

Community School Playbook

Guidance and Resources for Building Leaders

Fall 2020



This guidance was developed by the Academic Division in partnership with Associate Superintendents and Principals of Minneapolis Public Schools in order to support schools in creating and sustaining a strong community school. Much of the guidance and tools in this document will refer to [Coalition for Community Schools](#) as well as resources from MPS Community and Family Engagement Department. If you have questions about this guide or need support with implementation, please contact your Associate Superintendent.

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What you can expect from this playbook

The purpose of this playbook is to provide a roadmap and resources to assist building leaders in the transition and beginning of a strong community school. Schools are unique to the communities and neighborhoods in which they reside. Schools will be processing and planning the transition to becoming a strong community school while continuing to complete school year 2020-2021. This dual process can feel like one is being pulled in two different directions at the same time. However, the transition is an opportunity to reflect on what makes the current school strong and continue those elements in the new school.

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Strong Community Schools

The city of Minneapolis is filled with diverse culture, traditions, language and commerce. While some residents are quick to unify when injustice occurs and protest for change, we know this is not enough. A dark, traumatic history within Minneapolis borders continually influences the pace and ability for change. Redlining of specific neighborhoods and the use of discriminatory [covenants](#)' impacts can still be seen today in socio-economic and racial gaps present in Minneapolis neighborhoods. Minneapolis has one of the highest gaps in home ownership and academic achievement in the nation. The areas of the city with the highest achievement gap are also areas where more people of color live; this is not a coincidence.

Understanding the present day gaps and the location of the school community is important to the work that must be done with and within the school to move toward a more socially and racially just city. Strong community schools must be bold in transforming our current state of public education despite institutional racism's tight hold. Strong community schools must leverage the strengths of the community, uphold anti-racist practices and pedagogies as well as serve as pillars in their communities. MPS is not a district of schools; it is a school district. This means, regardless of the demographics of the school's community, a building leader's charge is to enact courageous leadership in dismantling institutional racism, addressing privilege and power and changing the course of education for and with MPS' students, families and communities.

Clarification of “Community School”

Community School, outside of Minneapolis Public Schools (MPS) refers to what MPS calls Full Service Community Schools. It is important to distinguish the two before we get started.

Full-Service Community School

A Full-Service Community School (FSCS) is both a place and a set of partnerships between the school and community resources. Its integrated focus on academics; health and social services; youth development; and community engagement leads to improved student learning, stronger families, and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings, and weekends. FSCS have close access to healthcare in or near the school, youth development opportunities, external partnerships, community access to facilities, 33school-based FSCS coordinator, family resource centers and additional events and programs for students and community members.

Understanding Community Schools

Description: As more MPS students attend a community school that is located to or near their immediate neighborhood, it is important to define elements of a strong, community school. Strong community schools can be the agents of change if there is bold leadership, clear commitment to anti-racist education, transformative instructional practices and authentic community engagement.

Utilizing [Coalition for Community Schools](#) as a foundation, it is important to consider the following **Guiding Principles**:

- College and Career Preparation
 - Relevant and meaningful instruction to all students
 - Engaging, Culturally Sustaining* Instruction
 - Real-world learning
 - Problem-solving
- Caring and Supportive Environment
 - Social Emotional Learning through non-white dominant lens and practice
- Community Engagement
 - School's identity in and with the community
 - Community and Family Engagement
- Commitment to hiring staff who reflect the community and community values ●
- Staff commitment to learning about the community in where the school is located ●
- Expanded Learning Opportunities for students
- Community Education Opportunities for community members
- Vehicle of transforming education

***Culturally Sustaining Pedagogy** is defined as existing, “wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling.” (DJango Paris and H. Samy Alim, 2017)

In reference to culturally relevant, a term widely used in education, “It is quite possible to be relevant to something without ensuring its continuing critical presence in students’ repertoires of practice.” (Gutierrez & Rogoff, 2003)

Identity Development

Description:

Strong community schools are partners to strong communities. They are in constant collaboration with the community and because of this, exemplify the culture and fabric of that community. The identity of a community school emerges from and is dependent on the

identity of the people that live and work in and utilize the community, the history of the neighborhood, and the geography of the neighborhood. A community school and the community are interdependent on one another and because of this, their identities are integrated and enhanced by the other.

Guiding Questions/Principles:

- What is the historical narrative of the land where the school is located? ○
 - Celebratory history, culture, tradition, commerce and unification
 - Trauma and Impact
 - Past and Current Perception
 - Beliefs and Values of the Community
- How does the school acknowledge and embrace the historical narrative? ● What are the school's attendance boundaries and how do they determine/impact the school community?
- How will the school be proactive versus responsive when considering new student populations who will be a part of the school community who have not been in the past?
- What are important community cultural markers, formal and informal landmarks?
- How can the school engage in helping to define narratives or change the current narrative of the school?
- How does the school's aesthetics represent the identity of the school community?
- How does the school's location interact with the natural landscapes? ● How can the school enhance the cultural fabric of the community? ● What can the school do, internally and externally, to have a positive impact on the historical narrative in the community?
- What is the school's role in engaging external stakeholders to understand the community and partner in work toward eliminating barriers that exist for students?
 - Community Elders, City Council, Legislators, local businesses, places of worship, community center

Steps:

- **Know** the history and cultural values of **the community**.
 - Connect with community organizations.
 - Engage community members in describing the culture and identity of their community.
 - Identify the parts of the community that exemplify the richness of the community.
 - Identify the needs and wants of the community.

