BELEN CONSOLIDATED SCHOOLS BOARD OF EDUCATION
REGULAR MEETING

SEPTEMBER 9, 2025 MINUTES

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

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
Tanyia Montoya, Principal Belen Middle School
Colin Taylor, Assistant Principal Belen Middle School
David Jimenez, Principal Infinity High & Family School
Cheri Montoya, Principal La Promesa Elementary
Margaret Manning, Principal Rio Grande Elementary

Others Present: Julia Dendinger, Valencia County News Bulletin
Approximately (4) individual in attendance
Approximately (13) 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 modification to the agenda under F. Board Reports, Number 1, to remove policies A-0300, J-0150, and G-0200. Recommendation to adopt the agenda with modifications made by Mr. Fernandez and seconded by Mr. Tucker. Motion passes with all members saying "aye".

D. APPROVAL OF CONSENT ITEMSB-Superintendent recommends approval of consent items. Motion to approve consent items made by Mr. Tucker 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: 8/21/2025-9/3/2025
* Board of Education Regular Board Meeting Minutes: 8/26/2025
* Out of travel for R. Burt, J. Provencio, C. Smith, M. Johnson, J. Miller, O. Ordonez, J. Leogrande, E. Rocco to attend ACTE's Career Tech Vision in Nashville, TN. for an estimated cost of $23,243.00 fund 27502
* BARs

Fund	Fund Name	Bar	Adjustment
24195	FY24 to FY29 CLSD CFDA 84.371 Comprehensive Literacy Development	087-000-2526-0041-I	$208,507.00
25111	FY24 to FY29 CLSD CFDA 84.371 - Comprehensive Literacy Development	087-000-2526-0042-IB	$129,868.75
21000	Food Services	087-000-2526-0044-M	$0.00
24101	Title I Part A - ESEA	087-000-2526-0045-M	$0.00
24106	Entitlement IDEA-B	087-000-2526-0046-M	$0.00
27502	Career Technical Education Program (Pilot)	087-000-2526-0047-M	$0.00
28190	GRADS - Instruction	087-000-2526-0048-M	$0.00
13000	Pupil Transportation	087-000-2526-0049-M	$0.00
24106	Entitlement IDEA-B	087-000-2526-0050-M	$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-Ms. E. Renee Sanchez introduced the principals.

a. Belen Middle School- Principal Tanyia Montoya and Assistant Principal Colin Taylor, presented the 2025-2026 1st Semester 90-Day Plan. Beginning-of-year IMSSA assessment data was reviewed, highlighting student proficiency levels in reading, language usage, and math for 7th and 8th grades. In reading, 36% of 7th graders and 59% of 8th graders were identified as needing support, with only 19% of students in both grades meeting the "on target" category. Language usage results showed 45% of 7th graders and 40% of 8th graders needing support, while math proficiency data indicated 36% of 7th graders and 60% of 8th graders required additional assistance. The school identified the primary challenge as accelerating student growth across all proficiency levels, with a particular focus on moving students from "near target" to "on target" through differentiated instruction, targeted interventions, and ongoing data-driven instructional adjustments. The plan outlined focused interventions in English Language Arts (ELA) and math. For ELA, the goal is for 100% of 7th and 8th grade students to demonstrate at least a 15% improvement in i-Ready diagnostic scores by spring, with students receiving Reading Horizons interventions expected to gain one grade level in foundational reading skills. Teachers have completed training on these programs, and lessons are being assigned regularly, increasing in frequency through the semester. Professional Learning Communities (PLCs) are actively discussing data and instructional strategies, while administrative walkthroughs monitor fidelity of implementation. Progress monitoring targets include 33% of teachers fully implementing programs by September 30, 66% by November 11, and 100% by December 19. In math, the focus is on intentional small group instruction at least twice weekly to provide targeted support based on formative assessment data. PLCs have engaged in collaborative planning, and the math department is using data to form intervention groups, progressively increasing the frequency of small group instruction. Progress monitoring goals mirror those in ELA, with 33% of teachers implementing small

