%
Hispanic / Latino	66.1%	58.8%	-7.3%
ELL	76.8%	64.7%	-12.1%
Non-ELL	63.2%	57.2%	-6.0%
SPED	80.4%	79.6%	-0.8%
Non-SPED	70.0%	77.4%	7.4%
Male	68.0%	62.0%	-6.0%
Female	63.8%	55.5%	-8.3%
<b>Zone Average</b>	<b>68.1%</b>	<b>63.1%</b>	<b>-4.9%</b>

Math			
Group	BOY 2022-23	BOY 2023-24	Change
Black	74.2%	62.8%	-11.4%
Two or More Races	60.4%	54.5%	-5.8%
White	60.0%	56.3%	-3.7%
Hispanic / Latino	62.1%	58.4%	-3.7%
ELL	65.8%	62.0%	-3.8%
Non-ELL	65.8%	57.8%	-8.0%
SPED	82.7%	81.5%	-1.2%
Non-SPED	67.2%	69.8%	2.6%
Male	64.6%	58.6%	-5.9%
Female	67.0%	58.9%	-8.0%
<b>Zone Average</b>	<b>67.0%</b>	<b>62.1%</b>	<b>-4.9%</b>

# A Multi-tiered System supports students with the intensity they need



Data from universal assessments

*(iReady, DIBELS)*



Identifying students who need more than instruction and what students need

Tiered Instruction & Intervention

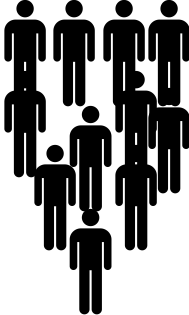
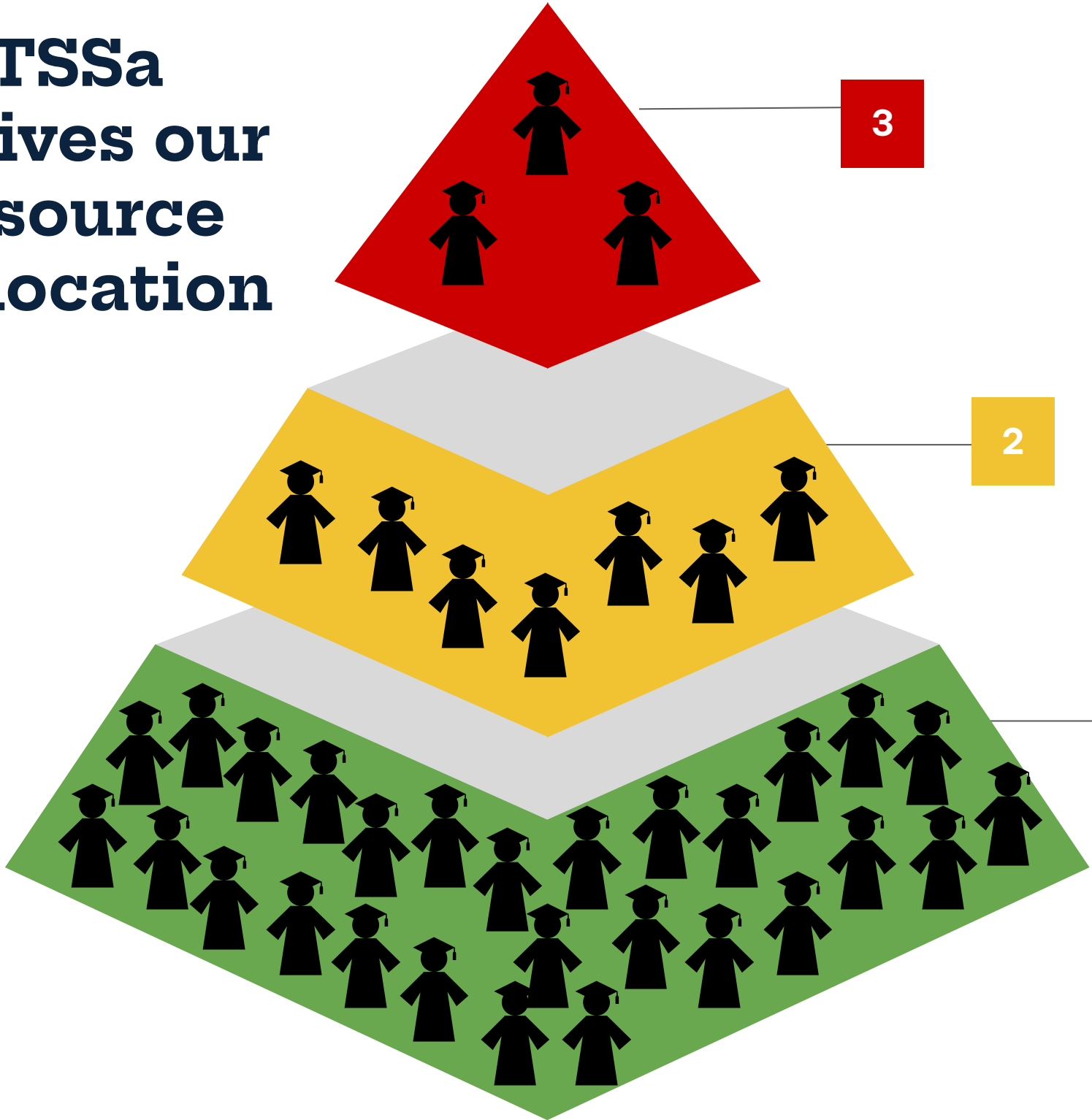
MTSS for Academics

