

ENTHEOS ACADEMY BOARD MEETING MINUTES

June 21, 2025 10:00am

Held at Entheos Academy Kearns Campus
4710 West 6200 South Kearns, UT 84118

OPENING

I. Roll Call

- a. Board Members Present: Xazmin Prows, Deb Ivie, Karen Bogenschutz, Rod Eichelberger
- b. Board Members Excused: Jaren Gibson
- c. Administrators and Staff also present: Esther Blackwell, Jason Bennion, Denise Mathews, Sue Talmadge, Alisha Cartier
- d. Administrators Excused:
- e. Time: (11:06 AM)

II. Morning Crew by Denise Mathews and Jason Bennion (11:06 AM)

- a. LT: I can describe the purpose and power of Crew. Went through an example of Crew that is part of the new Middle School Crew curriculum.
- b. Reading "We are crew, not passengers, strengthened by acts of consequential service to others." Kurt Hahn

III. State of the School Report by Esther Blackwell (10:30 AM)

IV. Adventure Program Discussion by Xazmin Prows (11:19 AM)

- a. Xazmin Prows shares there have been struggles with clarity. She is so thankful for Esther Blackwell pulling information together and creating training. Esther Blackwell is worried there is too much information. Rod Eichelberger shares this program is very unique to school and could go wrong if things are not spelled out.
- b. Xazmin Prows asks the question: are people allowed to help and prepare food under direction of someone with a Food Handler Permit? Sue Talmadge clarifies that a person that preps food has to have the permit, not those serving.
- c. Rod Eichelberger wonders if there is information for those students that are not attending? Esther Blackwell comments there is prep that needs to be completed with knowing who is and is not going and having a plan for those staying on campus.
- d. Esther Blackwell adds that there are two new adventure coordinators for the upcoming school year. They are both really excited and will do a better job at adhering to expectations.
- e. Xazmin Prows mentions ratio and night watch - have to make it happen or can't go. Esther Blackwell will add that if not, then not able to go. It is not acceptable to cancel a trip for kids because of the ratio. School will do what needs to make it happen.
- f. Speak up and be safe - Esther Blackwell shares the school just paid for it and it will be happening. Had gone by the wayside. Adventure coordinators will do it during a PE class or assembly style.
- g. Rod Eichelberger mentions that we need something like this for Discovery.

- h. Zero tolerance policy for rule breaking - student behavior - pg 18. Esther Blackwell to change wording from MAY to WILL (in bold). Parents WILL be responsible for picking up students.
 - i. New phones with Starlink so that there is always a way to contact the school.
 - j. Directors really need to read thoroughly and have adventure coordinators on board.
 - k. Esther Blackwell will add a portion about parents having to get themselves home if they are asked to leave.
 - l. Jason Bennion mentions a day trip for 5th graders to get excited about the adventure program.
- V. Break for lunch
- VI. Recognition Committee Review by Karen Bogenschutz (11:55 AM)
 - a. Karen Bogenschutz reviewing what they are doing. Teacher recognition, winter party
 - b. Didn't get around to doing year end
 - c. Sue Talmadge would like to be part of committee
 - d. Esther Blackwell: connect with PCO chairs to help. Karen Bogenschutz will have cards ready to give to board members that volunteer to go do staff spotlights at each campus.
 - e. Denise Mathews: Christmas date - December 12th is suggested by directors
 - f. Always hold winter party at Kearns and then think of yearly event always at Magna
 - g. Ask PCO to provide activity for children of staff so they can be here and not have to go home.
 - h. Karen Bogenschutz to think about what gift cards to purchase for upcoming year
- VII. Recruiting Board Members by Rod Eichelberger (12:10 pm)
 - a. We need board members
 - b. Suggestions talked about
 - c. Board secretary to email the application link to all board and administrators to share with those discussed as potential candidates.
- VIII. Discuss Board Advisors and Committees by Rod Eichelberger (12:21 pm)
 - a. Discussed current board advisors and committees. Will continue with current board advisors. Added Jaren Gibson as a member to Recognition Committee, Building Addition Committee, and Anniversary Committee. Removed Executive Director committee and Signage committee. Added Deb Ivie as policy committee member. Changed members to be by title rather than by name for Sex Ed committee for health teachers and a parent from each campus.
- IX. Discuss Board General Calendar by Alisha Cartier (12:30 PM)
 - a. Reviewed when committees will be reporting to the board based on the needs of the school and the requirements of the committees.
- X. Break (12:41 PM)
- XI. Policies for Discussion by Xazmin Prows (12:54 PM)
 - a. 3104 Conflict of Interest - will add to board packet to read this policy, sign and date and list any conflict. Not include in consent agenda for June board meeting. Will need to have further discussion and vote on in August meeting. May need to create a separate policy for board members.
 - b. 3101 Procurement and Expenditures - no questions or comments

- c. 3102 Cash Receipt - no questions or comments
 - d. 3103 Reporting Fraud and Abuse - no questions or comments
 - e. 5407 Resolution for Freedom of Religious Expression Policy - some changes made
 - f. 5309 Administration of Naloxone - will be added to school training
 - g. 5308 Administration of Epinephrine - will be added to school training
 - h. 5401 Bullying and Hazing Policy - state regulations, legally required, admin uses system to determine if situation is bullying or not.
- XII. Before/After School Program by Esther Blackwell (1:26 pm)
- a. Federal budget may completely eliminate after-school funding. Current funding would end August 31, 2025. Impact all before and after school except for a few STEM classes. Loss for parents, loss of some part-time employees that rely on a second job, carpool problems increase because everyone would need to be picked up at the same time.
 - b. We need a new program. Create a direct contract with USU to run the program. No fees, no after school clubs, employees could continue to work with after school program because contracted with USU. Would need three at Kearns and two at Magna plus coordinator for a barebones program. About \$50K per year. Targeted tutoring would go away. Important to continue, especially books and breakfast program. Would also eliminate family nights, except for safety night. Important the kids are safe before and after school with caring adults.
- XIII. Reserve Study by Esther Blackwell (1:44 pm)
- a. buildings are aging, employ a company that looks at building and property. Analyze every aspect, give a long term plan of when and how much to replace. Contracted with a company to do. Received three bids. Will meet Monday morning and go over summer. Board will receive a report later.
- XIV. 2025-2026 Budget by Deb Ivie (1:46 PM)
- a. Revenue - conservative. Based on 1045 students because we know that we will be OK. May have some other funding come in.
 - b. School Safety Grant - another large amount coming in the upcoming year.
 - c. Highlighted new revenue line: school based - \$1000 for non teachers supporting students
 - d. Increase in Title 1 funds (most are having decreases).
 - e. Expenses - stipends increased
 - f. Performance bonuses have been increased - based on EOY testing - high performing teachers
 - g. State has decreased general supplies funding
 - h. Renewing Ready Math and I-Ready - subscription based
 - i. Educational Services - for afterschool program
- XV. Break (1:55 pm)
- XVI. Open Meeting Law - board training by Karen Bogenschutz (2:02 PM)
- a. Reviewed information from online training created by UAPCS. Important for the board to not "reply all" on emails. Reminder to not have any board discussion when at school events. Sue Talmadge verified that we do publish from the Public Notice Website to two

newspapers. Need to include the name of everyone in attendance at board meetings and also take roll call on votes, not just list as a unanimous vote.

XVII. Work Plan - Kearns by Denise Mathews (2:16 pm)

- a. predict results with colored sticky notes
- b. Then look at actual data
- c. Debrief - mastery of knowledge of skills goals - what data is missing? i-Ready data used because don't have RISE data yet. Who determines HQW is met? Rubric. Pull at random.
- d. Attendance 9 days or less, considered consistently attending. Last year 45%, this year was 51%
- e. Leadership - staff survey. Exceeded 80% that they feel supported.

XVIII. Work Plan - Magna by Jason Bennion (2:32 PM)

- a. Review of goals, review data
- b. Discussion

XIX. Discuss '25-'26 Work Plan by Esther Blackwell (3:02 pm)

- a. Will have this year's data in the fall
- b. Look at work plan for upcoming year - review today, approve at board meeting
- c. Will be a district plan rather than divided between each campus.

