



NEAR EASTSIDE Education Summit

2016

Creating a Community Vision for Our Neighborhood Schools

**Near Eastside Education Summit Notes
January 30, 2016**

Key Organizational Areas that Guided our Thinking

Key focus areas were outlined as a framework to ensure an understanding of the key components that residents felt were imperative to the development and implementation of an innovation school. Referencing these areas frequently throughout the Summit provided holistic thinking about the interdependency of factors in a complex environment. It will be helpful to continue referring back to these areas throughout the planning process.

- Residents
- Community Partners
- Department of Education/IPS
- Neighborhood
- Community Engagement
- Technology
- Students
- Curriculum
- Administration/Leadership
- Governance
- Educators/Teachers
- Parents





Introductions and Background

During Introductions, attendees were invited to share the following:

- Why he/she chose to attend the Near Eastside Education Summit
- One strength of the neighborhood that could be utilized to improve education in the community

Sharing the strengths of the Near Eastside neighborhood informed the group of the many assets and unique competencies of the community and were written on large notes and placed on the wall for visual reference throughout the day.

A summary of neighborhood strengths is in the table below:

<h2 style="margin: 0;">Why the Near Eastside Neighborhood?</h2> <h3 style="margin: 0;">What are our greatest strengths and unique competencies?</h3>	
Leadership	<ul style="list-style-type: none"> • Open meetings for community members (2) • Strength of overall team (1) • Recognition of need for community support (1)
Students/Youth	<ul style="list-style-type: none"> • Naturally gifted (2)
Community Engagement and Partnerships	<ul style="list-style-type: none"> • Parental involvement (13) • Community involvement/collaboration (11) • Established partnerships (5) • Passion and desire to make an impact (5) • Opportunities available for parental/volunteer involvement (3) • Current volunteers (1) • Existing positive relationships (1)
Educators/Staff	<ul style="list-style-type: none"> • Dedication to student success (9) • High quality teachers/staff (8) • Caring and compassionate teachers/staff (6) • Dedication to improvement (2) • Availability to tutor/mentor (2) • Recognition of student needs (2) • Willingness/ability to collaborate (1) • Development of teachers internally (1) • Desire to support students with special needs (1) • Communication strategies (1) • Empowerment of student driven projects (1) • Employment supports community (1)
Curriculum	<ul style="list-style-type: none"> • Provision/emphasis on pre-school and early learning programs (5) • Experiential learning initiatives (3) • Successful Magnet school models (2) • Love of learning developed (2) • K-8 (1) • Afterschool programs/opportunities (1) • Focus on life-skills and character development (1) • Cross-curriculum usage (1) • Focus on education/not ISTEP (1) • Global learning through travel abroad initiatives (1) • Special education programming (1) • Student driven/led learning (1) • Incentive programs for students passing both ISTEPS (1)



Environment	<ul style="list-style-type: none">• Existing pride (1)• Strategies for information sharing (1)• Student uniforms (1)• Holistic approach (1)
Facility	<ul style="list-style-type: none">• Existing building (2)• Safety (1)• Accessibility (1)
Support Services	<ul style="list-style-type: none">• Transportation (1)
Structure	<ul style="list-style-type: none">• Choice of school (5)• School models (1)• Integration of schools (1)



Dreaming Big

Attendees were assigned to small groups and were asked to dream big. They were asked the question:

“If education/neighborhood schools were everything we want it/them to be....what would it look like? Paint your ideal picture.”

Below is a summary of our group’s ideal neighborhood school:

What is our vision for our schools?

Top 2 Reported by Each Group

Leadership/Administration

- Equitable representation/decision making (4)
- Communication with community consistent (2)
- Local school council/community oversight (1)
- Redistribution of power among stakeholders, students, teachers, residents, and parents (1)
- Autonomous governance (1)
- Administrator accountability (1)

Educators/Staff

- Open communication with teachers about student development (3)
- Ability to target different/multiple intelligences (2)
- High quality educators (1)
- Provided with cultural competency training (1)
- Trusting relationships between teachers/parents exist (1)
- Ability to recognize student strengths (1)
- Staffing representative of student body (language, race/ethnicity, gender, religion, disability) (1)
- Low staff/administrator turnover (1)

