BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

SEPTEMBER 23, 2025 MINUTES

Board Members Present: Jim Danner, Board President
Larry B. Garley, Board Secretary
Aubrey E. Tucker, Board Member
Joanne Silva, Board Member

Board Members Absent: Ralph Fernandez, Board Vice President

Administrators Present: Lawrence A. Sanchez, Superintendent
Ben Kingsolver, Technology Coordinator
Annette A. Torrez, Chief Financial Officer
E. Renee Sanchez, Assistant Superintendent
Deborah Baca, Director Health Services
Antonio Sedillo, Director Support Services
Caleb Crum, Principal Gil Sanchez Elementary
David Marquez, Principal Dennis Chavez Elementary
Robert Torrez, Principal Central Elementary
Margaret Manning, Principal Rio Grande Elementary

Others Present: Approximately (4) individual in attendance
Approximately (11) individuals watched via streaming

A. **CALL TO ORDER**-Mr. Danner called the meeting to order at 5:00 pm.

B. **PLEDGE OF ALLEGIANCE/SALUTE TO THE FLAG OF NEW MEXICO**-Mr. Danner led the pledges.

C. **MODIFICATIONS/ADOPTION OF AGENDA**-Superintendent recommended adoption of the agenda as is. Motion to adopt the agenda made by Mr. Tucker and seconded by Ms. Silva. Motion passes with all members saying "aye".

D. **APPROVAL OF CONSENT ITEMS**-Superintendent recommends approval of consent items. Motion to approve consent items made by Ms. Silva and seconded by Mr. Garley. Motion passes with all members saying "aye".
(Discussion/Action) (Indicates Items for Consideration by Consent. There will be no discussion of these items unless a Board member so requests, in which event the item may be placed on the regular agenda.)*
* AP Report: 9/4/2025-9/17/2025
* Board of Education Regular Board Meeting Minutes: 9/9/2025
* BARs

Fund	Fund Name	Bar	Adjustment
11000	Operational	087-000-2526-0051-I	$393,844.13
25157	Child Care Block Grant CYFD	087-000-2526-0052-M	$0.00
24190	Title I CSI - Comprehensive Support and Improvement	087-000-2526-0053-I	$6,668.00
29135	TIF (Tax Increment Financing) In Lieu of Taxes	087-000-2526-0054-I	$88,976.00
25111	Comprehensive Literacy Development	087-000-2526-0056-M	$0.00
24109	Preschool IDEA-B	087-000-2526-0057-T	$0.00
24154	Teacher/Principal Training & Recruiting	087-000-2526-0058-M	$0.00
24174	Carl D Perkins Secondary - Current	087-000-2526-0059-M	$0.00
27528	Community School and Family Engagement Initiatives	087-000-2526-0060-T	$0.00

OPEN FORUM –*Public comments/observations regarding non-agenda items will be considered at this time. Action will not be taken on items presented but may be referred to staff/others. Derogatory comments regarding personnel or matters under litigation will not be allowed. Any person or persons addressing the Board are liable for their own statements NOT the Board*