groups by early October, 66% by mid-November, and full implementation by December 19. To address performance challenges, the school has implemented Common Formative Assessments (CFAs) every three weeks to track student progress across content areas. PLCs use this data for reflection and instructional adjustments. A tiered support system provides one-on-one assistance for teachers needing extra help. Administrators follow a scheduled observation plan utilizing ObserverTab tools to provide weekly feedback, ensuring adherence to the BCS and BMS instructional models. Belen Middle School has also added components to the instructional model focused on reviewing content and providing resources and guidance. The presentation concluded with an invitation for questions and further discussion. Mr. Danner asked about he IMSSA scores for 7th grade, they showed last year that 23% need improvement and this year they are at 60%. Ms. Montoya answered when the give the IMSSA they know they are standards that have not been taught yet, it is the baseline data. Mr. Danner commented that Ms. Montoya identified teachers needing further enrichment, that is a plus. Now we are looking where we can focus to get teachers to teach what we need them to teach. Ms. Silva asked if math intervention tier2 was in the classroom. Ms. Montoya answered yes, they are identifying the kids that need the extra support, small groups.

b. La Promesa Elementary-Cheri Montoya presented LPE 2025-2026 Fall 90-Day Plan with a focus on student well-being and academic achievement. The Panorama Student Well-Being Survey results from Spring 2025 showed positive growth in self-management, self-efficacy, and sense of belonging among grades 3 through 5, with percentile increases ranging from +4 to +13 compared to Fall 2024. However, the 6th grade data indicated slight declines in self-management and sense of belonging. Attendance data from the 2023-2024 school year revealed overall regular attendance at 66.1%, with students with disabilities (SWD) attending at 54.6% and English learners (EL) at 56.2%. Academic proficiency data revealed varied results across grades and subjects. Literacy proficiency, measured by Istation for grades K-3, showed mixed growth, with some grades increasing proficiency percentages in reading and math compared to the prior year. La Promesa set summative goals to increase the percentage of students scoring proficient or advanced by 12% in reading and 10% in math for grades 3 through 6, as measured by MSSA end-of-year assessments. Benchmark goals aim for a minimum growth of 6% in ELA and 5% in math by midyear, with targeted decreases in students needing support and increases in students on target. The school identified root causes for academic challenges primarily related to inconsistent administrative support and feedback during walkthroughs, impacting the fidelity of standards-aligned instruction in both structured literacy and math. To address this, the Fall 2024-25 90-Day Plan focuses on school leadership and systems by ensuring 100% of general and special education teachers deliver daily structured literacy instruction using research-based resources like Reading Horizons. Monthly administrator walkthroughs and feedback will emphasize lesson plan alignment with literacy standards, and teachers will analyze formative assessment data in PLCs to adjust instruction. Similarly, for math, the plan emphasizes Tier I core instruction with goals that all teachers provide rigorous, standards-aligned math instruction incorporating vocabulary, problem solving, writing, and perseverance-building strategies. Professional development will focus on proficiency scales to enhance instruction quality, and administrators will conduct monthly walkthroughs to provide targeted feedback. PLCs will collaboratively define rigorous instruction components and monitor implementation via lesson plans. The meeting agenda also included a welcome back ceremony led by Principal Montoya and Mr. Salas, featuring a student leader induction ceremony and a presentation on La Promesa's strategic plan alongside a school tour. Upcoming calendar events and the date of the next meeting were

reviewed. The session concluded with an invitation for questions and community engagement. This comprehensive plan reflects La Promesa Elementary's commitment to improving student academic outcomes and well-being through focused leadership, data-driven instruction, and consistent administrative support during the 2025-2026 school year. Mr. Danner stated he was bothered by her root cause and feels she is taking all the responsibility. Mr. Sanchez added on that she is owning it. If the district doesn't perform well, it is the superintendent fault. We are not going to make excuses. She appreciates Ms. Montoya stepping up and owned it. Ms. Montoya answered that she appreciates both comments. Mr. Tucker commented that our leadership are part of the team and they are taking ownership and I appreciate that I am hearing that from these presentations.