Curriculum

- Holistic approach (3)
- Programs meet student’s current needs (1)
- Consistent (1)
- Recess inclusion (1)
- Not test/standard focused (1)
- Focus/supports for children with IEP’s (1)
- Increased academic support K-6 (1)
- Love of learning focus (1)
- Mandatory STEM program (1)
- Art/music offerings (1)
- Mandatory kindergarten (1)
- Inquiry based activities (1)
- Life skills development/focus (1)
- Focus on developing healthy adults (1)
- Character development (1)
- Service learning opportunities (1)
- Less focused on standardized testing (1)

Students

- Student driven/led – not by standards (3)
- Basic daily needs/necessities met (2)
- No lost students (1)

Extracurricular Programs

- Gardening/farming opportunities (1)

Environment

- Violence free/safe (2)
- Low student-teacher ratio (1)
- Multiple teachers per classroom (1)
- Small class size (1)
- Creative discipline (1)
- High expectations (1)
- Takes pride in neighborhood roots/diversity (1)
- Developmentally appropriate practices (1)
- Empowers stakeholder decision making (1)
- Inclusive environment (1)

Facility

- Welcoming building/environment (2)
- Provides high-quality nutrition/meals (1)
- Resources available for teacher/student use – supplies, materials, books, etc...(1)

Support Services

- Mental/Behavioral Health (3)
- Adult Education courses for parents (3)
- Parental support groups/mentors (2)
- Hub for multiple services (2)
- Social Work (1)
- Immigration services/support (1)
- Transportation (1)
- Day Care
 - Longer hours (1)
 - Available in high school (1)

Community Perception

- School of choice for residents (1)
- Considered center of community (1)

Community Engagement/Partnerships

- Community member/parent engagement substantial (9)
- Improved stability of families within neighborhood (2)
- Community partnerships support students and school families (2)

Technology

- Availability of technology for students and community (1)



Strategic Initiatives

Related to the upcoming planning, attendees met in small groups to define short and long term success measurements associated with the vision. They were asked the question:

“What would we need to do or make happen to achieve our vision?”

Below is a summary of the goals identified by the groups:

What are the goals needed to attain the vision?

Top 2 Reported by Each Group

Leadership/Administration

- Ensure equitable representation and participation on boards/councils (2)
- Commit to community focused vision (2)
- Establish strategy for two-way communication with community (1)
- Develop and maintain relationship with IPS (1)
- Focus on building for future success (1)
- Examine current leadership for suitability (1)
- Meet each family/visit student homes (1)
- Assess and adjust school boundaries (1)
- Develop strategy to allow parental selection of school for child (1)
- Create plan to continue incorporating community into school planning/implementation (1)
- Appoint leader who stakeholders trust and support (1)
- Establish autonomy of school (1)
- Research current models of school governance (1)
- Create pipeline to develop school leaders/administrators (1)

Educators/Staff

- Increase number of staff members (teachers, coordinators, assistants, social workers, etc.) (1)
- Provide training on DAP (1)
- Provide cultural awareness training/opportunities (1)
- Establish outlets for staff input (1)
- Develop sustainable talent acquisition and development strategies (1)
- Provide training on lesson planning (1)
- Encourage the establishment of a positive teaching environment (1)
- Provide additional bilingual support staff (1)
- Provide more resources to educators/staff (1)

Curriculum

- Offer life skills focused programs (2)
- Research existing concepts and models which could apply (1)
- Provide training to implement STEAM centered curriculum (1)
- Include inquiry based and experiential learning (1)
- Opt out of standardized testing (1)
- Develop alternative method of student assessment (not ISTEP) (1)
- Encourage more freedom in lesson development and implementation (1)
- Mandate STEM Program (1)

Extracurricular Programs

- Provide evening recreation opportunities (1)
- Provide recreation/sports programming (1)
- Increase marketing of available opportunities (1)

Environment

- Develop plan to create consistent culture (2)
- Empower stakeholder decision making (1)

Students

- Encourage paradigm shift - Ask students what problems they want to solve, not what they want to do (1)

Facility

- Engage residents in beautification (1)
- Offer Open House in advance of first day of school (1)