E. SUPERINTENDENT REPORTS

1. FY26 School 90-day Plans-E. Renee Sanchez introduced the principals.

a. Gil Sanchez Elementary-Caleb Crum presented the 90-Day Plan to address significant student performance challenges observed in grades 3 through 6, based on data from the 2024-2025 school year. Analysis of the interim and end-of-year data reveals that approximately 30% of students remain in the "Needs Support" or "Near Expected" categories in both English Language Arts (ELA) and Mathematics. This persistent plateau in achievement highlights the urgent need for targeted, data-driven interventions to accelerate student growth. Student achievement data indicate that in Reading, the percentage of students categorized as Needs Support ranges between 15% and 30%, Near Target between 30% and 37%, and On Target between 39% and 53% across the four grades. Mathematics data show Needs Support percentages from 8% to 23%, Near Expected from 27% to 48%, and a combined Expected and Above Expected range of 53% to 82%. These data points are supported by visual representations including tables and charts, which underscore critical areas for instructional focus. A root cause analysis identified two main factors contributing to these challenges. First, a lack of instructional clarity stemming from inconsistent use of proficiency scales and unclear learning targets leaves students uncertain about what constitutes mastery and how to achieve it. Second, there is an insufficient application of Layer 2 interventions, with over 30% of students not meeting proficiency due to inconsistent and inappropriate support structures. To address these issues, the plan emphasizes distinct focus areas for ELA and Mathematics. In ELA, the priority is on implementing Layer 2 Multi-Tiered System of Supports (MLSS) interventions, aiming for 100% of teachers to consistently use proficiency scales and clear learning targets aligned with priority standards. For Mathematics, the focus is on strengthening school leadership and systemic supports to ensure instructional clarity, with the goal of achieving full teacher fidelity in applying proficiency scales and learning targets to promote student mastery. The implementation timeline includes critical actions such as teacher observation and feedback scheduled from August 15 to 22, 2025, bi-weekly Professional Learning Community meetings from August 15 to November 14, 2025, to monitor progress, and concurrent proficiency scale refinement sessions. Bi-weekly data analysis meetings will also be held to guide mathematics instruction. Progress monitoring milestones are set at 35% teacher fidelity by September 19, 70% by October 17, and full implementation by November 14, 2025, ensuring appropriate and scaffolded support for Layer 2 students. Additional strategies involve tiered teacher support based on observation data to provide targeted coaching, adherence to a consistent observation schedule with

accurate documentation, and capacity building through collaborative refinement of proficiency scales and rubrics. The plan also leverages Artificial Intelligence tools to align standards and develop Common Formative Assessments (CFAs) to enhance student mastery. Beginning of Year data for 2025-2026 indicate ongoing challenges in Reading, Mathematics, and Language across grades 3 to 6. These findings reinforce the necessity of sustained focus on instructional clarity and layered supports to promote academic growth. Gil Sanchez Elementary reaffirms its commitment to student success through the consistent use of proficiency scales and rubrics aligned to priority standards, alongside implementing a structured instructional model serving as a playbook for effective teaching. This commitment underpins the 90-Day Plan and guides continuous efforts to improve student outcomes. In conclusion, the 90-Day Plan establishes a clear, actionable framework with measurable goals and structured supports aimed at improving student achievement in key academic areas. The next progress review is scheduled for October 17, 2025, followed by a comprehensive evaluation on November 14, 2025, to ensure fidelity and effectiveness of the plan. Mr. Tucker asked how far he is from his goal of 35% of the teachers for ELA and Math. Mr. Crum answered that he is about 35% or at least a few points away from meeting that goal. Mr. Danner asked about EOY to BOY IMSSA, what are your thoughts regarding this issue. Mr. Crum stated end of year data reflects a lot of different factors that occurred throughout the school year. In order to have a good launch point you need to look at end of year data so you can plan for the following year. If we did not have end of year data, we wouldn't be able to create a 90-day plan, it would be too late. They are linked. If you look at the data from last year. That 6th grade cohort achieved and grew quite a bit. That group shows intellectual prowess. You should be able to see that data in some pocket when they test as 7th graders. It gives a good metric, it will make a good picture of what BOY will look like this year. Mr. Danner stated he is in agreement. Ms. Silva asked if the team looked at the data and determined if one of the root causes was the layer 2 intervention as opposed to attendance. Mr. Crum stated the lack of layer 2 interventions, not sure if the staff was aware but it started when looking at last school years data. He stated he did a deeper dive and asked K-2 about the trend in ELA and they reported similar struggles and problems. Realized that layer 2 support that is not being implemented as well as it could be. If we are not providing the specialized scaffolds, chances are they are going to go down. Mr. Danner stated that Mr. Sanchez has stated the same thing district wide. That about 30% is found throughout the district is not moving like they should be. He stated one of the questions he has is how do we get better. We have gotten better, but the sense of urgency is if we don't improve process we are not going to get better.

