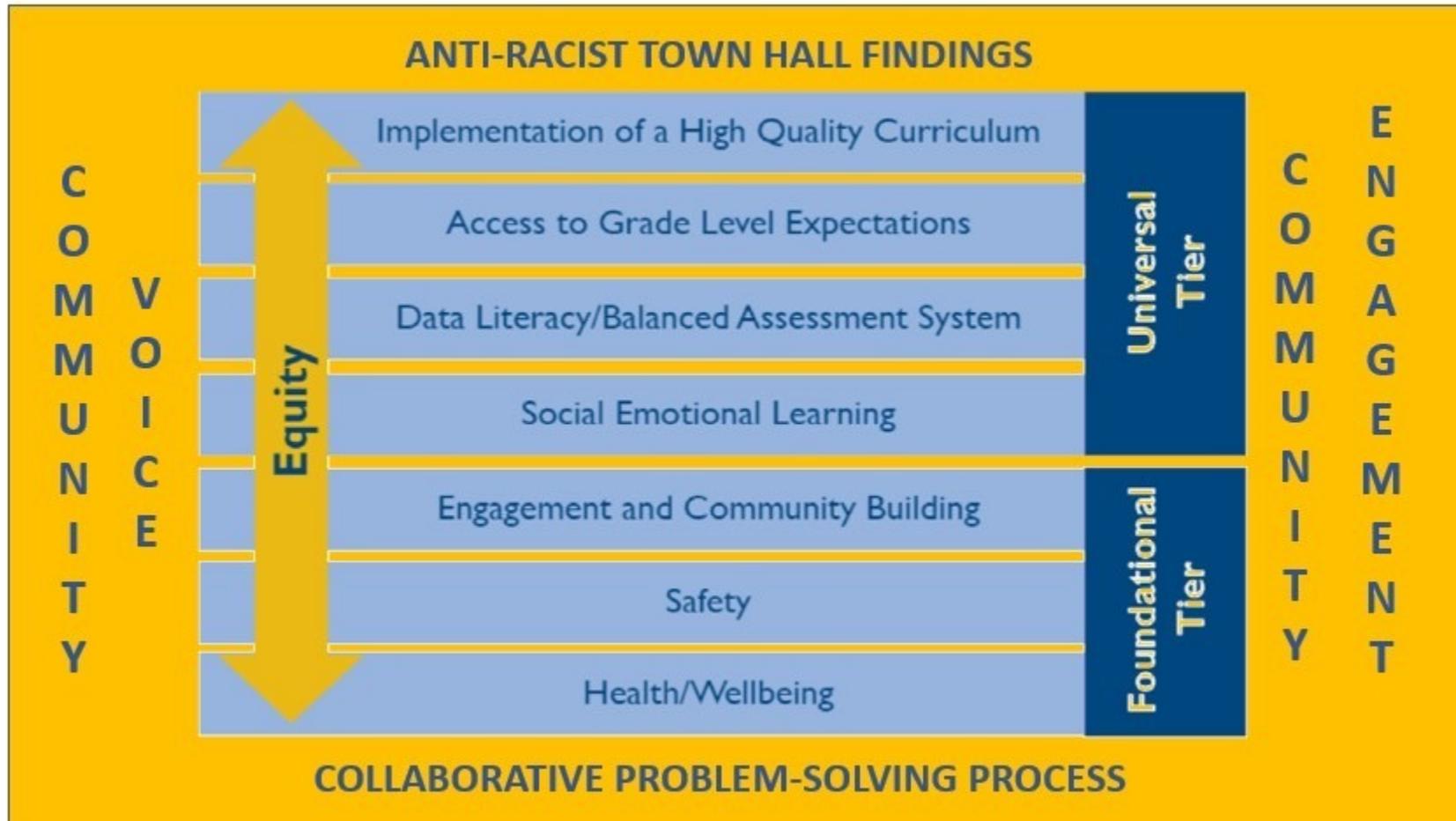# Development of the District's Plan

- **Public and community input**

  - Board Listening Sessions
  - Collaborative Problem-Solving Process
  - Anti-racist Town Hall Meetings

- **Staff input**

  - Work Teams
  - District MTSS Team
  - Feedback Sessions with Building Leadership Teams

- **Student Input**

  - Focus Groups
  - Anti-racist Town Hall Meetings

Management Limitation 2.10 SEL

1. Operate without <u>full integration of learning supports</u> (e.g. behavioral, social services, mental health), instruction, and school management within a comprehensive cohesive approach that facilitates multi-disciplinary collaboration.