c. Family School-David Jimenez p resented Family Schools Fall 2025 academic progress and goals, focusing on student growth in reading, math, and language usage as measured by the IMSSA end-of-year (EOY) assessments. The school set ambitious growth targets of 12% for reading and language usage, and 10% for math across grades 3 through 8. The data showed strong achievement in reading, with most grades exceeding or meeting expected growth; for example, 84% of 3rd graders and 100% of 6th graders met or exceeded growth expectations. In math, growth was more varied, with some grades like 4th and 6th achieving over 80% meeting or exceeding growth, while others had a higher percentage nearing expected levels. Language usage also demonstrated solid progress, with proficiency rates above 80% in all grades. The presentation highlighted the core performance challenges and root causes, emphasizing the need for consistent use of assessment data and collaboration among teachers. Critical actions include all teachers administering state, district, and beginning-of-year assessments to review and discuss student data during Professional Learning Communities (PLCs). Teachers are allocated dedicated collaboration time to analyze student progress, develop lesson plans, and plan targeted interventions. In the final 30 days, all teachers will review comprehensive data from interim assessments and classroom performance to drive student growth. The school also continues to conduct regular walkthroughs and formal observations with constructive feedback to maintain instructional quality. A key focus is ensuring 100% teacher collaboration around proficiency scales, instructional models, and standards-aligned instruction to support student achievement. The presentation concluded with expressions of gratitude and an open invitation for questions, reflecting the school's commitment to data-driven instruction and continuous improvement for the 2025-2026 school year.

d. Infinity High School-David Jimenez presented Infinity High Fall 90-Day Plan outlining academic goals and progress for the 2025-2026 school year. The English Language Arts (ELA) summative goal highlighted growth on the SAT, where 28% of students met the benchmark in 2023-24, increasing to 42% in 2024-25, with a target of 50% (17 of 34 students) for 2025-26. The Grade 11 cohort aims to show 2.5% growth on the Galileo Middle-of-Year (MOY) ELA assessment from beginning-of-year results. Current proficiency percentages vary by grade, with 63.2% proficiency in 9th grade and 100% in 12th grade. In mathematics, the summative goal targets increasing SAT benchmark achievement from 10% in previous years to 29% in 2025-26, with Grade 11 expected to demonstrate 2% growth on the Galileo MOY math assessment. Proficiency rates by subject include 77.8% in Algebra 1, 90% in Algebra 2, and 45.4% in Geometry. Mr. Danner asked if the pullout classes were specific to the SAT. Mr. Jimenez stated they are not specific to SAT but to get proficiency levels up. Mr. Sanchez stated think of it more as a hybrid. Ms. Martinez is pulling students out of class based on their needs. The same thing was done for ELA and now adding Science this year as well. For science, the goal is to increase students meeting the NMASR benchmark from 45% to 59% and achieve a 90% pass rate on cumulative

exams across science content areas in the first semester. The English language proficiency goal is for all English Learners (ELP) to score between 4.0 and 6.0 on the ACCESS test, with an expectation that 100% meet growth targets in math and ELA. Graduation goals for the 2026 cohort are set at 70%, with chronic absenteeism targeted to decrease by 5% by midyear across all grade levels. Current senior status data shows 77% of seniors are on track or close to on track based on earned credits. The school plans to continue advancing its instructional model in the spring semester by using proficiency scales to provide clarity for students. Critical actions include 100% of teachers meeting with students to review Next Step Plans in Xello, weekly PLC collaboration among teachers, and special education teachers conducting small group instruction while collaborating with advisory teachers. The school will maintain daily classroom walkthroughs, provide feedback and formal observations, offer work-based learning and Career Technical Education (CTE) opportunities for students, hold four family engagement nights, and provide professional learning opportunities for staff. The presentation concluded with thanks and an invitation for questions, emphasizing the school's commitment to student growth and instructional excellence. Mr. Garley asked about the seniors who were behind on credits, if they could come back the next year. Mr. Jimenez answered yes, they have six years to finish high school. Mr. Tucker asked with the data we are applying how much of the students that are nearing proficiency or having difficulty getting to proficiency, have we done any correlation with their attendance. Mr. Jimenez stated they track attendance daily. When they aren't there, they are losing time. Mr. Tucker asked what the correlation district is wide with those students that are either below or trying to get to proficiency attached with absenteeism, is there a correlation. Mr. Sanchez stated there is, not all students that struggle in school have attendance problems. But when you look at the students who have attendance problems, the majority of them are struggling with school. Mr. Tucker requested a data point broken down secondary and elementary. Mr. Sanchez stated with the use of panorama.