Curriculum & Instruction  
*(what all students get- core)*

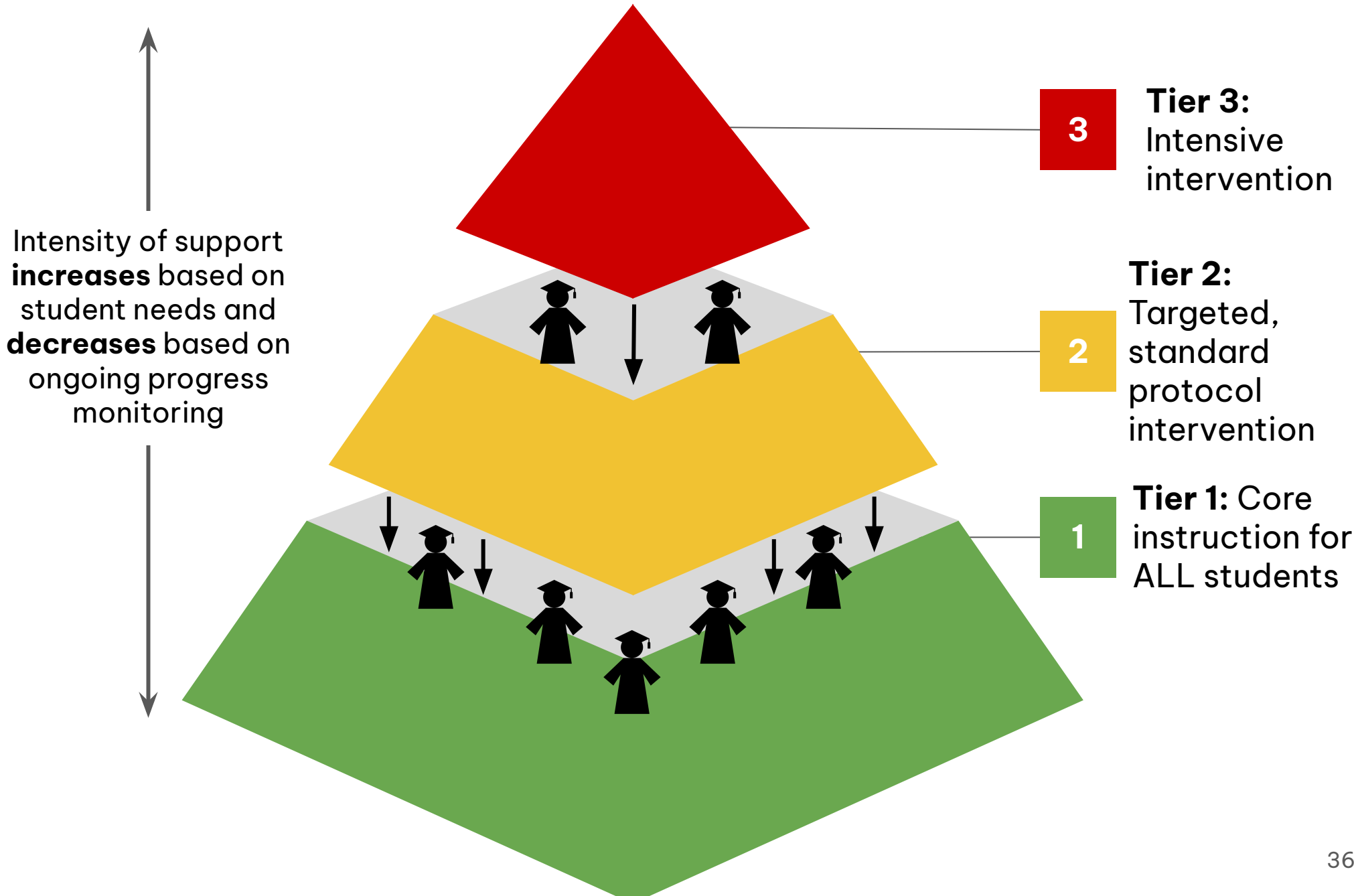
Tutoring and Intervention  
*(what some students get- targeted)*

