



Committee of the Whole

September 26, 2023

Historical Timeline

Timeline: School Year 2020 to School Year 2023

The Comprehensive District Design (CDD) attempted to set the conditions for school transformation.

The CDD changed the landscape of school enrollment, instituting community schools and magnet programming

The CDD led to the Strategic Plan

May 2020

Fall 2021

Feb 2021

Fall 2021

Board voted in the CDD

First Year Implementation of the CDD started

Board voted on the Strategic Plan

First Year Implementation of Strategic Plan started

CDD and the Strategic Plan Timeline

School Transformation Timeline

Board has two discussions at two Spring Committee of the Whole meetings **Spring 2023**

Board provides direction to move forward with a School Transformation draft definition and discussion in **May 2023, continued discussion September 2023**

Draft School Transformation Definition

Draft Transformation Definition

Mission:

We exist to provide a high quality, anti-racist culturally responsive education for every Minneapolis student.

Vision:

All students, regardless of their background, zip code, and personal needs, will receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

Transformation within Minneapolis Public Schools is the realization of our mission and vision through the successful implementation of the strategic plan.

Strategic Plan Values

Our Values of...



**Equity,
Representation,
and Anti-Racism**



**Physical and
Emotional Safety
and Wellbeing**



**Relationships,
Trust, and
Communication**



**Shared Decision
Making and Voice**



**Transparency
and
Accountability**



**Evidenced-Based
Strategies**

...must be lived out and shared, will provide the guidance and inspiration for transformation for each and every student, staff and caregiver.

Strategic Plan/Board Transformation Conversation Notes Crosswalk

Strategic Plan/Board Transformation Notes Crosswalk

The following slides show the **alignment** between notes taken during the Minneapolis Board of Education **Committee of the Whole** meeting on School Transformation and the Minneapolis Public Schools **Strategic Plan values and strategies**

The **bolded** strategies are those the Minneapolis Board of Education identified as **priorities for the 2023-24 school year, pending board action**

MPS Strategic Plan Goals



Goal 1

Academic Achievement



Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.



Goal 2

Student Well-being



Every student's physical and mental well-being is addressed as an integral part of their education.



Goal 3

Effective Staff



School and central office staff approach all work centered on students and equity.



Goal 4

School and Building Climate



MPS is known by our community as welcoming, responsive, and connected.

Goal 1: Academic Achievement– Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Provide standards-based core instruction with a focus on literacy and mathematics.</p>	<ul style="list-style-type: none"> • Literacy and math scores improve
<p>Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.</p>	<ul style="list-style-type: none"> • Value of anti-racism lives in our actions • Flexible seating • Spaces for calming and collaboration • Minneapolis Studies as a course, if we truly want to integrate we need to teach our students about our city.
<p>Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses</p>	<ul style="list-style-type: none"> • Equitably distribute resources

Goal 2: Student Well Being– Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices</p>	<ul style="list-style-type: none">• Student safety and well-being a priority• Student wellbeing and students feeling safe- if students aren't feeling safe in schools, they aren't learning, if teachers aren't feeling safe- they aren't able to teach well• Safety- safe and supportive learning environment• Physical safety: need to ensure we have this in place- could be more robust, know that it's not that we are just saying it, that we mean it• Schools are safe and welcoming• Buildings: Clean, equipped to protect and provide safe environment for children• Everyone experiences safety• No body is criminalized• Secure

Goal 3: Effective Staff- Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	
Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools	
Deepen strategic recruitment of high quality, diverse teachers and staff	<ul style="list-style-type: none">• We can attract and retain good teachers.

Goal 4: School and District Climate- Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.</p>	<ul style="list-style-type: none"> ● Inclusion of all voices ● Ensure principal voice is included and responded to as a part of the process ● Schools are safe and welcoming ● All communities feel welcome. Feel that they have a voice in the district ● All voices must be taken seriously ● Be mindful to intentionally engage with families who don't speak English ● Meet needs of various community groups ● More spaces where the board is engaging with community members ● Create as many spaces as possible to gather feedback ● Parents are experts of their own children ● Be in partnership with families ● A place where staff, students and families are heard and valued ● If we are doing what we need to do, the community will let us know ● Meet people where they are ● Attend meetings that already exist

Prioritized Strategies for the 2023–2024 School Year

GOAL 1

Provide standards-based core instruction with a focus on literacy and mathematics.

