

FULL-SERVICE COMMUNITY SCHOOL PLAN

2017 Full-Service Community Schools (FSCS)

School District – Duluth #709

School Building – Myers-Wilkins Community School

INSTRUCTIONS

According to the 2016 Minnesota Statutes, the school leadership team at each school site must develop a Full-Service Community School (FSCS) Plan detailing the steps the school leadership team will take to implement FSCS programs. The FSCS Plan must meet the requirements described in the [2016 Minnesota Statutes 124D.231 subdivision 2 sections g and h](#). You may use this form, which addresses all of the required elements, or you may create your own FSCS Plan template that includes all of the required elements.

A. School Leadership Team

- 1) *Please describe how the school will ensure the consistent operation of the school leadership team and ongoing monitoring of the development and implementation of the full-service community school operations and programming at the school site.*

The school leadership team will meet bi-monthly throughout the school year. The site coordinator will coordinate the site leadership team and provide reminders to team members. Transportation and childcare will be provided to parents if needed to ensure their ability to attend. During monthly meetings, progress reports will be shared from individuals and committees within areas identified in the FSCS plan. The leadership team may adjust the plan to meet changing needs and opportunities.

Representatives from the team will communicate information to other appropriate teams or groups. For example, the site coordinator and several parents on our team will attend the Parent Staff Advisory Council (PSAC) to share the plan and progress, allowing opportunities for the PSAC to take action on supporting initiatives identified and provide input. The site coordinator and staff representatives serve on the Continuous Improvement and Climate Teams and can share appropriate information. Additionally, the site coordinator can disseminate information to the Out-of-School times partners and Together for Health Leadership team, which is a team dedicated to health focused work within the school and surrounding neighborhood.

Additionally, the site coordinator provides monthly reports to the Duluth Community School Collaborative board, which is composed of school district, city, community organization and parent representatives. This report includes updates on the site leadership team and implementation of programming. This board helps to oversee financial support for programming and communication to the public.

- 2) *Please describe the plan for school leadership team development.*

Leadership team development will begin using resources from the Coalition of Community School. We will introduce resources on various topics during meetings; such as Community School standards and indicators, shared vision for accountability and results, and the Culture of Health. We also expect to use webinar series available through the Coalition on “Community School and Equity” and “Trauma Informed Schools”. These series may be utilized with the

whole team or a subcommittee would disseminate information with the team or greater school and partners. 3 representatives from our team attended the Community School National Conferences in May of 2018. We will continue to identify training and development opportunities such as this to build capacity of our members.

3) *Please describe how the school will inform parents and community members of the school leadership team meetings, agendas, meeting minutes, and annual reports.*

The school will inform parents and community by posting upcoming meeting dates on the DCSC website, facebook page, and school newsletter. Meeting agendas, minutes, and annual report will be shared on the school and DCSC website.

B. Community Stakeholders

4) *Please describe how the leadership team will ensure and document meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, civic engagement organizations, businesses, and social service providers.*

Collaboration with partners is documented through contracts and/or Memorandums of Understandings(MOU's). We currently have MOU's with OST partners working within the school and expect to continue this strategy with future partners. Additionally, we have contracts when the partnership entails shared funding; such as our partnership with St. Louis County Public Health. Additionally, monthly meetings are held with OST coordinators that provide services within the school and the Together for Health Leadership team. Meeting minutes provide documentation of planning and agreed upon decisions.

5) *Please describe the plan for establishing and maintaining partnerships with institutions, such as universities, hospitals, museums, or not-for-profit community organizations to further the development and implementation of community school programming.*

Current partnerships are sustained through on-going communication and planning with the site coordinator as the liaison. Additionally, monthly meetings with our key OST and Health partners to ensure clear, timely communication with all stakeholders; and avoid duplication of services/teams.

C. Services and Programming

6) *Programming Types*

Please select at least two of the following types of programming that your school site will implement and that are designed to align community assets and meet the school and community needs identified in your baseline analysis.

Academic

- Academic support and enrichment activities, including expanded learning time
- Summer or after-school enrichment and learning experiences

Parental Involvement

- Programs that promote parental involvement and family literacy
- Parenting education activities

Other programming type, please describe

- Health and social service navigation and support

7) Please describe each of the FSCS programs that you will offer.