XX. Executive Director Evaluation Discussion by Rod Eichelberger (3:31 pm)

- a. Rod Eichelberger and Brittany Garner were discussing redoing the evaluation for executive director. Previous 7-8 pages. About 60% completed. Instead of dragging it out, will put together and put out as rough draft. No online editing. Individual feedback from each board member. Looked at director evaluations Esther Blackwell created. New executive director evaluation only three pages now. Will then send to Esther Blackwell to see what she thinks. Finalize by August or September.

XXI. Anniversary Celebration Discussion by Xazmin Prows (3:36 PM)

- a. Xazmin Prows has reached out to former board members, founders, and students to be part of the committee.
- b. What do we want this celebration to look like?
- c. Rod Eichelberger - key founders share story and past history - record before, lasting artifact
- d. Carnival for school community
- e. RSVP event at another location for smaller group

ADJOURN

- I. Time - 3:52 pm

ENTHEOS ACADEMY BOARD MEETING MINUTES

June 26, 2025 6:00pm

Held at Entheos Academy Kearns Campus

4710 West 6200 South Kearns, UT 84118

OPENING

- I. Roll Call
 - a. Board Members Present: Xazmin Prows, Karen Bogenschutz, Rod Eichelberger, Deb Ivie (joined 6:11 pm)
 - b. Board Members Excused: Jaren Gibson
 - c. Administrators and Staff also present: Jason Bennion, Sue Talmadge, Brian Cates of Red Apple, Alisha Cartier
 - d. Administrators Excused: Esther Blackwell and Denise Mathews
 - e. Also in attendance: Luseane Tafisi, Evette Mendisabal, Emma Mendisabal, Phong Dao
 - f. Time: (6:00 pm)
- II. Meeting Opened by Xazmin Prows (6:00 pm)
- III. Pledge of Allegiance led by Karen Bogenschutz (6:00 pm)
- IV. Mission Statement by Xazmin Prows (6:01 pm)
- V. Approve minutes from May 22, 2025 (6:02 pm)
 - a. **Rod Eichelberger motions we approve the May 22, 2025 minutes. Karen Bogenschutz seconds.**
 - b. Rod Eichelberger - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- VI. Approve Consent Agenda (6:03 pm)
 - a. **Karen Bogenschutz motions we approve the consent agenda for June 26, 2025. Rod Eichelberger seconds.**
 - b. Rod Eichelberger - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- VII. Entheos Value Presentation by Karen Bogenschutz (6:03 pm)
 - a. Value: Family

PUBLIC COMMENT

- I. Public Comment: (6:08 pm)
 - a. NONE

INFORMATIONAL ITEMS

- I. Q&A on Director Reports by Jason Bennion (TIME)
 - a. Calendar for beginning of next school year. Magna date to add in 4th of July parade.
 - b. Enrollment is looking good
 - c. Attending Nashville Innovated Summit, inspired, experience going to a conference
 - d. Karen Bogenschuts comments that weeds are so tall around banner at Kearns campus. Go out and trim the weeds so they can see the sign? Sue Talmadge mentions Kearns campus is getting a new monument sign. Church next door OK'd to allow on their property.
- II. Staff Recognitions by Jason Bennion (6:13 pm)

- a. Kearns: Allison Weber, Sarah Whitley, Elisabeth Harrison
 - b. Magna: Sanna Smith, Sarah Wright, Tatiana Bothell
 - c. District: Phong Dao
- III. Budget and Finance Report Deb Ivie (6:19 pm)
 - a. We went deeper during retreat. End of FY. Operating margin above 8%. PTIF doing well. Cash on hand. Enrollment up at the same place for past several months. Ready to wrap up budget and move into next year.
- IV. Fraud Risk Assessment by Deb Ivie (6:20 pm)
 - a. Turns time over to Brian Cates. He comments that this was addressed a couple months ago. No change to it. Low risk category internal controls. Will be submitted to the state at the end of the calendar year.

ACTION ITEMS

- I. **MOTION** (6:22 pm)
 - a. **Deb Ivie motions we approve the 2024-2025 Entheos Academy Final Budget. Second by Karen Bogenschutz.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- II. **MOTION** (6:22 pm)
 - a. **Deb Ivie motions we approve 2025-2026 Entheos Academy Budget. Second Rod Eichelberger.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- III. **MOTION** (6:22 pm)
 - a. **Xazmin Prows motions we approve 2025-2026 Entheos Academy District Work Plan/TSSP Plan. Second by Deb Ivie.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- IV. **MOTION** (6:23 pm)
 - a. **Xazmin Prows motions we approve Entheos Academy 2025-2026 Early Learning Plan. Second by Karen Bogenschutz.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- V. **MOTION** (6:23 pm)
 - a. **Xazmin Prows motions that we approve the board advisors. Second by Karen Bogenschutz.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye
- VI. **MOTION** (6:24 pm)
 - a. **Xazmin Prows motions that we approve the updates to our board committees. Second by Deb Ivie.**
 - b. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye

ADJOURN

- I. Time: 6:25 pm
- II. Motion: Rod motions to adjourn and Deb Ivie seconds.
- III. Rod Eichelberger - aye, Deb Ivie - aye, Karen Bogenschutz - aye, Xazmin Prows - aye



ENTHEOS ACADEMY

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28 August 2025

Consent Agenda Items:

1. New Hires

1. New Hires

Aileen Zendejas	Kearns	Grade 1
Heather Johanson	Kearns	Grade 3
Chloe Stokes	Kearns	Grade 3
Aviry Stratton	Kearns	P.E./Adventure
Katrina Duncan	Kearns	SpEd
Mason Baker	Kearns	Student Report Specialist
Jessica Shupe	Magna	Grade 5
Grace Martinez	Magna	M.S. Social Studies/ CTE
Megan Loforti	Magna	M.S. Math
Atoosa Samani	Magna	M.S. Science
Frank Towle	Magna	P.E./ Adventure
Jason Russ	Magna	SpEd
Andy Dalton	Magna	SpEd

Entheos Executive Director's Report

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August 2025

Upcoming Calendar Dates

Magna

- 8/22-9/19 BOY Assessments
- 9/2 Labor Day- No School
- 9/5 Community Circle
- 9/9 Student Picture Day
- 9/9 Grade 7 Adventure Day Trip
- 9/16 - 9/18 Grade 6 Adventure Trip
- 9/22 Food Pantry
- 9/24 Grade 8 Adventure Day Trip
- 9/24 Title 1 Meeting Online, 6pm

Kearns

- 8/22-9/19 BOY Assessments
- 9/2 Labor Day- No School
- 9/4 Community Circle
- 9/9 - 9/11 Grade 6 Adventure Trip
- 9/10 Student Picture Day
- 9/24 - 26 Grade 8 Adventure Trip

2025- 26 Enrollment

	Magna	Kearns
Enrollment	501	599
Waitlist	118	120

Knowing that we historically have a number of no-shows at the beginning of the school year, we intentionally over-enrolled so that we can start full.

Major Summer Projects Completion

- Kitchen remodels at both campuses
- Large scope installation of additional safety tech at both campuses
- Remodels and expansion of both Special Education departments
- Significant painting and repair work, especially in hallways and common areas

* Photos and details of the projects are provided in the campus reports.

Beginning of Year Professional Development

Entheos educators attended beginning of year Professional Development from August 13th- 19th. We covered so many topics, including the following:

- New teacher P.D., orienting them to Expeditionary Learning methodology and curriculum, and all the systems and programs at Entheos. Luseane Tafisi, and Evette Mendisabal did a fantastic job of running this!
- WIDA screener certification run by LaVon Hatch.
- Introduction to the new district Work Plan.
- Safety protocols.
- Mentor and Mentee support.



Each educator received a compass and mini-suitcase to keep their internal “why” at the front of mind, and to recognize that we each come with a “suitcase full” of skills, positive attributes and experiences to share with the Crew on our journey this year!

Waterford Reading Program Upstart Partnership Continued!

We were thrilled to receive notification over the summer that the state has continued funding for Upstart partnerships! **Entheos is one of only 10 charters in the state who has this partnership!**

Funded through the Governor's Office of Economic Opportunity and the Waterford Research Institute, Upstart is an online early learning program. 80% of preschoolers that participate, enter kindergarten above level! Misty Startup will continue as our Upstart Liaison.



Anticipation for the following great things in the upcoming school year:

- Stronger project-based learning and collaboration in middle school
- Deeper and more effective Crews in middle school
- Re-energized and impactful Adventure Programs

District Spotlight: Monica Dixon

Monica Dixon is our contracted, highly skilled Speech-Language Pathologist. Monica has worked with Entheos for many years, overseeing her team of Speech techs to ensure that our students receive high-quality services as identified through IEP's and the Special Education department.

