



## The Exploris School

### The Exploris School Board Regular Monthly Meeting

---

#### Date and Time

Thursday July 25, 2024 at 4:30 PM EDT

#### Location

The Exploris School: Elementary Campus  
17 S Swain St, Raleigh, NC 27601, USA  
5th Grade Classroom

---

#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:30 PM</b>
<b>A.</b> Record Attendance		Edward Buchan	1 m
<b>B.</b> Call the Meeting to Order		Steven Darroch	1 m
<b>C.</b> Approve Minutes	Approve Minutes	Edward Buchan	2 m
Approve minutes for The Exploris School Board Regular Monthly Meeting on June 27, 2024			
<b>D.</b> Public Comment		Steven Darroch	15 m
PUBLIC COMMENT			

Fifteen minutes will be allocated on the agenda for public input at each meeting.  
Additional time may be added at the discretion of the Chair.

	Purpose	Presenter	Time
<p>Public comment may be oral, in person, or in written form to be read by the Chair.</p> <p>Public comment is limited to no more than 3 minutes per person.</p> <p>It is recommended that public comment be written out and provided to the board following the three minutes to ensure the entire message is heard by the board.</p> <p>Each speaker will clearly state their full name and county of residence.</p> <p>All public comment should be factual and should not include personally identifiable information of students or personnel in order to maintain confidentiality. Speakers should avoid using names of students or staff and maintain confidentiality and privacy standards.</p> <p>All public comments will be taken under advisement by the Board, but will not elicit an immediate written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published.</p> <p>A response will be provided to the stakeholder within seven (7) days. Those providing public comment are asked to provide in writing (either in person or via email to board@exploris.org) their contact information including name, County of residence, and address (either email or postal, whichever is preferred).</p> <p>Specific issues about a particular student or teacher should be addressed to the elementary or middle school director, rather than the Board of Directors.</p>			
<b>E.</b>	Board Development: Educational Excellence Report	Eric Grunden	20 m

- The Educational Excellence Committee will present its annual report.

<b>II.</b>	<b>Committee Reports</b>		<b>5:09 PM</b>
<b>A.</b>	Governance	Vote	Ryan Boyce
	Approval is requested for the annual updates to our Family and Student Handbook and our Staff Handbook, as recommended by the Governance Committee.		
<b>B.</b>	Finance	Discuss	Koren Morgan

	Purpose	Presenter	Time
--	---------	-----------	------

- Monthly Financial Reports

<b>C.</b>	Educational Excellence	Discuss	Eric Grunden	5 m
-----------	------------------------	---------	--------------	-----

The monthly report will be incorporated in the Educational Excellence presentation above.

<b>D.</b>	Diversity, Equity, and Inclusion			5 m
-----------	----------------------------------	--	--	-----

<b>E.</b>	Director Evaluation & Support	Discuss	Steven Darroch	5 m
-----------	-------------------------------	---------	----------------	-----

<b>F.</b>	Facilities	Discuss	Josh Corbat	5 m
-----------	------------	---------	-------------	-----

- Updates on Facilities Project

<b>G.</b>	Kaizen	FYI	Daniel Hencher	5 m
-----------	--------	-----	----------------	-----

- Kaizen leaders will give an update to the Board.

### III. Meeting Items 5:49 PM

<b>A.</b>	Directors Report	Discuss	Deborah Brown	10 m
-----------	------------------	---------	---------------	------

- Monthly Report & Updates (The Directors Report will not be made verbally during meetings. Please review the written report prior to the meeting. We will answer questions and provide critical updates and vote on any requested items.)
- Proposal: We would like to request that the August Board Meeting begin at 4:00 to account for a half-hour or 45-minute Board Committee Fair.

<b>B.</b>	Board Business	Discuss	Steven Darroch	5 m
-----------	----------------	---------	----------------	-----

- General Discussions

### IV. Closed Session 6:04 PM

<b>A.</b>	Facilities & Legal Items	Discuss	Josh Corbat	5 m
-----------	--------------------------	---------	-------------	-----

	Purpose	Presenter	Time
	<ul style="list-style-type: none"><li>• Updates on Facilities</li><li>• Updates on Personnel</li><li>• Updates on any Open Legal Items</li></ul>		
<b>V.</b>	<b>Closing Items</b>		<b>6:09 PM</b>
<b>A.</b>	Adjourn Meeting	Vote	

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**

**Related Material:**

Minutes for The Exploris School Board Regular Monthly Meeting on June 27, 2024

APPROVED



## The Exploris School

### Minutes

#### The Exploris School Board Regular Monthly Meeting

---

##### **Date and Time**

Thursday June 27, 2024 at 4:30 PM

##### **Location**

The Exploris School: Elementary Campus  
17 S Swain St, Raleigh, NC 27601, USA  
5th Grade Classroom

---

##### **Directors Present**

D. Deaton, E. Buchan, E. Grunden (remote), S. Carothers (remote), S. Darroch, W. McLamb

##### **Directors Absent**

D. Hencher, G. Bayo, R. Boyce, T. Void

##### **Ex Officio Members Present**

D. Brown (remote), E. Burton, J. Corbat

##### **Non Voting Members Present**

D. Brown (remote), E. Burton, J. Corbat

##### **Guests Present**

K. Morgan

---

#### **I. Opening Items**

##### **A.**

## **Record Attendance**

### **B. Call the Meeting to Order**

S. Darroch called a meeting of the board of directors of The Exploris School to order on Thursday Jun 27, 2024 at 4:36 PM.

### **C. Approve Minutes**

Section in Finance section needed to be amended to complete sentence regarding bond financing.

Mr. Townley was marked as absent and he has resigned (February 23) and should be removed from the board members list.

Josh noted his name was switched with Ethan on a few comments.

Will also need to confirm names of all those who spoke during the public comments from the previous meeting.

Also add "Finance Committee - refer to board development for more details."

D. Deaton made a motion to approve the minutes from May 23, 2024 The Exploris School Board Regular Monthly Meeting on 05-23-24.

E. Buchan seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **D. Public Comment**

No public comment in person or submitted online. Stephen stated he responded to the comments from the previous meeting.

### **E. Board Development: Updates from Rosewood Strategies**

Autumn Tomlin with Rosewood provided update on evaluation of potential new school sites.

Noted challenges with traffic queueing for the 104 Fayetteville Street location, but continuing to investigate how this issue could be managed with Capitol Grounds staff.

Discussed St. Augustine location and it was noted that the university is prioritizing buyers who could close in 30-60 days.

Rosewood has met with representatives with 801 Hillsborough St and negotiations are ongoing.

Autumn discussed the traffic issues associated with the Kindley site and it was indicated the traffic load would need to be reduced by 25-30%. City staff continue display support for the concept of downtown schools.

Dana inquired about the cost of a TDM and if we already had this information. Josh indicated a formal TDM is required in order to satisfy City requests. Costs was estimated to be between \$10-\$20K.

Josh asked if we needed to move forward with a contract for a TDM consultant. Eric Mulata (Rosewood) responded we should wait until Friday (6/28) after they interview consultants.

Autumn indicated the capital campaign should move forward in order to have financing ready for acquisition.

## **II. Committee Reports**

### **A. Governance**

Deborah indicated that more work on the school handbook continues to move forward. A resume was received for a potential new board member.

### **B. Finance**

William indicated the committee did not meet this month, but budget documents were being finalized. It was projected there would be 3.8% surplus, which exceeds the goal (~2 to 2.5%).

William asked about 2 specific items which Koren addressed.

Josh mentioned the asynchronous approval for a salary scale.

### **C. Educational Excellence**

Eric provided the update regarding the EOG results. Ethan discussed reading EOG trends. Staff will develop a more formal summary report.

### **D. Director Evaluation & Support**

Stephen indicated the 360 director survey has been issued and the data has been initially reviewed but additional analysis will be forthcoming.

### **E. Facilities**

Josh mentioned the staff have given the facilities for a "deep clean" and start repairs as needed. Using the last of the Access Grant staff will acquire additional tables and chairs.



## F. Kaizen

Kaizen update provided in board packet.

## III. Meeting Items

### A. Directors Report

Deborah indicated there will be new employee hires for approval, but it has been a challenge to fill an EC position. Stephen asked if our salary was an issue and Josh indicated it was only slightly lower and the caseload would be substantially lower compared to an analogous position in WCPSS.

2 new hires were discussed and approved.

