



**LEGACY OF EXCELLENCE
BOARD BUSINESS MEETING
1116 Jefferson Avenue
New Orleans, LA 70115
September 28, 2026
5:30PM**

CALL TO ORDER

ROLL CALL

ADOPTION OF THE AGENDA

ADOPTION OF THE MINUTES

- June 11, 2026 Board Business Meeting Minutes [hyperlink]
- June 28, 2026 Board Business Meeting Minutes [hyperlink]
- July 14, 2026 Board Business Meeting Minutes [hyperlink]

REPORT(S)

- Monthly Financial Summary – August 2026 [hyperlink]

INTERIM CEO'S REPORT

EXECUTIVE SESSION

- Personnel Matters
- Legal Matters

ACTION ITEMS/RESOLUTIONS [Action Item Summary](#)

The Legacy of Excellence Board of Directors is asked to act upon the following action items:

- Action Item No. 1: **Act 737 Required Statutory Compliance – Human Trafficking Identification and Reporting Policy**
Recommendation
- Action Item No. 2: **Smart Glasses Technology Policy Recommended Addendum to policy La. R.S. 17:239**
Recommendation
- Action Item No. 3: **Teacher Shield Act Policy:**
Recommendation
- Action Item No. 4: **2026-2027 Updated Attendance Policy**
Recommendation

ANNOUNCEMENTS

ADJOURNMENT

CEO Report September 2024

Students and Academics (See Exhibit A1)

As I continue to settle into my role as CEO, one of our highest priorities has been developing a clear and honest understanding of where we are academically. During these first weeks, our leadership team has looked beyond LEAP, DIBELS, and i-Ready results to examine the instructional systems and adult practices behind those numbers. Our focus is simple: Know where we are. Be clear about where we are going. Put the right systems and people in place to get there.

An important part of this work has been establishing a shared, distributive leadership model. Academic improvement cannot rest with one person. Our principals, instructional leaders, coaches, teachers, intervention staff, and student-support leaders each have a role in improving student outcomes. At the center of this work is our Core Instructional Leadership Team, which is helping to translate our academic priorities into consistent action across both campuses.

Our Academic Targets

Together, we have established ambitious goals for our scholars. By the end of the year, we are working toward:

- **80% of K–2 students** meeting or exceeding the DIBELS benchmark.
- **50% of K–2 students** performing at or above grade level on i-Ready.
- **60% of students in grades 3–8** achieving Mastery or above in Reading.
- **40% of students in grades 3–8** achieving Mastery or above in Mathematics.

These goals require significant growth, particularly in mathematics. We are organizing our people, time, resources, and instructional practices around it.

Strengthening Teaching & Learning:

Our academic strategy is not about adding more programs. It is about becoming excellent at what we already have. Through our distributive leadership model, the Instructional Leadership Team is strengthening Tier I instruction, PLCs/cluster meetings, instructional coaching, classroom walkthroughs, collaborative planning, student work analysis, assessment, intervention, and teacher feedback.

Our instructional coaches, principals and academic directors provide targeted support across both campuses. This creates shared ownership without removing accountability.

Most importantly, we are shifting the way we measure the effectiveness of this work.

Here's what admin needs to know: What changed in teacher practice, and what changed for students as a result?

Building a Data-Driven School:

We are moving from simply having data to using data to make decisions.

Our instructional cycle is becoming:

Assess → Analyze → Plan → Teach → Intervene → Monitor → Adjust

Within this model, responsibility is intentionally distributed. Teachers must know where their students are. Coaches must identify where teachers need support. Principals must know which students, classrooms, and grade levels require immediate attention. Intervention and student-support teams must know which students are not responding to current supports.

The Core Instructional Leadership Team brings those pieces together, examines trends across the organization, and determines where adjustments are needed.

My responsibility as CEO is to ensure that this system remains aligned, that leaders have the resources and support necessary to execute the work, and that this Board has a clear understanding of whether our strategies are producing results.

Intervention, Attendance & Student Support

We are strengthening our MTSS and Student Assistance Team processes so struggling students are identified earlier,

receive targeted support, and are consistently monitored.

We are also intentionally connecting attendance, intervention, family engagement, student support, and academics. These cannot operate as separate systems.

A child cannot benefit from excellent Tier I instruction, tutoring, intervention, or an individualized academic plan if that child is not consistently present to receive it.

This requires our instructional and student-support leaders to work collectively around the same children, the same data, and the same outcomes.

What Comes Next:

Over the next several months, our Core Instructional Leadership Team will continue monitoring both student outcomes and adult implementation.