- In collaboration with the community, describe the **“ideal” school**.
 - Beliefs and values
 - Vision/Mission
 - Culture and climate
 - Curriculum and pedagogy
- Identify **current reality** of the school:
 - Does the school exemplify the rich culture of the community?
 - Does the school meet the needs of the community?
 - What are the barriers to meeting the needs of the community?
 - Does the curriculum and pedagogy of the school enhance and represent the culture and members of the community?
 - What are the school’s community partnerships? Do these community partners represent the needs and culture of the community?
- Identify **gaps and barriers** currently in place
 - What is missing in the school’s programming, curriculum, pedagogy, culture?
 - What may get in the way of the school and community reaching the ideal state?
- Determine based on gaps, barriers and “ideal” school, what are next steps for improving the current state so that it better aligns? Things to consider:
 - Curriculum
 - Pedagogy
 - Community partners
 - School physical environment

MPS Examples:

[Olson Middle School - My Story, My Brilliance](#)

Mission and Vision

Description

A school's vision and mission statement is a public declaration of how the school community

views their purpose in the educational experience of their students and school community. A vision statement is a common understanding of the school destination, it allows all stakeholders to align their improvement efforts while the mission statement clarifies how to reach the vision or the end goal.

A vision statement is a common understanding of the school destination, it allows all stakeholders to align all school efforts

A mission statement clarifies how to reach the vision or the end goal.

Guiding Principles

- All stakeholders recognize the vision as a destination--future state
- Provides all stakeholders a sense of purpose
- Inspires every staff, student, and family
- Announces to families and students where you are heading and why they should take the trip with you
- The vision is short and memorable
- Creation of mission and vision involves all stakeholders

Steps:

1. Begin to formulate the first steps (identity the identity of the school and community)
2. Based on the findings of the initial steps the leader is able to describe an ideal state of the school. What they are able to see as the future state of the school and community.
3. Get input from the community what are their ideals, beliefs, values, goals, outcomes
 - a. Survey community including students, families and community members
 - b. Hold community meetings in order to gather information
4. From the statements and words and small group of people design a draft vision
5. Building leader shares a draft vision with Site Leadership Team for input and feedback
6. Refine initial vision involving stakeholders
7. Create a Mission Statement based on Vision
 - a. Action driven
 - b. Answers the question of why we exist

8. Developing a marketing/communication plan around the Vision and Mission Statement
 - a. Building Leader
 - b. District Communications

9. Implement a marketing plan (working with your Associate Superintendent and with guidance/tools from Marketing/Communications)
 - a. Potential Staff
 - b. Prospective Families
 - c. Community Members
10. Engage the school community in embracing the Vision and Mission of school (this process should occur yearly)

MPS Examples:

[Patrick Henry High School Example \(Appendix\)](#)

Measures of Success

Description: Strong community schools should have internal and external measures that

inform progress on the implementation of the mission and vision. Each mission and vision should include clear descriptors of how to get there with progress-monitoring metrics. ● [ACT Research](#)

- [Community Schools: Promoting Student Success](#)
- [Community Schools-A Whole Child Approach To School Improvement](#)

Within the school, there should be multiple ways to measure academic success of all students through informal and formal assessments, as well as the ability to provide a well-rounded education to all students. Strong community schools must also constantly be aware and have accountability measures regarding its engagement of parents/families, climate and culture and extended learning opportunities for students. The success of a school is dependent on the ability of the building administrator to hold tight to the mission and vision of the school as a whole while constantly engaging and reflecting on school policies and practices through the lens of equity.

Guiding Questions/Principles:

- Mission and Vision
- Academic Success
- Family/Community Engagement
- What are the internal measures of success?
 - These can be assessments the school has chosen to use to monitor progress of instructional practices, climate and culture, student performance and family engagement.
- How are these internal measures of success used to inform the school of areas of strength and growth?
- What are the external measures of success?
 - Standardized Testing, District-Wide assessments and school evaluations ●
- How are these external measures used to inform the school of areas of strength and growth?
- How are stakeholders involved in creating the measures of success of the school?
- How are stakeholders informed about progress toward goals?

Steps:

- With site leadership team or instructional leadership team, brainstorm measures of success based on the mission and vision of the school. Make sure to include stakeholders including students in this process.
- Determine the best way to measure success. Include MPS Accountability Research

and Equity (ARE) Department to help determine metrics and data gathering if needed.

- Complete a self-assessment or needs assessment to determine the baseline of the school. Utilize multiple data sources to determine the starting point for the school ● Decide on a protocol of how to interpret and interact with data. ● Continue to measure or evaluate progress and report out to stakeholders. ● Understanding there will always be areas of growth, it is important to be focused on one or two areas to allow for concentrated efforts and evidence of growth.

a. Measures of Success

i. Planning and School Improvement Plans

1. Shared vision statement has been created and signed by all partners and reviewed annually - reflective of the definition of a community school as “a public school, the hub of its neighborhood, uniting families, educators and community partners to provide students with high quality academics, health, and social services, and opportunities to succeed in school and in life.
2. SIP includes academic and non-academic indicators/data/results
3. Formal and informal surveys

ii. Collaborative Leadership

1. Site leadership team is representative of the school, the district, and the community
2. Meetings are regularly scheduled with agenda and minutes with committed attendees with clearly defined roles of all members
3. Principal meets regularly with community partners, leadership teams, district coordinators/directors and has mechanisms in place to gain input from students, staff, and families.

iii. Needs Assessments are ongoing

1. Climate
2. Cultural competence and equity
3. Community Engagement
4. Needs of students, families, school leaders, teachers, and staff are measured and acted upon

Engaging with Community and Stakeholders

Description:

A key component to the success of a strong community school is community support. Involving parents and community from the very beginning fosters a collaborative environment. Using informal conversation, listening sessions, surveys, and committees to gather input provides multiple perspectives.