Monica went to Utah State University in Logan, Utah for both her Bachelors and Masters Degree. She holds a Masters of Education in Speech Pathology and her CCC's under the American Speech-Language Hearing Association (ASHA).

Monica is always responsive to the needs of our Entheos teams and is a great collaborator. We are so grateful for the ongoing support and services of Monica and her Speech techs!



Questions?



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Entheos Magna Director's Report

August 2025

Service Learning/Adventure

We are working to advertise our Adventure trips to our middle school students to get as many kids to attend that we can.

ADVENTURE PROGRAM 6TH GRADE



ANCIENT CIVILIZATIONS

ADVENTURE TRIP

SEPTEMBER 16TH – 18TH

CEDAR CITY

For more information about
activities and curriculum:



6TH GRADE HIKE
SPRING



STAY TUNED FOR MORE INFORMATION



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ADVENTURE PROGRAM 7TH GRADE



ADVERTISING & UTAH

COMMUNITIES TRIP

MAY 5TH – 7TH

ARCHES NATIONAL PARK

For more information about
activities and curriculum:



7TH GRADE HIKE
SEPTEMBER 9TH
MT TIMPANOGOS CAVE



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ADVENTURE PROGRAM 8TH GRADE



ENTHEOS REFLECTION TRIP

MAY 19TH – 21ST

UT TERRITORIAL STATEHOUSE,

FILLMORE

For more information about
activities and curriculum:



8TH GRADE LEADERSHIP INSTITUTE
SEPTEMBER 24TH
CLAS ROPES COURSE, PROVO



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Staff Spotlight

Carson Stott - Administrative Assistant



Carson Stott is our outstanding Administrative Assistant, now entering her second year at Entheos. She consistently takes initiative and ensures that everything in the front office runs smoothly. Carson warmly welcomes every guest with a smile, and her kindness and patience make families and staff feel immediately at ease. She is incredibly organized, attentive to details, and always willing to step in to help wherever needed. Over the summer, she dedicated her time to assisting families and preparing for the start of the new school year. Thank you Carson!

Staff Spotlight

Vivian Guerrero - Secretary



Vivian Guerrero is our amazing School Secretary and is entering her second full year at Entheos. She has already proven to be a wonderful addition to our Crew. Vivian spent the summer in the office supporting staff and families, making sure everything was ready for the new school year. She is an incredible resource for our Spanish-speaking parents, helping them feel welcomed and supported. Vivian is organized, dependable, and always eager to learn and grow in her role. Her willingness to go the extra mile make a big difference in creating a welcoming front office for everyone who walks through our doors. Thank you Vivian!

Staff Spotlight

LaVon Hatch - MLL Coordinator



LaVon Hatch has been such an incredible crew member! She has stepped into this new role and done outstanding. She spent the summer creating resources for our newcomer families and our teachers to help support them in the classroom. LaVon is passionate about serving our students. She works very closely with our families and helps them overcome challenges. She has also taken on the task of helping complete WIDA trainings and tests. Thank you LaVon!

New Teachers

Jessica Shupe - 5th Grade



I am Jesse Shupe, and I'm super excited to be teaching 5th grade at Entheos Magna. I graduated from the University of Utah with my bachelor's degree and will earn my master's degree in Elementary Education with a math emphasis from Southern Utah University this fall. I am also pursuing a second master's degree with a technology emphasis, which I will complete by next fall.

This year marks my 11th year of teaching. I started my teaching career here in Magna at Elk Run, then taught abroad for six years. Most recently, I taught 5th grade for four years in Tucson, Arizona. I am most eager to teach and engage our students with the EI Modules resulting in Expeditions.

New Teachers

Frank Towle - PE/Adventure



My name is Frank Towle and over the past couple of years I have been able to complete my teaching license through the APPEL program. This will be my third year teaching Physical Education which has been a very satisfying career move.

Exercise and Health are a big part of my life and as a former runner, triathlete, and having completed multiple, Spartan - obstacle course races. I have recently turned my hobbies to hiking and (very amateur) landscape photography while still promoting an active lifestyle.

I truly believe that physical activity is as important for the body, as reading is needed to stimulate the mind. Combined they produce a well rounded student.

New Teachers

Atoosa Samani - Science



I completed my Ph.D. in Molecular Biology at the University of Utah in the summer of 2024, where I focused on studying the genetics of a progressive nervous system disorder in pigeons. Beyond my dissertation work, I collaborated on ecological projects involving wild birds through partnerships with other university labs. During my undergraduate years, I worked on bacterial genetics research, and I also have a strong foundation in chemistry and physics. Together, these experiences have shaped me into a well-rounded scientist and teacher. At Entheos, I am excited for the opportunity to join your amazing team and to serve our students, especially in middle school science. I value the freedom to design expeditions and discovery-based curricula that align with district standards, and I see this as a powerful way to engage students in meaningful learning. Ultimately, one of my life goals is to write discovery- and expedition-based science books, and I believe Entheos is the perfect environment to inspire and support that vision.

New Teachers

Megan Loforti - Math



My name is Megan Loforti and I have a Bachelor of Arts in Liberal Studies from Stanislaus State University California. I taught sixth grade for four years in a community I was grateful to serve. We built a successful PBIS program and helped students find a love of learning through hands-on activities. I am excited to begin my journey at Entheos as a middle school math teacher. Learning should be a rigorous and enjoyable experience, which I believe Entheos achieves. I am most excited to participate in the adventure and discovery programs, service learning opportunities, and of course excited for student academic growth.

New Teachers

Grace Martinez - CTE/Social Studies



Hello Board Members! My name is Grace Martinez and I am thrilled to be starting my first year teaching at Entheos! This school year I will be teaching social studies and CTE at the middle school level. Despite this being my first year teaching, I graduated in 2024 from the University of Oklahoma (Boomer Sooner!) with my BS in Social Studies Education. I student taught 11th grade US History before graduating and worked as a paraprofessional in Granite SD after moving to Salt Lake. I grew up just outside of Dallas and went to classic "Texas-Mega-Schools" my whole life (My graduating class was 1500 kids...No joke!) which means I am so excited to work on a much smaller campus than where I went to school! This school year I am looking forward to developing relationships with students on a much deeper level, and I'm especially looking forward to those relationships evolving as I teach them in future years. Can't wait to make this year the best first year ever!!!!

New Teachers

Jason Russ - Special Education



My name is Jason Russ, and I am excited to introduce myself as a returning member of the Entheos team. With six years of teaching experience across various locations—including Boston, MA, Providence, RI, Rocky Mount, NC, and here in Salt Lake City, UT—I've had the privilege of teaching in diverse environments. After relocating to Utah in 2023 to be closer to my older brother and enjoy the skiing and snowboarding, I found a place here both personally and professionally. I joined Entheos last year as a paraeducator, and in October, I was thrilled to step into the role of science teacher. This year, I'm excited to be returning to Entheos in a new role as a special educator, and I look forward to continuing to support and inspire our students as they grow and learn. Thank you for the opportunity to contribute to this wonderful community!

New Teachers

Andy Dalton - Special Education



Over the past eighteen years, I have had the wonderful opportunity to work as an educator in both middle and elementary school settings. During this time, I've expanded my professional knowledge by earning a Master of Arts in Special Education, a Principal's License, an Administrator's License with an endorsement as a Special Education Director, and a Master of Arts in Educational Leadership.

I've been married to my wonderful wife for 26 years, and we have four amazing children. I enjoy exploring the beauty of the world around us, landscape photography, playing golf, and spending time with my family.

I have a deep passion for education and am committed to helping all students succeed. My mission is to cultivate an environment where students, educators, and the community grow together. I believe that true success is measured not only by how much a person has grown, but how that growth was made.

Teacher Transitions

Heather Pentico has moved from 5th grade to 3rd grade.



Ellis Truman has moved from 3rd grade to 2nd grade.



Welcome New Staff Members!

- Lizeth Dionicio Herrera - Paraprofessional
- Katelyn Jones - Paraprofessional
- Lora Scott - Paraprofessional
- Vicki Houston - Paraprofessional
- Ravin Johnson - Paraprofessional (former student)
- Desiree Poitier - Permanent Substitute
- Tony Paialii - Permanent Substitute

Events

Entheos staff, students, and families participated in the Magna 4th of July Parade, celebrating our Value of Patriotism and Family!