D. Deaton made a motion to Approve 2 new crew member hires.

W. McLamb seconded the motion.

The board **VOTED** unanimously to approve the motion.

### B. Board Business

Stephen reiterated Mr. Townley is no longer on the board.

Josh asked if we need to move quickly on funding a TDM and staff will need to have the ability to execute a contract on short notice.

Dana mentioned this would be her last meeting.

D. Deaton made a motion to allow the Board Executive team to give Exploris staff latitude to fund a TDM.

E. Grunden seconded the motion.

The board **VOTED** unanimously to approve the motion.

## IV. Closing Items

### A. Adjourn Meeting

E. Buchan made a motion to adjourn meeting.

D. Deaton seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:11 PM.

Respectfully Submitted,

E. Buchan

# Coversheet

## Board Development: Educational Excellence Report

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Board Development: Educational Excellence Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Educational Excellence Summary June 2024.pdf

---

---

# Educational Excellence Report

— The Exploris School —  
June 2024

---

---



# How to Review this Report

For details on how Exploris measures Educational Excellence and for more context, details, links, and background on items contained in this report, please review the [How Do We Measure Educational Excellence at Exploris?](#) presentation.

We have separated the annual report from the framework in order to provide a more concise way to view the information each year, and we will link to the framework separately to provide that context for those who would like it available.

# What's the Headline for Excellence at Exploris This Year?



## **Teacher Stability and Student Starting Point make all the difference!**

- Multiple classrooms experienced teacher turnover and/or high absence rates
- High growth is happening
- When starting points are so low, even with high growth proficiency is not yet reached
- Increased focus on early literacy such as Science of Reading and LETRS training is paying off and should continue to be a solid foundation
- Cohorts show impressive growth over multiple years with Exploris

# Who Are the Exploris Scholars?

2024



# Student Support Services Information

	Attendance & Behavior Data	Free and Reduced Lunch Population	Intervention Services	504 Services	Exceptional Children's Services
	94% Days Present	25% of Full School	31% of Full School	12% of Full School	18% of Full School
Elementary (K-5)  213 Students	94% Days Present for ES Students  *ISS: 23 Instances OSS: 22 Instances	Exploris provides lunch for 32% of Elementary (69/213 students)	<u>Fall</u> : 37% of ES Students (78/213) <u>Spring</u> : 36% of ES Students (76/213)	5% of ES students have a 504 Plan (10/213)	22% of ES students have an IEP (47/213)
Middle (6-8)  223 Students	95% Days Present for MS Students  ISS: 19 Instances OSS: 25 Instances	Exploris provides lunch for 18% of Middle (40/223 students)	<u>Fall</u> : 17% of MS Students (37/223) <u>Spring</u> : 27% of MS Students (59/223)	18% of MS students have a 504 Plan (40/223)	14% of MS students have an IEP (32/223)

\*ISS= In-School Suspension OSS= Out-of-School Suspension

# Reflections on Exploris Demographics

- Our Title 1 status has increased the number of students who arrive at school each day from a household designated as economically disadvantaged
- Over one third of our students receive some sort of accommodations or specially designed instruction under a 504 plan or an IEP
  - Specific grade-levels have higher concentrations of students who qualify for special services
  - Proficiency and other measures can be impacted due to the small sample size of our Crews
- About one third of our students receive academic interventions
- These are significant changes from our pre-pandemic numbers and prior to implementation of our weighted lottery



# Story of a Student: The Exploris System



- **A kid walks in our door...**
  - What do we know? Records, fall benchmarks, observations
  - What do they need?
    - Not proficient?
      - Interventions (Behavior, SEL, attendance, academic)
      - Referral for EC?
    - Proficient?
      - Core curriculum
      - Adaptive programs
    - Above grade level?
      - Expeditions challenges
      - AIG approach
- **Throughout the year**
  - Progress monitoring
  - Continued MAP tests
  - SST meetings
  - Data review and adjusted/adaptive instruction

---

# How Does Exploris Measure Educational Excellence?

— Rigor, Relevance, and Relationships —

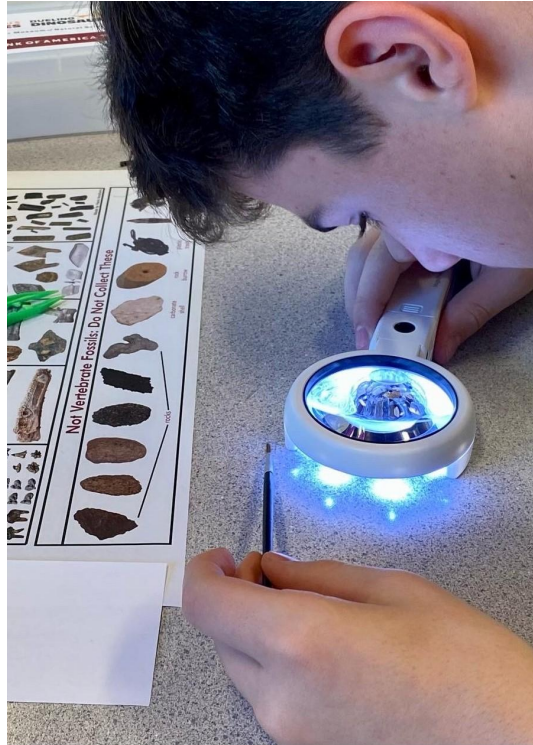
---

# Measures of Educational Excellence

<p><b><u>Rigor</u></b></p> <ul style="list-style-type: none"> <li>• Students engage in tasks that are active, interactive, and appropriately challenging</li> <li>• Models of excellence, critique, and multiple drafts support all students to produce work of exceptional quality and craftsmanship</li> <li>• Curriculum, instruction, and assessments are integrated and aligned with standards and foster growth for all students</li> <li>• Teachers design innovative projects and tasks that encourage divergent thinking, creativity, ideation, and risk-taking</li> </ul>	<p><b><u>Relevance</u></b></p> <ul style="list-style-type: none"> <li>• Assessment practices position students as leaders of their own learning through reflection and goal setting</li> <li>• Students have opportunities to have a voice and leadership across the school</li> <li>• High quality teachers are committed to global education, the Exploris vision, and our hallmark instructional practices</li> <li>• Students engage in tasks that are purposeful, empower students to change their world, and are connected to student interests, global issues, and the local community</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Adults nurture belonging, significance, and emotional safety</li> <li>• Teachers, staff, and students intentionally foster a culture of respect, inclusivity, collaboration, and communication within the school and in the broader the community.</li> <li>• Teachers prioritize social and emotional learning including daily, intentional crew meetings</li> <li>• We equip students to work both independently and interdependently</li> </ul>
<p><b><u>Possible Data Sources for Rigor</u></b></p> <ul style="list-style-type: none"> <li>• Artifacts from showcases and presentations of student work</li> <li>• Disaggregated growth, proficiency, progress monitoring, and diagnostic data (MAP, EOG, EVAAS, mClass, Fountas &amp; Pinnell)</li> <li>• JumpRope Reporting</li> <li>• Instructional rounds data</li> <li>• Professional development plan</li> <li>• Teacher Growth Process</li> <li>• Expedition Snapshots</li> </ul>	<p><b><u>Possible Data Sources for Relevance</u></b></p> <ul style="list-style-type: none"> <li>• Artifacts from student portfolios</li> <li>• Expedition Overviews</li> <li>• Artifacts from service learning activities</li> <li>• Participation in ambassadors, international experiences, clubs, and other activities</li> <li>• Survey data</li> <li>• Student presentations in community outlets (conferences, newspapers, television, radio, etc)</li> <li>• Teacher leadership: conference presentations, workshop leading, after school clubs and competitions</li> </ul>	<p><b><u>Possible Data Sources for Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Artifacts from Morning Meeting and Community Circle</li> <li>• Attendance and behavior records</li> <li>• Communication records (Weekly What's Up, grade level blogs, Executive Director's monthly newsletter)</li> <li>• Teacher Working Conditions Survey</li> <li>• Survey data</li> <li>• School sponsored events (Meet &amp; Greet, Parent University, Curriculum Night etc.)</li> <li>• Demographic data</li> </ul>

# Rigor

## Measures of Educational Rigor at The Exploris School



## Definition & Application

*Curriculum, instruction, and assessments are integrated and aligned with standards and foster growth for all students*

- Students engage in tasks that are active, interactive, and appropriately challenging
- Models of excellence, critique, and multiple drafts support all students to produce work of exceptional quality and craftsmanship
- Teachers design innovative projects and tasks that encourage divergent thinking, creativity, ideation, and risk-taking

# How do we know what's working at Exploris?

## Whole child data used at Exploris

- Demographic Data (includes F&R, EC, 504)
- Academic Assessments used at Exploris

## Curriculum & Instruction Data: Core, Intervention

- Academic
- Behavior
- Attendance
- Social-Emotional

# State Comparison: EVAAS data from EOGs/EOCs

EVAAS scores from 2023-2024 (received in January of 2024) show “meets” or “exceeds” growth in 5 out of 6 grade-levels in mathematics and 4 out of 6 grade-levels in reading. 5th and 8th grade both met expected growth in science.