- Be present and part of the community to hear from parents and community members in school and their setting versus asking families and community members to only come to the school. Maintaining varied, frequent, regular communication with the wider community will help keep families and communities focused on the school's vision and mission. Stakeholders engagement provides more opportunity for ownership in the process and final outcome will occur. Consider how to [authentically](#) engage external stakeholders, not just engagement for compliance purposes. Think about stakeholders' role in the success of the school and leverage relationships and build trust.

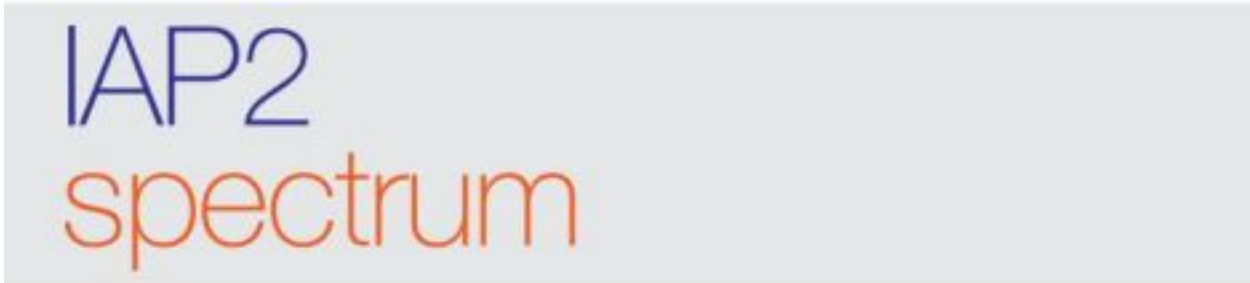
Steps:

1. Engage stakeholders in the development of the vision and mission.
2. Initial Engagement of stakeholders in community building activities (frequently)
 - a. Marketing and recruiting presentations/Informational meetings
 - i. Interactive events like, fairs, carnivals, performances, etc...
 - ii. Regular visits to local daycares, realtors, faith communities
3. Develop a Site Leadership Team that includes a parent or community representatives
4. Develop a Site Council that includes proper number of staff, parents, community members are included per bylaws
5. Ensure Site Council stakeholders represent the community racial demographics and experience
6. Co-construct meeting protocols and norms that are equitable and culturally-responsive.
7. Designate roles and responsibilities of stakeholders
 - a. Be clear on roles of participating parents and/or community members on teams and committees
 - i. Use IAP2 Spectrum of Public Participation (see below)
8. Facilitate the development of the school's PTO
9. Ongoing community building throughout school year

- a. Staff
- b. Staff/Student
- c. Student/Student
- d. Staff/Community Partners

- e. Staff/Student/Family
- 10. Recruitment / Parent Education
 - a. Provide parent education programs that promote understanding of the principles and curriculum
 - b. Establish a compact that parents could sign stating their understanding, support and commitment to the school.

IAP2 Spectrum of Public Participation



developed by the international association for public participation

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decision.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

MPS Examples:

[Family and Community Engagement-Teaching Tolerance](#)

Developing Community School Compact Description

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. The compact is developed in collaboration. However, collaboration doesn't guarantee agreement or that it is implemented and monitored. It helps to draw out and create dialogue about existing tensions. Through collaboration, stakeholders can build the trust and respect that is needed to make large changes. Community schools can help address these and other challenges by streamlining access to services, making schools safe and welcoming spaces for all families and community members, and scheduling programs, courses, and meetings at times that allow the broadest participation. (Citation: [Community Schools Playbook](#))

An effective compact:

- Aligns with school mission, vision, and belief statement(s)
- Links to goals of the school improvement plan
- Focuses on student learning skills
- Describes how teachers will help students develop those skills
- Shares strategies parents can use at home
- Explains how teachers and parents will communicate about student progress ● Describes opportunities for parents to volunteer, observe, and participate in the classroom

(Citation:

<https://ctschoolparentcompact.org/wp-content/uploads/2015/07/Sample-Compact-rev5-13-1.pdf>)

Guiding Questions/Principles:

- How can administration, teachers, and parents exchange ideas about what part each might play in supporting students' learning?
- How will parents hear directly from teachers about teaching and learning and ways to reinforce learning at home?
- How can a compact serve as a catalyst for authentic school-parent conversation and cooperation?

Steps:

- Ongoing process
- Review annually with stakeholders and make adjustments as needed ● Follow through with signatures and refer back to it throughout the school year **MPS**

Examples:

Patrick Henry High School: [Family Compact/Agreement](#)

Hmong International Academy: [Title Compact](#)

Anwatin Middle School: [Anwatin Compact](#)

Envisioning a Pre-K-12 Community

Description:

Community schools help families believe in the Pre-K-12 experience by fostering a strong relationship among pathway schools. Ideally, students in kindergarten should have a sense of pride in knowing that their educational journey will take them through middle school and high school. As young children, they should relate to their high school's core values and mascot. Our mission is to strengthen MPS students' sense of belonging and pride in MPS, and to retain families for the Pre-K-12 experience.

