BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

SEPTEMBER 8, 2026 MINUTES

Board Members Present: Jim Danner, Board President
Ralph Fernandez, Board Vice President (left 6:05pm)
Aubrey E. Tucker, Board Member
Larry B. Garley, Board Secretary
Joanne Silva, Board Member

Board Members Absent:

Administrators Present: Lawrence A. Sanchez, Superintendent
E. Renee Sanchez, Assistant Superintendent
Ben Kingsolver, Technology Coordinator
Deborah Baca, Director of Health Services
Antonio Sedillo, Director Support Services
David Marquez, Principal Dennis Chavez Elementary
David Jimenez, Principal Family School
Cheri Montoya, Principal La Promesa Elementary
Margaret Manning, Rio Grande Elementary

Others Present: Approximately (5) individuals present
Approximately (14) 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 recommends adopting the agenda as is. Motion to adopt the agenda as is 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: 08/20/2026-09/02/2026
Board of Education Regular Board Meeting Minutes: 08/25/2026

*Out of State Travel for David Ryan, Alicia Sanchez, Melissa Sanchez (LME) to attend The 2026 Innovative School Summit in San Antonio, Texas on 12/2/26-12/6/26 for an estimated cost of $7,778.50 fund 11000

Purchases

Vendor	DAC	Total Amount	Reference
IMAGINE LEARNING LLC	Instruction & Curriculum Services	$57,734.50	Edgenuity - EdgeEX
CONVERGEONE	Technology	$55,909.30	Avaya Telephone License

BARs

Fund	Fund Name	Bar	Adjustment
27584	Attendance Success Initiative	087-000-2627-0036-I	$75,000.00
24189	Student Support Title IV	087-000-2627-0037-I	$64,584.59
11000	Operational	087-000-2627-0038-M	$0.00
13000	Pupil Transportation	087-000-2627-0039-M	$0.00
22000	Athletics	087-000-2627-0040-I	$11,000.00
22000	Athletics	087-000-2627-0041-M	$0.00
11000	Operational	087-000-2627-0042-M	$0.00
24101	Title I - ESEA	087-000-2627-0043-M	$0.00
24154	Teacher/Principal Training	087-000-2627-0044-M	$0.00

E. 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*

F. SUPERINTENDENT REPORTS-E. Renee Sanchez introduced the principals that were presenting.

1. FY27 School 90-Day Plans

a. FS-David Jimenez on Belen Family School's Fall Board Presentation addresses performance challenges revealed by 2025-26 data (unable to present part of presentation due to embargoed information). Science NMASR results showing 5th and 8th grade students distributed across Novice, Nearing Proficiency, Proficient, and Advanced levels. Amira BOY to EOY actual growth data shows 1st grade Teacher A at 83.33% meeting growth with 16.67% not meeting, 1st grade Teacher B at 66.67% meeting with 33.33% not meeting, 2nd grade Teacher A at 66.67% meeting with 33.33% not meeting, and 2nd grade Teacher B at 88.89% meeting with 11.11% not meeting, while expected growth shows 1st grade Teacher A at 83.33% expected with 16.67% not expected, 1st grade Teacher B at 33.33% expected with 66.67% not expected, 2nd grade Teacher A at 66.67% expected with 33.33% not expected, and 2nd grade Teacher B at 44.44% expected with 55.56% not expected. The Family School Instructional Model organizes teaching practices across three dimensions: Feedback (providing and communicating clear learning goals through scales and rubrics, tracking student progress, celebrating success, and using informal assessments of the whole class and formal assessments of individual students), Content (direct instruction lessons with chunking content, strategies appearing in all lesson types including reflecting on

learning, and purposeful homework added specifically for Family School), and Context (engagement through noticing when students are not engaged and reacting and motivating and inspiring students, established rules and procedures, relationships through understanding students' backgrounds and interests, and communicating high expectations by demonstrating value and respect for reluctant learners). Family School uses proficiency scales with four levels: Level 1 (I do not understand the material, I need help), Level 2 (I am starting to understand the material, but still need help), Level 3 (I can do the material on my own, but may need some support), and Level 4 (I can do the material without mistakes and explain it to others). Mr. Jimenez also showed examples of a 3rd grade proficiency scale and 7th grade math proficiency scale examples. Critical actions and progress indicators for ELA and Math include all teachers giving state/district/BOY assessments to review and discuss student data during PLC work, teachers having set collaboration time to discuss student progress, develop lesson plans, and discuss targeted interventions, principal and teachers reviewing all data collected from interim state/district assessments and teacher data in the last 30 days to increase student performance and provide targeted supports, continuing regular walkthroughs and formal observations with feedback, and 100% of teachers collaborating to discuss proficiency scales, instructional model, and standard-aligned instruction.

