St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Tuesday, May 23, 2023

SAVHS – Media Center
3303 33rd Ave NE
St. Anthony, MN 55418

6:30 pm

WORK SESSION

Please click here to access the Work Session

Call to Order
Board Chair Ben Phillip

Approval of Agenda
Board Chair Ben Phillip

Levy Discussion
Board Chair Ben Phillip

For the past seven months, the district has engaged in a process to develop the budget priorities for ISD282. First, the School Board passed a Guiding Change Framework, then the Design Team created concepts and options to present to stakeholders that made up the Input Team. Furthermore, the School Board hired The Morris Leatherman Company to conduct a random sampling survey of the community to gain additional community input on the district's budget priorities. All of this information will be presented in a logic model with the aim of executing the District's Success Metrics. The School Board will engage in a discussion regarding the details for the levy.

Adjourn
Board Chair Ben Phillip

Next Meeting(s):

Tuesday, June 6, 2023 – Regular Meeting – City Council Chambers
Tuesday, June 13, 2023 – Work Session – SAVHS Media Center

Option #1 Inputs and Outputs

Problems:
1. We are no longer satisfied with our current model's outcomes.
2. We do not have the funds to support any desired changes.

Rationale:
- Students deserve RRR.
- Teachers deserve high support.
- Schools need to support student wellness.

Goal: Students are successful as defined by the success metrics.

Inputs	Survey Language	Actions and Activities ("Outputs")	Participants	Short Term Outcomes/Impacts	Intermediate Outcomes/Impacts	Long-Term Outcomes/Impacts
1. Teaching and Learning Department	**Attract and Retain Teachers** **Variety of Programs for Students**	Lead/Facilitate: ● Effective Instruction (including MTSS) ● Curriculum Review (including literacy) ● Professional Development (including New Teacher Mentor Program) ● Teacher Evaluation ● Data and Assessments ● Instructional Technology (including grading/reporting) ● Grants	<u>Direct:</u> Teachers and staff <u>Indirect:</u> Students Families Community	● Alignment between curriculum and assessments ● Instruction and support for professional learning ● Data "response-ability" to impact instruction and monitor student learning	● Teacher instruction improves: ○ Teachers have skills and support to meet the needs of all students ○ Teachers get support and feedback to make instructional and curricular improvements ● Collaborative culture centered on effective instruction is established ● Student learning increases to deeper/transfer learning	Implementation of RRR Instructional Framework **Total $360,000**
2. Teachers, Counselors, and Interventionists		● Design and provide instruction for student learning ● Provide additional support through co-teaching and co-designing instruction in the general ed classroom ● Implement a career counselor program and internship program for students	<u>Direct:</u> Teachers and staff Students <u>Indirect:</u> Families Community	● Reduced overall student load in high school ● Students receive differentiated instruction in the classroom instead of getting pulled out ● Students explore career and college options	● Teachers have the capacity to provide effective instruction ● Student safety increases ● Reduction in teacher burnout ● Teachers are supported in improving their instruction in Tier 1 ● Students receive responsive instruction that meets their needs	Tier 1 is staffed High School model allows for developmentally-appropriate career/college pathways

					• Students having a better sense of self and feel confident in their transition out of high school	**Total $360,000**
3. Social Workers, Coordinators, and Wellness Center	**Social and Emotional Health**	• Support and advocate for student emotional, mental, and physical wellbeing • Connect families to external resources and work directly with CPS and other agencies • Develop and coordinate mental health support • Train staff in trauma-informed practices • Lead equity teams • Build additional physical space • Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	• Students receive individual and/or group support they need to be physically, mentally, or emotionally well • Special education evaluations are supported • Teachers instruct using trauma-informed practices • Policies and practices are in place to support student wellness • Community uses wellness center	• Student wellness increases as wellness and mental health needs are met • Create a safe, accepting culture of social-emotional support and where wellness is prioritized • Elimination of DDP in data of response to student misbehavior • City community feels part of school community • Teacher instruction improves • Student learning improves	Implementation of Whole School, Whole Child, Whole Community Model **Total $360,000**
4. Technology, Curriculum, Coordinator, and Wellness Center	N/A for new funding sources	• Technology for communication, safety, security, and academics • Curriculum Review • Implement MTSS • Build additional physical space • Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	• Infrastructure meets the increased tech needs from students and staff • Alignment between curriculum and assessments • Teachers receive support to build curriculum grounded in RRR • Teachers have funds to	• Students and staff have access to a wide variety of tech tools and supports • Communication improves • Students' tech skills and knowledge improve • City community feels part of school community	Staff have the necessary tools (curriculum and technology) for effective instruction Provide the physical structure to support the WSCC model

				update their curriculum ● Students receive individual and/or group support they need to be physically, mentally, or emotionally well ● Community uses wellness center	● Student wellness increases as wellness and mental health needs are met ● Student learning improves ● Teacher instruction improves	

Assumptions:

- Creating a culture of belonging for students and staff is possible when their social, emotional, academic, and cultural needs are met.
- High levels of academic achievement is possible through effective instruction grounded in rigor, relevance, and relationships.
- Well students can engage more effectively with high cognitive demands.
- Educating the whole child and providing social emotional learning is not a soft approach to education - emphasis on these capacities is the prerequisite to engaging in rigorous thinking.
- We need to prepare our students to live and thrive in a world unknown.