Develop and share your message with staff, current students, and families. Make sure all stakeholders know the school mission-vision, goals, and determine the message you will use to communicate. Then share it at large.

Guiding Questions/Principles:

- What are your pathway schools?
- Which aspects of your school's identity make your place of learning unique and connected to the receiving schools?
- What do community members value about the pathway schools and the individual schools on the pathway?
- What support do you need from the District to communicate about and celebrate this pathway?
- What pathway events might you coordinate to build that sense of progression among pathway schools?
- How do you connect with your school community and pathway schools through visual brand and emotional messaging?
- What extended learning activities within your pathway do you offer to help build community?
- Which community partners (potential and current) can support your pathway connections and relationships?

Steps to envisioning a PreK-12 Community:

1. *Determine enrollment and retention goals.*
 - a. Who will be coming to school, what is your ideal number of students?
Develop systems to ensure accurate contact information. Update regularly. Ask stakeholders regularly for updates.

2. *Develop strategies to outreach*
 - a. What is the core message? Which students will thrive in your school?
 - i. How will you communicate the message? Printed, orally,
 - ii. What languages are required? What tools will you need to communicate with all languages?

- iii. What means of communication do your target audiences use? Flyers, website, texts, social media, in-person tours, livestreaming, fairs, radio and tv, community events, parent ambassadors, student ambassadors, community meetings/participation, public school events, conferences, door-knocking, house parties, Channel 15, community websites (like “NextDoor”), Booklets, folders, postcards, presentations, school videos, student videos.
- iv. Involve families in this process
- v. Develop a community partner mailing/emailing list, including area organizations, elected officials and other key influencers. Update regularly.

3. Plan outreach

- a. Enhance your uniqueness
- b. Plan recruit in-person events
- c. Bring families to school
- d. Share your culture and philosophy
- e. Make consistent communication even after the decision is made so families feel welcomed, valued, and excited about their choice
- f. Engage friends, family, community, partners, and organizations to spread the message
- g. Plan message distribution using the appropriate tools as noted above. Use digital marketing tools- online ads, texts, social media, and email to share your message
- h. Build an informative, language-specific website - communicate your brand. Reach out to Marketing/Communications for assistance.
- i. Plan activities and events that highlight the pathway schools’ shared identity

4. Engage families

- a. Determine the marketing strategies that best reach and engage families
- b. Ask your actual families, teachers, and students why they selected your school
- c. Use their feedback to develop your message
- d. Share with families marketing goods, anything they can bring to your community
- e. Ask for guidance on creative, image choices and positioning your message

5. Engage the community

- a. Get to know who is in your community
- b. Identify possible partners to spread your message
- c. Look for neighboring preschools, community centers, daycares, realtors, churches, business associations or local businesses that are aligned with families and community events

- d. Research on-line, walk the streets, visit the local business, know the people, and work on building relationships

Enrollment and Retention

Description:

MPS Community Schools will demonstrate a systematic effort to create schools that are diverse-by-design and reflective of the demographics of the city of Minneapolis. MPS Placement Office, building leader(s), and community school staff must ensure that families enrolling in the community school of choice understand that equity and diversity are the primary consideration of maintaining a balanced enrollment plan. The experience of learning in integrated classrooms alongside peers with different lived experiences, perspectives, and abilities helps to reduce racial bias and increase creativity, motivation, deeper and more purposeful learning, and application to the use of critical thinking and collaborative problem-solving skills. Building leadership should have enrollment goals that are balanced by the enrollment goals of Community Schools in collaboration with MPS Magnet Schools, Student Placement, Human Resources, and the communities of Minneapolis and surrounding areas ensuring the capacity to serve all students within a diverse educational environment that is resistant to segregation of any demographic population.

Guiding Questions/Principles

- What are our target diverse city and school demographic populations? ● What systematic efforts need to be in place to ensure diversity can be maintained throughout a school year?
- Are we addressing related multiple languages through our staffing, curriculum and communications tools?
- How many classrooms and the expectations for grade level configurations? ● How will increase in enrollment impact the need to acquire and train teachers?

Steps:

1. Identify strategies to meet diverse-by-design enrollment goals.
2. Develop a descriptor for families/students which could include:
 - a. Develop a MPS Community School commitment that builds true community within our district and our city, ensuring a sense of belonging for students and families.
 - b. Understanding community schools and specialized programming
3. Create entrance plans for students moving in from other communities throughout the school year and at the beginning of each year.
4. Create exit plans or cross-marketing opportunities for transitioning students. **21**
5. Ensure MPS Placement understands diverse-by-design goals and parameters. 6. Ensure that each student has a general education homeroom and attendance is taken by

homeroom teachers.

Staffing

Description:

A school must be committed to hiring and retaining qualified, diverse staff. Staff should represent the cultural and linguistic aspects of the community as well have shared experiences of the students and families in the community. Having staff who represent the lived experiences of students provides rich opportunities for staff and students to learn together. Taking the opportunity to hire highly-qualified, diverse candidates should be a priority in sustaining a community-focused school rich in diversity.