b. Central Elementary-Robert Torrez Central Elementary School's 2025-2026 strategic plan, titled SOAR, is designed to promote a culture of positive learning grounded in the core values of self-discipline, open-mindedness, accountability, and respect. The plan's overarching goals focus on improving student achievement as measured by the I-MSSA assessments, enhancing parental engagement, and fostering a positive school culture. Beginning-of-Year (BOY) I-MSSA data for fourth grade scholars reveal significant challenges in achievement levels across Reading, Language Usage, and Mathematics. Specifically, 43% of 54 fourth graders are in the Needs Support category for Reading, with only 9% reaching On Target. Language Usage shows a more balanced distribution, with 31% Needs Support and 35% On Target. Mathematics presents the greatest challenge, with 76% of scholars needing support and only 2% meeting the On Target level. Mid-Year (MOY) and End-of-Year (EOY) projections indicate targeted growth, with Reading Needs Support expected to decrease to 25% by year-end, Language Usage Needs Support projected at 18%, and Mathematics Needs Support anticipated to reduce to 25%, reflecting focused intervention efforts. Fifth grade data similarly illustrate progress areas. At BOY, 27% of 52 scholars are in Needs Support for Reading, 41% for Language Usage, and 46% for Mathematics. MOY and EOY projections demonstrate

targeted reductions in Needs Support percentages, with EOY projections estimating 15% in Reading, 30% in Language Usage, and 28% in Mathematics. These projections align with the school's focus on incremental growth across all content areas. For sixth grade, BOY data show 53% of 45 scholars in Needs Support for Reading, 24% for Language Usage, and 43% for Mathematics. Projections for the school year anticipate these percentages decreasing substantially by EOY, with Reading Needs Support at 34%, Language Usage at 15%, and Mathematics at 24%. These targets reflect the school's commitment to raising academic expectations and supporting student growth. The plan sets ambitious goals for academic growth on the NM-MSSA assessment, including a 12% increase in Language Arts and a 10% increase in Mathematics for individual scholars by Spring 2026. Additionally, growth in scale scores on benchmark assessments is targeted at 6% increments from BOY to MOY and MOY to EOY in Language Arts, and 5% increments in Mathematics over the same periods. These measurable goals provide clear benchmarks for evaluating student progress. Key actions to support these goals emphasize strengthening school leadership and instructional systems. Critical initiatives include targeted training in I-Ready and Horizon platforms, collaboration with Dennis Chavez teachers, and consistent observation and feedback cycles utilizing the Observation tab for data tracking. The leadership team is focused on facilitating Professional Learning Communities (PLCs), aligning curriculum standards through the SALSA framework, and employing data-driven decision-making to pinpoint achievement gaps and drive student growth. Central Elementary prioritizes restorative practices to build a positive school culture by fostering strong relationships, open communication, accountability, and reflective practices. These efforts aim to reduce out-of-school discipline and promote a supportive learning environment. Additionally, the school is committed to engaging families and the broader community as partners in student success. The leadership team, under the guidance of Principal R. Torrez, remains committed to implementing this comprehensive instructional model and school culture initiatives to ensure measurable growth and achievement throughout the 2025-2026 academic year. Mr. Danner asked EOY, BOY the next year, what are your thoughts. Mr. Sanchez clarified if there was a correlation between the EOY scores and their BOY scares at their new grade level. Mr. Torrez stated that some of the gaps are being missed because of the time frame from the end of year to beginning of year and the importance that our scholars don't understand the success of that assessment and how it supports them. Mr. Danner asked what Mr. Torrez is doing to get the success needed. Mr. Torrez stated he is living by example. He is in classrooms and to support. He can be in there and help those students who may be struggling. Using the district instructional model, providing supplemental resources, giving his team opportunities to lead PLC's. This helps drive end of year to beginning of year. Mr. Garley asked Mr. Sanchez when the BOY assessments is given. Mr. Sanchez answered week three with makeups.