This trend continued in the following subgroups:

- Black (not Hispanic)
- Hispanic
- Students with Disabilities

# Data Lag

While individual scores are reported to schools and families very quickly, it is usually months before we see the comparisons with the rest of the state and with our county schools.

The following data will help show trends over time, in some cases back to 2018.



# End-of-Year Proficiency in Mathematics K-1

2023-2024 NCENSI Proficiency in Math	Fall	Winter	Spring
<b>Kindergarten</b>			
Likely to respond high quality core	na	97%	100%
Moderate need for increased math opportunities	na	3%	0
High need for increased math opportunities	na	na	
<b>First Grade</b>			
Likely to respond high quality core	92%	92%	90%
Moderate need for increased math opportunities		6%	7%
High need for increased math opportunities	na	3%	3%

This is the 3rd year of using [NCENSI as the math screener](#) for early elementary.

In the 23-24 SY, the overall pass rate K-1 on the screener is **95%** and students flagged as high needs is **2%**.

In the 22-23 SY, the overall pass rate was **88%** and students flagged as high needs was **3%**.

In the 21-22 SY, the overall pass rate was **74%** and **9%** of students were flagged as high needs.



# End-of-Year Proficiency in Literacy K-3

2023-2024 MCLASS Proficiency in Literacy			
	Fall	Winter	Spring
<b>Kindergarten</b>			
At or Above	66%	77%	94%
Below Benchmark	25%	10%	3%
Well Below Benchmark	13%	13%	3%
<b>First Grade</b>			
At or Above	57%	63%	67%
Below Benchmark	17%	11%	15%
Well Below Benchmark	26%	26%	18%
<b>Second Grade</b>			
At or Above	68%	74%	76%
Below Benchmark	11%	13%	13%
Well Below Benchmark	21%	13%	11%
<b>Third Grade</b>			
At or Above	71%	71%	74%
Below Benchmark	8%	8%	5%
Well Below Benchmark	21%	21%	21%

Exploris maintained proficiency scores on the [mClass literacy assessment](#) this year.

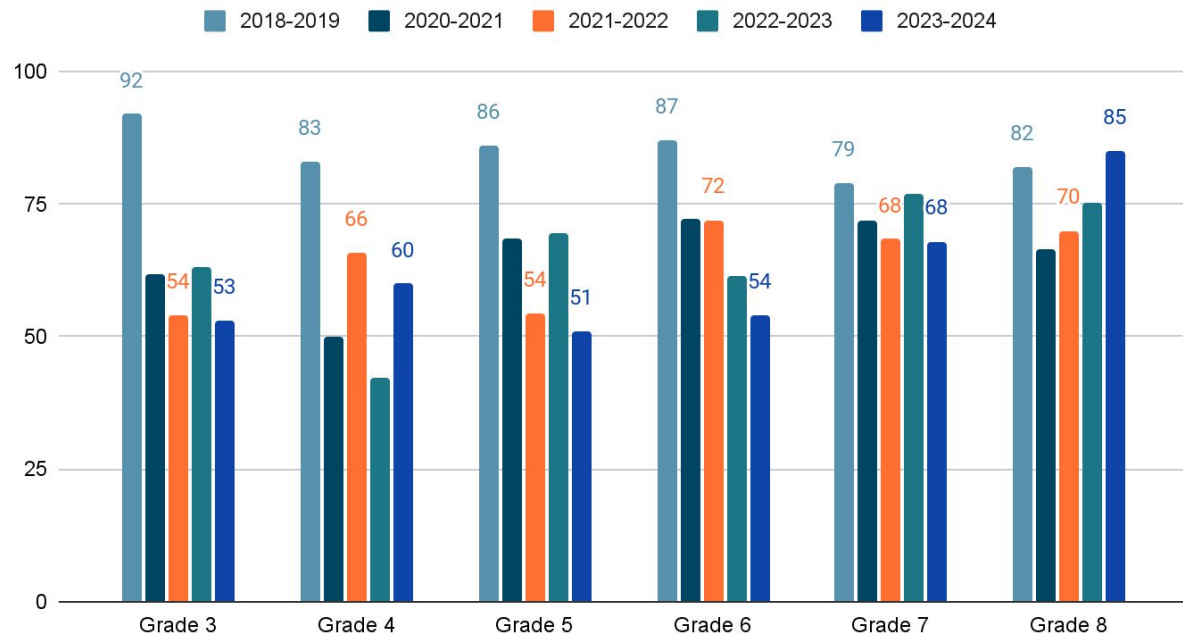
In the 23-24 SY, the overall pass rate K-3 on the screener is **78%** and students flagged as high needs is **13%**.

In the 22-23 SY, the overall pass rate was **77%** and students flagged as high needs was **11%**.

In the 21-22 SY, the overall pass rate was **69%** and **19%** of students were flagged as high needs.

# End-of-Grade Test Proficiency in Reading

End-of-Grade Test Proficiency in Reading



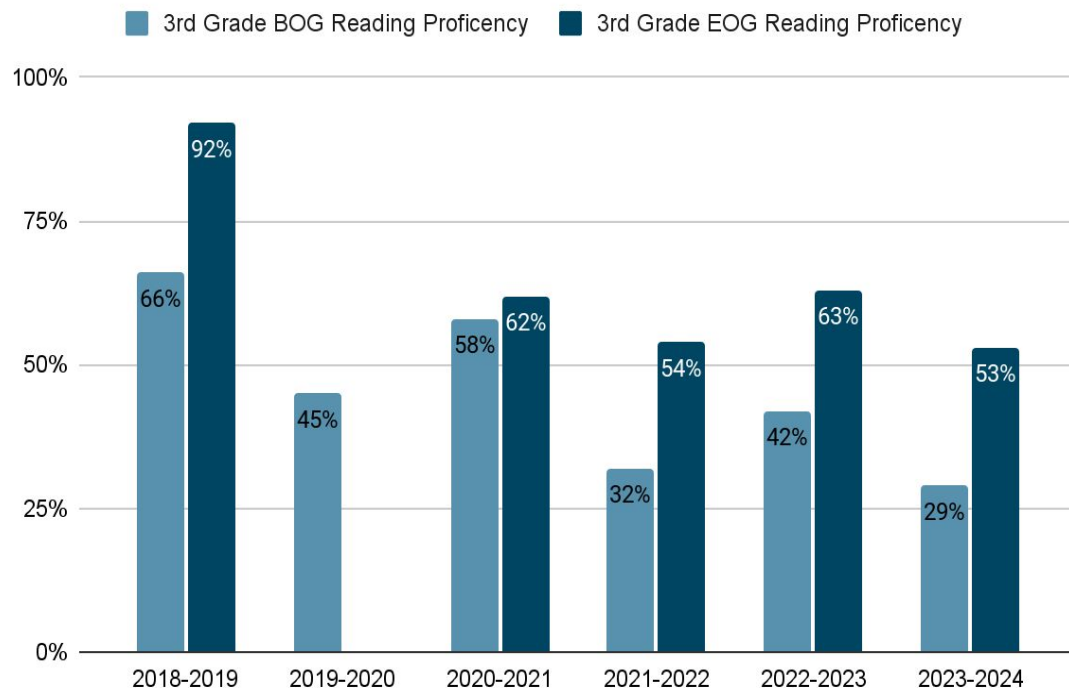
End-of-Grade (EOG) testing starts in 3rd grade.

