Matchbook Learning
December 15, 2025 Strategic Board Retreat

Location: The Match High School - 1401 Indiana Ave, Indianapolis, IN 46202
Or Zoom: https://matchbooklearning.zoom.us/j/89627250897
Time: 3:00 - 7:00 PM

Board in Attendance

Sajan George
Mike Cosack
Candace Jones
Ali King
Kelli Marshall
Dr. Kurt Nelson
Jenny Poon
Shelby Thornburg

Non Board Members Attending

James Hill, The Match Principal
Don Stewart, Matchbook Learning Chief Operating Officer
Nathan Tuttle, Matchbook Learning Principal
Lanea Garrett, Matchbook Learning Assistant Principal
Johani Johnson, The Match Assistant Principal
Taundra Miles-Cranor, The Match CTE Director
Sam Schmelzer, The Match Director of Workforce Development
Camille Tolliver, Matchbook Learning Assistant Principal
Julie Wall, Matchbook Learning System Director of Administrative Operations & Data Integrity
Emily Gaskill, Education One Executive Director
Caitlin Hicks, Education One Director of Compliance
Emma Kersey, Office of Education Innovation Team
Kelsey High, Applicant

I. 3:00 PM: Welcome

A. Roll Call

Roll call for attendance must be done with recorded verbal responses noted in the minutes. Additionally, any Board votes must also be done via roll call and recorded.

Attendance Roll Call	
Sajan George	**Present**
Mike Cosack	**Present**
Candace Jones	**Present**
Ali King	**Present**
Kelli Marshall	**Present**
Dr. Kurt Nelson	**Present - Arrived for Item IV**
Jenny Poon	**Present**
Bill Taft	**Absent**
Shelby Thornburg	**Present**

II. 3:05 PM: Mission & Vision

A. Vision: Every child known, loved, and flourishing.

B. Mission: We personalize learning within a restorative community, fostering resilience and excellence while preparing students for real-world opportunities.

III. 3:10 PM: Purpose and Desired Outcomes

A. Opening Remarks

B. Retreat Objectives

By the end of the retreat, we aim to:

- Align Board and school leadership on the full K–12 talent-to-postsecondary outcomes continuum.
- Review and strengthen Matchbook Learning's Profile of a Graduate, Common Competencies, and Career & Technical Education (CTE) framework.
- Surface clear Board feedback and priorities to guide systemwide implementation.

IV. 3:17 PM: Our Why, Common Competencies, and Profile of a Graduate

A. Our Why
- Why Matchbook is building a K–12 talent-to-postsecondary continuum
- Core beliefs about what we want our graduates to be and do

B. Profile of a Graduate
- Profile of a Match graduate that combines our beliefs and workforce needs
- How the Profile serves as the "north star" for K–12 design

C. Common Competencies
- Overview of the Matchbook common competencies
- Intrinsic beliefs about the competencies we want to see in the world through our graduates

D. Workforce Research
- High-level research on the competencies employers desire for the 21st-century worker
- Implications for readiness, employability, and long-term flourishing

V. 3:25 PM: The Match High School Leadership Presentation

Focus Areas

A. Profile of a Graduate Alignment
- How HS coursework and experiences target graduate outcomes
- Senior milestones demonstrating readiness
- Capstone and work-based learning evidence connected to indicators

B. Common Competencies Integration
- Competencies embedded in pathways

- Assessment of employability skills through internships/dual credit
- Mastery expectations tied to graduation and capstone completion

C. High School CTE Framework
- Labor Needs Assessment
- Grades 9–10 foundation and credential preparation
- Grades 11–12 work-based learning (internships, apprenticeships, etc.)
- Industry certifications and dual-credit opportunities
- Postsecondary placement strategy

D. Student Schedule Design & Personalized, Competency-Based Learning
- How student schedules allow exposure to all five core vocational tracks
- Integration of personalized, competency-based learning as the engine of HS design

VI. 3:55 PM: K–8 Leadership Presentation

Focus Areas

A. Profile of a Graduate Alignment
- How K–8 student experiences build toward graduate outcomes
- Early development of workforce-ready competencies
- Student portfolios and artifacts demonstrating mastery

B. Common Competencies Integration
- How competencies are embedded in instruction and career exploration
- Grade-level progression expectations (K–8)
- Evidence of competency mastery through projects and performance tasks

C. K–8 CTE Framework
- K–4 career exposure and industry introductions
- Grades 5–8 career exploration, interest surveys, and pathway engagement
- Skill-building aligned to employability
- How K–8 prepares students for pathway declaration in Grade 9

VII. 4:30 PM: Board Q&A: K–8 and High School Presentations

Following the presentation on the Profile of a Graduate, Common Competencies, and the CTE Framework, the Board engaged in a robust question-and-answer session. Questions focused on marketing, workforce relevance, measurement, pathway flexibility, and long-term sustainability.