.....
Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

GOAL 2

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices.

Summary of Prioritized Strategies

Deepen strategic recruitment of high quality, diverse teachers and staff.

GOAL 3

Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

GOAL 4

Intended Transformative Impact of the Strategic Plan

<p>Goal 1 Strategy 1</p>	<p>Provide standards-based core instruction with a focus on literacy and mathematics.</p> <ul style="list-style-type: none"> • Each core content area has a content-rich, district approved curriculum that has been carefully vetted to align to the latest version of MN State Standards, includes Indian Education for All and content is vertically aligned, intentionally building throughout PK-12. Staff have regular access to job-embedded professional development to support content knowledge and pedagogy • There is a clear district philosophy of assessment. Structures are in place to create consistent and equitable grading practices
<p>Goal 1 Strategy 2</p>	<p>Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students</p> <ul style="list-style-type: none"> • All curricula are vetted by a curriculum steering committee, made up of various MPS district and community stakeholders. All programs and initiatives attend specifically to culture and language, and embed processes to require reflection on criticality • A system is in place to require and track teachers' annual participation in professional learning on anti-racist and culturally sustaining instructional practices
<p>Goal 2 Strategy 4</p>	<p>Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices</p> <ul style="list-style-type: none"> • Students, staff, and caregivers will take pride in their schools based on clean and well-cared for spaces • Report feelings of wellbeing by indicating they feel safe and supported at school and while moving to and from school
<p>Goal 3 Strategy 3</p>	<p>Deepen strategic recruitment of high quality, diverse teachers and staff</p> <ul style="list-style-type: none"> • MPS will create a diverse teacher workforce through recruitment of external educators, strategic recruitment of student teachers and teacher interns placed with MPS, and continued implementation of MPS' internal Grow Your Own programs • Maintain previous trends of increasing the percentage of licensed teachers identifying as BIPOC for the 2024-25 school year
<p>Goal 4 Strategy 1</p>	<p>Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.</p> <ul style="list-style-type: none"> • Intentional inclusive school and community engagement opportunities to ensure all families feel welcomed, valued, and belong in MPS. • All MPS Schools establish a sustainable equity and school climate team that will continuously collaborate to meet the climate needs of students, staff and caregivers.

Implementation Plan for the Strategic Plan

Complete

Year 2 Implementation plan for each strategy

- Progress on the five board prioritized strategies will be shared at four Committee of the Whole meetings throughout the school year

In Progress

Completed for prioritized strategies

- Ensure that our completion vision is truly transformative for our students, families, staff and community

Currently in the process of

- Clearly articulating the cost of Strategic Plan implementation

Ongoing Work

Complete Year 3 and 4 implementation plans for each strategy

Progress Monitoring: Goal 1 Academic Achievement

Strategy	Cabinet Lead	Year 1 Summary	Year 2	Transformation Intended Impact and Fiscal Implications
Provide standards-based core instruction with a focus on literacy and mathematics.	Aimee Fearing	Year 1 Summary	Year 2 Plan	Intended Impact
Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.	Aimee Fearing	Year 1 Summary	Year 2 Plan	Intended Impact
Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses	Aimee Fearing	Year 1 Summary	Year 2 Plan	Intended Impact
Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.	Sarah Hunter	Year 1 Summary	Year 2 Plan	Intended Impact
Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities	Aimee Fearing	Year 1 Summary	Year 2 Plan	Intended Impact

Goal 1: Strategy 1.1 Example

Year 5 Intended Impacts

(shared at the COW 8.22.23)

Each core content area has a **content-rich, district approved curriculum** that has been carefully vetted to align to the latest version of MN State Standards, includes Indian Education for All and content is vertically aligned, intentionally building throughout PK-12