Guiding Questions/Principles:

- What is the level of staff's understanding and representation of the school's community?
- When hiring, are you investing in your community? When you invest in the community the community will invest in you.
- What professional development needs to be provided to bridge the cultural, racial and linguistic gap between staff and students?
- What barriers (implicit or explicit) are in place to recruit and retain staff who represent the school's community?
- What is the level of commitment by the school's leadership team to actively promote the recruitment and retention of staff who represent the student's community? ● What types of positions do staff of color hold within the building?
 - Are staff of color more likely to be seen in non-salary positions?
 - Are staff of color part of leadership positions?
- What support staff are needed to provide social emotional learning, strong communication between home and school and sharing of resources?

Steps:

- Take a school-wide assessment of currently hired staff.
 - How many and what percentage of staff represent the students/families of the community?
 - Develop a plan to provide professional development to staff who are not a part of the community to listen and learn about the community
- Commit to equitable hiring practices that allow for qualified, diverse candidates to be recruited to open positions.
- Work with Human Resources to better understand the school's community and to recruit and screen candidates that would be the best fit for the school.

- Be clear with all staff the priority to recruit and retain staff who represent the

school's community.

Curriculum, Instruction and Assessment

Description: Strong community schools create conditions of learning that infuse culturally-sustaining pedagogy into standards-based instruction to provide a rigorous academic environment. Teachers will use MPS designated curriculum and will continually engage in [Curriculum Transformation](#) to best plan, deliver and assess learning that is intentionally inclusive culturally-sustaining pedagogy. As we consider what will be “different” as we move forward with curriculum and instruction, a focus on sustaining students' culture and language should be a focus in what is taught and how it is taught.

Guiding Principles:

- Curriculum
 - Evaluate MPS curriculum and identify if there are areas that need to be more culturally-sustaining
 - Develop a process of curating and selecting supplemental resources/materials that supports curriculum transformation
 - Develop a structure or plan for teachers to collaborate and evaluate curriculum using the curriculum transformation framework.
 - Ensure teachers have the opportunity and resources to use MPS curriculum.
 - Reference [Read Well By Third Grade](#) for Literacy Guidance
 - Additional documents such as Math Curriculum Adoption and Pk-12 Literacy Framework will be linked when ready

- Instruction
 - Consider how Multi-Tier System of Supports (MTSS) is evident in the school
 - Data Cycles should be used on a consistent basis to support instruction
 - Develop a structure or schedule of classroom instruction that is compatible to classroom principles and still aligns to MPS scheduling guidelines.
 - Develop a prep schedule that supports teaming and collaboration
 - Ensure a focus on how things are taught is just as important as what is taught.
 - Utilize a variety of differentiated, culturally responsive, instructional strategies to support and challenge all students.

- Assessment

- Continue to engage in conversation with ILT in regards to progress monitoring and assessment needed for rapid data cycles. Some curriculum has progress monitoring and formative assessments already available.
- Use a process of reporting student progress that is compatible with the school philosophy such as conference, authentic tools such as observation, portfolio and performance assessments with rubrics.
- Incorporate a variety of formative assessment strategies that build up to the summative assessments and provide for reteaching, reinforcement and challenge prior to the summative assessment.

Purpose

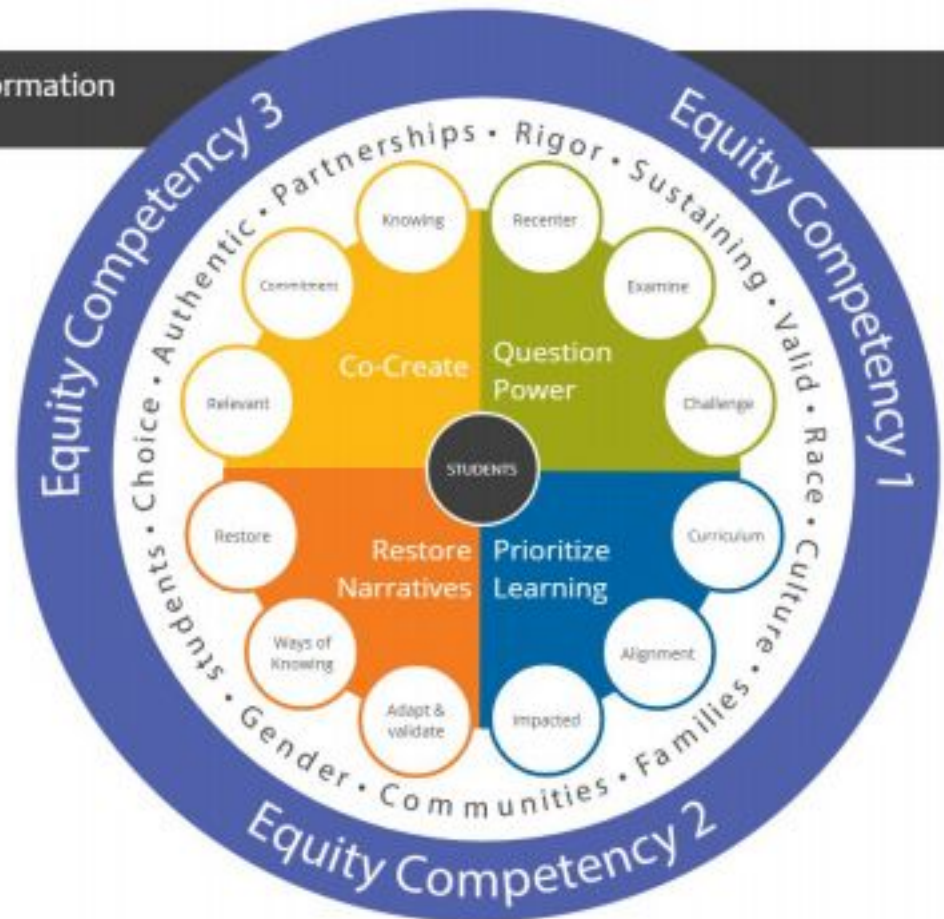
Students deserve a highly engaging learning experience that reflects and celebrates the cultures, values, and lived experiences within our MPS communities. By incorporating research-based best practices in curriculum development, racial identity development, and our commitment to culturally sustaining practices we create an anti-racist education for all.