2. Operate without the <u>staff complement</u> to support social and emotional needs of all students.

3. Operate without a professional development plan to support social emotional learning outcomes and student needs.

4. Operate without curriculum for social and emotional learning.

5. Operate without an assessment tool to measure Social and Emotional Learning outcomes.

6. Operate with policies or processes that cause conditions adversely impacting the physical and/or psychological safety, and well-being of students and/or limiting the ability of building leadership, and/or teachers to provide a safe school setting the optimum conditions for teaching and learning.

Levers with Explicit Connections to Findings

ANTI-RACIST TOWN HALL FINDINGS

COMMUNITY VOICE

Equity

- Implementation of a High Quality Curriculum
- Access to Grade Level Expectations
- Data Literacy/Balanced Assessment System
- Social Emotional Learning
- Engagement and Community Building
- Safety
- Health/Wellbeing

Universal Tier

Foundational Tier

COMMUNITY ENGAGEMENT

COLLABORATIVE PROBLEM-SOLVING PROCESS

Current State

- 38 Masters level social workers

- 103 school counselors

- Every school has a school-based therapist on site

- Every school has access to a school psychologist

- 21 schools have a Community School Coordinator

Community Schools: A Federally Approved Approach to Improve Student Outcomes

"Community schools provide a wide range of well-coordinated supports and services for young people and their families in a trusting and collaborative setting. This approach qualifies as an evidence-based intervention for schools identified as needing support and improvement under Every Student Succeeds Act.

Research shows that community schools contribute to student and school outcomes ranging from improvements in student attitudes and attendance to achievement and attainment, yielding up to $15 in social benefits for every dollar invested.

These schools have proved especially important for underserved students and families, who experience higher rates of economic insecurity, food scarcity, and mental health challenges. This is critical given that, even before COVID-19, more than half of the nation's schoolchildren (25 million) lived in low-income households.

Community Schools partner with students, families, educators, community agencies, and local government to address these challenges head-on by establishing trusting relationships and providing well-coordinated services and supports."

https://learningpolicyinstitute.org/sites/default/files/product-files/Federal_Funds_CS_FACTSHEET.pdf

Evidence-Based Pillars of Community Schools

Pillars of Community Schools: The efforts of community schools are categorized into four pillars

- Integrated student supports: Through a tiered system of support, ensuring each child is healthy, safe, supported, engaged, and challenged.

- Expanded learning time and opportunities: Programs and activities that provide additional academic instruction, enrichment, connection to real world learning, and service learning.

- Family and community engagement: Embraces families, neighborhoods, and communities as assets and mobilizes assets towards school and community improvement.

- Collaborative leadership and practice: Shared ownership and shared accountability among schools, families, and communities.

DMPS Community Schools exist to build meaningful partnerships between families, schools, and the community leading to improved student learning, thriving families and vibrant neighborhoods.

Three-Year Fund Utilization Plan

2021-22	2022-23	2023-24
28 Community School Coordinators	Continued sustaining of Community School Coordinators	Continued sustaining of Community School Coordinators

Community Schools Sustainability

- Seek additional funding opportunities (federal community schools, foundations, etc.)

- Work within current systems to right size foundational vs. Tier 3 support services

- Explore use of Drop Out Prevention Funding (DOP), 21st Century Community Learning Center (21CCLC), Enterprise and Title for sustainability

- Combining streams by braiding and blending a variety of federal, state, and local sources.

Connections

Board Goal Action Plan

- Health and Well-Being

- Engagement and Community Building

- Safety

Pandemic (lessons learned)

- Importance of connections with communities and families

Expected Impact of Investment

Health and Well-Being

- School communities have access to internal and external supports through building sustainable partnerships.

  – mental health services, on-site food pantries, etc.

Engagement and Community Building

- Schools will utilize a system to access the voices of families, community, staff, and students that represent their school to build a culture that empowers all and create the space for belonging and a feeling of being valued.