Events

Hot Dog Hello was August 18th! We had an excellent turn out of families! Thank you Jeremy and the kitchen staff for cooking and delivering hot dogs! Thank you Mrs. Hatch for helping welcome new families to Entheos!



New Paint

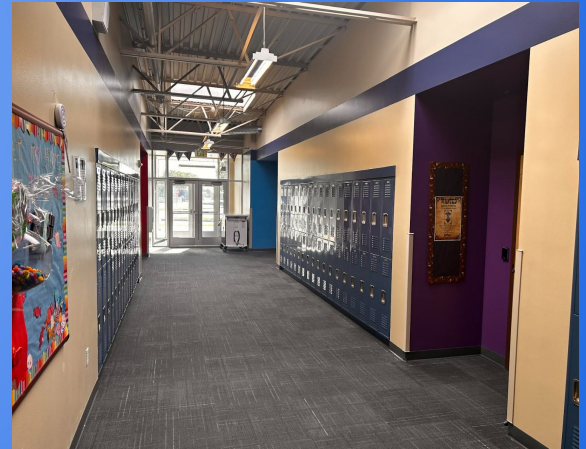
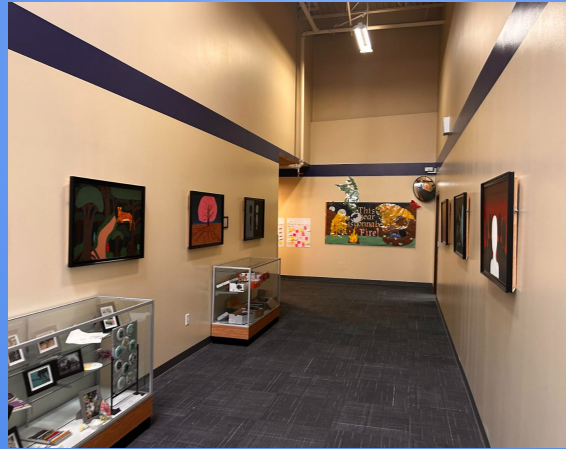
The majority of our school was painted over the summer. Thank you to Lilly Lublin and family!

The Mission of Entheos is to inspire the rising generation to reach the heights of their potential, ignite their curiosity to venture into challenging new learning experiences and empower them to be leaders through service, who are committed to family and community. Then, they can achieve their goals and dreams.



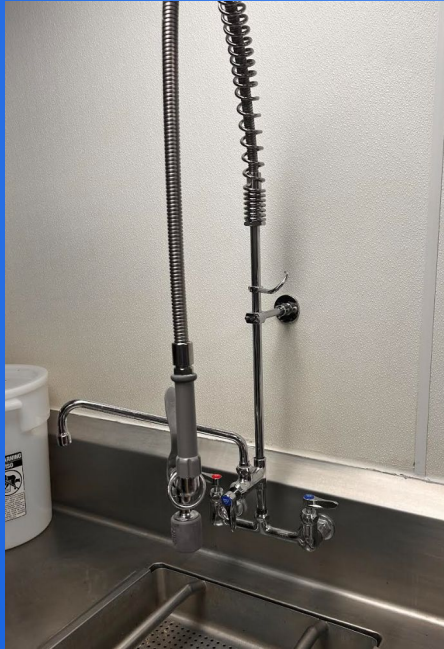
New Paint

The majority of our school was painted over the summer. Thank you to Lilly Lublin and family!



New Kitchen Items

We had a bunch of new kitchen items installed over the summer. New oven, new faucets, temperature gauges, electrical, mop sink, garage door.



Entheos Kearns Director's Report

August 2025



ENTHEOS ACADEMY

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Service Learning/Adventure

The following was reported by Melanie Louviere:

Service:

Information about Year of Service projects was passed out, and the office talked with 6th grade families at registration.

Adventure

Aviry passed out adventure packets and gathered health forms to get ready for trips. We are planning on adventure with 6th grade September 9-11 Cedar City, 7th grade 4/21-4/23/2026 Arches National Park and 8th Sept 30th to Oct 2 Dinosaur National Park.

PCO

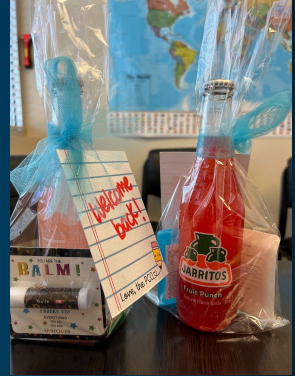
The following was reported by PCO:

Taryn Wright and Ashleigh Phan have volunteered to lead PCO. Taryn will be the lead and Ashleigh will be her support.

PCO hosted a sign up table to student registration. Volunteers will be sorted into each crew and then start getting organized for the year.

Parent crews have been created in Bloomz to facilitate easy communication : Uniform Exchange, Car pool and PCO. Parents signed up to help with literacy, service, appreciation, field day, values bulletin board.

PCO has planned the dates for all PCO events for the year from August 2025 to June 4th, 2026



Staff Recognition

Support Staff: Cindy Gray

Cindy, is one of our Kearns campus secretaries, and has been instrumental in preparing for the new school year. She has worked tirelessly to coordinate with staff, and manage countless details that ensure a smooth start to the school year. In addition to her administrative responsibilities, Cindy provides valuable support to our staff by organizing our technology inventory, technical troubleshooting, diabetes management training, and health-related meetings. She leads our school's student pick up and drop off efforts. Her professionalism, dedication, and positive presence make her an indispensable member of our school community. Thank you Cindy.



Staff Recognition

Support Staff: Esthela Balboa

Ms. Esthela, one of our outstanding Kearns campus secretaries, is truly at the heart of our school's operations. She played an essential role in supporting student registration, ensuring that the process was well-organized and welcoming. In addition, she participates in summer training to support testing for our MLL students, providing vital assistance that helps ensure accurate placement and services. Her calm demeanor and exceptional Spanish-speaking skills have been instrumental in strengthening communication with our Spanish-speaking families and helping them feel connected to our school community. Esthela's dedication, professionalism, and ability to create a welcoming environment make her an invaluable member of our team.



Staff Recognition

Support Staff: Misty Startup

Misty continues to provide exceptional service in our front office, and between campuses. She has a remarkable ability to juggle a wide range of demanding tasks with accuracy and care. Misty played a key role in student registration, led the organization of kindergarten orientation, and supported crews by distributing materials, helping to ensure a smooth start to the school year. In addition, Misty helped lead professional development on school safety and reunification plans, further demonstrating her commitment to the well-being of our students and staff. Misty's commitment, steady presence, and attention to detail make her an invaluable member of the Entheos community. Thank you, Misty!



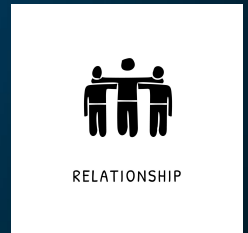
Excited for

Our new crew members and staff transitions.

Fostering a positive school culture (Improved attendance).

Promoting academic excellence (Growth Scores and Teacher Merit Awards).

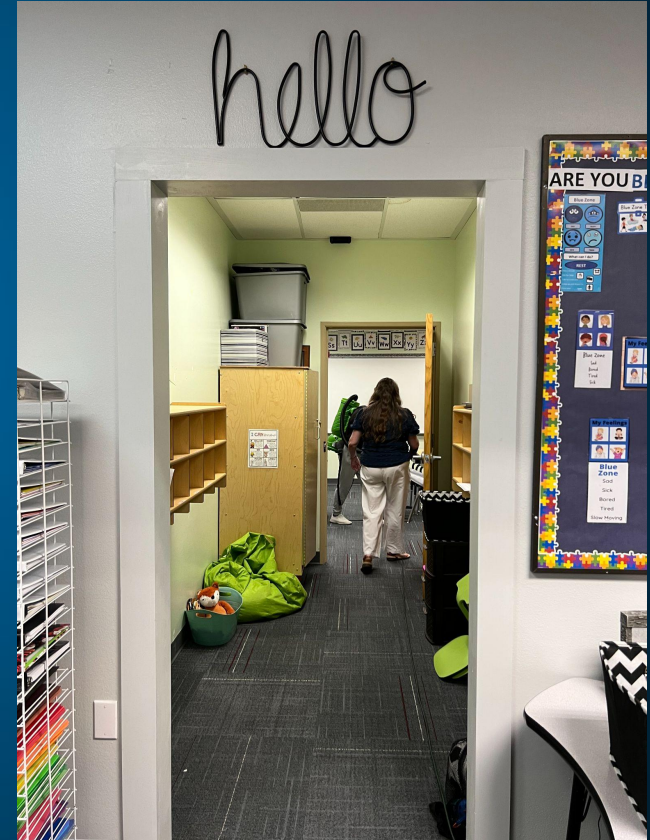
Building strong relationships with our community, students, staff, and parents in the new school year by actively listening, addressing challenges, and celebrating successes.



