



SCHOOL BOARD MEETING RECAP

Official publication of the ISD282
St. Anthony-New Brighton School District

SCHOOL BOARD RETREAT

Retreat purpose:

To understand & engage all stakeholders in order to achieve understanding of the Teaching & Learning and Equity work and to best serve all students.

Board goals:

- The School Board will hold four School Board Retreats in the 2021-22 school year to analyze data from multiple community engagement sources.
- Develop School Board communication strategies to engage with a greater number of stakeholders (students, staff, and community); especially with underrepresented stakeholders.

DISCUSSION ITEMS

Activity *Strategic directions: high expectations, strong communication & strong relationships*

The School Board, invited staff and administration, took part in a five-minute brain-writing activity to discuss different, creative, and new ways to improve equity and engagement in the district. All of the ideas shared by the group will be gathered and discussed at a future board meeting.

Branding Presentation *Strategic directions: strong communication & high expectations*

Superintendent Dr. Renee Corneille provided the board with an overview of the process of hiring a marketing and branding (*continued on next page*)

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DISCUSSION ITEMS

organization to assist with our branding unveiling. CESO is the organization that the district is utilizing. Interim-Principal of St. Anthony Village High School Andrew Hodges shared the beginning steps of this process that began in August/September 2021. At that time, various staff and administrators came together with the CESO group to have conversations and take part in activities to begin the process of realizing the district's brand. Wilshire Park Elementary School Principal Maria Roberts discussed how CESO came back to the group to discuss what they heard and how they provided a brand archetype for the district. Additionally, CESO asked for further clarification to ensure that our brand archetype felt on point.

Director of Communications and Community Services Wendy Webster, and Communication Coordinator Janet Kimmel, are going to meet with CESO to discuss next steps in the branding unveiling to staff, and community.

Stakeholder Data



Strategic directions: strong communication & strong relationships

Superintendent Dr. Renee Corneille provided information about the 30-minute meetings she held over the summer with families who were interested in a one-on-one meeting opportunity with the Superintendent. Dr. Corneille met with a total of 30 individuals. She shared a summary with the board on the themes and questions discussed. The information received was not new and confirmed what the district has heard before. The majority of the individuals wanted to share personal stories about their own experiences and children, vs. specific questions/topics that were presented by Dr. Corneille. These conversations allowed for further clarification and understanding about certain experiences and helped build connections with families.

One of the questions/feedback from the board was how to gather feedback from families who aren't as engaged (unlike those that decided to set up a 30-minute meeting with the Superintendent). Dr. Corneille is interested in doing this type of one-on-one meeting with families/community members again in the future on more of a continuous basis, focusing on different themes.

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Success Metrics Strategic directions: *high expectations, strong communication, strong support, strong relationships*

Dr. Renee Corneille presented the district's new success metrics process to the board that was developed by the Teaching & Learning committees (community and district). One of the goals in the 2018-19 school year was to create success metrics and common language around defining student success through specific indicators.

Each performance indicator has a definition and meaning behind it. Dr. Corneille indicated she is seeking a conversation with the board and for their feedback on the indicators and their definitions. The board will also indicate what they want the administration to measure. Administration is working on building the inputs to measure and the mechanism to access markers and data. The next step is to have a more final profile ready for the board to review. The board is requesting a draft prior to January in order to ensure the Success Metrics are aligned with the district.

The indicators are tied to what the community wants (survey results from parents). The top indicators that parents/guardians indicated in the survey: that their children are ready for life after K-12 education via academic skills, life skills, and readiness skills. Here are the current six indicators:

1. Life skills
2. Social emotional wellness
3. Academics
4. Love of learning
5. Positive contributor
6. Thriving citizen

One of the recommendations from the board would be to have fewer categories by grouping similar indicators together. In other words, to go from six indicators down to three categories. All indicators do intersect; each contributes to another. Another recommendation was to determine what an excellence of education is; what are the determinants of that; how to measure it; then include an assessment of teachers. *(continued on next page)*

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Additionally, the board requested that the district check in with students along the way; asking if they feel challenged. The district needs to maximize student talent- ensure differentiation of instruction so students are challenged in meaningful ways. Dr. Corneille assured the board that at SANB, we are building those progressions through the Three R's (Rigor, Relevance and Relationships). There is an expectation of implementing the Three R's when teachers create instruction. In addition, staff development is an overall personalized approach to learning. Instruction is based on every aspect of where staff and students are growing in learning. The district does this with teachers because that's how it will look for every student in their classrooms.

Another recommendation by the board was to tie categories and indicators back to our branding language- loving, accepting. Find a way to tie indicators back to our key branding messages, such as "thriving in a world not yet known." What does that mean; what does that look like; how will it be measured?

Board members shared what they would want to focus on with student success and how to group certain indicators together into categories, like life skills such as: social-emotional health; being an effective communicator and collaborator. Also discussed was how important it is for students to learn how to advocate for oneself in various situations, especially when there is an imbalance of power and from a cultural perspective. Digital citizenship and executive functioning skills were also an important indicator.

The board also recommended gathering data on where our students are three- to five-years from now.

The board shared that the district has to be able to clearly communicate- in a simple and clear way- the success metrics to ensure families understand. Also, to discuss how to measure indicators that may be difficult to grasp, such as having a love of learning; this concept might be difficult to measure. (continued on next page)

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Dr. Corneille assured the board that the district will continue to administer traditional assessments, such as the Measure of Academic Progress (MAP) and the Minnesota Comprehensive Assessments (MCA's). The district's Success Metrics are in addition to state-level assessments.

One last question that was brought up from the board focused on students receiving special education services. Specially, will there be an additional piece/layer due to the numerous indicators.

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