

**Meeting Date: November 19, 2024 2:00pm-4:00pm Stewarding Body Meeting**

**Attendees: Vilay, Cieri, Shay, Sarah, Jodi, Jay, Heidi, Laurie and Kevin**

Time	Activity	Facilitator/ Presenter	Notes
2:00pm	Welcome  Grounding: SST Gifts and Goals	Vilay	<u><i>Gift and Goals Grounding: What is one thing that resonates with you?</i></u> <ul style="list-style-type: none"><li>• Listing of practices. Compared to other places that I've worked/districts, they would have been proud of these practices.</li><li>• The gift column- really talking about gifts. Diversity being represented. Helping us to understand diversity and gifts of diversity. To be an act of practice.</li><li>• The gift of our culture and diversity. We're doing this but we always want to strive for more. That we're just not settling, we want to get more involvement.</li><li>• The number of different partners/groups, seeing a lot of strengths within all these different groups. Students need to be engaged more, but how can we increase the student voice in what we're doing?</li><li>• Opportunity to jump between conversations; between students and principals with gifts and goals.</li><li>• Honoring the diversity with 509J. It's very beautiful and well written.</li></ul>
2:10pm	Debrief: School board work session Better Every Day	Shay	<u><i>What is one thing you learned, was reminded of, or surprised by?</i></u> <ul style="list-style-type: none"><li>• Appreciate the opportunity to check in with Elementary principles. Looking for the system that threads throughout the district.</li><li>• Paying for dual credit- What a great opportunity for the district.</li><li>• The MTSS system is great and I love that work. Focused on the systems that can be carried over and looked at with secondary level.</li><li>• The paying for dual credits, getting kids ready for college. What a gift for the students. MTSS system which is just getting started- Thinking about the particulars of it; getting data from the dual systems. Needs to be really clear from the initial pieces.</li><li>• The work I see Jay doing with these indicators really help us; Tony's advocacy is top notch.</li></ul>

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			<ul style="list-style-type: none"> <li>Seeing the increased numbers throughout the years. Nice to get an overall look of the session. Taking advantage of the opportunities provided for them.</li> <li>How many classes were offered; I didn't really understand the difference between dual learning and AP.</li> </ul> <p><u>What would you like to learn next?</u></p> <ul style="list-style-type: none"> <li></li> </ul>
2:25pm	Recommendation Process	Vilay	<ul style="list-style-type: none"> <li>No questions</li> </ul>
2:35pm	509J Indicators	Jay and Shay	<p>Is there a place for language under Students Flourish? What can we do to support language as an indicator?</p> <p>Counting the number of students who take class in a language other than English? At the elem, DL student enrollment, K-8 who choose to take one of the three native languages as part of their formal day. How can we grow these current efforts? Can we track it? At the MS, tracking the number of students who take Spanish or one of the 3 native languages. HS tracking-Spanish class or one of three native language enrollment.</p> <p>Rigor: What other metrics besides state testing can we think about rich, academic rigorous experiences in the classroom. Can we track the number of students enrolled in a Dual Credit class and pass with a C or higher?</p> <p><u>Do these indicators capture who we are in 509J—Students Flourish Here, Better Every Day, and We Care for Each Other?</u></p> <ul style="list-style-type: none"> <li>Language- we talk a lot about our diversity but we don't see it. Not just recognizing it but honoring it; honoring our heritage and why it's important to us.</li> <li>When we think about language and the honoring of it. Are we thinking it through where we honor the language and just not the technical piece of it. What is the community saying - I want to understand family university more.</li> <li>Honoring makes a great deal of sense and I want to honor that. If we're trying to gauge student flourishing: How are students feeling with the classes that are being offered? How does this make students feel honored in the community?</li> <li>What we measure we value. Very important to measure student participation.</li> <li>Appreciate looking at the different indicators. My son is very proud when he sees his academic growth. He's a happier kid when he's involved in sports and</li> </ul>

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			<p>extracurricular activities.</p> <ul style="list-style-type: none"> <li>• What sort of recommended indicators do we want to see as Stewards?</li> <li>• One of our indicators is 3rd grade reading.</li> </ul> <p><u>Are there suggestions for improvement to these indicators?</u></p> <ul style="list-style-type: none"> <li>• When we're talking about rigor, we need to be clear. Look at different ways of success. Is rigor the right word?</li> <li>• Could there be a way that not only tracks the dual credit data but are we looking at the educational pathway? Some students may want to be getting ready for their careers.</li> <li>• Do we also track CTE in classes? We could track all students taking the CTE course, and also track dual credit. Do the CTE and dual credit tracks align enough where we need to only track CTE? We don't want dual credit to be misunderstood. These students are taking college credits.</li> <li>• Strategic path: We start with who we are. We just don't pick a set of data points.</li> </ul>
3:07pm	3 Minute Screen Break		
3:55pm	Closing		Next Meeting: December 17th (Virtual)