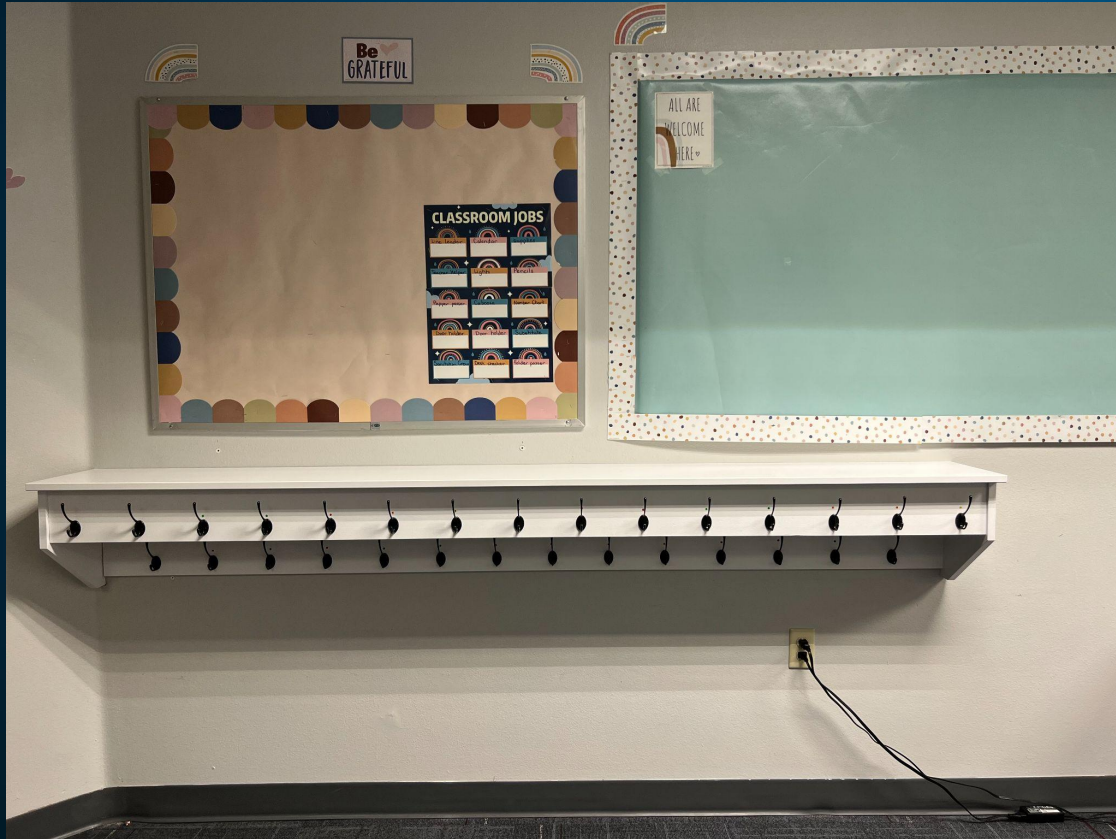
Photos from Kindergarten Orientation and Teacher Training



Special Education Expansion



Coat hooks in some classrooms / Kitchen Renovation



New desks for 7-8th grade Math / Discovery portable



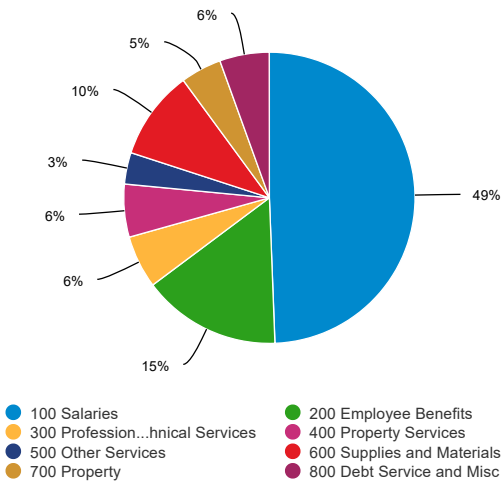
Financial Summary

	Category	YTD Amount	Total Budget	Total Forecast	% Target	% Forecast
Revenue (3 School Category records)						
	1000 Local Revenue	\$36,327	\$518,850	\$518,850	5.9%	7.0%
	3000 State Revenue	\$1,118,828	\$12,598,143	\$12,598,143	8.8%	8.9%
	4000 Federal Revenue		\$929,124	\$929,124	0.0%	
TOT		\$1,155,155	\$14,046,117	\$14,046,117		
Expense (8 School Category records)						
	100 Salaries	-\$387,677	-\$6,395,000	-\$6,395,000	7.7%	6.1%
	200 Employee Benefits	-\$105,139	-\$1,991,544	-\$1,991,544	8.2%	5.3%
	300 Professional and Technical Services	-\$15,244	-\$757,350	-\$757,350	2.1%	2.0%
	400 Property Services	-\$62,066	-\$761,060	-\$761,060	-0.0%	8.2%
	500 Other Services	-\$24,826	-\$453,000	-\$453,000	-0.0%	5.5%
	600 Supplies and Materials	-\$226,897	-\$1,282,091	-\$1,282,091	-0.0%	17.7%
	700 Property	-\$379,170	-\$591,000	-\$591,000	-0.0%	64.2%
	800 Debt Service and Misc	-\$64,023	-\$712,689	-\$712,689	-0.0%	9.0%
TOT		-\$1,265,043	-\$12,943,734	-\$12,943,734		
TOT		-\$109,888	\$1,102,383	\$1,102,383		

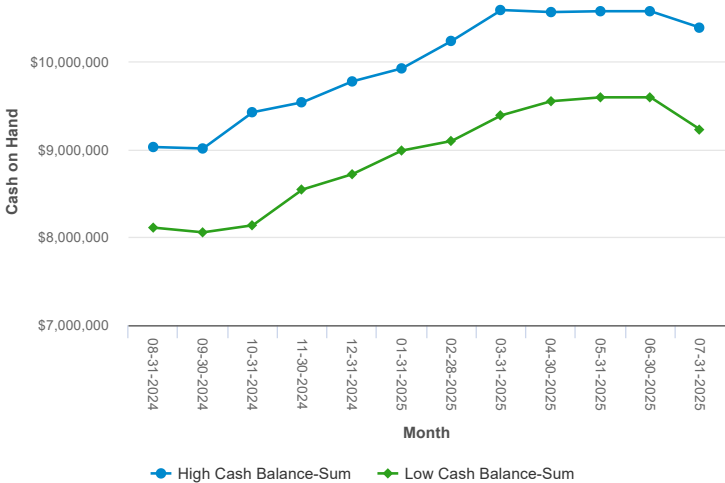
Financial Metrics

	Financial Metric	Covenant	Target	Forecast
	Net Income		398,565	1,102,384
	Operating Margin		4.5%	7.85
	Debt Service Ratio	1.10	1.37	2.75
	PTIF Balance			7,698,358
	Unrestricted Days Cash	30	150	31
	Restricted Cash			0