A. Mike
1. Shared positive feedback on the overall framework and direction.

2. Asked whether mentorship opportunities could be explored between high school and K–8 students.
3. Raised questions about **income and livable wage expectations** tied to pathways:
    a) Average income in the Haughville community is approximately $37,000, with median income potentially closer to $17,000.
    b) Emphasized the need to be explicit about what constitutes a livable wage and to update wage data annually.
    c) Suggested embedding **financial literacy** more intentionally (income, debt, expenses, budgeting).
    d) Noted that some of this work is already happening through the high school counselor (e.g., sample budgets, grocery shopping exercises) and should be systematized.
4. Asked how the school can better demonstrate that **AI is integrated into modern jobs**, rather than only framed as a threat to future employment.

B. Ali

1. Cautioned that when discussing careers in the arts, messaging should remain realistic while highlighting viable and creative career options within reasonable industries.
2. Asked about employer targets per pathway:
    a) Current need is at least **five employers** for the sophomore class.
    b) With approximately 50 students, the number of employers will scale with enrollment.
    c) Long-term goal discussed was **10 jobs per pathway**, or roughly **100 jobs total**.
3. Raised concerns about **gaps in home and community supports**, including:
    a) Realistic expectations for parent engagement.
    b) Transience and student “catch-up” needs.
    c) Whether gaps can reasonably be addressed within the school day and by classroom teachers.
4. Suggested an **annual iteration and review cycle** of the Profile of a Graduate, Common Competencies, and CTE Framework.

C. Jenny

1. Questioned whether the term **“CTE Framework”** is the most recognizable term in our context, or whether a **competency-based learning** lens might be clearer.
2. Emphasized the importance of **coherence and simplicity**, noting that common competencies should be the unifying thread.

3. Asked about the **research base** for the K–8 competency progressions and noted they could be strengthened to better reflect natural developmental progression. Jenny offered to share supporting resources.
4. Asked how the school will know students can *demonstrate* competencies, referencing assessment, practice, and feedback cycles.
5. Raised questions about how competency assessments factor into grades.
6. Asked how **school culture and systems** support this work, including:
    a) Teacher training
    b) Master scheduling
    c) Assessment and grading practices
7. Asked what components are being submitted for stakeholder feedback.

D. Candace
1. Asked for clarification on what **Workforce/Real World Wednesdays** look like in practice.
2. Asked how pathways work for students interested in careers not currently offered (e.g., law, education), including students on alternative diplomas.
3. Asked whether the school is benchmarking or comparing itself to other CTE programs.
4. Requested a **board demonstration of Unrulr**.

E. Kelsey
1. Asked what **standards** are covered within digital literacy and how those progressions are defined.
2. Asked how AI is integrated into instruction in purposeful and responsible ways.
3. Recommended that **Community Helper visits** for younger students be conducted in person to allow for meaningful interaction.

F. Kelli
1. Stressed the need for both schools to clearly define what **"readiness"** means.
2. Raised concerns about achieving **80% proficiency** on competency growth through teacher evaluation and how bias or subjectivity will be mitigated.
3. Asked what instructional or cultural shifts are expected for **new hires**.
4. Asked how students with disabilities are supported within the framework.

G. Shelby
1. Asked how **transferable competencies and credits** are when students change pathways.

H. Kurt

1. Asked whether there are additional moments across the K–12 experience—beyond the 8th grade capstone and 12th grade portfolio—that could be **recognized and celebrated**.

I. Emily
   1. Asked how **Trine University** can partner to support and align with the framework through check-ins.
   2. Noted it would be helpful for Trine to understand the implementation timeline.

J. Emma
   1. Emphasized that the **Board should hold itself accountable** and actively support implementation where possible.

K. Sajan
   1. Asked how **marketing** can tap into students' intrinsic motivation, suggesting:
      a) Passports, visuals, badges, and other student-facing tools
      b) Messaging that excites students
      c) Clear articulation of the school's "why" for families
   2. Asked how competencies will be **measured** (internally, externally, and for program efficacy).
   3. Highlighted 8th grade pathway selection as a key **moment**, and asked how it can become more than a one-time event.