c. Dennis Chavez Elementary-David Marquez stated Dennis Chavez Elementary School's core values affirm a strong belief that all children can learn and achieve at rigorous levels. The school is dedicated to ensuring that every student feels seen, heard, and supported. It also recognizes that teachers grow professionally when respected and empowered, and that meaningful parent and community involvement is essential to student success. The 2025-26 90-Day Plan focuses on enhancing school leadership and instructional systems in both English Language Arts (ELA) and Mathematics. A key goal is for 100% of teachers to develop effective systems to communicate proficiency scales to students and guide them in self-assessing their progress. Additionally, each teacher will refine one instructional strategy from the school's model, encompassing feedback, content, and context, to improve classroom practice. End-of-year I-station assessment data from 2024-25 indicate that proficiency in Reading stands at 70% for Kindergarten, 49% for 1st grade, and 51% for 2nd grade, while Phonemic Awareness/Spelling proficiency is 70%, 28%, and 46% respectively. Mathematics proficiency is strong for

Kindergarten and 1st grade at 85% each, but lower for 2nd grade at 43%. Measurement and Data Analysis proficiency also varies, with 79% for Kindergarten, 85% for 1st grade, and 60% for 2nd grade. These results provide a foundation for targeted instructional efforts moving forward. Recent cohort data highlight growth patterns across grade levels and subgroups, such as Special Education and English Language Learners, with NM-MSSA growth goals guiding continued instructional adjustments. Panorama data further offer insights into academic performance, attendance, and behavior, while walk-through observations conducted in 2023-24 identify classroom strengths—such as organization, clear expectations, and student engagement—as well as areas for improvement including time management and equitable student participation. The school has established clear summative and interim goals for 2025-26, setting specific targets for student academic progress and increases in scale scores. To support these goals, professional learning opportunities, classroom observations, and structured review systems for assessment and proficiency data have been prioritized to foster teacher growth and consistent instructional practice. Progress monitoring will occur every 30 days using multiple data sources, including proficiency scales and Common Formative Assessments posted on TEAMS, documentation of instructional model use during PLCs, interim assessment results, and observation feedback highlighting student engagement with proficiency scales and instructional strategies. Dennis Chavez Elementary cultivates a positive school culture through its Roadrunner values: Responsible, Respectful, Ready, and Safe. These principles guide student behavior and community interactions, fostering a supportive environment. Visual documentation of student engagement and school activities further reflects the vibrant school atmosphere and the critical role of family and community partnerships in student success. In summary, Dennis Chavez Elementary is committed to advancing student achievement through strong leadership, data-driven instruction, and a positive school culture. The 2025-26 90-Day Plan provides a clear framework with measurable goals, ongoing progress monitoring, and professional development designed to support educators and students in reaching their fullest potential. The board thanked all three principals for their reports. Mr. Garley stated that DCE has a very experienced teaching core, and it shows on all the scores and how the kids are doing. Mr. Danner asked BOY/EOY, what are his thoughts. Mr. Marquez stated talking about regression over the summer, and explaining to parents on why the score drops. There are a lot of reasons, SEL comes up over the summer, the natural regression when you stop engaging in learning, the beginning of year chaos. All schools experience this; everyone trying to get structure together, teachers coming in and out, new staff and they just aren't ready. You get regression from that because they are just not ready to take a test the first three weeks in schools. One of the things he tells parents is testing is like taking a polaroid picture that day. To get that full picture of how that kid and how they are doing you have to look at all the polaroids over time. You are going to have dips in the summer, and BOYs that come in low. Our job is to push the kids back to where they were. Yes, some reteaching needs to happen the first month of school. Belief is if we stop looking at that polaroid we took that day and look at the whole line of pictures, we will see the growth we are looking for. Mr. Tucker thanked Mr. Marquez. Ms. Silva stated she appreciated Mr. Marquez and Mr. Torrez working together and giving the teachers time to work together. It is going to make both schools better.