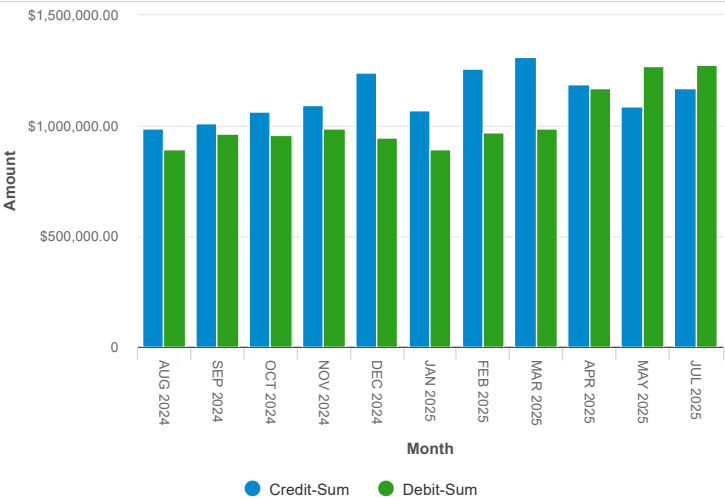
Expense Distribution



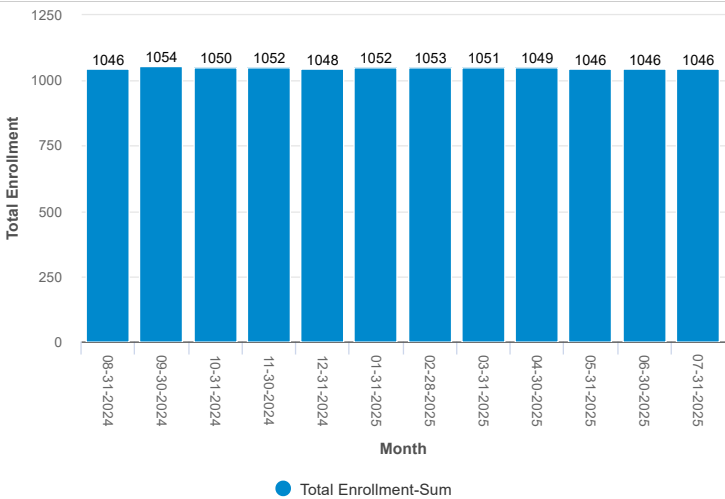
Cash Balance



Revenue vs Expenses



Enrollment Trend





ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

3110 MAINTAINING PROPERTY RECORDS/INVENTORY OF EQUIPMENT

Purpose

To maintain accurate inventory and property records for items purchased with restricted funds.

Policy

- I. Entheos will maintain an inventory report for all items purchased under Federal award.
The inventory report will be updated when new items are purchased, and a record of final disposition will be maintained.
- II. A biennial physical inventory of the property will be taken.
- III. The property will be maintained as needed.



ENTHEOS ACADEMY

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3113 SALARY SUPPLEMENT FOR HIGHLY NEEDED EDUCATORS (SHiNE)

1. Purpose

This policy establishes the procedures for administering the Salary Supplement for Highly Needed Educators (SHiNE) program within Entheos Academy, in accordance with SB 173 passed during the 2024 General Session. The intent of the program is to provide salary supplements to teachers in positions identified as challenging to fill or retain.

2. Identified High-Needs Teaching Assignments

Based on staffing patterns, recruitment history, and retention data, Entheos Academy identifies the following teaching assignments as high-needs areas:

1. **Special Education (K-8)**
2. **Middle School Mathematics (grades 6–8)**
3. **Middle School Science (grades 6–8)**

This list will be reviewed and updated periodically based on staffing needs and data.

3. Salary Supplement Amount

Eligible educators in high-needs teaching assignments will receive a salary supplement paid in accordance with USBE direction.

The amount of the supplements will be determined by the total amount received from the state divided by the total number of Entheos qualifying educators. Salary supplements will include

3113 Salary Supplement for Highly Needed Educators (SHiNE)

employer-paid benefits and may be increased using carryforward funds if all eligible educators have received the full supplement as defined in this policy.

4. Eligibility and Verification Process

To qualify for the SHiNE salary supplement, an educator must:

- Hold an active Utah Professional teaching license and endorsement in the relevant high-need area.
- Be a full-time employee primarily assigned to one or more of the LEA's designated high-needs teaching areas.
- ~~Maintain employment with the LEA in the qualifying position for the full school year.~~
- Good standing: No employee disciplinary action or unsatisfactory evaluations during the school year.

Verification Steps:

- The HR office will verify qualifying educators by reviewing licensure and teaching assignments.
 - A finalized list of eligible educators will be certified by the Superintendent or designee and then submitted to USBE Educator Licensing as requested, annually.
-

5. Appeals Process

Educators who do not receive a SHiNE salary supplement may appeal if they believe their assignment is **substantially equivalent** to a designated high-needs area.

Appeal Steps:

1. The teacher must submit a written inquiry to the Director of HR, inquiring if they will receive the stipend.
2. The educator must appeal to the LEA Governing Board within 30 days of notification of ineligibility from the Director of HR.

3113 Salary Supplement for Highly Needed Educators (SHiNE)

3. The appeal must include:
 - A letter explaining the appeal rationale.
 - Transcripts and other documentation demonstrating relevant qualifications and teaching background.
4. The LEA Governing Board or its designee will review the appeal and provide a written decision within 30 days of receipt.

Appeals will be evaluated based on comparability of the teaching assignment to high-needs areas and the teacher's qualifications.

6. Certification and Disbursement

- The HR Director will maintain an updated and verified list of eligible educators and disburse in alignment with USBE direction.
-

7. Use of Funds and Carry Forward Policy

- All SHiNE funds received by the LEA shall be used solely for salary supplements and associated employer-paid benefits.
 - If funds remain after full distribution to all eligible educators, the LEA may distribute additional funds to increase the supplement amount proportionally.
-

8. Annual Review and Notification

This policy will be reviewed and updated annually. Teachers will be notified of any changes to this policy through email and the LEA website.



ENTHEOS ACADEMY

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3303 VENDING MACHINE POLICY

It is the policy of Entheos Academy that no vending machines shall be available to students.

It is the policy of Entheos Academy that there be no ongoing sales of food outside of that provided by the school lunch program.

This policy shall not prohibit the occasional sale of food in conjunction with academic or fundraising activities as authorized by the Director.



ENTHEOS ACADEMY

EXCELLENCE • SERVICE • LEADERSHIP

6207 LIBRARY MATERIALS POLICY

Purpose & Mission of the School Library

School libraries have the responsibility of introducing students to the world of information. Students have the right to a relevant, balanced, and diverse school library collection that represents multiple ~~perspectives~~ ~~points of view~~.

Support for Intellectual Freedom

The school libraries of Entheos Academy are guided by the principles set forth in the First Amendment of the U.S. Constitution.

“[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students.”
Island Trees v. Pico 102 S.Ct. 2799 (1982)

Procedures for Selection & Maintenance

Responsibility of Selection: The library professional seeks recommendations and works collaboratively with others in the school community during the selection process. Responsibility for actual selection rests with professionally trained library personnel ~~who use~~ ~~using~~ the Entheos Academy governing school board’s adopted selection criteria and procedures.

Selection Criteria: The criteria should be a blend of general, specific, and technical to enable library staff to select materials in all subject areas and formats. Librarians must also consider creating a collection that reflects ~~the~~ diversity of ideas and authors, as well as being reflective of the population the library serves. Gifts and donations shall be reviewed ~~in accordance with the selection criteria and accepted or rejected based on these~~ ~~following the selection criteria and shall be accepted or rejected by those~~ criteria.

Criteria:

- a) overall purpose and educational significance;
- b) contribution and relevance to the Utah standards and interests of the students, including varied interests that reflect religious, ethnic, and cultural backgrounds;

6207 Library Materials Policy

- c) factual content is accurate, current, reliable, and authoritative;
- d) timeliness and/or permanence;
- e) readability and accessibility to ~~the~~ intended audience;
- f) favorable reviews found in standard selection sources;
- g) artistic quality and literary style;
- h) age and developmental appropriateness;
- i) reputation and significance of author, producer, or publisher;
- j) variety of ~~formats~~~~format~~ with efforts to incorporate emerging technologies;
- k) quality and value are commensurate with cost and/or need;

Collection Maintenance and Weeding

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials, which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

Reconsideration

Any parent, employee, or student of Entheos Academy may express a formal request for reconsideration of a library material. Entheos Academy recognizes the ~~rights of parents under state law, Section~~~~right of parents under state law~~ 53G-10-205.2. a-b, to restrict their child's access to materials the parent deems inappropriate. ~~However, no parent has the right to make that decision on behalf of other students.~~ If the material is a required part of classroom curriculum activities, the parent must follow the procedures for ~~a waiver as outlined~~~~waiver contained~~ in the LEA Policy.

Questioned items remain in circulation during the reconsideration process. The Library Media Review Committee is composed of individuals ~~representative of the Entheos Academy community, convening to review~~~~who are representative of the Entheos Academy community that convenes to review the~~ challenged material. The Entheos Academy Library Media Review Committee is created for the purpose of reviewing library media materials when material is challenged.