**In 3 of the 5 grade-levels, EOG reading proficiency improved in 2023-2024.**

Overall, there is a trend of each cohort growing over time. For example, the graduating 8th grade cohort had the following proficiency in reading:

- 5th grade: 68%
- 6th grade: 72%
- 7th grade: 77%
- 8th grade: 85%

# Change in BOG Reading Proficiency



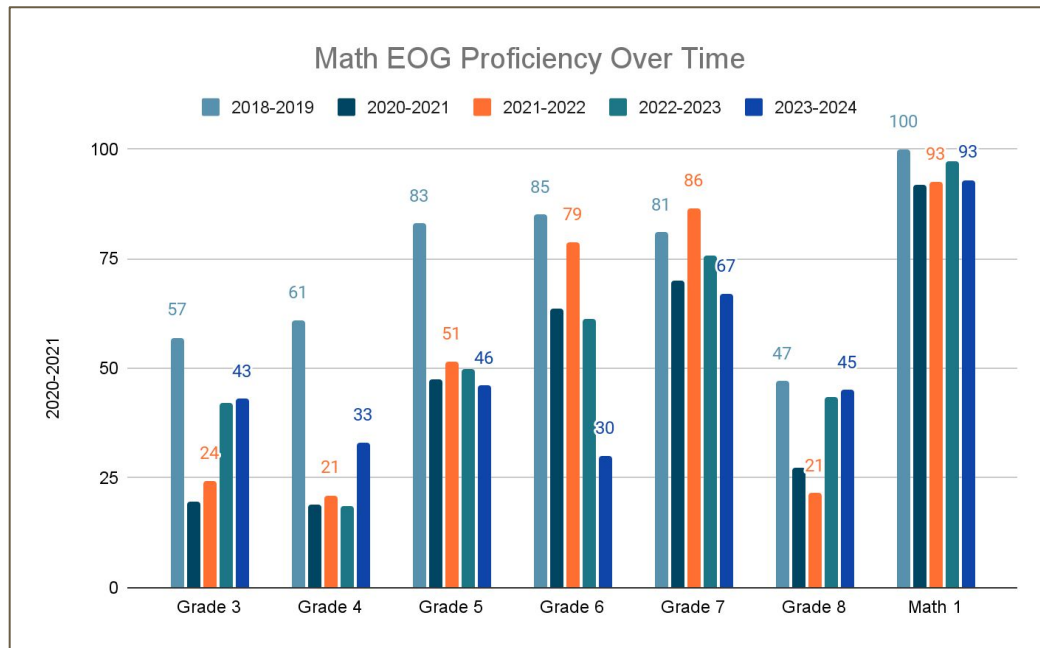
The entry point for standardized testing is the 3rd grade Beginning-of-Grade (BOG).

Each year, **Exploris reading proficiency consistently grows between 21-26 percent from the BOG to EOG.**

This year, even with 24 percent growth, the EOG proficiency is only 53 percent because Exploris started the year at 29 percent.

For EOG proficiency to improve throughout the school, our students need to enter 3rd grade with more proficient comprehension skills.

# End-of-Grade Test Proficiency in Mathematics



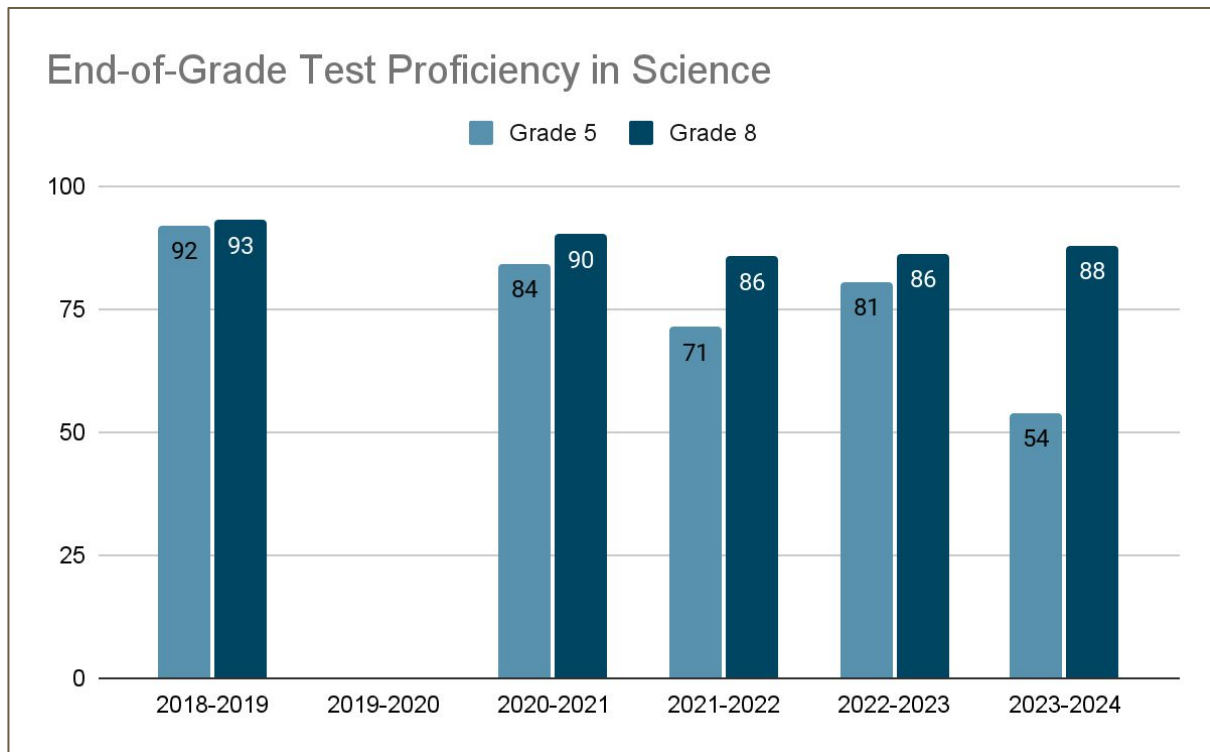
Proficiency in mathematics continues to be an area of growth for Exploris.

**In 3 of 6 grade-levels, Exploris scores increased in EOG math proficiency.**

**Of the last 4 years, Math I has shown the highest level of proficiency of any course in the school.** The Math I course is an accelerated class that can lead to high school credit for students.

While lower grades may not show full levels of proficiency, the overall arc for an Exploris student is to grow yearly and increase proficiency as they move towards to high school.

# End-of-Grade Test Proficiency in Science (5th/8th Only)



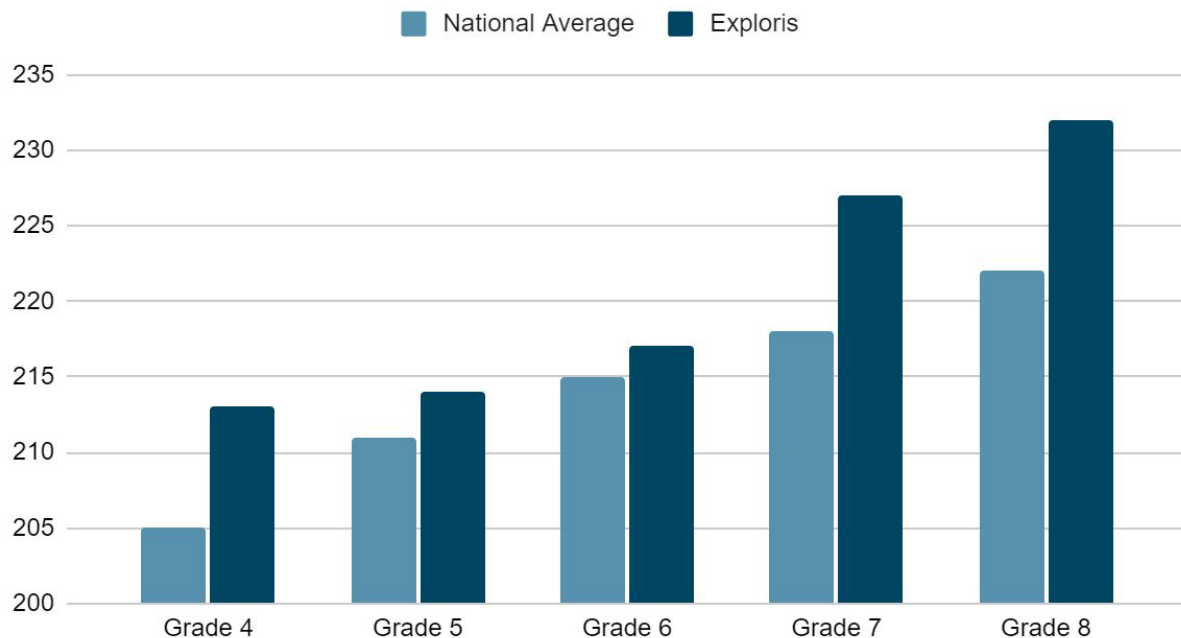
Exploris continues to show strong proficiency in End-of-Grade Science (EOG) scores, especially when compared to students across the state.