Academic:

Summer and After-school Enrichment Opportunities

Academic support and enrichment activities, including expanded learning time

Compass:

- Targeted audience: K – 5th grade students
- Needs Addressed: academic support and interventions, social emotional and life skill development, enrichment and expanded learning opportunities.
- Community Partners - Duluth Community School Collaborative, MN Literacy Council, Reading Corps, Math Corps, True North AmeriCorps, YMCA, Incredible Exchange, EXCEL, Duluth Outdoor Collaborative,
- Located at Myers-Wilkins Elementary School – using classroom spaces.
School Year: October – May on Mondays – Thursdays from 2:15-5p.m.
Summer: June – July on Mondays- Thursdays from 8:30-12:30p.m.
- Program is FREE with bus transportation or supervised walking groups provided following program. After-school snack during school year. Breakfast and Lunch provided at school during summer.
- The service/initiative goal(s):
 - Improve children’s academic achievement
 - Foster enrichment and learning
 - Development of social emotional and life-skills
 - Increase the number of positive, caring adults in participants’ lives

Key Zone:

- Targeted audience: K – 5th grade students
- Needs Addressed: academic support – tutoring/homework help, social emotional and life skill development, enrichment and expanded learning opportunities.
- Community Partners - Duluth YMCA, University of MN Duluth, Duluth Outdoor Collaborative, True North AmeriCorps
- Located at Myers-Wilkins Elementary School – using classroom spaces.
- School Year: September – June on Mondays – Fridays from 2:15-6p.m.
- Summer: Offered June-August on Mondays – Fridays from 6:30a.m.-6p.m.
- Program is fee based with scholarships available
- The service/initiative goal(s):
 - Foster enrichment and learning
 - Development of life skills
 - Promote regular attendance in school
 - Provide year-round opportunities for fun and adventure

Girl Power!:

- Targeted audience - 3rd – 5th grade students in school year. 3rd-8th grade students in summer.
- Needs Addressed: academic support – tutoring/mentoring, STEM, leadership, racial justice, social emotional and life skill development, enrichment and expanded learning opportunities.
- Community Partners – YWCA, Duluth Community School Collaborative
- Located at Grant Recreation Center (adjacent to the school – in walking distance)
- School Year: October – May on Mondays – Wednesdays from 2:15-5p.m.
- Summer: June- mid August on Mondays – Fridays from 8a.m.-4p.m.
- Program is FREE with bus transportation or supervised walking groups provided following program. After-school snack during school year. Breakfast and Lunch provided at school during summer.
- The service/initiative goal(s):
 - Provide hands-on educational opportunities and supportive relationships for youth and their families.
 - Provide leadership, STEM, mentoring, financial literacy, academic, career, and life skill education through a racial, social justice lens.

PACE Classes (Programs for Academic and Cultural Enrichment:

- Targeted audience: K – 5th grade students
- Needs Addressed: social and life skill development, enrichment and expanded learning opportunities.
- Community Partners - Duluth Community School Collaborative, University of MN Duluth, College of Saint Scholastica, Men as Peacemakers, Girl Scouts, Arrowhead Youth Soccer Association, Duluth Outdoor Collaborative, and Kako's Foundation.
- Located at Myers-Wilkins Elementary School – using classroom spaces.
- Offered October – May on Tuesday -Thursday from 2:15-5p.m.
- Program is FREE bus transportation or supervised walking groups provided following program
- The service/initiative goal(s):
 - Foster enrichment and learning
 - Development of social emotional and life-skills
 - Increase the number of positive, caring adults in participants' lives

Hillside Youth Theater:

- Targeted audience: Students who finished 2nd – 10th grades
- Needs Addressed: social and life skill development, enrichment and expanded learning opportunities.
- Community Partners - Duluth Community School Collaborative, Incredible Exchange, Youth Employment Services, Upward Bound, ISD 709 Community Education and Lincoln Park Middle School
- Located at Myers-Wilkins Elementary School—using classroom spaces and Lincoln Park Middle School Auditorium
- Offered June – July on Mondays- Thursdays from 8:30-12:30p.m.
- Program is FREE with bus transportation provided to and from the program (students may continue in afternoon program) Breakfast and Lunch provided at school.
- The service/initiative goal(s):
 - Create active, enjoyable, youth relevant and challenging theatre experiences within a safe and supported environment.
 - Foster enrichment and learning
 - Development of social emotional and life-skills
 - Increase the number of positive, caring adults in participants' lives

Imagination Station:

- Targeted audience: Age 5 and up
- Needs Addressed: Academic enrichment, social and life skills, expanded learning opportunities.
- Community Partners - Duluth Community School Collaborative, YMCA, Incredible Exchange, True North AmeriCorps, MN Literacy Council, Duluth Parks and Recreation.
- Located at Grant Recreation Center (adjacent to Myers-Wilkins – in walking distance)
- Offered June – mid August on Mondays- Thursdays from 1-4p.m.
- The service/initiative goal(s):
 - Foster enrichment and learning
 - Development of social emotional and life-skills
 - Increase the number of positive, caring adults in participants' lives

Parental Involvement:

Family Nights

- Targeted audience: children, parents, family and community members
- Needs Addressed: Parent engagement and involvement, safe and welcoming environment, positive school climate
- Community Partners - Duluth Community School Collaborative, University of MN Duluth, College of Saint Scholastica, Second Harvest Food Bank, YMCA, Reading Corps, Math Corps, True North AmeriCorps, Together for Health, University of MN Duluth, College of Saint Scholastica, Duluth Outdoor Collaborative
- Located at Myers-Wilkins Elementary School
- Offered monthly in the evenings, typically between 5-7p.m.