- A. Challenges to the Entheos Academy school library media materials shall be submitted in writing using the district reconsideration form (Appendix A).
- B. Each committee member shall receive a copy of the challenge and the challenged material prior to the meeting. Committee members shall read the challenged material in its entirety prior to the committee meeting.

6207 Library Materials Policy

C. The committee as a whole shall discuss the challenged material based on the district selection policy criteria.

D. The committee shall make a recommendation of the challenged material determined by majority vote.

E. The committee communicates its decision to the appropriate administrator, who then communicates the decision to the person who made the challenge.

Policy Revision

This policy will be reviewed for necessary revisions at least every five years.

Appendix A: Reconsideration Form:

Title _____

Author _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

1) Does your child attend this school? _____ Yes _____ No

2) Did you read or view the entire material? _____ Yes _____ No

3) What brought this material to your attention?

4) What concerns you about this material?

5) Are there materials you suggest to provide additional information and/or other viewpoints on this topic?

6) What action are you requesting the committee to consider?

Signature _____

Date _____

PROPOSED Board Meetings 2026

Month	Day	Year	Location	Address
January	22	2026	Magna Campus	2606 S 7200 W, Magna, UT 84044
February	26	2026	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
March	26	2026	Magna Campus	2606 S 7200 W, Magna, UT 84044
April	23	2026	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
May	28	2026	Magna Campus	2606 S 7200 W, Magna, UT 84044
**June	20	2026	Board Retreat and work session	TBD
**June	25	2026	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
July		2026	No Meeting	
August	27	2026	Magna Campus	2606 S 7200 W, Magna, UT 84044
September	24	2026	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
October	22	2026	Magna Campus	2606 S 7200 W, Magna, UT 84044
November	19	2026	Kearns Campus	4710 W 6200 S, Kearns, UT 84118
December		2026	No Meeting	

**Would the board prefer to hold board retreat June 13th and board meeting June 18th? June 20th is day before Father's Day

Entheos Academy TSSA Abstract and Budget Overview 2025-26

Purpose of TSSA

To support schools in creating and implementing a framework for improving school performance and student academic achievement.

Allowable Expenditures

To support implementation of the Entheos TSSA plan, according to statute and USBE rule, TSSA monies may be spent on the following:

- Up to 40% of the allocation to increase pay of existing teachers, if the average teacher salary at Entheos is below the state average.
- Up to 5% of allocation on personnel retention, not including uniform salary increases.
- Entheos may spend the balance as determined by the school's TSSA Plan including, but not limited to, the following:
 - Personnel stipends for taking on additional responsibility outside of a typical work assignment
 - Professional learning
 - Additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists
 - Technology
 - Before- or after-school programs
 - Summer school programs
 - Community support programs or partnerships
 - Class size reduction strategies
 - Augmentation of existing programs
 - Any other strategy reasonably designed to improve school performance or student academic achievement

Calculating and Distributing TSSA Monies between Entheos Campuses

Entheos academy will calculate and distribute program allocations based on prior year ADM, by allocating funding to each school based on per pupil basis.

Entheos Measurable Goals

Academic Achievement:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.

This goal includes the subcategories of

- English Language Learners
- Special Education Students

School Character:

80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

High Quality Work:

80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

Budget Expenses for Entheos Academy TSSA Work Plan:

1. 40% to increase pay of existing teachers, as salary is below state average.
2. 5% on personnel retention.
3. Stipends for personnel that take on additional responsibilities outside of the typical work assignment.
4. Professional learning.
5. Early childhood education
6. Class size reduction strategies.

Abstract for Utah Grants:

Entheos Academy will be utilizing TSSA funds to increase pay and retain existing teachers, to align their salaries closer to the state average. By doing so, Entheos will be able to retain teachers with institutional knowledge, and expertise in fulfilling the mission and vision of the school, without losing them to higher paying districts.

Entheos will pay stipends to individuals who take on additional work so that we can effectively implement our measurable goals outlined in our TSSA Work Plan, including mentor teachers and instructional leaders. The LEA has created collaborative leadership teams who will meet regularly, with 3 areas of focus:

Mastery of Knowledge and Skills: This branch of the leadership team oversees academic achievement in the school by evaluating data and providing differentiated professional development to teachers, based on their needs.

Character: This branch of the leadership team oversees social and emotional learning and character development. The team will train all teachers on the “Crew” structure of EL schools, which creates a safe and welcoming learning environment for all students.

High Quality Work: This branch of the leadership team oversees the production and implementation of high quality work. To fulfill this goal, the High Quality Work crew will provide differentiated professional development to teachers.

Early childhood education will also be supported with TSSA funds, as we have moved to providing full-day kindergarten to boost our early learning success. TSSA will also help fund class size reduction strategies, and professional learning to facilitate implementation of our TSSA Work Plan.

Entheos Academy District 2025-26 Work Plan/ TSSA Plan

Multi-Year Impact Goals	Mastery of Knowledge and Skills	Character	High Quality Work
	Entheos Academy will meet or exceed state growth scores on EOY testing in the areas of: Early Literacy Math ELA Science	Entheos Academy will create and maintain a school-wide approach to teaching students to be ethical people, effective learners, and individuals who contribute to a better world.	High Quality Expeditions and classroom experiences will be implemented in every grade, which generate student work that is complex, has high craftsmanship, and is authentic.
2025-26 Performance Goals	65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE. This goal includes the subcategories of <ul style="list-style-type: none"> • English Language Learners • Special Education Students 	80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.	80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.
2025-26 Implementation Priorities	Core Practice 30 D Core Practice 29 B	Core Practice 23 B Core Practice 21 B	Core Practice 12 D
Leadership Multi-Year Impact Goal	To foster an environment that facilitates a strong, confident, supported, and capable staff crew with an increased sense of teacher efficacy.		
2025-26 Leadership Goal	<ol style="list-style-type: none"> 1. By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs. 2. Increase regular student attendance by 3% from 2024-25 to 2025-26. 		

MASTERY OF KNOWLEDGE AND SKILLS

2025-26 Performance Goal:

65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.

This goal includes the subcategories of:

- Multi-Language Learners
- Special Education Students

Implementation Priorities: Core Practice 29 B (Using Protocols and Engagement Strategies) & 30 D (Using Assessment Data to Drive Student Achievement)

Strategy: Response to Intervention

Effect Size: 1.29

Learning Target (what):

I can use 1) evidence-based differentiated instructional strategies, 2) engaging protocols and 3) data analysis to achieve 65% or more of my students making typical or better growth.

Rationale (why):

This goal promotes measurable growth for all students, including Multilingual Learners and Special Education students, ensuring equity and progress toward closing achievement gaps.

Implementation (how): Improving the skill set of educators.

All Professional Development and coaching (where applicable):

- ☐ BOY training for educators new to ALO or educators who need additional support in using ALO.
- ☐ BOY training and follow-up support for new educators on 95 Phonics Tier 1 and Tier 2, and for educators who need additional support to make growth on their Acadience Reading scores.
- ☐ Peer observations and classroom mentoring/coaching on delivering tiered interventions using current resources to fill gaps (MLL/SpED/Tier 2 & 3).
- ☐ Continued improvement of/additions to the Resource Library on OTRs/SE with examples and videos ([OTRs/SES Library](#)).
- ☐ Peer observations and mentoring/coaching on OTRs/SES.
- ☐ DIT checks in with coaching as needed.
- ☐ School-wide Data Reviews at BOY, MOY, and EOY.

Success Criteria (evidence):

- Success Criteria for the performance goal:
 - 65% of students will make typical or better growth by the end of the year, as measured by the state assessments of Acadience and RISE.
 - This goal includes the subcategories of:
 - Multi-Language Learners
 - Special Education Students

BOY Baseline Data Sources: ([Walk Through Observation Form](#))

- % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.
- % of teachers utilizing OTRs, SES, and other engagement strategies as observed through classroom walkthroughs.
- % effective DITS as observed through visits/self-assessments. ([DIT Form](#))
- BOY Data Carousel on BOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).

MOY Data Sources:

- % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.
- % of teachers utilizing OTRs, SES, and other engagement strategies as observed through classroom walkthroughs.
- % effective DITS as observed through visits.
- MOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).