A mid-year staffing change in 5th grade contributed to a decrease in science proficiency. For the 2024-2025 SY, a teacher with experience teaching science will lead this area of instruction.

Only 5th and 8th grade students sit for an EOG in science.

# NWEA MAP Spring Comparison in Reading

## 23-24 Reading: National Norms & Exploris Spring MAP Growth



Powered by BoardOnTrack

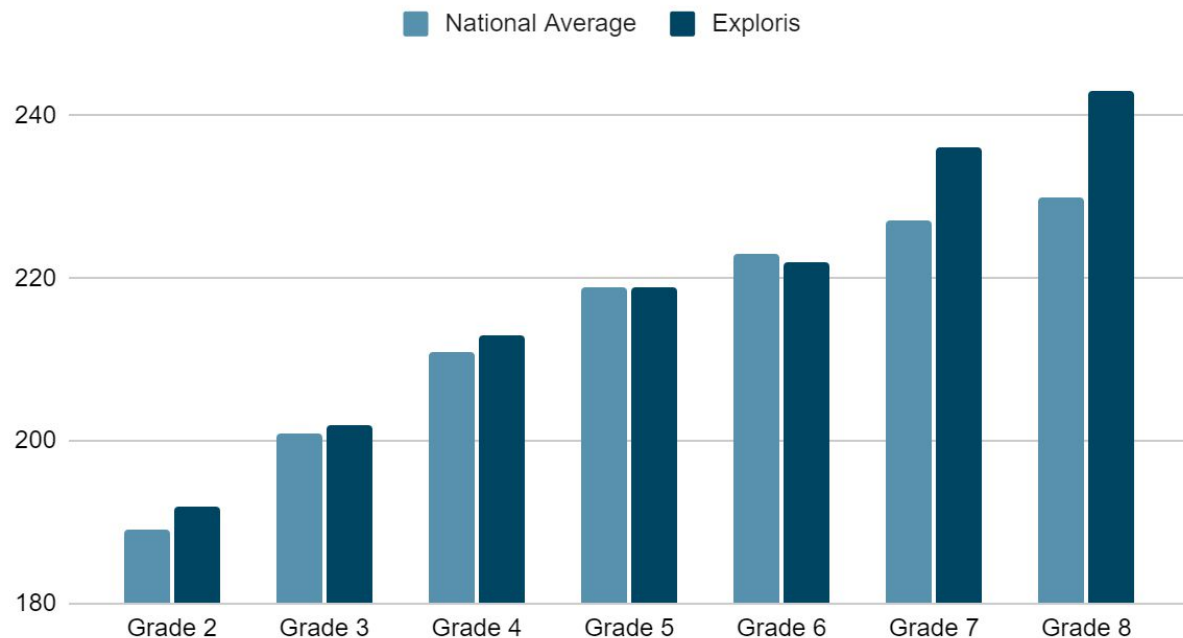
Exploris continues to outpace the national mean average RIT score on the [NWEA MAP Growth assessments](#).

RIT scores do not necessarily increase over time. A more detailed description on comparing RIT scores is [linked here](#).

For example, a spring RIT score of 230 in 8th grade reading is equal to the 68-73 percentile nationwide. The Exploris mean score was 232.

# NWEA MAP Spring Comparison in Mathematics

## 23-24 Math: National Norms & Exploris Spring MAP Growth



Powered by BoardOnTrack

Exploris students consistently outperform their same aged peers nationally on the MAP Growth assessment in mathematics.

To provide more actional data for teachers and align with the older grades, 2nd and 3rd grade began using MAP Growth for Math benchmarking in 23-24.



# Social Emotional Data

CASEL SEL Competencies





# SEL: Grade 3-5 Fall 2023



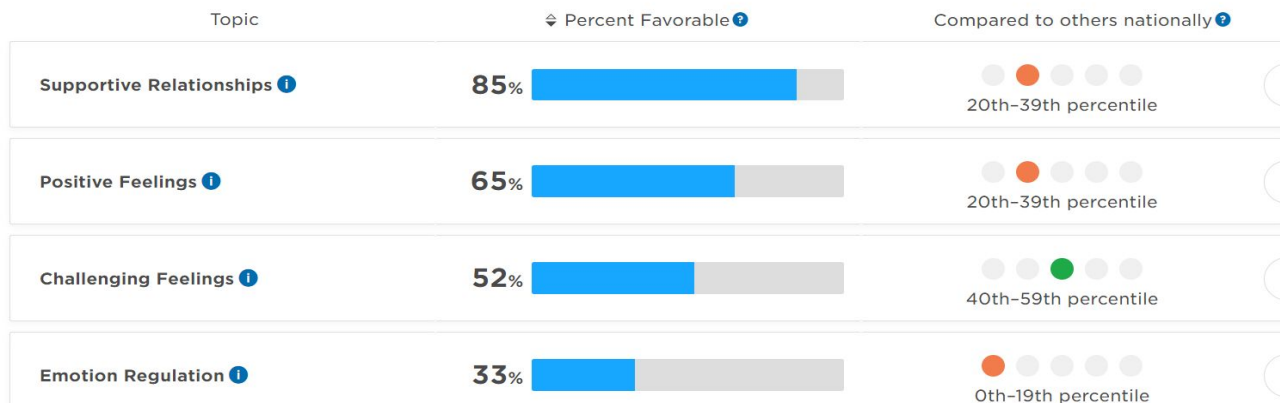
## Panorama Social-Emotional Learning: Student Competency & Well-Being Measures (2)

How did students perceive their own social-emotional skills?

Grades 3-5

109 responses | [show breakdown](#)

Save as PDF



**Exploris students in grades 3rd-8th grade take a screener 2x per year to measure SEL competencies.**

Teachers and the Student Services Team (SST) collaborate on BOY data to gain a picture of the whole child.

SEL data informs core instruction; curriculum for crew lessons and student service support. For more information on SEL domains- [click here.](#)

# SEL: Grade 3-5 Spring 2024



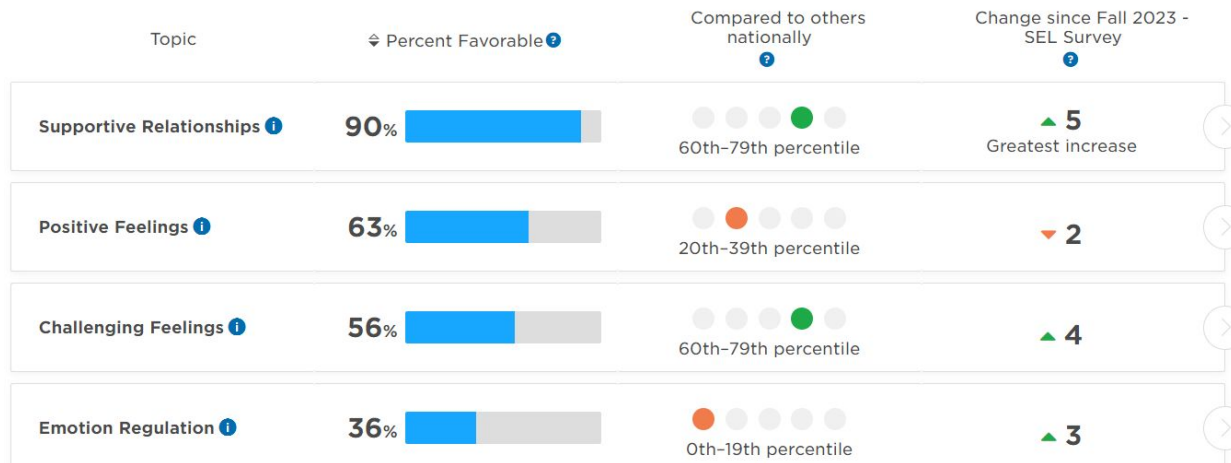
## Spring 2024 - Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 3-5

106 responses | [show breakdown](#)

Save as PDF



This survey was new for the 23-24 SY so this will create our baseline scores.

The scores show that “Supportive Relationships” had the largest gain with an increase of 5%.