- Programing is free with transportation provided on needed basis
- The service/initiative goal(s):
 - Increase parent/guardian awareness of and involvement in children's education.
 - Create a safe, supportive and welcoming school climate for all youth and families.

Parenting and family Classes

- Targeted audience: Parents, family and community members
- Needs Addressed: Parent engagement and involvement, parenting skills, health and social support
- Community Partners - Duluth Community School Collaborative, Second Harvest Food Bank, Essentia Health, St. Louis County Public Health, Generations Health Care Initiative
- Located at Myers-Wilkins Elementary School
- Offered: On a varied basis dependent on class
- Programing is free with childcare and transportation provided on needed basis
- The service/initiative goal(s):
 - Increase parent/guardian awareness of and involvement in children's education.
 - Engage parents in learning about lifelong health and creating opportunities for healthy activities in their neighborhood.

Health and Social Service Navigation and support

Together for Health

- Targeted audience: children, parents, family and community members
- Needs Addressed: Health and Social Service Support
- Community Partners -Duluth Community School Collaborative, Generations Health Care Initiative, St. Louis County Public Health, Essentia, St. Lukes, Human Development Center, SOAR Career Solutions, CHUM, Duluth Family Medical Clinic, Lake Superior Community Health Center, Community Action Duluth
- Located at Myers-Wilkins Elementary School – home visiting and outreach to community organizations
- Offered School-year: Monday – Friday between 7a.m. -6p.m., Summer: Monday-Fridays 7a.m.-3p.m.
- Transportation provided on needed basis
- The service/initiative goal(s):
 - families and individuals in the community thrive as the result of having access to needed resources that support physical, emotional, and financial health.
 - families and neighbors develop strong social networks and provide ongoing leadership for creation of a healthy community.

8) *Each of the FSCS programs offered must include at least one goal that is Measurable and Aligned to the District's World's Best Workforce goals. Please provide at least one goal for each of the FSCS programs that you will offer.*

After-School and Summer Enrichment Opportunities:

Goal: By June 2020, increase the proficiency of protected class and FRP students enrolled in OST programming on all state reading and math accountability tests(MCA) by 15%.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Parental Involvement Activities:

Goal: By June 2020, decrease the Severe Behavior Referrals of protected Class students enrolled at Myers-Wilkins Elementary by 25%.

Aligns with WBWF area: All students are ready for career and college

Health and social service navigation and support

Goal: By June 2020, decrease the Severe Behavior Referrals of protected Class students enrolled at Myers-Wilkins Elementary by 25%.

Aligns with WBWF area: All students are ready for career and college

9) *Please detail how the school will ensure that all FSCS programs comply with the district nondiscrimination policy.*

FSCS programs at Myers-Wilkins provides equitable access to all students and families to participate in programming regardless of gender, income, cultural background, disability, marital status, political affiliation, sexual orientation or age in any activities or operations. We are committed to providing an inclusive and welcoming environment for all members of our staff, volunteers, and clients.

All FSCS after-school programming is free and offers transportation to reduces barriers for participation. All FSCS family programming (events, classes, meetings) are free with dinner provided (if it occurs in the evening) and transportation and childcare is provided as needed to reduce any barriers for participation.

10) Please describe the plan for maintenance of attendance records in all FSCS programming components.

Attendance records for all OST programming is kept within a shared database, which the site coordinator has access to review enrollment and attendance records for individual students or by program.

Attendance Sign-in sheets are completed for all family nights or classes offered at the school. Numbers of attendees and survey results are kept in survey monkey docs. Paper copy of attendance records are kept in the site coordinators office.

Attendance records and minutues are kept from Parent Staff Advioy Council and Student Council meetings.

A secure database tracks clients and type of support provided through Together for Health.

D. Measuring Impact

11) *Please describe the plan for maintenance of measurable data showing annual participation and the impact of programming on the participating children and adults.*

Summer and After-school Academic and Enrichment:

Participation in OST programs is tracked using “City Span” database

COMPASS participants have Continous Learning Plans, which track academic goals/progress (Grades and FAST scores)

PACE programs conduct Vocabulary and Life Skill assessments

Student, Parent, Teacher, instructor and Volunteer Surveys

Parent Involvement:

Participation in Classes, Events and Parent Advisory Council are tracked through sign-in sheets and documented in event summaries.

Participants complete event surveys

Health and Social Supports:

Participation in Together for Health is tracked through a database – documenting referrals, individuals served, # of contacts, and pathways completed.