	<p>EOY Data Sources:</p> <ul style="list-style-type: none">● % of teachers implementing differentiation in their classrooms as observed through classroom walkthroughs.● % of teachers utilizing OTRs, S.E.'s, and other engagement strategies as observed through classroom walkthroughs.● % effective DITS as observed through visits.● EOY Data Carousel on MOY data, including disaggregated by MLL and SpEd (iReady, Acadience, RISE).
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CHARACTER

2025-26 Performance Goal: 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student character.

Implementation Priorities: Core Practice 23 B (Fostering a Culture of Crew) & 21 B (Fostering a Positive Climate)

Strategy Name: Building a culture of crew and a positive climate for learning

Effect Size: .52

Learning Target (what):

I can implement a strong crew centered on the school values to create, shape, and reinforce good character.

I can support our Entheos PBIS structure with strong classroom management.

Rationale (why):

Fostering a culture of Crew based on shared values helps create a sense of community and gives students a solid foundation from which to make good choices when faced with challenges.

Using positive behavior supports and interventions in a clear classroom management plan helps students develop good character as well as focus on academic learning.

Implementation (how):

- ☐ P.D. on M.S. Crew Curriculum.
- ☐ In-class modeling/coaching on Crew as necessary.
- ☐ P.D. on PBIS structures at Entheos; academic, attendance, and behavioral achievement: D200, Bloomz, Exemplars as needed.
- ☐ P.D. on Behavior Action Steps, charts, decision tree, and in-classroom coaching as needed.
- ☐ P.D. on Classroom management: Mgmt in Active Classroom as needed.

Systems/Resources Provided:

- ☐ Behavior Sequence/ Decision Tree
- ☐ PBIS rewards: certificates, recognition, celebrations
- ☐ M.S. Crew Curriculum
- ☐ Google folder with crew lessons based on school values

Success Criteria (evidence):

- Success Criteria for the performance goal:
 - 80% of teachers will implement a morning Crew centered around our school values, and support our Entheos PBIS structure with strong classroom management to help shape student behavior by the end of the year.

BOY: Baseline Data Source:

- Last year's data on Crew may be utilized as a baseline.
- [Crew Observation Form:](#)
 - % of high-quality Crews, as observed through visits.
 - % of Crews based on the school values as observed through visits.
 - % of classrooms with clear and effective classroom management as observed through visits.

MOY: Data Source:

- [Crew Observation Form:](#)
 - % of high-quality Crews, as observed through visits.
 - % of Crews based on the school values as observed through visits.
 - % of classrooms with clear and effective classroom management as observed through visits.
- [PBIS Tracking Sheet:](#) Evidence of use of D200 club, Bloomz points, Entheos Exemplars.

EOY: Data Source:

- [Crew Observation Form:](#)
 - % of high-quality Crews, as observed through visits.

- | | |
|--|---|
| | <ul style="list-style-type: none">○ % of Crews based on the school values as observed through visits.○ % of classrooms with clear and effective classroom management as observed through visits.● Evidence of use of D200 club, Bloomz points, Entheos Exemplars. |
|--|---|

HIGH QUALITY WORK

2025-26 Performance Goal: 80% of students will have High Quality Work samples from the current school year in their portfolio by EOY.

Implementation Priorities: Core Practice 12 D: Developing a Culture of Excellence

Strategy Name: High-quality student work

Effect Size: .75 (setting standards for self-judgment)

Learning Target (what):

I can recognize what high-quality work looks like for the grade level/s and subjects that I teach, and ensure that my students produce high-quality work, samples of which are housed in their portfolios.

Rationale (why):

We believe that student success is built on strong character qualities such as striving for excellence.

Implementation (how):

- ☐ Creation and sharing of correctly curated, example student portfolios for Elementary and M.S.
- ☐ P.D. on grade-level work that demonstrates proficiency on ELA standards, through viewing and analyzing random national samples.
- ☐ P.D. on what HQW looks like in subjects other than writing.
- ☐ P.D. on how “Authenticity” promotes student engagement and production of HQW.
- ☐ Creation and bi-annual delivery of HQW Protocol, which includes teacher submission of a reflection form.
- ☐ Specific, designated, and communicated times for teachers/students to work on portfolios if needed.
- ☐ Portfolio check-ins at SLCs using the Portfolio Evaluation rubric.

Success Criteria (evidence):

- 80% of student portfolios taken from a random sample at EOY contain correctly curated HQW.
- 90% of teachers participate in a bi-annual protocol to analyze the quality of their students’ writing samples against grade-level proficient random national writing samples.

BOY Baseline Data Sources:

- % of student portfolios taken from a random sample at EOY 2024-25 that contained correctly curated HQW.

MOY Data Sources:

- % of student portfolios taken from a random sample at MOY that contain correctly curated HQW.
- % of teachers who participate in a protocol to analyze the quality of their students’ writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form.

EOY Data Sources:

- % of student portfolios taken from a random sample at MOY that contain correctly curated HQW.
- % of teachers who participate in a protocol to analyze the quality of their students’ writing samples against grade-level proficient random national writing samples, measured by P.D. attendance and submission of a reflection form.

LEADERSHIP

2025-26 Performance Goal #1: By the end of the academic year, each school administrator will have visited at least 10 classrooms per week to build relationships and stay informed about student and teacher needs.

Implementation Priorities: Core Practice 34 A (Promoting Trust) and 34 B (Promoting a Growth-Oriented Professional Culture)

Strategy Name: Cultivating a growth-oriented, positive professional culture.

Effect Size:

Collective Teacher Efficacy – Effect Size: 1.57

Feedback to Teachers – Effect Size: 0.72

Teacher-Student Relationships – Effect Size: 0.72

Learning Target (what): School administrators can visit at least 10 classrooms per week to build relationships and stay informed about student and teacher needs.

Rationale (why):

- When administrators are visible and engaged, they can support collaboration and reinforce a shared belief among teachers that they can make a difference, which is the most powerful influence on student achievement, according to Hattie.
- Regular classroom walkthroughs allow administrators to provide specific, actionable feedback, which has a strong impact on improving instructional practices.
- When administrators model and support relational practices through presence and responsiveness, they help foster a culture where strong relationships are valued and nurtured.

Implementation (how):

- ☐ Create and utilize a system for easily tracking classroom visits to ensure the goal is met, and also to ensure that *all* classrooms get visited on a rotating basis.
- ☐ Admin will schedule time to visit classrooms each week.
- ☐ Visits may be informal or supported by a classroom walkthrough tool, with the goal of fostering trust, enhancing communication, and improving responsiveness to instructional and school-wide needs.
- ☐ Admin will be trained on the variety of forms available in Observe4Success.

Success Criteria (evidence):

- Each school administrator has visited at least 10 classrooms per week over the course of the school year.

BOY Baseline Data Source:

- N/A

MOY Data Source:

- # of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system.

EOY Data Source:

- # of classroom visits per week per administrator from BOY to MOY as recorded through the tracking system.

2024-25 Performance Goal #2: Increase regular student attendance by 3% from 2024-25 to 2025-26.	
Implementation Priorities: Core Practice 22 A. Becoming Effective Learners (through Habits of Scholarship) Core Practice 24 B. (Building Relationships with Families)	
Strategy Name: N/A	Effect Size: N/A
Learning Target (what): I can implement an attendance campaign that will result in a 3% increase in regular student attendance by EOY 2025-26.	Rationale (why): If students have poor attendance, we cannot teach them effectively, and therefore, they will not fully benefit from the Entheos program we offer.
Implementation (how): <ul style="list-style-type: none"> Attendance campaign <ul style="list-style-type: none"> <input type="checkbox"/> Class goals and reward systems <input type="checkbox"/> Individual student goals and reward systems <input type="checkbox"/> Parent Meetings <input type="checkbox"/> Continued marketing & education 	Success Criteria: <ul style="list-style-type: none"> EOY attendance data will show a 3% increase in regular student attendance from 2024-25 to 2025-26. BOY Baseline Data Source: <ul style="list-style-type: none"> 2024-25 % of regular student attendance. MOY Data Source: <ul style="list-style-type: none"> MOY% of regular student attendance 2025-26 compared with 2024-25. EOY Data Source: <ul style="list-style-type: none"> % of regular student attendance 2025-26 compared with 2024-25.

*Strategy names and effect sizes:

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-1.png

https://xyofeinstein.files.wordpress.com/2019/11/250_influences_chart_june_2019-2.png

<https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>