L. Additional Group Discussion themes
   1. Meeting the needs of all students:
      a) Ensuring all students still meet **diploma requirements**.
      b) Recognition that all students have skills that need to be identified and channeled.
   2. Strong emphasis on **real-world connections**, including:
      a) Financial literacy
      b) Soft skills embedded across curricula
      c) Focus on teaching students how to be **good employees**, not just which pathway to choose
   3. Starting at the K-8 and looking ahead:
      a) Leveraging the college and career class more intentionally.
      b) Importance of middle school as a critical foundation, including SAT-related skill building.
      c) Leaning into the shared tagline: *"When I grow up… I'll be more than ready."*
      d) Surveying students about career interests.
   4. Planning for our future:
      a) Importance of hiring, training, sustaining, and retaining strong teachers.

b) Exploring Linked Learning partnerships.
c) Discussion of competency grades on report cards.
d) Accountability through assessment of grades, processes, and competency growth.
e) Ongoing remediation needs, particularly for transience.

VIII. 5:35 PM: Synthesis: Key Focus Areas

IX. Consolidated Board recommendations and highest-impact priorities

X. Ownership, timelines, and follow-up milestones

XI. Integration plan for Board input into systemwide strategy and implementation

Across the discussion, three primary areas emerged:

A. Messaging
   1. How to explain the framework simply to students and families.
   2. How to market the work in ways that motivate students.
   3. How to make competencies and pathways central to school identity.

B. Measurement
   1. How competencies are measured, reported, and validated.
   2. Alignment between internal assessments and external partners (including Trine).
   3. Use of rubrics, grades, and reporting systems to ensure consistency and fairness.

C. Flexibility
   1. Designing a system flexible enough to support transience, remediation, disabilities, alternative tracks, undecided students, DIY pathways, and pathway changes.
   2. Using the three seals of the New Indiana Diploma, clarify what should be consistent for all students and where there is room for flexibility.

XII. 6:00 PM: Early Action Considerations (30–60–90 Days)

A. Clarify messaging for new hires and students; define indicators of fit.
B. Develop student-friendly language around skills, experiences, and competencies.
C. Define meaningful measures of competency with detailed rubrics.
D. Identify peer schools and industry partners for learning visits.
E. Clarify milestone timing across K-12.
F. Ensure work-based learning measures are realistic and achievable.
G. Define what is time-sensitive (“tight”) with what can be adaptive (“loose”), including when career exposure occurs and when pathway changes are possible.

XIII. 6:17 PM: Update on the Lilly Grant

A. The Lilly Grant was not awarded; however, this does not prevent us from achieving our goals through alternative strategies. There is an opportunity to be creative in identifying other pathways forward.

1. Explore the possibility of offering housing subsidies as a recruitment incentive for new teachers.
2. Inquire about potential use of the University of Indianapolis gym.
3. Charge the Community Committee with exploring ways to support fundraising efforts.
4. Identify and pursue additional grant opportunities.
5. Provide Trine with a clear, prioritized list of resources and outcomes we are seeking.
6. Use industry consultants in each track to help place students.

XIV. 6:27 PM: Employer MOUs and Workforce Development Strategy

- Overview of existing and proposed MOUs with employers
- Discussion regarding which employers are contributing positively and which are creating financial strain
- How employer partnerships enable workforce placements during and post school
- How MOUs connect to HS pathways, capstones, and work-based learning
- Have employers rate the students on competencies and embed the rating system in the student evaluation.

XV. 6:42 PM: Closing Remarks (10 minutes)

- Appreciations and closing reflections
- These presentations reflect the cultural shift underway at Matchbook Learning and represent our most comprehensive framework to date.
- Recommitment to Matchbook's mission, vision, and K–12 readiness for student success

XVI. 7:00 PM: Public Comments

XVII. 7:02 PM: Adjourn

Vote to Adjourn	
Sajan George	**Motion**
Mike Cosack	**Approve**
Candace Jones	**Approve**
Ali King	**Second**
Kelli Marshall	**Approve**
Dr. Kurt Nelson	**Approve**
Jenny Poon	**Approve**
Bill Taft	**Absent**
Shelby Thornburg	**Approve**

The motion to adjourn the meeting carries. The meeting adjourned at 7:02 PM.