Support Services

- Provide adult education courses (1)
- Develop transportation plan to encourage student stability (1)
- Develop family support network (1)
- Develop supportive environment/community for teen moms with day care support (1)
- Develop plan for social service provision for students and families (1)
- Embrace restorative justice approach (1)
- Research current community service providers (1)
- Facilitate discussions on immigration topics/concerns to alleviate fears (1)

Community Perception

- Lobby for youth focus in legislative decision making (1)
- Advocate for new measurements of success (1)
- Advocate for Pre-K and Kindergarten (1)
- Address past negative perception of the school (1)
- Encourage a paradigm shift in definition of success (1)

Community Engagement/Partnerships

- Create collaborative relationships among educators, parents, and residents (1)
- Develop team to establish community partnerships (1)
- Schedule consistent meetings with stakeholders to allow for input (1)
- Establish new community partnerships (1)
- Conduct survey of neighborhood needs/wants (1)
- Develop asset map of neighborhood (1)
- Increase parental volunteer hours (1)
- Develop engagement program with AmeriCorps (1)
- Create working groups to support family programming outside of school (1)
- Encourage resident interaction (1)

Technology/Systems

- Provide training on technology available (1)



Barriers to Success

During the Summit, attendees were encouraged to voice their concerns, but to acknowledge the focus of the day was to hear the vision of their neighbors. A special area was established allowing attendees to voice these issues so they could be captured and revisited in the future.

Below is a summary of the barriers identified by the participants:

What are the barriers to our success?

- **Leadership**
 - Needs to set example and model best practice (1)
- **Students/Youth**
 - Data mining of children should be discontinued (2)
- **Community Engagement/Partnerships**
 - Lack of support by leadership of community partnerships (1)
 - Struggle for illiterate parents to communicate/receive information (1)
- **Educators/Staff**
 - Need for PIE for every grade level at all schools (2)
 - Need for Community Coordinator at all schools (1)
 - Conflict of interest for PIE between community and their principal (1)
 - Need for cultural competency training (1)
 - Disparity between privileged white teachers and students of color (1)
 - Lack of increases in wages for high quality teachers (1)
 - Ineffective/Out-dated teaching strategies (1)
 - Lack of available teachers/staff (1)
- **Governance**
 - IPS—lack of desire for input from schools/officials (1)
 - IPS – refusal to work with charter school community (1)
 - Old models of governance with principal as lead (2)
 - Need for local control of schools – not out of state (3)
 - Need for a diversity committee (1)
 - School choice has fragmented the school and community (1)
 - Too much legislative power in education (1)
 - Title 9 issues – K-8 (1)
 - Need for an attentive/aware school board (1)
 - Involvement of corporate education lobby (1)
- **Curriculum**
 - Keeping religion out of schools (1)
 - Focus on ISTEP preparedness and testing (3)
 - Use of standardized assessment to determine teacher pay/student success (1)
 - Dismantling of Bridges to Success (1)
- **Environment**
 - Social stigma related to criminal history (1)
 - Cultural differences and associated struggles (1)
- **Facility**
 - Lack of Open House for all IPS schools prior to school starting (1)
 - Fear associated with lack of safety in the neighborhood (1)
- **Support Services**
 - Lack of health care in schools (1)
 - Lack of mental health counseling, medical services, and nurses to support students (2)



Questions

During the Summit, attendees were encouraged to ask any questions they might have about the topics provided or process in general. A special area was established allowing attendees to voice these questions so they could be captured and revisited in the future.

Below is a summary of the questions asked by the participants:

What questions do you have?

- How can we cultivate respect in the classroom, evidenced by quiet attentiveness of the class?
- Is there a way to set economic diversity goals as a demonstration project for a school to attain a diverse economic and social mix? (See podcast - The Problems We All Live With)
- What determines a "Healthy Adult"?
 - How can education prepare children to be healthy adults?
- How can we effectively bridge the schools to the rich community resources and make it a "city classroom"?