This work is at the intersection of our district priorities of equity, MTSS, social-emotional learning, and literacy.

Below is our vision for the entry points for action to make this a reality. Our Curriculum Transformation Process combines elements of the [MPS Equity Framework](#), [culturally sustaining pedagogy](#), in addition to content-specific changes needed to improve outcomes for ALL students in Minneapolis Public Schools.

What do we mean by curriculum?

While we might sometimes think of curriculum as separate from pedagogy, the reality is that they work in tandem. Approaching this work with the understanding that transformation will only occur when we truly examine **how** we teach in addition to **what** we teach.



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Professional Development

Description:

Professional development of all staff is required to ensure that they understand the community and the families they are working with. Professional Development ensures that the school meets its educational goals, and staff has the knowledge and skills to serve their students better. Some professional development may require external training, while other professional development can be job-embedded.

Steps:

1. Create a multi-year professional development plan based on current reality, best practice and desired state
2. Develop a system of support for new families, new teachers, new ESP. 3. Create a community of collaborators to strengthen relationships with staff, families, and communities.
4. Develop a specific plan to meet the needs of the community school
5. Develop partnerships with community organizations
6. Home visits?
7. Community involvement and outreach.
8. The Instructional Leadership Team creates a self-assessment or inventory knowledge and skills best suited for school.
9. Secure the resources (proper time, budget, expertise) necessary to complete professional development plan

Professional Development Parameters

- Aligned with the goals of the program, mainly focusing on
 - School and Community needs
 - Identify materials and resources available - learn and plan
 - Collect and use data to inform instruction
- Aligned to MPS priorities and MN State Standards
 - Workgroups with theme-based skills that are matched to state standards for scope and sequence and to identify gaps
- Equity Focused
 - Utilize MPS Equity Framework and Equity Competencies
- Differentiated PD Models
 - Mentors, coaching, peer teacher's skills
- Partnerships with educational institutions - MDE
- Teacher study groups
- Cohort model- Staff Choice based on School Strategic Plan
- Retreats
- Inclusive of non-teaching staff
- Online courses, conferences, college courses
- Workshops to dig deeper into a subject
- Conferences

- Team meetings to plan, problem-solve, improve practice
- Learning walks, peer observation
- Collaboration with District colleagues, vertical alignment E-M-HS

MPS Examples:

- [MPS Equity Department](#)-Kandace Logan
- [OBSA](#) -Michael Walker
- [Indian Education](#)
- [MPS PAC Groups](#) (HPAC, SPAC, BPAC, LPAC, Title VI Parent Committee, SEAC and DPAC)
- MPS Teaching & Learning
- MPS Special Education Department
- Building and School Pathway Professional Development Plans

Building Preparedness

Description:

It is crucial that school building reflects its community. Schools should be buildings that welcome students, teachers, and families, where all students can learn in a welcoming, safe, and healthy environment. The community is represented at all locations from the school's entrance, art, decorations, displays, signage, front office, halls, and in the classroom. Aesthetics that intentionally and authentically include the cultures and identities of the

community.

Steps:

1. Annually, in May or June, schedule a meeting with the Operations Division to conduct a facility walk through. A scheduling request should be made using the Facilities email system (facilities@mpls.k12.mn.us). Operations staff will reach out to you and schedule a walk-through with the appropriate team members.
2. Building Leader will host the walk-through of the building. Operations staff will take notes on needed repairs and recommended improvements and provide a meeting summary to the Building Leader.
3. During the tour, building leaders should consider;
 - a. Are there areas where safety may be a concern?
 - b. School colors
 - c. Lighting, painting and general aesthetics. Are there areas that need to be repaired or improved? Consider the first-time visitor and walk the path they may walk to determine needs. Look into rooms and spaces for adequate lighting, neat and orderly, flooring, painting, doors.
 - d. Do spaces need to be changed to better support learning?
 - e. Do rooms need equipment or different furniture to support the programming and classes?
 - f. Classroom preparedness. Review the classroom furniture for appropriate grade level. Do rooms need to be changed?
 - g. Check the technology in the room. Is it adequate for the learning program in the classroom?
 - h. Review large meeting areas like the cafeteria, gym or auditorium. Does the space have signage for the magnet theme?
 - i. Reconfigure program space. Are there spaces that need to be reconfigured to support the program
 - j. Indoor and outdoor signage/monument sign
4. Operations will compile the list of construction and repairs and review the list with the Building Leader to establish the priority of potential improvements. Major capital improvements are considered in the broad context of overall district needs and

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subject to limitations based on district resources for bonding for funds. Annually, the Capital Plan is presented to the Board of Education in April, for approval in June, for the following fiscal year. Major capital projects, once approved, can take 18 – 36 months to implement.