F. BOARD REPORTS

1. Finance Committee Meeting September 17, 2025-Ms. Silva went over what was discussed. Fiscal year end July1, 2024-June 30, 2025. Was also made aware that we still do not have a budget analyst. However, there was and analyst that did look at it and provided some feedback. Ms. Torrez is tasked with responding to PED on some of the questions that came up. They also reviewed the actual revenue report and the actual expenditure report. There

was an approximate a $2million difference that the district spent. It was covered with cash carry over balance. Also talked about the cash report and the bank reconciliation. One thing that did come up is cash reports will be posted on the webpage (new requirement).

2. Construction Committee Meeting September 17, 2025-Mr. Tucker stated the first thing was the BMS sewer line. There is a collapse in the far back corner. Mr. Sanchez stated between the current band room and art room. Option that the two board members in, we are not going to dig. Options and scenarios were given. The concern is every time we dig up a line it becomes a bigger issue. Mr. Tucker stated he appreciated the options but for himself we believe it is in the best interest to move the students and employees and will look at it at a later time. Mr. Garley reviewed remainder of items. DCE Cafeteria: Both portable units have been delivered to site. Remaining modifications in progress including HVAC and utility hookups and is expected to be completed in approximately 2 weeks. Mr. Garley asked Mr. Sanchez for an updated that they are on site, awaiting building permit so they can connect; we are close. BHS Career Academy HVAC: All equipment for the Culinary Arts kitchen hood has now been delivered. Crane services, removal of existing equipment and installation of new equipment scheduled for Thursday, September 25 and expected to be completed by Tuesday, September 30. Project closeout, owner training and final walkthrough to follow. BHS Gym domestic hot water and HVAC controls upgrades pending competitive cost proposals from vendors to address aging systems. Current proposals for secure vestibule upgrades at Belen High School and La Merced Elementary currently under review. Mr. Sanchez stated they also discussed the secure vestibule at Rio Grande Elementary so we can get the quote on this as well. Mr. Garley continued what was covered in the meeting. BHS Gym and Weight Room roofs are currently in need of extensive repair or replacement. Contractor to provide updated cost proposals for replacement for BCS review. La Merced Elementary and BHS Career Academy exterior improvements: Contractor currently working on proposal for stucco and window replacement and repair to address existing aging and low efficiency systems as identified in Facility Master Plan
3. Policy Committee Meeting September 17, 2025
    a. First Reads: Mr. Tucker went over the first reads. Mr. Sanchez stated we are doing what is best of the district.
    - Policy A-0250 Nondiscrimination / Equal Opportunity with changes (going back to the 2020 policies)
    - Policy A-0300 Nondiscrimination On The Basis Of Sex with changes (going back to the 2020 policies)
    - Policy J-3200 Pregnant / Parenting Student with changes
    - Policy J-3600 Student Concerns, Complaints, And Grievances with changes

As allowed by the New Mexico Open Meetings Act, on occasion a quorum of board members will attend the same function, including those held at school sites, at the district level, as well as sports functions, conferences, workshops, trainings, and community events. Members agree to refrain from discussing and/or acting upon board issues in those settings.

G. ADVANCED PLANNING

1. NMSBA Fall Region IV September 30, 2025 5:30 pm
2. Closed Executive Session (Superintendent Formative Evaluation) October 14, 2025 3:30 pm
3. Regular Board Meeting October 14, 2025 5:00 pm (Mr. Tucker may not be in attendance for this meeting).

H. BOARD COMMENTS-Mr. Garley stated he attended the Belen vs Del Norte game, we won.

I. ADJOURNMENT-Mr. Danner adjourned the meeting at 6:43 pm.

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Jim Danner, Board President

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Larry B. Garley, Board Secretary

Respectfully submitted:

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Cyndi Shawver, Recording Secretary