Next Steps

- Near Eastside Education Summit summary notes and documents will be sent out to the Near Eastside Innovation School Steering Committee members.
- Community members and leaders may invite Social Legends and the Near Eastside Innovation School Steering Committee members to attend local gatherings and discuss the neighborhood vision.
- Social Legends and the Near Eastside Innovation School Steering Committee will provide e-mail updates, news, announcements, and more information on future ways to participate to all those who completed the Engagement sign-up sheet.
- Social Legends and the Near Eastside Innovation School Steering Committee will coordinate additional neighborhood conversations and gatherings to discuss future steps.
- Social Legends will convene a half day retreat with the Near Eastside Innovation School Steering Committee to review the summary of content from the Near Eastside Education Summit.



Appendix A

Dreaming Big: Full Response List

Attendees were assigned to small groups and were asked to dream big. They were asked the question:

“If education/neighborhood schools were everything we want it/them to be....what would it look like? Paint your ideal picture.”

Below is a summary of our group’s ideal neighborhood school:

What is our vision for our schools?

Leadership/Administration

- Redistribution of power among stakeholders, students, teachers, residents, and parents (6)
- Host open community meetings, forums, and meals (5)
- Plans and provides appropriate professional development opportunities (4)
- Equitable representation/decision making (4)
- Local school council/community oversight (3)
- High quality administrators (3)
- Autonomous governance (2)
- Communication with community consistent (2)
- Engaged principals/vice-principals (2)
- Continually assessing/adjusting district boundaries as appropriate (2)
- Administrator accountability (1)
- Open communication between schools (1)
- Focus on efficient daily operational strategies (1)
- Growth oriented leadership focus (1)
- Understanding of financial practices/policies (1)
- Vision oriented (1)

Educators/Staff

- Staffing representative of student body (language, race/ethnicity, gender, religion, disability) (7)
- Mentors/tutors available (6)
- Provided with cultural competency training (5)
- High quality educators (4)
- Open communication with teachers about student development (3)
- Low staff/administrator turnover (3)
- Hired from neighborhood; live where they work (3)
- Ability to target different/multiple intelligences (2)
- Trusting relationships between teachers/parents exist (2)
- Well compensated educators (2)
- Utilize multiple methods of communication with parents (2)

Extracurricular Programs

- Extensive afterschool program offerings (6)
- Extended evening program offerings (4)
- Summer camp/education opportunities available (3)
- Saturday school opportunities (2)
- Gardening/farming opportunities (2)
- Edible landscaping (1)
- Student clubs available (1)

Environment

- Empowers stakeholder decision making/involvement (8)
- Diverse population (8)
- Violence free/safe (5)
- Small class size (4)
- Creative discipline/conflict resolution (4)
- Low student-teacher ratio (4)
- Multiple teachers/assistants per classroom (3)
- High expectations/standards (3)
- Multiple grade interaction occurs (3)
- School pride/sense of community well established (3)
- Fosters teacher creativity (3)
- Developmentally appropriate practices (2)
- Inclusive environment (2)
- Team focused mentality –school/home (2)
- Stable and consistent environment (2)
- No fear related to immigration status (1)
- Nurtures strong work ethic (1)
- Uniforms required/provided (1)
- Accountability structure in place (1)
- Encourage a paradigm shift in definition of success (1)
- Promote healthy lifestyles (1)
- Ambitious, yet achievable goals are set (1)
- Overarching open door policy (1)
- Parents welcome in classrooms (1)
- Loving environment (more hugs) (1)
- Takes pride in neighborhood roots/diversity (1)



Educators/Staff (cont)

- Trusting relationships between teachers/students exist (1)
- Able to plan and teach to student's current level (1)
- Ability to recognize student strengths (1)
- Advocates assigned to each child (1)
- Trained to work with special needs students (1)
- Communication between special education teachers and general teachers well established (1)
- Long term commitment to neighborhood and role (1)
- Sufficient ESL/Special Education staff (1)
- Increased educator collaboration (1)
- Multiple learning tracks available (1)
- Educators recognized for impact (1)
- Parent Liaison (PIE) in every school (1)