We are also developing a consistent academic dashboard for the Board centered on a few critical indicators: early literacy, i-Ready growth, Reading and Math performance, intervention effectiveness, attendance, and instructional trends.

We are still early in this work, and every academic challenge at Benjamin Franklin has certainly not been solved.

What I can confidently say is that we know our priorities. We are strengthening the systems around them. We are distributing leadership while clarifying accountability. And we are building a culture in which student achievement belongs to all of us.

Faculty, Staff, and Administration

1. CEO Williams met New Orleans Public School's Superintendent Fateama Fulmore recently to discuss plans for priorities for Benjamin Franklin Elementary and Middle School. Ms. Williams expressed that among the top priorities was to work with the district to help find a building that could accommodate both elementary and middle school students in one building.
2. All staff including Deans, PBIS facilitators, and special educator teachers and support personnel will participate in mandatory Crisis Prevention Intervention training on Wednesday, September 30, 2026 and Thursday, October 1, 2026.
3. The Instructional Leadership Team is currently in the process of continuing classroom walkthroughs to provide targeted feedback to teachers about classroom instruction. Formal staff evaluations will begin following Fall break in October.
4. Dr. Clark Williams, Ms. Jones, along with staff members Bronwyn Gilmore, Ganika Davis, and Dr. Dionne Robinson, have done a tremendous job around the focused work around special education and student supports, including Goalbook, IEP and SAT-related professional learning and SPED leadership coordination.
5. Mr. Jeremy Williams, elementary Dean of Students, has also been acting in the capacity of Operations Director, while our current Operations Director is out on leave. In his short tenure as acting operations director Mr. Williams has helped resolve many transportation issues, varied HVAC problems, and secured required heavy duty equipment.
6. Our Director of Teaching and Learning Ashlyn Williams and our Middle School Instructional Coach Delisha Adams, both joined Greater New Orleans Collaborative of Charter School's, chief academic officer cohort. There both ladies shared best practices with other instructional leaders and learned about district and GNOCCS initiatives that will help move students along academically.

Facility Report:

1. For BFE, operating one school in two buildings creates financial and operational inefficiencies. We must duplicate or stretch staffing, administration, operations, security, technology, maintenance, student services,

and other resources across two locations rather than concentrating those resources on one campus. As NOLA-PS considers facility utilization and long-term sustainability across the district, securing an appropriately sized facility that could bring BFE's PK–8 program together on one campus should be a strategic priority for Legacy of Excellence.

2. We have contacted to NOLA-PS facility director, Don Leduff to inquire about utilizing funds out of the Laurel Campus' capital projects fund balance to offset the cost of repairs and enhancements that we've had to cover for multiple ongoing HVAC issues. We will update the board as we learn more.

Family and Community Involvement:

1. CEO Williams, the Senior Admin team, our elementary parent liaison, and former middle school PBIS facilitator met with a grandparent who has expressed interest in starting an active PTO. In the next few weeks we will actively seek to formalize the creation of the Benjamin Franklin Parent Teacher Organization for the purpose fundraising and community building.
2. On Wednesday 9/23/26 Dr. Dana Clark-Williams and Kendra Riley-Williams, hosted an extra curricular activity meeting with parents aimed at ensuring all parents and student participants understood the expectations, academic and behavioral requirements, and various types of programming that's available for our scholars. Parents were able to ask questions, seek clarity, and learning about our sports and marching unit offerings.

New Orleans Public Schools News:

1. **Academic Growth:** NOLA Public Schools continues to demonstrate academic growth. NOLA-PS reported that its districtwide LEAP Mastery+ rate increased 3 percentage points, from 28% in 2025 to 31% in 2026, and the state recognized NOLA-PS as a Top Growing School System. The district also reports that Orleans Parish ranked in the 99th percentile nationally for reading growth and 98th percentile for math growth from 2022–2025 in the 2026 Education Scorecard. Districtwide improvement provides important context as we establish aggressive academic goals for Ben Franklin Elementary and Middle.
2. **Attendance:** Chronic absenteeism remains a significant citywide concern. This reinforces BFE's work to connect attendance, academics, intervention, MTSS, and family engagement rather than treating attendance as a separate issue.
3. **Enrollment & Financial Sustainability:** NOLA-PS continues to examine enrollment patterns, school capacity, financial sustainability, and facility utilization as part of its long-term portfolio planning. The district has acknowledged that enrollment levels can directly affect schools' ability to afford the staffing and resources students need.
4. **District Optimization:** NOLA-PS has made clear that optimization includes ensuring that schools have sufficient funding for programming and teacher salaries while also ensuring that the district's highest-quality buildings are fully utilized. Recent consolidation decisions demonstrate that facilities and financial sustainability are increasingly being considered.