5. Small capital projects (typically projects less than \$50,000) can be requested through the small capital projects request form

(<https://minneapolispublicschools.sharepoint.com/sites/Operations/SitePages/Capital-Planning,-Construction-%26-Maintenance.aspx>). Small capital project requests are reviewed twice per year and, if approved, are implemented as needed to meet the specific building needs.

Creating School-Wide Implementation Plan

Description:

A school-wide implementation plan is a comprehensive road map towards success. It clearly defines how the school will implement the actions necessary to reach the vision, mission and goals identified. An implementation plan includes a description of the current reality, needs assessment, identified strategies and accountability measures. It is a plan that is visible to all stakeholders, is attainable and at the same time aspirational. For schools who are undergoing a transition, having a plan is important to ensuring the goals are being met. The building administrator, with input from staff, students, families and community should create a work and implementation plan.

Guiding Questions/Principles:

1. What is the feasibility of the initiative/strategy? What is the scope of this work?
2. Who will lead and support this work?
3. What stakeholders should be involved?
4. What resources do you have? What resources do you need?
5. How are you going to monitor and measure implementation?
6. Is implementation broken down into reasonable annual steps with review of implementation?
7. Who will resist implementation?
8. What are the risks of this initiative?

Steps:

1. Be sure to have a working mission/vision
2. Gather input from stakeholders
 - a. Survey students, staff and families
 - i. Ideal school
 - ii. Areas of success
 - iii. Areas of improvement
3. Convene leadership teams (instructional, SEL/Equity, and Site Council) to discuss current reality to go through the following process:

- a. Needs assessment
 - i. Barriers, pitfalls and blindspots
 - ii. Gaps--academic, behavioral, students, staff, programming
 - iii. Lagging skills
 - b. Select short term and long term goals
 - c. Select strategies to reach goals
 - d. Develop accountability plan
 - i. Assessment measures
 - ii. Timeline
 - e. Identify resources needed
 - f. Determine ways to check-in and celebrate
4. Communicate plan to stakeholders
 - a. Present to staff
 - b. Present to families
 - c. Meet with Marketing/Communications about developing a [communications/enrollment/marketing plan](#)

MPS Examples:

- See SIP portal
- [PHHS Creating Effective Learning Environments Charter](#)

Transition and Retention Plan

Description: Create a plan to transition students from feeder school to next school level

(from 5th to 6th grades, and from 8th to 9th grades, specifically). Identify strengths and needs of incoming student bodies. Work with feeder schools to schedule individual student's in a way that best supports their relationship with school and school staff.

Create a transition day/period for a new grade level in a building.

Objectives:

- Help incoming students feel safe in the building
- Create awareness of resources and opportunities for students at new school
- Learn the systems within the school and layout of the school
- Understand Expectations of the community
 - Academic, Behavioral, Relationship expectations
 - Mission and Vision of the school
- Initiate the process of building strong positive relationships between educators and transitioning grade students
- Build strong positive relationships with upper class student leaders

Additional Suggestions from MPS Retention Committee:

Guiding Questions/Principles:

1. How are celebrating students and community relationships, accomplishments, and experience as they leave a school?
2. How are we welcoming and supporting students transitioning mid year and within a grade band?
3. Are we identifying the needs of the incoming student body?
 - a. language needs
 - b. SPED needs of incoming class
 - c. SEL needs
 - d. Academic strengths and needs
 - e. Family strengths and needs
4. How are students and school staff learning about each other and how the community works together?
5. Are we creating opportunities for all students and family members to feel included and welcome?
6. Are there extracurricular activities for all students?

Steps:

1. Build relationships with staff and families along the feeder school pathways: field

trips between schools, individual student transition/retention plans, student/family workshops about transitions, principals visit one another's schools, provide virtual tours of schools, create online parent forums to discuss the new schools, promote extra-curricular activities at the new school.

2. Create opportunities for younger students to be present at celebrations and events at upcoming pathway school.
3. Create workshop/program opportunities that build pathway activities (Athletics, Arts, Academic)
4. Each Spring, hold transition meetings between feeder school and incoming school staff to identify students needing support during the transition. (*This is in addition to the SPED transition meetings.*)
5. Each Spring, schedule a transition day for feeder school students to tour the incoming school.
6. Create opportunities for collaboration among schools and the community within a feeder school pathway.

MPS Examples:

- [9th grade Transition Day Proposal](#)
- [9th grade Orientation Schedule - PHHS](#)
- [Hale and Field Transition Plan](#)

Special Education

Description: A continuum of Special education services will be provided to our students in their community schools with intentional inclusiveness to the greatest extent possible. All of our community schools will offer services for Speech & Language, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Psychology and Social Work to students who require services in special education from 1-20% of their school day to students who require services for more than 60% of their school day. Before placing students in any special education setting, each conversation needs to begin with general education and where the student can find success with non-disabled peers. Special education, general education teachers, and parents/guardians will work collaboratively to determine the least restrictive environment in every situation and work to meet the needs of each student in his/her least restrictive environment with access to grade level core instruction. It will be important that all teachers and SEAs have knowledge of Universal Design for Learning (UDL) and Assistive Technology to level the learning plane while maintaining high standards for ALL students.