# SEL: Grade 6-8 Fall 2023



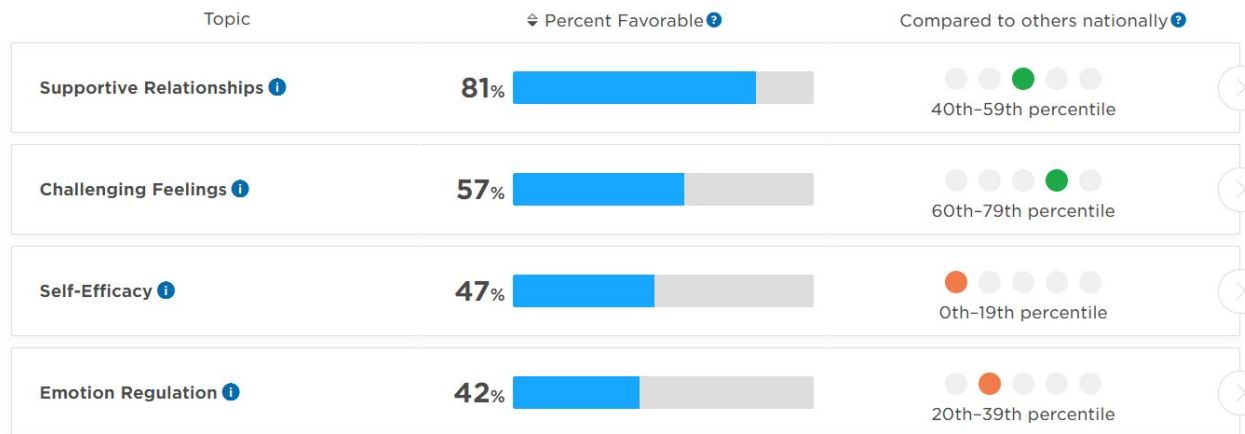
## Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 6-12

214 responses | [show breakdown](#)

Save as PDF

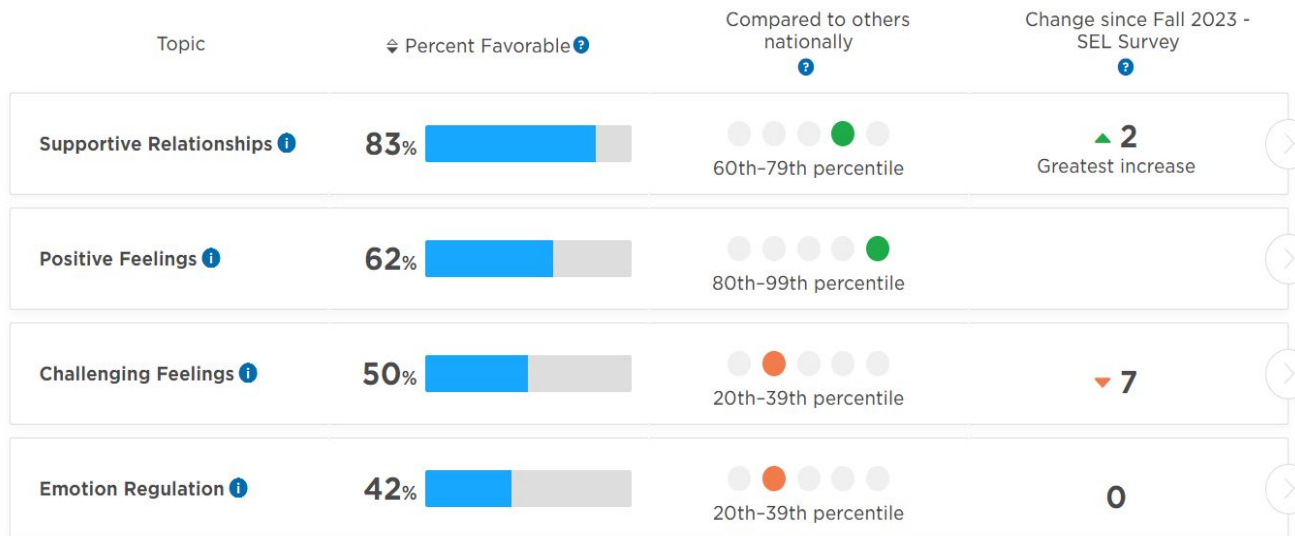


# SEL: Grade 6-8 Spring 2024

Grades 6-12

197 responses | [show breakdown](#)

 Save as PDF



**The greatest increase for middle school was also “Supportive Relationships”- growing 2%**

# SEL: Grades K-2 Spring Surve



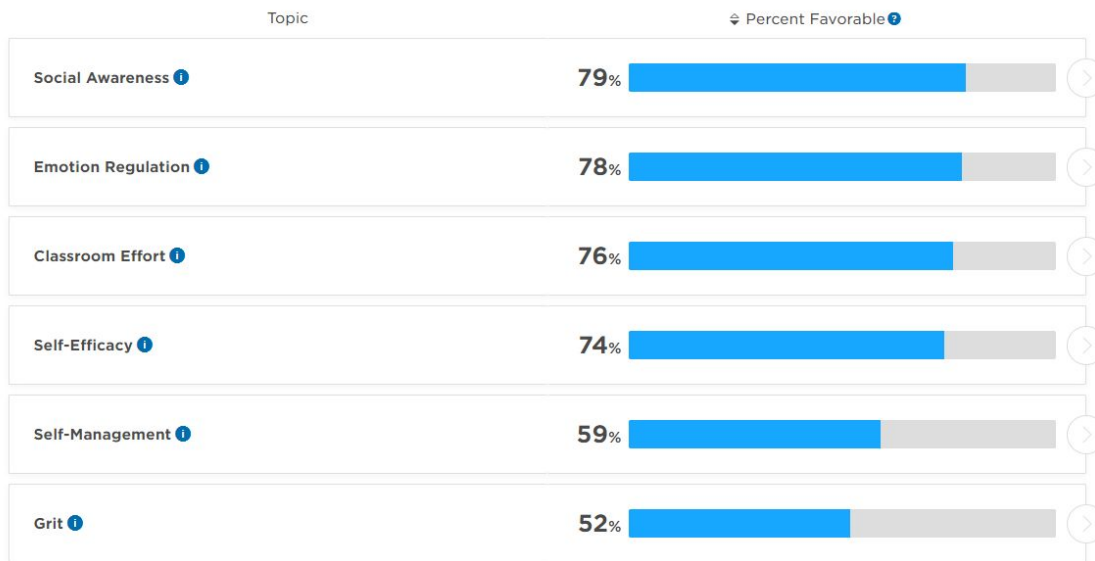
## Panorama Social-Emotional Learning: Teacher Perception of Student

How did educators perceive their students' social-emotional learning skills?

### Teacher Perception

99 responses | [show breakdown](#)

Save as PDF



Powered by BoardOnTrack

**This was the first time for our k-2 teachers to use this instrument. There were 99 responses K-2nd grade**

# Student Services Data 23-24 School Year

- Suicide Risk Screening Assessments: 24
- Threat assessments conducted: 17
- Referrals to outside counseling: 20
- Referrals Through *Say Something*: 4
- Reports through Gaggle (Google Suite): 48 (Approx.  $\frac{1}{3}$  of Gaggle reports required additional student support)
- Alerts through Hapara (Internet Activity): 277 alerts (Approx. 25% required additional student support)
- Bark Alerts: 113 Severe Alerts (requires review and possible interview)

# Student Services Data 23-24 School Year

Each year we talk with students grades K-8th about what a counselor does and how to request assistance.

Grades K-2: Students let their teacher know they would like to see the counselor or the teacher and/or parent makes a request

Grades 3-5: Students can fill out a paper form to request a counselor. There were 308 paper referrals

Grades 6-8: Students can submit an electronic referral form. There were 78 electronic referrals.

\*This number does not reflect any 3-8 grade parent/teacher referrals or students who requested a counselor but did not fill out the form

# Student Services Data 23-24 School Year

In order to track students seen by the counseling department we migrated over to documenting in “Jump rope”. This is the same system we use for standards based grading.

Started to log “counselor” comments in the system in January 2024.

Total Counselor comments logged by our department was:

- 441 counselor comments
- This number is more reflective of number of students seen- but does not capture all of them.