2. MRI School Improvement Plan-David Jimenez gave a presentation outlined key actions aimed at improving the graduation rate. The school has implemented a monitoring system using an Excel spreadsheet focused on four top priorities to track senior student course completion and its impact on graduation progress. Progress monitoring is enhanced through Next Step Plans in Xello, supported by planned and intentional teacher collaboration time. Consistent communication with families is maintained and documented via the Panorama platform to ensure engagement and awareness. Students are encouraged to set weekly goals for self-monitoring and reflection, while staff utilize the Panorama dashboard to identify early warning indicators and develop targeted intervention plans. Bi-weekly check-ins provide ongoing support and accountability. Additional initiatives to support graduation include Navigate meetings, HERE programs, PSB site visits, a Freshman Credit Success Calendar, and a PLC Teacher Checklist. Attendance initiatives are also a priority within the 90-day plan. Further supports involve the MRI Grant and PSB Progress Learning programs, with resources such as Xello, Edgenuity enhancements, family engagement nights, extended learning opportunities, and 18 internships to provide real-world experiences for students. The presentation concluded with thanks, highlighting the comprehensive and data-driven approach to supporting student success and increasing graduation rates. Mr. Garley asked if the CTE students leave the school to go. Mr. Jimenez stated they have 8 students who leave weekly to go to UNM Valencia. Recently had a student who got a paid internship at a farm in Belen. Mr. Fernandez asked if the freshmen success calendar was unique for his school. Mr. Jimenez stated they did develop this and now they can track them. Ms. Silva stated the attendance initiatives coupled with this, it has a timeline and they have identified Wednesday and Friday as critical days, she would like to see how this works out throughout the Academic year.

F. BOARD REPORTS

1. Policy Committee Meeting August 20, 2025

~~**a.** First Reads:~~

- ~~A-0300 Nondiscrimination on the Basis of Sex with changes~~
- ~~J-0150 Equal Educational Opportunities with changes~~
- ~~G-0200 Equal Employment Opportunity with changes~~

b. Second Reads: Mr. Tucker went over the second reads with changes.

- I-0050 Instructional Goals and Objectives with changes
- J-6700 Parental Guidance for Water Safety – New policy
- I-7450 Graduation Exercises with changes
- J-4600 Student Discipline with changes
- E-3900 Copyright Compliance with changes

G. ACTION ITEMS

1. Consideration of approval: Policy I-0050 Instructional Goals and Objectives with changes-Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Individual votes 5-0, motion passes.

2. Consideration of approval: Policy J-6700 Parental Guidance for Water Safety – New policy-Superintendent recommends approval. Motion to approve made by Ms. Silva and seconded by Mr. Garley. Individual votes 5-0, motion passes.

3. Consideration of approval: Policy I-7450 Graduation Exercises with changes-Superintendent recommends approval. Motion to approve made by Mr. Garley and seconded by Ms. Silva. Individual votes 5-0, motion passes.

4. Consideration of approval: Policy J-4600 Student Discipline with changes-Superintendent recommends approval. Motion to approve made by Mr. Fernandez and seconded by Mr. Tucker. Individual votes 5-0, motion passes.

5. Consideration of approval: Policy E-3900 Copyright Compliance with changes-Superintendent recommends approval. Motion to approve made by Mr. Danner and seconded by Mr. Garley. Individual votes 5-0, motion passes.

6. Consideration of approval: for the disposal and auction of general fixed assets and obsolete items-Superintendent recommends approval. Motion to approve made by Mr. Tucker and seconded by Ms. Silva. Mr. Tucker asked if staff could participate. Ms. Torrez answered that no employee can attend. Individual votes 5-0, motion passes.

7. *Consideration of approval: Out of travel for R. Burt, J. Provencio, C. Smith, M. Johnson, J. Miller, O. Ordonez, J. Leogrande, E. Rocco to attend ACTE's Career Tech Vision in Nashville, TN. for an estimated cost of $23,243.00 fund 27502

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. Finance Committee Meeting September 17, 2025 9am

2. Construction Committee Meeting September 17, 2025 10am

3. Policy Committee Meeting September 17, 2025 11am

4. Regular Board Meeting September 23, 2025 5pm

I. BOARD COMMENTS-Mr. Tucker stated presentations were great. Mr. Garley stated there was some good stuff in the News Bulletin. Mr. Danner stated the pool was described well in the article.

J. ADJOURNMENT-6:39 pm.

Jim Danner, Board President

Larry B. Garley, Board Secretary

Respectfully submitted:

Cyndi Shawver, Recording Secretary