Curriculum

- Recess/physical activity inclusion (9)
- Art/music offerings (8)
- Not test/standard focused (7)
- Encourage alternative settings/community outings as extended classroom (7)
- Service learning opportunities (5)
- Focus on core subjects (science, math, etc..) (5)
- Provision of early childhood education programs to increase readiness (5)
- School/teacher choice of curriculum – autonomy (4)
- Love of learning focus (4)
- Life skills development/focus (4)
- Holistic approach (3)
- Programs meet student's current needs (3)
- Individualized/independent learning (3)
- Inclusion of vocational programs (3)
- Overall high quality educational offerings (3)
- Use of assessments in moderation as guide (3)
- Focus/supports for children with IEP's (3)
- Responsibility and skills to learn instilled in students (2)
- Mandatory kindergarten (2)
- Emphasis on literacy programming (2)
- Play based learning (2)
- Character development (2)
- Ensure awareness of college & non-college career opportunities (2)
- Opportunities for student involvement in restorative justice; reduce fear of police (2)
- STEM/STEAM program mandatory (2)
- Inquiry based activities (1)
- Focus on development of critical thinking skills (1)
- Development of leadership skills (1)
- Development of problem solving skills (1)
- College preparedness (1)
- Integrate humanities (K-12) into class work (1)
- Earlier inclusion of government content (1)
- Multiple language programs available (1)
- Extended/balanced calendar (1)
- Utilization of standard curriculum (1)
- Reggio Emilia for all ages (1)
- Project based learning (1)

Students

- Supported in dreaming/future ambitions (6)
- Developed social skills (4)
- Supported emotional wellbeing (4)
- No lost students (3)
- Student driven/led – not by standards (4)
- Basic daily needs/necessities met (3)
- Live in the neighborhood (2)
- High student grade attainment (1)
- High level of student enthusiasm (1)
- Early identification of special needs (1)

Facility

- Welcoming building/environment (3)
- Provides high-quality nutrition/meals (3)
- Resources available for teacher/student use – supplies, materials, books, etc...(3)
- Interactive classroom design (2)
- Playground w/ variety of discovery areas (1)
- Open house opportunity before school year (1)
- Youth employment opportunities (1)

Support Services

- Adult Education courses for parents
 - General (8)
 - Health/Well-Being (1)
 - English/ESL (2)
 - Student curriculum being used (4)
 - Economic/financial education (1)
 - Conferences/workshops (2)
 - Family unification training (1)
- Mental/Behavioral Health (8)
- Transportation (7)
- Hub for multiple services/supports (6)
- Health (Medical & Dental) Services available (4)
- Parental support groups/mentors (4)
- Food Services/pantry (2)
- School nurse on-site (1)
- Social Work (1)
- Immigration services/support (1)
- Develop family support network (1)
- Community Coordinators (1)
- Safe Haven (1)
- Vision/Hearing Screenings (1)
- Day Care
 - o Longer hours (1)
 - o In high school (1)

Community Perception

- School of choice for residents (5)
- Considered center of community (2)
- Aware of school successes (1)

Community Engagement/Partnerships

- Community member/parent engagement substantial (17)
- Community partnerships/resources support students and school families (10)
- Create new community partnerships (9)
- Encouragement of permeable boundaries between community and schools (2)
- Mentorship relationships develop between community partners/students (1)



<p>Curriculum (cont)</p> <ul style="list-style-type: none">• Consistent curriculum (1)• Increased academic support K-6 (1) <p>Parental/Family Involvement</p> <ul style="list-style-type: none">• Encouraged to be child's life-long educator (2)• Improved stability of families within neighborhood (2)• Understand available resources/how to ask for assistance (1)• Able to advocate for child needs freely in supportive system (1)• Support/patience with non-English speaking families (1)• Provides opportunity for parents to unify to support community endeavors (1)• Addresses needs of families and provides supports (1) <p>Technology/Systems</p> <ul style="list-style-type: none">• Online lesson plans/assignments for parental access (3)• Access to technology/assistance for entire family (3)• Student training on responsible usage (2)• Improve technology systems (1)	<p>Volunteers</p> <ul style="list-style-type: none">• Allow neighbors into schools; decrease fear associated with those assisting (1)• Allow reformed felons to have a role in school when all requirements met (1)• High volunteer engagement (1)• Increase retired community member volunteering (1) <p>Resource Development</p> <ul style="list-style-type: none">• Fundraising plans developed/implemented (1)• Equitable school funding (1)• Adequate funding levels maintained (1)
--	---



Appendix B

Strategic Initiatives: Full Response List

Related to the upcoming planning, attendees met in small groups to define short and long term success measurements associated with the vision. They were asked the question:

“What would we need to do or make happen to achieve our vision?”