Exhibit –A1



WHAT'S WORKING WELL

OUR BRIGHT SPOTS



STRONGER READING IN UPPER GRADES

Grade 8 Reading: 46% Mastery+
(1% Advanced, 45% Mastery)

Shows what is possible for our scholars. We will study and replicate the practices contributing to this success.



GRADE 3 AND 1 LITERACY GROWTH

Grade 3: 65% at/above DIBELS benchmark
Grade 1: 59% at/above benchmark

These grades demonstrate strong foundational skills we can build on across K-3.



SOCIAL STUDIES STRENGTH IN GRADE 8

Grade 8: 45% Mastery+

A bright spot we can learn from and replicate in earlier grades.



DEDICATED AND ENGAGED EDUCATORS

Teachers and leaders are committed to our students. There is strong participation in PLCs, professional learning, and data discussions.



A CULTURE OF CARE

Our staff continues to show up for our scholars and families. Our students are demonstrating resilience, leadership, and a willingness to do hard things every day.



AREAS OF CONCERN

WHAT THE DATA TELLS US



EARLY LITERACY (K-3 DIBELS)

Only 51% of K-3 students are at or above benchmark, and 32% are **well below** benchmark. Kindergarten and Grade 2 are the highest areas of concern.

Grade	Students	At/Above Benchmark	Well Below Benchmark
K	74	35%	35%
1	81	59%	27%
2	78	44%	41%
3	77	65%	26%
All	310	51%	32%



MATHEMATICS (GRADES 3-8 LEAP)

Only 12-23% of students are **Mastery+** in math across grade levels (average 16.5%). More than half (52%) are Approaching Basic or Unsatisfactory.

Grade	Mastery+	Approaching/Unsatisfactory
3	14%	62%
4	23%	48%
5	16%	50%
6	19%	47%
7	12%	54%
8	15%	50%
Average (3-8)	16.5%	52%



SCIENCE (GRADES 3-8 LEAP)

Only 14% of students are **Mastery+** and 61% are Approaching Basic or Unsatisfactory.

Subject	Mastery+	Approaching/Unsatisfactory
Science	14%	61%



SOCIAL STUDIES (GRADES 3-8 LEAP)

Only 24% of students are **Mastery+** and 57% are Approaching Basic or Unsatisfactory.

Subject	Mastery+	Approaching/Unsatisfactory
Social Studies	24%	57%



TIER I INSTRUCTION, INTERVENTION & ATTENDANCE

Performance varies across grades, and too many students are below grade level. Chronic absenteeism continues to put students at risk.



PLAN OF ACTION

WHAT WE ARE DOING



BUILD THE LITERACY PIPELINE

- Targeted small-group instruction and intervention for K-3
 - DIBELS progress monitoring and analysis of student growth
 - High-quality core instruction and instructional coaching
 - Strengthen MTSS and early identification processes
 - Use Grade 1 and 3 success to replicate effective practices
- GOAL: 80% of K-2 students will meet or exceed the end-of-year DIBELS benchmark.**



MAKE MATH AN URGENT INSTRUCTIONAL PRIORITY

- Targeted math coaching and stronger PLCs
 - Frequent student work analysis and data-driven planning
 - Focused professional development and intervention
 - Regular progress monitoring and adjustment of instruction
- GOAL: 40% of students in grades 3-8 will achieve Mastery or above in Mathematics.**



STRENGTHEN SCIENCE INSTRUCTION

- Analyze standards-level gaps and prioritize high-impact skills
- Integrate reading and vocabulary support
- Use student work and interim data to target reteaching
- Share and replicate effective practices across grade levels.



STRENGTHEN SOCIAL STUDIES INSTRUCTION

- Identify and replicate practices contributing to stronger upper-grade outcomes
- Target foundational gaps in grades 3-4
- Use student work and data to drive instruction.



STRENGTHEN MTSS, ATTENDANCE & STUDENT SUPPORT

- Earlier identification and targeted Tier 2/3 intervention
- Progress monitoring and adjustment when students are not responding
- Connect attendance and academics through SAT referrals and family engagement
- Monitor both academic and attendance data together to ensure a coordinated approach.

OUR 2026-27 ACADEMIC GOALS

80%

K-2 students will meet or exceed the end-of-year DIBELS benchmark.

50%

K-2 students will perform at or above grade level on i-Ready.

60%

Students in grades 3-8 will achieve Mastery or above in Reading (LEAP).

40%

Students in grades 3-8 will achieve Mastery or above in Mathematics (LEAP).

HIGHER EXPECTATIONS. BRIGHTER FUTURES.