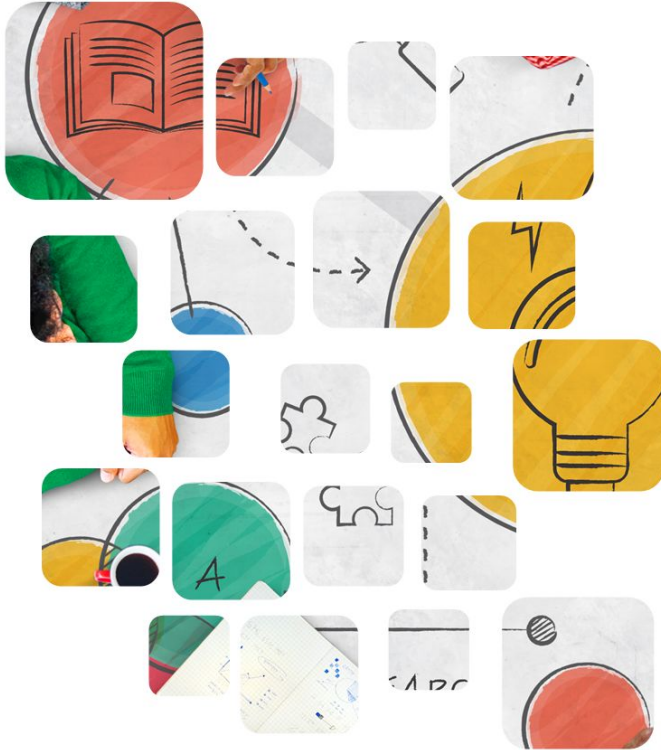
There is a **clear district philosophy of assessment**. Structures are in place to create **consistent and equitable grading practices**

Cohesion exists between standards aligned core and strong systems for interventions in each site, knowing that core is not enough to meet the needs of all learners

Overall **improvement in the quality of instruction** resulting from consistency in what is taught, the academic expectations held through assessment, and effective professional development

Goal 1: Strategy 1.1 Example- Fiscal Impact

Year 5 Intended Impact will include **start up and recurring cost.**



Two Key Examples

Curriculum Adoption(s) Cost:

- Year 1: **2,339,299**
- Year 2: **3,257,576**
- Year 3: **12,000,000**
- Year 4: **6,000,000**
- Year 5: **2,000,000**

Salary Cost (SY 23-24)*:

*amount may increase or decrease depending on contractual agreements

- K-5 TOSA: **\$ 2,664,375**
- .5 Library Media: **\$ 3,919,467**
- <.6 Advanced Learner: **\$ 1,321,530**

Spring Conversations Regarding Programming

CDD/Strategic Plan Alignment

CDD Related Decisions:

- Magnet pathways through high school
- Additional Spanish Dual Language programming
- Montessori pathway through sixth grade
- Heritage Language pathways (Hmong, Somali and Dakota Heritage Language programming)

Strategic Plan Goal 2: Student Well Being

- Does our Capital Plan align with school programming decisions?

Indian Education MOA:

- American Indian best practice sites and physical space

Data Conversations

Data Dashboard

- Operational Costs per School
 - ◀ 10-year Capital Improvement History
 - ◀ Long Term Facility Maintenance Projections
 - ◀ 5-year Maintenance Costs
 - ◀ Operations Costs [Maintenance, Custodial, Transportation, etc.]
 - ◀ Energy Costs
 - ◀ Waste Costs
 - ◀ Transportation Costs
 - ▲ Other Programmatic/School-based Costs
- Human Resources per School [including budgeted open positions]
 - ◀ Licensed Staff
 - ◀ Administration
 - ◀ Non-Licensed Staff
- School Demographics
 - ◀ Building Capacity
 - ◀ Enrollment and Enrollment Trends
 - ◀ Racial and Socioeconomic Integration
 - ◀ Market Share
 - ◀ School Choice
 - ◀ Percentage of students who attend from out of boundary
- School Performance
 - ◀ Academic Performance Metrics
 - ◀ MCA Proficiency
 - ◀ Graduation
 - ◀ ACT
 - ◀ Attendance
 - ◀ Disciplinary Metrics
- Other Building Information
 - ◀ Air Conditioning
 - ◀ Kitchens
 - ◀ Building leases

◀ Data ready for Tableau

◀ Data integrated

▲ Data analyzed, ready for integration

▲ Data received, not ready for integration

▼ Data requested

Draft Data Dashboard

School Level Overview

Select a school below

Armatage Elementary Community

Armatage Elementary Community | Demographics

Students of Color



Free Reduced Lunch



Students of Color
 ■ Students of Color
 ■ White

Free Reduced Lunch
 ■ FRL Eligible
 ■ Not FRL Eligible

Armatage Elementary Community | MCA Achievement

Students of Color



Free Reduced Lunch

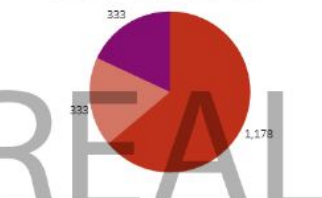


Achievement
 ■ Exceed the Standards
 ■ Meet the standards
 ■ Partially meet the standards
 ■ Does not meet the standards