Students in special education programs for students with significant disabilities will receive their education through a blended manner that includes learning alongside general education peers with adaptations and modifications to meet the specific needs of each individual learner. Special education teachers of programs will provide instruction in collaboration with the general education teachers. Special education teachers and related service providers will co-teach in subjects like science and social studies to give students access to age appropriate grade level content, regardless of the student's cognitive abilities. These opportunities provide students with unique needs avenues to improve their communication and social skills with peers of the same age, which provides greater learning for all students and gives students without disabilities more compassion and empathy for ALL people in their community.

Guiding Questions/Principles:

- Students receiving special education services are general education students first.
- When a student enters the building, the student is placed in a general education classroom based on age/grade prior to placing into a special education classroom. Every student has a seat in the general education classroom and is a part of the general education class roster.
- We know that belonging to a natural community is a basic need. During the first couple of weeks of school, students should be integrated into general education to build community with their class. The priority is for students to be with all of their peers and the secondary focus is to build community within their special education environment.

- When grading, general and special education teachers should collaborate for all subject areas. Outcomes for classes should be created at the beginning of each quarter/unit and letter or number grades are based on meeting the expectations with modified grading agreed upon with parents. If content is modified, letter grades/Credit-NoCredit need to be specifically laid out within the IEP team.
- Evidence-based special education services should be implemented with fidelity and progress monitored. Decisions about changes in services are based on the data collected. Special education services and federal settings can change, and IEPs can be updated to reflect those changes.
- Students coming from more restrictive settings will be welcomed into their community school with support, regardless of the time of year they enter their new school community. Integration into the general education community should be intentional.

Steps:

- Whole building professional development regarding inclusion, UDL, and assistive technology.
- Structure the IEP meetings in an intentional manner, with principal and AP support so that leadership has an understanding of the IEP process, how staff interact with parents, and how teams make decisions. ie. Choose 1 student from each case manager randomly and follow that student's meetings throughout the years the student is at your school.
- Student placement, attendance, and other district systems should accommodate all students as general education students first.

Community School Timeline

Note: Dates are subject to change

July 2020 • Strong Community School Playbook Completed • Building Leaders Identified

August 2020 • Building Leader training in development and implementation of new school

- School Name Change (Policy and Costing) If Applicable
- Review [Annual School Marketing Timeline](#) and make assignments
- Set dates for Virtual School Choice activities

Sept. - October 2020 • Develop Draft School-Wide Implementation Plan • Review Site Council By-Laws and propose possible revisions

- Prepare for and publicize Virtual School Choice Fair throughout your community
- Plan and notify Communications of public school events that prospective families can attend (concerts, open houses, performances, etc)
- Consider student retention opportunities for parent/teacher conferences, especially for students in transition grades

November 2020 • Participate in(Virtual) School Choice/Enrollment Fair; digitally distribute School Choice Guidebooks

- Cross-market your school with feeder schools (field trips, school visitors)
- Listening Sessions for prospective families that include sharing initial

vision and programming

December 2020 • Listening Sessions for prospective families that include sharing initial vision and programming

- Reach out to early childhood organizations and realtors in your community about your school and enrollment

January 2021 • Listening Sessions for prospective families that include sharing initial vision and programming

February 2021 • Listening Sessions for prospective families that include sharing initial vision and programming

March 2021 • Equity Training for Interview/Hiring Team

- Interview/Hiring Team for school established

April 2021 • School Stakeholder Group Meeting

- Ongoing Community Building Events
- Develop Community School Compact

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- Staffing Finalized
- Begin reaching out to families enrolled in your school for next year
- Consider school registration week activities or kindergarten registration day activities

May 2021 • School Stakeholder Group identified which will become the Site Council

- Community Engagement Sessions

June 2021 • School Stakeholder Group Meeting

- Community Engagement Sessions
- Community Building Events
 - Include current and new families
 - New families due to boundary switch
 - New families due to transitions (5th to 6th and 8th to 9th)
- Continue Community School Compact
- Building Leader Required Professional Development (3 days)
 - Courageous Leadership
 - Equity
 - Core (Literacy and Math)
 - New School Implementation/Strong Community Schools
- School Stakeholder Group Meeting
- All staff Professional Development
 - Magnets: June 14-18,2021 (5 days) Equity and School Development

- Prep for August/September events -- open house dates/invitations, supply lists, etc.

July 2021 ● Curriculum Development

- Materials and Resource Ordering

August 2021 ● Building Leader Required Professional Development ○ Continuation of June Professional Development

- School Improvement and Academic Expectations
- School Stakeholder Group Meeting
- Community Engagement
 - Neighborhood walks
 - Student, Family and Neighborhood listening sessions
- Open House
- School Opening Event (maybe for students)
- All Staff Professional Development

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- Every teacher trained in the next three years: First summer opportunity:
 - August 19-20 (2 days) Equity and Community School Development
 - Aligned to the Climate Framework
- Restorative Practice
- Anti-racist Pedagogy
- Culturally Affirming Instructional Practice
 - Magnet School: August 18-20 (3 days) Curriculum Development
 - Opening Week
 - August 25-27 Professional Development
 - No PD the next week, Building PD will focus on
- School Values, Equity, Academic Alignment
- Leadership, Stakeholder Engagement

September 2021 ● School Stakeholder Group Meeting (every month going forward) ● Year 1 Implementation Begins