External Factors:

- Deficit thinking and mindsets regarding the abilities of different types of students (race, socio-economic status, abilities, gender, etc.)
- Collective trauma experienced from various historical events including COVID-19, racial unrest, political events (including January 6 insurrection), etc.

Option #1:
Total Yearly Cost: $1,080,000

Option #2 Inputs and Outputs

Problems:
1. We are no longer satisfied with our current model's outcomes.
2. We do not have the funds to support any desired changes.

Rationale:
- Students deserve RRR.
- Teachers deserve high support.
- Schools need to support student wellness.

Goal: Students are successful as defined by the success metrics.

Inputs	Survey Language	Actions and Activities ("Outputs")	Participants	Short Term Outcomes/Impacts	Intermediate Outcomes/Impacts	Long-Term Outcomes/Impacts
1. Teaching and Learning Department	**Attract and Retain Teachers** **Variety of Programs for Students**	Lead/Facilitate: ● Effective Instruction (including MTSS) ● Curriculum Review (including literacy) ● Professional Development (including New Teacher Mentor Program) ● Teacher Evaluation ● Data and Assessments ● Instructional Technology (including grading/reporting) ● Grants	<u>Direct:</u> Teachers and staff <u>Indirect:</u> Students Families Community	● Alignment between curriculum and assessments ● Instruction and support for professional learning ● Data "response-ability" to impact instruction and monitor student learning	● Teacher instruction improves: ○ Teachers have skills and support to meet the needs of all students ○ Teachers get support and feedback to make instructional and curricular improvements ● Collaborative culture centered on effective instruction is established ● Student learning increases to deeper/transfer learning	Implementation of RRR Instructional Framework **Total $440,000 First three yrs** **After Total: $240,000 per year**
2. Teachers, Counselors, and Interventionists	**Academic Support for Students**	● Design and provide instruction for student learning ● Provide additional support through co-teaching and co-designing instruction in the general ed classroom ● Implement a career counselor program and internship program for students	<u>Direct:</u> Teachers and staff Students <u>Indirect:</u> Families Community	● Reduced overall student load in high school ● Students receive differentiated instruction in the classroom instead of getting pulled out ● Students explore career and college options	● Teachers have the capacity to provide effective instruction ● Student safety increases ● Reduction in teacher burnout ● Teachers are supported in improving their instruction in Tier 1 ● Students receive responsive instruction	Tier 1 is staffed High School model allows for developmentally-appropriate career/college pathways

					that meets their needs ● Students having a better sense of self and feel confident in their transition out of high school	**Total $240,000**
3. Social Workers, Coordinators, and Wellness Center	**Social and Emotional Health**	● Support and advocate for student emotional, mental, and physical wellbeing ● Connect families to external resources and work directly with CPS and other agencies ● Develop and coordinate mental health support ● Train staff in trauma-informed practices ● Lead equity teams ● Build additional physical space ● Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	● Students receive individual and/or group support they need to be physically, mentally, or emotionally well ● Special education evaluations are supported ● Teachers instruct using trauma-informed practices ● Policies and practices are in place to support student wellness ● Community uses wellness center	● Student wellness increases as wellness and mental health needs are met ● Create a safe, accepting culture of social-emotional support and where wellness is prioritized ● Elimination of DDP in data of response to student misbehavior ● City community feels part of school community ● Teacher instruction improves ● Student learning improves	Implementation of Whole School, Whole Child, Whole Community Model **Total $360,000**
4. Technology, Curriculum, Coordinator, and Wellness Center	N/A for new funding sources	● Technology for communication, safety, security, and academics ● Curriculum Review ● Implement MTSS ● Build additional physical space ● Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	● Infrastructure meets the increased tech needs from students and staff ● Alignment between curriculum and assessments ● Teachers receive support to build curriculum grounded in RRR ● Teachers have funds to update their curriculum ● Students receive individual and/or group support they need to be physically, mentally, or emotionally well ● Community uses wellness center	● Students and staff have access to a wide variety of tech tools and supports ● Communication improves ● Students' tech skills and knowledge improve ● City community feels part of school community ● Student wellness increases as wellness and mental health needs are met ● Student learning improves ● Teacher instruction improves	Staff have the necessary tools (curriculum and technology) for effective instruction Provide the physical structure to support the WSCC model

Assumptions:

- Creating a culture of belonging for students and staff is possible when their social, emotional, academic, and cultural needs are met.

- High levels of academic achievement is possible through effective instruction grounded in rigor, relevance, and relationships.
- Well students can engage more effectively with high cognitive demands.
- Educating the whole child and providing social emotional learning is not a soft approach to education - emphasis on these capacities is the prerequisite to engaging in rigorous thinking.
- We need to prepare our students to live and thrive in a world unknown.