Below is a summary of the goals identified by the groups:

What are the goals needed to attain the vision?

Leadership/Administration

- Develop strategy to collect stakeholder input on governance/leadership selections (4)
- Establish autonomy of school (3)
- Ensure equitable representation and participation on boards/councils (3)
- Meet each family/visit student homes (3)
- Create community body/board/council to govern school (3)
- Establish timeline for establishing and sharing future goals/plans (2)
- Create plan to continue incorporating community into school planning/implementation (2)
- Appoint leader who stakeholders trust and support (2)
- Research current models of school governance (2)
- Develop vision for future success (1)
- Commit to community focused vision (1)
- Define realistic initial steps to take (1)
- Establish strategy for two-way communication with community (1)
- Develop and maintain relationship with IPS (1)
- Focus on building strategy for future success (1)
- Examine current leadership for suitability (1)
- Assess and adjust school boundaries (1)
- Develop strategy to allow parental selection of school for child (1)
- Develop governance model to support neighborhood needs (1)
- Create pipeline to develop school leaders and administrators (1)
- Establish procedure for including stakeholders in future school development decisions (1)
- Create autonomous strategic planning committee (1)
- Include advocacy organizations on governing board (1)
- Develop leadership transition procedures (1)
- Develop financial plan that provides for innovative student programs/opportunities (1)

Environment

- Identify/communicate underutilized resources that already exist within school (2)
- Develop plan to create consistent culture (2)
- Empower stakeholder decision making (1)
- Improve sense of belonging (1)
- Foster a culture of high expectations (1)
- Establish desirable culture (1)
- Embrace person-first attitudes (1)
- Establish procedures/policy to ensure safe school environment (1)
- Create positive reinforcement behavior management protocol (1)
- Create/utilize neighborhood historical resources to develop sense of pride in community (1)
- Decrease class sizes (1)
- Improve teacher-student ratios (1)
- Develop creative discipline/conflict resolution policies and procedures (1)

Students

- Encourage paradigm shift - Ask students what problems they want to solve, not what they want to do (1)
- Increase student enrollment (1)
- Decrease drop-out rate (1)
- Increase re-engagement of those who have elected to drop-out (1)
- Adopt early recruitment strategies (1)

Facility

- Engage residents in beautification planning/implementation (1)
- Offer Open House in advance of first day of school (1)
- Research food/nutrition options (1)
- Make facilities available to neighbors (1)
- Plant garden on school grounds (1)
- Loosen control on vendor selection and usage (1)

Support Services

- Provide adult education courses (2)
- Develop family support networks (2)
- Develop plan for health/medical service provision (2)
- Facilitate discussions on immigration topics/concerns to alleviate fears (2)



Educators/Staff

- Provide professional development and training opportunities (7)
- Increase number of staff members (teachers, coordinators, assistants, social workers, etc.) (3)
- Evaluate educator pay/benefits (3)
- Hire more PIE/parent engagement staff (3)
- Expand role of PIE – more purposeful (2)
- Develop a recognition/incentive program (2)
- Provide more resources to educators/staff (2)
- Provide cultural awareness training and opportunities (1)
- Establish outlets for staff input (1)
- Develop sustainable talent acquisition and development strategy (1)
- Provide training on lesson planning (1)
- Encourage the establishment of a positive teaching environment (1)
- Provide additional bilingual support staff (1)
- Decrease staff turnover/increase retention (1)
- Increase time to spend with students independently (1)
- Advertise PIE positions (1)
- Increase ESL/Bilingual support and staff (1)
- Increase reading support/programs (1)
- Provide homework direction in multiple languages (1)
- Select educators/staff who support community vision (1)
- Provide tutors/mentors to support students (1)
- Adopt new policies for DAP training for teachers (1)
- Provide DAP training for teachers (1)
- Hire individuals who live in and are committed to neighborhood/school (1)
- Establish HS mentor program to support grade school students (1)