Promotion in Doubt  
*(what few students get- individualized)*

# MTSSa drives our resource allocation

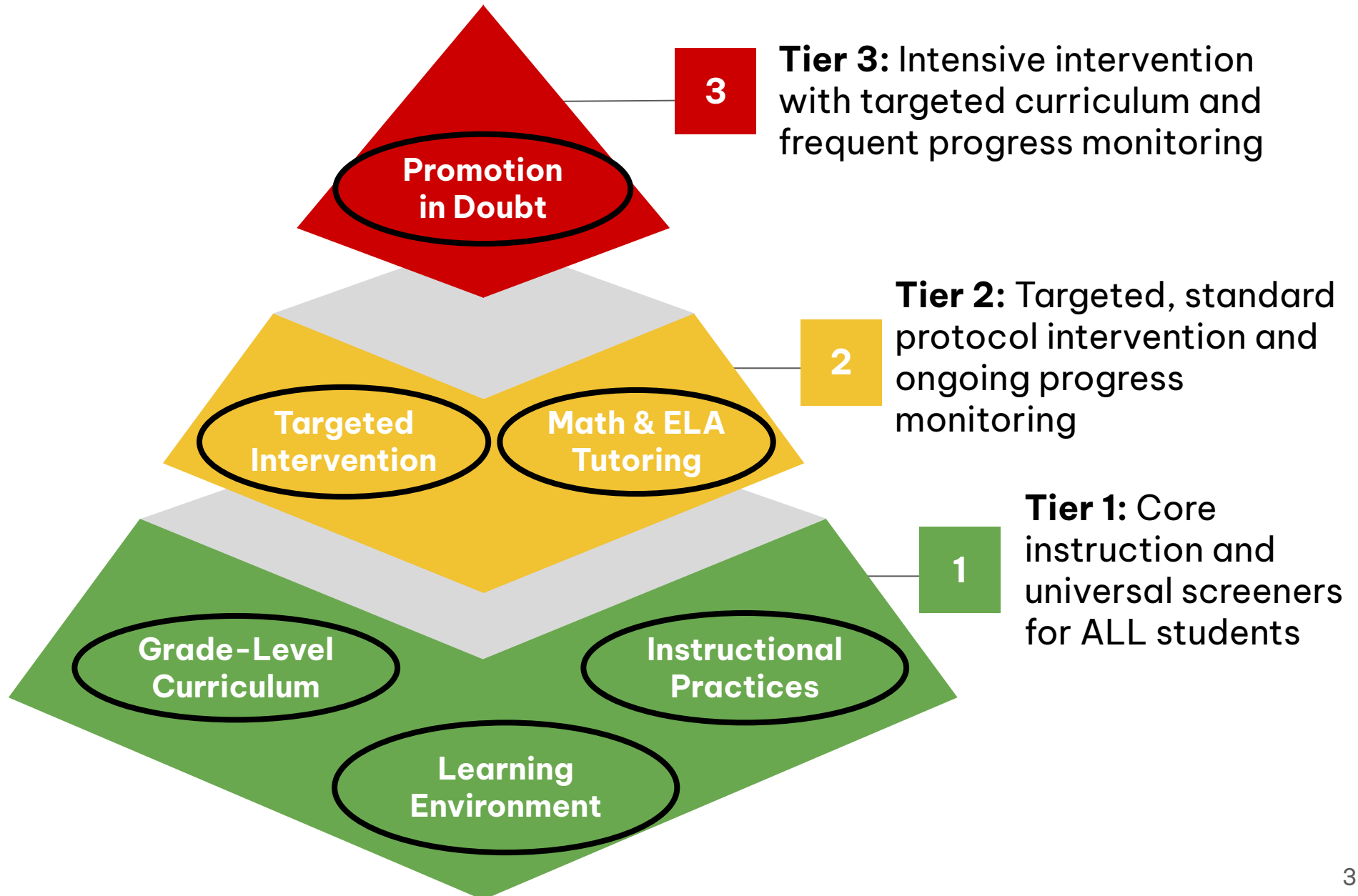


# Data measures student movement across tiers





# Based on Tier, students receive academic supports beyond core instruction



# Supporting students with academic needs beyond core instruction



## Targeted Intervention

Schools have intervention blocks built into their schedules.

Students work in small groups differentiated by need to target specific skills to develop (e.g., phonics).

## Tutoring

Tutoring has launched across elementary schools, offering additional time to consolidate grade-level standards.

Students receive increased opportunities for instruction, practice and feedback while targeting skill gaps that may exist.

In grades 3-5:

- Math is 1:1, virtual setting
- ELA is 1:5, virtual small group setting

## Promotion in Doubt

Promotion in Doubt (PiD) is an intervention process focused on partnering with families to co-create an action plan for improvement.

Designing customized supports for actions at home and school, families and teachers work together to improve outcomes.

*Families as partners and co-teachers*

**A coherent data system enables us to identify and focus on what's working**



# **Public Comment:**

Other Items not listed  
on the Agenda





# Public Comment

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# **Board Communications**

Next meeting:

*December 19th @ 6pm*

Coquillard Elementary School  
1245 N Sheridan Street  
South Bend, IN 46628

# **Adjournment**