- Students will be engaged in out of school time opportunities

Monitoring Plan

Implementation Monitoring

Recruitment

- Collaborate with Human Resources to recruit through national outlets
- Host informational sessions for internal employees interested in Community School Work (Bilingual Family Liaisons, Before & After School Supervisors, SUCCESS, etc.)
- Share information with current Community Partners through Community Partnership Coordinator

Development of Onboarding Plan & Training Materials

- Using Attendance Works, develop DMPS Attendance & Engagement Toolkit Toolkits - Attendance Works
- Develop School Advisory Council toolkit SAC Resources – Family & Community Engagement (philasd.org)

Training & Professional Development

- Will align all trainings for Community School Coordinators to DMPS district strategic plan and Community School Pillars.

Impact Monitoring (Pillars of Community Schools)

Integrated Student Supports

- Increase number of students receiving access to support services (meal programs, food pantries, partnership programming, adult learning programs, access to legal services etc.)

Family and Community Engagement

- Increase use of SchoolCNXT in all schools to ensure regular 2-way communication between families and educators.

Out of School Time

- Increase access to after school programming, school activities, and partnership programming; including summer learning programs.
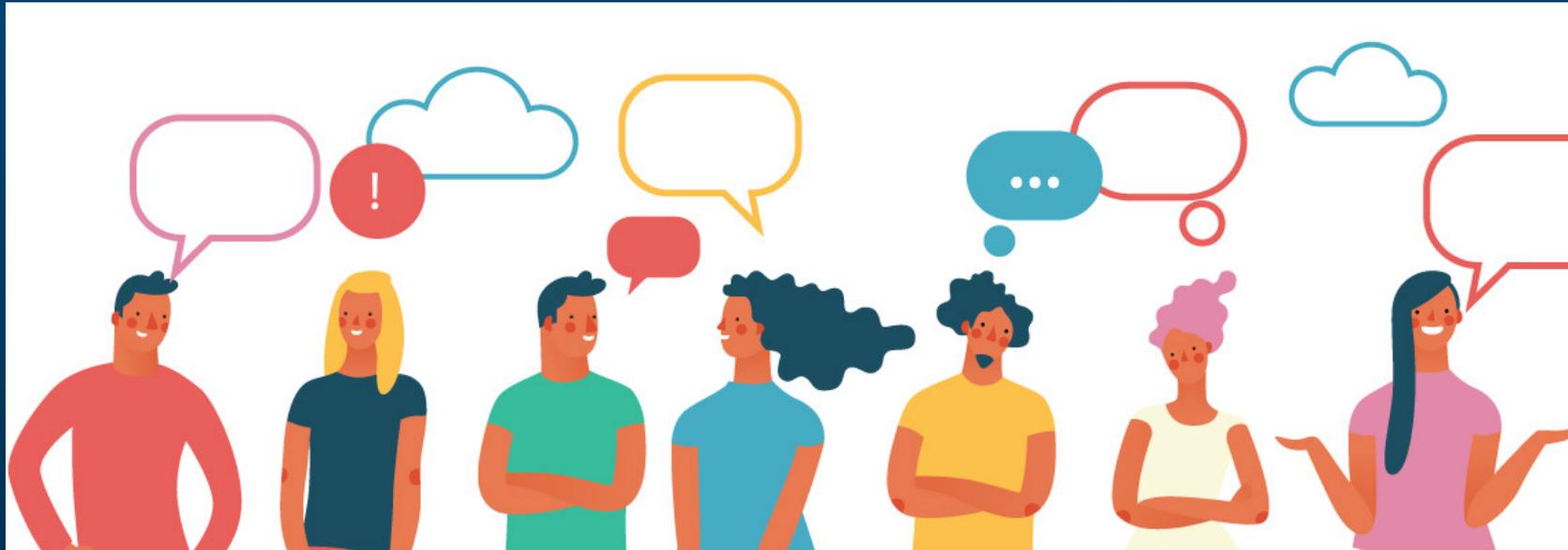
Collaborative Leadership and Practice

- Asset mapping will be conducted at all community school sites to inform programming and all other actions of the community school.

- School Advisory Councils will be implemented at all community school sites and ensure access and equity of voice in school-based decision making.

Before We Part Ways…

One word that describes how you are feeling about the community schools service model.

QUESTIONS AND DISCUSSION