Curriculum

- Offer life skills focused programs (2)
- Explore/research existing concepts and models which could apply (2)
- Include inquiry based and experiential learning (2)
- Opt out of standardized testing/preparation (2)
- Develop alternative method of student assessment (not ISTEP) (2)
- Offer diverse arts programs (2)
- Mandate STEM/STEAM Program (2)
- Provide training to implement STEAM centered curriculum (1)
- Research assessment methodology options (1)
- Encourage more freedom in lesson development and implementation (1)
- Explore formative testing potential (1)
- Include professional/vocation skills training (1)
- Create Early Childhood program opportunities (1)
- Provide character development classes (1)
- Create/utilize alternative education settings (1)
- Require individual lesson plans for students (1)
- Create project based curriculum (1)
- Create working groups to address curriculum decisions (1)
- Provide vocational training programs (1)
- Encourage development of critical thinking skills (1)

Support Services (cont)

- Develop student transportation plan to encourage stability (1)
- Establish relationships to provide wrap-around services (1)
- Develop supportive environment/community for teen moms with day care support (1)
- Develop plan for social service provision (1)
- Embrace restorative justice approach (1)
- Research current community service providers (1)
- Bring neighborhood services into school (1)
- Provide childcare during meetings (1)
- Provide transportation to meetings (1)

Community Perception

- Instill a community school mentality (2)
- Address past negative perception of school (1)
- Clearly define school successes (1)
- Encourage a paradigm shift in definition of success (1)

Community Engagement/Partnerships

- Create collaborative relationships among educators, parents, and residents (3)
- Establish new community partnerships (3)
- Develop asset map of neighborhood (2)
- Create working groups to support family programming (2)
- Facilitate relationships between neighborhoods/residents (2)
- Identify community resources that can be mutually beneficial (2)
- Develop team to establish community partnerships (2)
- Schedule consistent meetings with stakeholders to allow for input (2)
- Conduct survey of neighborhood needs/wants (1)
- Develop engagement program with AmeriCorps (1)
- Encourage resident interaction (1)
- Examine current parental engagement (1)
- Explore use of Boner Center resources (1)
- Continue city-mosaic partnership (1)
- Develop mentoring programs (1)
- Focus on ABCD – Asset Based Community Development (1)
- Demonstrate and provide opportunities for community engagement (1)
- Leverage local faith communities (1)
- Engage with tech professionals for support (1)

Volunteers

- Streamline volunteer process (1)
- Mobilize/train community to staff programs (1)
- Increase parental volunteer hours (1)
- Increase senior citizen volunteering and involvement (1)
- Create mechanism for community member sign-up (1)
- Encourage classroom volunteers (1)

Government/Legislation

- Advocate for Pre-K and Kindergarten (2)
- Assist/Write legislation (1)
- Lobby for youth focus in legislative decision making (1)
- Advocate for DAP to be taught in high education coursework (1)

**Curriculum (cont)**

- Provide structure games at recess (1)
- Incorporate preparation for late elementary students for transition to middle/high school (1)

Extracurricular Programs

- Provide events/activity time for community to begin to engage (2)
- Provide evening recreation opportunities (1)
- Provide recreation/sports programming (1)
- Expand after school programs (1)

Parental/Family Involvement

- Prevent families from having to move (2)
- Provide incentives for family involvement (2)
- Develop organizations/councils to represent parent voices (1)
- Educate parents on child development (1)
- Intensify coordinated home stabilization and strategies and linkages (1)
- Create more ways for parental involvement and engagement (1)
- Provide weekly newsletter with opportunities for engagement (1)
- Create Parent Resource Center for support (1)
- Identify best practice in family engagement (1)

Government/Legislation (cont)

- Advocate for DAP to be incorporated into state standards (1)
- Advocate for new measurements of success (1)

Technology/Systems

- Provide access to technology for entire family (1)
- Provide education/training in technology use for students/community (1)

Resource Development

- Develop fundraising plans (1)
- Identify funding opportunities to support field trips/experiences for students (1)
- Increase available resources/funding (1)
- Increase in-kind donations (1)

Community Awareness

- Increase marketing of education opportunities (1)



S O C I A L L E G E N D S™
MASTERING THE ART OF GIVING

Contact:

Kelly Frank, President

Phone: 317-435-2529

Email: kelly@sociallegends.com

www.SocialLegends.com