External Factors:

- Deficit thinking and mindsets regarding the abilities of different types of students (race, socio-economic status, abilities, gender, etc.)
- Collective trauma experienced from various historical events including COVID-19, racial unrest, political events (including January 6 insurrection), etc.

Option #2:
Total First Three Year Cost: $1,140,000
Then Yearly Cost: $940,000

Option #3 Inputs and Outputs

Problems:
1. We are no longer satisfied with our current model's outcomes.
2. We do not have the funds to support any desired changes.

Rationale:
- Students deserve RRR.
- Teachers deserve high support.
- Schools need to support student wellness.

Goal: Students are successful as defined by the success metrics.

Inputs	Survey Language	Actions and Activities ("Outputs")	Participants	Short Term Outcomes/Impacts	Intermediate Outcomes/Impacts	Long-Term Outcomes/Impacts
1. Teaching and Learning Department	**Attract and Retain Teachers** **Variety of Programs for Students**	Lead/Facilitate: ● Effective Instruction (including MTSS) ● Curriculum Review (including literacy) ● Professional Development (including New Teacher Mentor Program) ● Teacher Evaluation ● Data and Assessments ● Instructional Technology (including grading/reporting) ● Grants	<u>Direct:</u> Teachers and staff <u>Indirect:</u> Students Families Community	● Alignment between curriculum and assessments ● Instruction and support for professional learning ● Data "response-ability" to impact instruction and monitor student learning	● Teacher instruction improves: ○ Teachers have skills and support to meet the needs of all students ○ Teachers get support and feedback to make instructional and curricular improvements ● Collaborative culture centered on effective instruction is established ● Student learning increases to deeper/transfer learning	Implementation of RRR Instructional Framework **Total $360,000**
2. Teachers, Counselors, and Interventionists	**Academic Support for Students**	● Design and provide instruction for student learning ● Provide additional support through co-teaching and co-designing instruction in the general ed classroom ● Implement a career counselor program and internship program for students	<u>Direct:</u> Teachers and staff Students <u>Indirect:</u> Families Community	● Reduced overall student load in high school ● Students receive differentiated instruction in the classroom instead of getting pulled out ● Students explore career and college options	● Teachers have the capacity to provide effective instruction ● Student safety increases ● Reduction in teacher burnout ● Teachers are supported in improving their instruction in Tier 1 ● Students receive responsive instruction that meets their needs	Tier 1 is staffed High School model allows for developmentally-appropriate career/college pathways

					• Students having a better sense of self and feel confident in their transition out of high school	**Total $240,000**
3. Social Workers, Coordinators, and Wellness Center	**Social and Emotional Health**	• Support and advocate for student emotional, mental, and physical wellbeing • Connect families to external resources and work directly with CPS and other agencies • Develop and coordinate mental health support • Train staff in trauma-informed practices • Lead equity teams • Build additional physical space • Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	• Students receive individual and/or group support they need to be physically, mentally, or emotionally well • Special education evaluations are supported • Teachers instruct using trauma-informed practices • Policies and practices are in place to support student wellness • Community uses wellness center	• Student wellness increases as wellness and mental health needs are met • Create a safe, accepting culture of social-emotional support and where wellness is prioritized • Elimination of DDP in data of response to student misbehavior • City community feels part of school community • Teacher instruction improves • Student learning improves	Implementation of Whole School, Whole Child, Whole Community Model **Total $240,000**
4. Technology, Curriculum, Coordinator, and Wellness Center	Physical and Mental Health	• Technology for communication, safety, security, and academics • Curriculum Review • Implement MTSS • Build additional physical space • Provide easy access to basic health needs	<u>Direct:</u> Teachers and staff Students Families Community	• Infrastructure meets the increased tech needs from students and staff • Alignment between curriculum and assessments • Teachers receive support to build curriculum grounded in RRR • Teachers have funds to update their curriculum • Students receive individual and/or group support they need to be physically, mentally, or emotionally well • Community uses wellness center	• Students and staff have access to a wide variety of tech tools and supports • Communication improves • Students' tech skills and knowledge improve • City community feels part of school community • Student wellness increases as wellness and mental health needs are met • Student learning improves • Teacher instruction improves	Staff have the necessary tools (curriculum and technology) for effective instruction Provide the physical structure to support the WSCC model **Total $200,000**

Assumptions:

- Creating a culture of belonging for students and staff is possible when their social, emotional, academic, and cultural needs are met.
- High levels of academic achievement is possible through effective instruction grounded in rigor, relevance, and relationships.
- Well students can engage more effectively with high cognitive demands.
- Educating the whole child and providing social emotional learning is not a soft approach to education - emphasis on these capacities is the prerequisite to engaging in rigorous thinking.
- We need to prepare our students to live and thrive in a world unknown.

External Factors:

- Deficit thinking and mindsets regarding the abilities of different types of students (race, socio-economic status, abilities, gender, etc.)
- Collective trauma experienced from various historical events including COVID-19, racial unrest, political events (including January 6 insurrection), etc.

Option #3:
Total First Three Year Cost: $1,040,000