b. LPE-Cheri Montoya presented on La Promesa Elementary's 2026-27 Fall 90 Day Plan addresses student achievement challenges revealed by spring 2026 data, with Panorama Student Well Being Survey results showing grades 3-5 at 69% self-management (40th national percentile, down 2%), 62% social awareness (60th percentile, down 4%), and 70% sense of belonging (90th percentile, unchanged), while grade 6 showed 75% self-management (70th percentile, unchanged), 71% social awareness (90th percentile, down 5%), and 54% sense of belonging (50th percentile, unchanged). ACCESS data reveals only 29.55% (13 of 44) English learners met goals, with particularly concerning results in grades 1, 3, and 6 where zero students met goals. Early literacy assessments show strong actual growth exceeding expected growth in Amira (K at 89% vs 78% expected, 1st at 95% vs 88% expected, 2nd at 93% vs 46% expected), while Istation Math shows K-2 students making modest gains with some increases in levels 4 and 5. IMSSA data for grades 3-6 shows the majority of students beginning the year needing support across reading, language usage, and math, with end-of-year improvements including reading (3rd grade moved from 93% needing support to 48%, 4th from 57% to 47%, 5th from 22% to 24%, 6th from 60% to 53%), language usage (3rd grade moved from 86% needing support to 45%, 4th from 60% to 38%, 5th from 22% to 14%, 6th from 38% to 34%), and math (3rd grade moved from 97% needing support to 55%, 4th from 77% to 34%, 5th from 39% to 14%, 6th from 57% to 49%), with corresponding increases in students on target. As a traditional support school, literacy achievement goals target a minimum of 6.5% growth in ELA by midyear measured by IMSSA BOY to MOY assessment with a 6.5% decrease in students needing support and nearing target and a 6.5% increase in students on target, and a 13% increase in students scoring at proficient and advanced levels in reading for grades 3-6 measured by MSSA EOY assessment 25-26 to 26-27. Numeracy achievement goals target a minimum of 5% growth by midyear with a 5% decrease in students needing support and nearing target and a 5% increase in students on target, and a 10% increase in students scoring at proficient and advanced levels in math for grades 3-6. The LPE Instructional Model organizes teaching practices across three dimensions: Feedback (providing and communicating clear learning goals through

proficiency scales, student-friendly scales, data folders, classroom I-station trackers, parent communication, PBIS system, student recognition assemblies, and assessment through exit tickets and summative evaluations), Content (direct instruction with chunking content and lesson plans, practicing and deepening through structured practice sessions with I Do/We Do/You Do and scaffolding, knowledge application through project-based learning and problem-solving with productive struggle, and strategies appearing in all lessons including reflecting on learning through data folders and feedback), and Context (engagement through noticing when students are not engaged, maintaining a lively pace with brain breaks and motivational hooks, academic games, rules and procedures with classroom contracts and acknowledgment of adherence, relationships through understanding students' backgrounds and interests via community school conferences and family communication, and communicating high expectations through demonstrating value for reluctant learners with constructive feedback and growth mindset development). The ELA focus area targets Layer 2 Interventions with the desired outcome that 100% of General, Bilingual and Special Education teachers provide targeted interventions in ELA a minimum of three times a week, supported by critical actions including professional learning on intervention instructional practices and data collection, site administrator creation of a master schedule providing staffing support for interventions, teachers creating student profiles with achievement data and skill gaps shared with parents twice per semester, core team creation and dissemination of a brochure for parents to support achievement at home, and site administrator conducting twice monthly walkthroughs with verbal feedback on Layer 2 intervention implementation. The Math focus area targets School Systems and Leadership with the desired outcome that all General and Special Education teachers provide explicit instruction including daily checks for understanding, targeted feedback, and monitoring active engagement with content, supported by critical actions including teachers developing, implementing and analyzing monthly math assessments that are rigorous and standard aligned, teachers receiving professional learning on developing a growth mindset including the science of grit and productive struggle with differentiation strategies for all learners, administrator conducting twice monthly classroom walkthroughs with feedback on math instruction, and teachers planning and implementing monthly family math lessons during the school day. Progress monitoring includes PLC notes in Teams for data analysis, common formative assessments, interventions and resources; professional learning agendas covering EL strategies, Structured Literacy, Panorama, and Grit; targeted walkthroughs for Math and ELA with feedback schedules; Panorama intervention plans and data; and coaching plans with Structured Literacy Coach and District Facilitators. Support structures include Multi-level Systems of Support Framework, Community School Framework, PAX, Structured Literacy Support School, SCOPE After School Program, and HIT Literacy Tutoring, with the most important resource being the amazing staff.