# Behavior Data

- Major Behavior Incidents (Office Discipline Referrals)
  - Highest Behavior Type- Major-Aggressive Behavior (67 incidents for the year)
- Minor Behavior Incidents (Handled in the classroom)
  - Highest Behavior Type- Disruptive behavior (125 incidents for the year)

# Relationships

## Measures of Educational Relationships at The Exploris School



## Definition & Application

*Teachers, staff, and students intentionally foster a culture of respect, inclusivity, collaboration, and communication within the school and in the broader the community.*

- Adults nurture belonging, significance, and emotional safety
- Teachers prioritize social and emotional learning, including daily, intentional crew meetings
- Discipline is viewed through a teaching and restorative justice lens
- The school values families as key — partners in education

# Relationships

- Crew teachers reached out to incoming families through phone calls, emails, and home visits
- Daily crew time following the Responsive Classroom formula for morning meeting: Greeting, Sharing, Group Activity, Morning Message
- Return of Community Circle at Elementary
- Family Events included:
  - High School Information Night
  - Fall Festival
  - Movie Night
  - Family Spaghetti Social
  - Roller Skating Night
  - Spring Fling
  - Screenagers at EUMC with Expert Panel and Audience Q & A

# Relevance

## Measures of Educational Relevance at The Exploris School



## Definition & Application

*Experiential learning that is purposeful, empower students to change their world, and are connected to student interests, global issues, and the local community*

- Students have opportunities to have a voice and leadership across the school
- High quality teachers are committed to global education, the Exploris vision, and our hallmark instructional practices

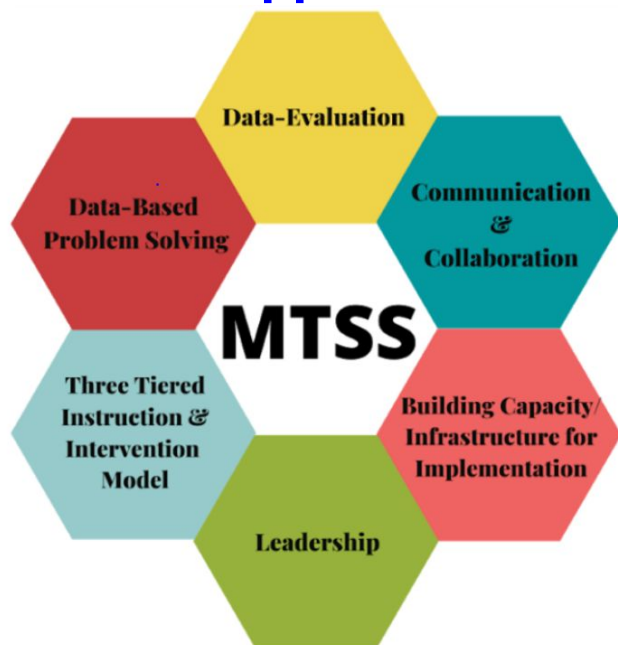
# Highlights of Relevance

## Expeditions and Field Experience Tracker

- Scholars participated in over 90 documented curriculum-based Field Experiences k-8. (This does not include daily outings to local parks and more casual daily events)
- Our Exchange programs to Japan and Germany were reinstated this year
- Elementary scholars were offered over 100 Explorations and middle school scholars were offered over 70 unique opportunities

# School Improvement Plan

## A Multi-Tiered System of Supports



This mission-driven School Improvement Plan will align the energy of our key stakeholders through three target areas. The progress of the school towards these target areas will be measured based on key indicators identified and tracked through the [NCStar database](#).

# Multiple Stakeholder Input: Needs Assessment

- [2021-2022 Teacher Working Conditions Survey](#)  
(100% Teacher Participation)
- [2021-2022 Facilitated Assessment of MTSS \(FAM-S\)](#)  
completed by full Kaizen Team
- [Responsive Classroom Faculty Shared Goals and Next Steps](#) from April 2022
- Student Assessment and Screening data

# School Improvement Plan Summary

Target Area #1: K-8 Student Support Alignment (Relevance)	<u>Target Goal:</u> Create sustainable systems with documented processes in tracking academic, behavioral, and attendance data. Staff will meet bi-weekly in grade-level teams to analyze student data with the Interventionist and Student Support Coordinator.
Target Area #2: K-8 Instructional Alignment (Rigor)	<u>Target Goal:</u> Staff professional development will build on the Responsive Classroom work from this year to develop systems for universal K-8 behavior systems.
Target Area #3: Community Engagement (Relationships)	<u>Target Goal:</u> Engage families in a continuum of connective opportunities providing a variety of ways to partner with the school.



# School Improvement Plan 2024-2025

## Next Steps:

- Reviewing goals and objectives and make adjustments to reflect
  - Focus work from Kaizen retreat, professional development goals, and align with the rewrite of the Strategic Plan.
- Year two of Panorama- SEL SCreener, assists with intervention, data collection, and student support ([Panorama Education](#))
- Focus on increasing alignment K-8th grade regarding curriculum, systems, and communication.

# Conclusion: *What did learning look like at Exploris in 2023-2024?*

- Use of a full time instructional coach helped us focus on supporting newer teachers and teams and identifying areas for professional development
- Data driven decision making using universal metrics helped guide and adjust core instruction; overall implementation of MTSS improved
- Use of surveys like TWC and Equity Audit helped clarify needs for the coming school year
- Scholars were deeply connected to service learning, cross curricular exploration of topics, and relevant, hands-on learning experiences
- Growth continues, and needs in our changing demographics and classroom stability continue to make proficiency a challenge

---

---

# Respectfully submitted,

— Michelle Duncan, Deb Brown, —  
Ethan Burton, Josh Corbat

---

---

# Coversheet

## Finance

<b>Section:</b>	II. Committee Reports
<b>Item:</b>	B. Finance
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Bank Account Balances 6-30-24.pdf 06. Balance Sheet 2024.06 - Exploris.pdf 05. Income Statement 2024.06 - Exploris.pdf 03. Board Report - 2024.06 - Exploris.pdf

6/30/2024 Account Balances	
Bank Account	Balance
The Exploris School Checking	\$768,255.56
The Exploris School Reserves	\$1,582,634.46
The Exploris School Foundation-Annual Fund	\$127,808.07
The Exploris School Foundation-Capital Campaign	\$542,111.70

THE EXPLORIS SCHOOL

Balance Sheet

Fiscal Year: 2024 | Fiscal Month: June  
Include Funds: All

<b>Assets</b>		
2X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	217,414.84
2X.10110.0000.00000.00000.000.0 0.000.00000	Cash - Reserve	1,582,634.46
2X.16100.0000.00000.00000.000.0 0.000.00000	Prepaid Expenses	40,888.06
2X.16110.0000.00000.00000.000.0 0.000.00000	Security Deposit	15,658.00
5X.10100.0000.00000.00000.000.0 0.000.00000	Cash OP FCIT 6528	458,777.20
	<b>TOTAL Assets:</b>	<b>2,315,372.56</b>
<b>Liabilities</b>		
2X.22820.0000.00000.00000.000.0 0.000.00000	EEs' Flex Spending Deductions	733.02
	<b>TOTAL Liabilities:</b>	<b>733.02</b>
<b>Reserves and Equity</b>		
2X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	1,782,051.27
5X.29600.0000.00000.00000.000.0 0.000.00000	Fund Equity	427,572.82
	<b>TOTAL Reserves and Equity:</b>	<b>2,209,624.09</b>
	<b>NET GAIN (LOSS):</b>	<b>105,015.45</b>
	<b>TOTAL LIABILITIES / RESERVES / INCOME:</b>	<b>2,315,372.56</b>

Fund 1 - State Funds  
Fund 2 - Local Funds  
Fund 3 - Federal Funds  
Fund 5 - Multiple Enterprise Fund (Before & After School Program)