c. DCE-David Marquez presented on Dennis Chavez Elementary's Fall 2026-2027 90 Day Plan is anchored in Principal David J. Marquez's core values that all children can learn and achieve at rigorous levels and deserve to feel seen, heard, and supported, that every teacher will grow professionally when they feel respected and empowered, and that every family deserves to be a true partner in their child's education with parent and community involvement key to student success; the school's mission commits to continuous development of responsible, productive, educated citizens who are college/career ready;

and the vision calls for collaborative teamwork providing a caring environment and atmosphere of mutual respect where students acquire academic skills through research-based curricula to reach their full potential. The plan addresses a critical alignment gap between classroom grades (87.8% of Grade 6 ELA students earn A or B, 67.8% school-wide in math earn A or B) and standardized assessments (only 48.84% of Grade 6 are "On Target" in ELA iMSSA, only 33.52% score "Above" in math summative), revealing that subjective, effort-based grading masks urgent academic deficits. Three pillars drive the 90-day framework: Pillar 1 (ELA) targets rebuilding writing mechanics and language conventions to close the Grade 3 proficiency gap where 43.24% are "Below" in Writing Analysis and 55.26% are "Below" in Language Conventions despite 56.76% performing above level in literary text comprehension; Pillar 2 (Math) addresses foundational stalling where Grade 3 ended with 36.84% still needing support, 59.46% "Below" in Operations & Algebraic Thinking, and 51.35% "Below" in Number & Operations in Base Ten; and Pillar 3 (Culture) tackles the 38% chronic absenteeism rate with particular urgency in kindergarten (59%) and Grade 3 (44%), addressing Grade 3's academic anxiety driven by critically low self-efficacy (30th percentile) with a 1.50x correlation to absenteeism and Grade 6's lack of belonging driven by critically low school climate (30th percentile) with a 1.42x correlation to their 34% absenteeism. Aligning adult behaviors requires mandated changes including implementing standardized NMMSA-aligned rubrics for bi-weekly writing to recalibrate grades, conducting bi-weekly "Skill Cross-Over" PLC audits, performing bi-weekly rigor audits cross-referencing classroom A grades against proficiency descriptors, weekly data-driven PLCs tracking students in "Needs Support" groups, cross-grade "Rigor Modeling" labs where Grade 3 and 4 teachers observe Grade 5 classrooms, embedding scaffolded life skills into core lessons for Grade 3, and executing 100% relationship mapping for Grade 6 so every student connects with at least one caring adult. MLSS interventions include a non-negotiable 20-minute daily instructional block dedicated to explicit language mechanics for Grade 3, a mandated daily hour block for Grade 3 focusing exclusively on Operations & Algebraic Thinking in Base Ten, Tier 2 peer mentoring pairing Grade 3 with older students, and weekly restorative circles and small-group attendance support sessions for Grade 6. Academic rigor calibration involves a three-step cycle of bi-weekly rigor audits, data-driven PLCs, and cross-grade rigor modeling labs, with the fundamental principle that adult behavior must shift first to enable effective tiered interventions. The 90-day execution timeline spans three phases: Phase 1 (Sept 11) completes 100% Grade 6 relationship mapping, sets first two ELA writing rubric baselines, and begins math rigor calibration audits; Phase 2 (Oct 16) launches Grade 3 peer mentoring, completes first rotation of math cross-grade modeling labs, and documents 15% reduction in grading/proficiency gap; Phase 3 (Dec 18) conducts MOY iMSSA data review and embeds self-efficacy in 100% of lower elementary core content. MOY benchmark goals target decreasing Grade 3 "Below" category in Language Conventions from 55.26% to 40%, moving 20% of Grade 3 out of "Needs Support" in Modeling with 65% "On Target" school-wide, reversing the recent 4% absence spike, and raising Grade 3 self-efficacy and Grade 6 school climate scores above the 30th percentile baseline, with the overarching goal of moving from compliance to proficiency by standardizing instructional rigor, demanding data transparency, and directly intervening where foundational gaps exist to close the alignment gap and ensure every student achieves true proficiency.

G. ACTION ITEMS

1. *Consideration of approval: Out of State Travel for David Ryan, Alicia Sanchez, Melissa Sanchez (LME) to attend The 2026 Innovative School Summit in San Antonio, Texas on 12/2/26-12/6/26 for

an estimated cost of $7,778.50 fund 11000

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.

H. ADVANCED PLANNING

1. Board Workshop September 15, 2026, 4:30pm
2. Audit Committee Meeting September 16, 2026, 9am
3. Construction Committee Meeting September 16, 2026, 10am
4. Policy Committee Meeting September 16, 2026, 11am
5. Special Board Meeting September 22, 2026, 4:30pm
6. Regular Board Meeting September 22, 2026, 5pm
7. NMSBA Fall Region IV September 29, 2026, 5:30pm (Socorro)

I. BOARD COMMENTS-Mr. Danner stated regarding the Board Workshop, it is the beginning process for superintendent search. There is an agenda to see what direction this board wants to go. It is not because we are firing the superintendent, he is retiring at the end of the school year. We want someone in place by May. Mr. Garley stated last week Belen FFA had all the schools come to Belen. It is an awesome site to see these kids walking in their blue and gold. Mr. Tucker requested if we could avoid going past six pm Monday-Thursday.

J. ADJOURNMENT-Mr. Danner adjourned the meeting at 6:48pm.

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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