07/09/2024  
09:13 PM

Page 1 of 1

**THE EXPLORIS SCHOOL****Income Statement****Fiscal Year: 2024 Month: June****Include Fund(s): 1X, 2X, 3X, 5X**

<b>Fund</b>	<b>Beg. Balance</b>	<b>MTD Actual</b>	<b>YTD Actual</b>
<b>Fund 1X</b>			
<b>Revenue Total:</b>	<b>3,219,789.81</b>	<b>22,848.00</b>	<b>3,242,637.81</b>
<b>Expense Total:</b>	<b>3,221,518.81</b>	<b>21,119.00</b>	<b>3,242,637.81</b>
<b>Change in Fund 1X Balance:</b>	<b>(1,729.00)</b>	<b>1,729.00</b>	<b>0.00</b>
<b>Fund 2X</b>			
<b>Revenue Total:</b>	<b>1,509,899.89</b>	<b>279,425.24</b>	<b>1,789,325.13</b>
<b>Expense Total:</b>	<b>1,239,814.10</b>	<b>475,699.96</b>	<b>1,715,514.06</b>
<b>Change in Fund 2X Balance:</b>	<b>270,085.79</b>	<b>(196,274.72)</b>	<b>73,811.07</b>
<b>Fund 3X</b>			
<b>Revenue Total:</b>	<b>318,629.69</b>	<b>10,803.39</b>	<b>329,433.08</b>
<b>Expense Total:</b>	<b>351,972.72</b>	<b>(22,539.64)</b>	<b>329,433.08</b>
<b>Change in Fund 3X Balance:</b>	<b>(33,343.03)</b>	<b>33,343.03</b>	<b>0.00</b>
<b>Fund 5X</b>			
<b>Revenue Total:</b>	<b>82,365.34</b>	<b>15,365.04</b>	<b>97,730.38</b>
<b>Expense Total:</b>	<b>61,034.71</b>	<b>5,491.29</b>	<b>66,526.00</b>
<b>Change in Fund 5X Balance:</b>	<b>21,330.63</b>	<b>9,873.75</b>	<b>31,204.38</b>

Fund 1 - State Funds

Fund 2 - Local Funds

Fund 3 - Federal Funds

Fund 5 - Multiple Enterprise Fund (Before &amp; After School Program)

THE EXPLORIS SCHOOL							
Budget Analysis Report (Reconciled)							
Fiscal Year: 2024 - June							
							almost 100% through fiscal year
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Revenues</b>							
▶ STATE REVENUE	3,203,081.00	22,848.00	3,242,638.00	(39,557.00)	101.23	3,242,637.81	
▶ LOCAL REVENUE	1,624,490.00	274,440.80	1,632,260.00	(7,770.32)	100.48	1,686,562.57	
▶ NCACCESS GRANT REVENUE	282,493.00	0.00	114,235.50	168,257.50	40.44	114,235.50	
▶ FEDERAL REVENUE	216,888.90	10,803.39	215,197.60	1,691.34	99.22	207,974.90	
▶ FOUNDATION REVENUE	170,000.00	0.00	0.00	170,000.00	0.00	126,295.55	
▶ B&A CARE REVENUE	92,000.00	15,365.04	97,730.38	(5,730.38)	106.23	99,277.69	
▶ REVENUE - ACTIVITIES	0.00	4,984.40	157,064.70	(157,065.00)	***	157,064.66	
<b>Revenues</b>	<b>5,588,953.00</b>	<b>328,441.70</b>	<b>5,459,126.00</b>	<b>129,826.50</b>	<b>97.68</b>	<b>5,634,048.68</b>	
Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	Notes
<b>Expenses</b>							
▶ SALARIES AND BONUSES	3,165,121.00	261,457.40	3,104,751.00	60,369.77	98.09	3,104,750.53	
▶ BENEFITS	645,630.90	48,951.15	622,611.60	23,019.23	96.43	622,611.62	
▶ BOOKS AND SUPPLIES	77,872.79	24,514.96	63,432.68	14,440.11	81.46	64,496.67	
▶ TECHNOLOGY	97,665.68	13,829.62	101,224.60	(3,558.96)	103.64	101,224.64	
▶ NON-CAP EQUIPMENT & LEASES	17,500.00	1,962.00	16,599.63	900.37	94.86	16,599.63	
▶ CONTRACTED STUDENT SERVICES	155,000.00	24,542.26	155,894.50	(894.54)	100.58	192,456.56	
▶ FIELD TRIPS/ACTIVITIES	42,223.32	6,209.32	178,790.50	(136,567.00)	423.44	196,432.38	
▶ ADMIN SERVICES	335,278.00	32,341.50	357,267.00	(21,989.00)	106.56	380,460.28	
▶ INSURANCES	37,060.00	0.00	39,083.00	(2,023.00)	105.46	39,083.00	
▶ FACILITIES	477,500.00	42,791.75	471,503.00	5,997.01	98.74	480,309.04	
▶ B&A CARE	66,000.00	5,467.92	63,548.13	2,451.87	96.29	63,548.13	
▶ CLUBS	3,545.32	467.35	2,447.64	1,097.68	69.04	3,907.32	
▶ CORONAVIRUS RELIEF FUND EXPENSES	6,787.00	(4,200.00)	2,587.00	4,200.00	38.12	2,587.00	
▶ VARIOUS GRANTS - NCACCESS	282,493.00	21,435.35	174,370.60	108,122.40	61.73	99,570.57	
<b>Expenses</b>	<b>5,409,677.00</b>	<b>479,770.60</b>	<b>5,354,111.00</b>	<b>55,565.75</b>	<b>98.97</b>	<b>5,368,037.37</b>	
<b>Surplus/(DEFICIT)</b>	<b>179,276.20</b>	<b>(151,329.00)</b>	<b>105,015.50</b>	<b>74,260.70</b>	<b>(1.30)</b>	<b>266,011.31</b>	
Anticipated Fund Balance Allocations for FY25	(65,000.00)					(75,075.00)	
Projected Amount to Transfer to Reserves	114,276.20					190,936.31	
% of Total Revenue	2.04%					3.39%	



# Coversheet

## Directors Report

<b>Section:</b>	III. Meeting Items
<b>Item:</b>	A. Directors Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	July 2024 Exploris Leadership Team Board Report.pdf



# The Exploris School

## Directors Report

**To:** Board Members

**From:** Ethan, Josh, & Deb

**Re:** Monthly Board Report

**Date:** July 25, 2024

The following information is provided to the Board of Directors:

### Enrollment

Grade Level	Number for Full Enrollment	Crew Sizes	Seats for new students in 24-25	2024-2025 Applications	2024-25 Seats Open as of 7/23/24
Kindergarten	34	17	33	160	1
1 <sup>st</sup> Grade	36	18	11	64	0
2 <sup>nd</sup> Grade	38	19	7	57	3
3 <sup>rd</sup> Grade	38	19	3	84	0
4 <sup>th</sup> Grade	38	19	2	65	0
5 <sup>th</sup> Grade	38	19	2	67	0
6 <sup>th</sup> Grade	76	19	45	144	1
7 <sup>th</sup> Grade	76	19	8	53	2
8 <sup>th</sup> Grade	76	19	7	41	1
<b>Total</b>	<b>450</b>		<b>118</b>	<b>735</b>	<b>8</b>

### Student Support Team Report

Month	In School Suspension # students / # days	Out of School Suspension # students / # days	Major referrals that did not result in suspension	Minor Behavior Referrals # students / # referrals
August	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0	ES: 0/0 MS: 0/0
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
Total				

## Updates on Goals/Issues for Discussion

### Summer Work and Goals

#### The leadership team has been working in the following items this month:

- Summer operations, including:
  - Deep cleaning and maintenance items
  - Records review and filing
  - Lottery and waitlist maintenance
  - Tours for newly accepted families
- Elementary Grades Reading Camp
- 6th grade orientation camps
- Kindergarten orientation camps
- Sanitation Inspection at both campuses
- Developing new staff onboarding program
- Planning the teacher pre-service work week and professional development topics
- Preparing the Academic Excellence report
- Director leadership development with Peaceful Schools
- Onboarding with our new HR Information System ADP
- Working with the Student Support Team on items like:
  - MTSS
  - SEL programming
  - attendance procedures
  - universal expectations– matching staff expectations to student expectations throughout the buildings
- Reviewing data and making recommendations for updates to our Explorations programming
- Hiring activities: resume reviews, phone screens, in person interviews, HR conversations, creating offer letters
- Creating the annual calendar of all school and community events
- Reviewing handbooks and crisis manuals

### Human Resource Update

#### **New Hires for Approval**

Name	Position	Notes
Victoria Hilliard	1st Grade	
Skylar Edgerton	6th grade ELA	
Maury Smith	6th grade Math/Sci	

#### **Internal Position Changes**

Name	Position	Notes

#### **Current & Anticipated Vacancies for 24-25 School Year**

We are currently hiring for:

- 6th grade Crew Teacher Math/Sci focus
- MS Exceptional Children Teacher 2 positions (2 offers are pending)

### **Important Dates (Board Attendance Requested)**

- August 5th and 6th: New Staff Orientation
- August 14th: First Day of School for Students