Enrollment and Market Share at Armatage

Total School Enrollment	373
In Boundary Enrollment	322
Out of Boundary, In Minneapolis Enrollment	47
Out of District Enrollment	4
Students from Boundary Attending Other MPS Schools	22
Minimum Elementary Age Children in Boundary	272
Expected Elementary Age Children in Boundary	337
Maximum Elementary Age Children in Boundary	401
Elementary School Market Share	95.6%
Elementary School Market Share with Magnet/Alternative Enrollment	102.1%

Boundary Enrollment and Population



Legend
 ■ Children from Boundary not Attending MPS Schools
 ■ Students from Boundary Attending Other MPS Schools
 ■ Students from Boundary Attending This School
 Students Age 5 to 9 Estimate: 1,844
 Students Age 5 to 9 MINIMUM: 1,274
 Students Age 5 to 9 MAXIMUM: 2,415

In Boundary Enrollment: 333
 Magnet or Alternative Enrollment from Boundary: 333
 Total Students Captured from Boundary: 666
 Students in Boundary not Captured: 1,178

Building Statistics

School Type	Community
Location Type	Low Density Residential
Grade Configuration	K - 5
Year Built	1952
Building Age	70 years
Building Capacity	598 students
Building Size	86,488 sqft

Capital Improvement and Long Term Maintenance

Capital Investments 2006-2019	\$15,144,751
Capital Investments per SQFT	\$175 / sqft
Long Term Facility Maintenance	\$14,190,000
Long Term Facility Maintenance per SQFT	\$164 / sqft

Short Term Maintenance

Total Work Orders, 2019	418
Total Cost, 2019	\$785,492
Total Cost per SQFT	\$9.08 per sqft
Work Orders Breakdown	



Staffing

Licensed Staff	25
Students per Licensed Staff	13.3 students
Licensed Staff Cost	\$2,009,287
Unlicensed Staff	14
Unlicensed Staff Cost	\$1,002,240
Operations Staff	7
Operations Staff Cost	\$525,000
Students per All Staff	7.2 students

■ Better than District Median
 ■ Worse than District Median

Draft Data Dashboard

School Comparison

Select a school below

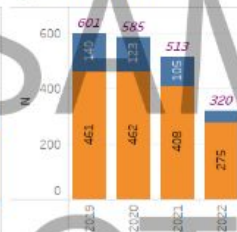
Armatage Elementary Community

Armatage Elementary Community | Demographics

Students of Color



Free Reduced Lunch



Students of Color

Students of Color
White

Free Reduced Lunch

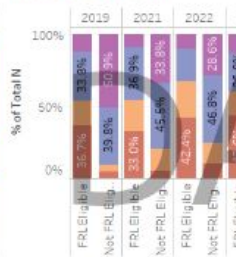
FRL Eligible
Not FRL Eligible

Armatage Elementary Community | MCA Achievement

Students of Color



Free Reduced Lunch



Achievement

Exceed the Standards
Meet the standards

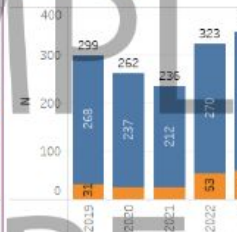
Partially meet the standards
Does not meet the standards

Select a comparison school below

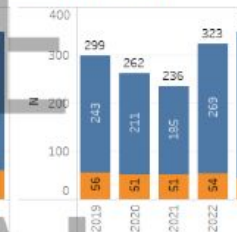
Bryn Mawr Elementary

Bryn Mawr Elementary | Demographics

Students of Color



Free Reduced Lunch



Students of Color

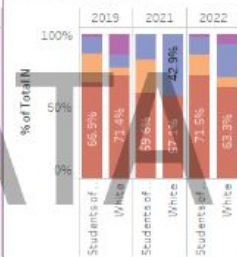
Students of Color
White

Free Reduced Lunch

FRL Eligible
Not FRL Eligible

Bryn Mawr Elementary | MCA Achievement

Students of Color



Free Reduced Lunch



Achievement

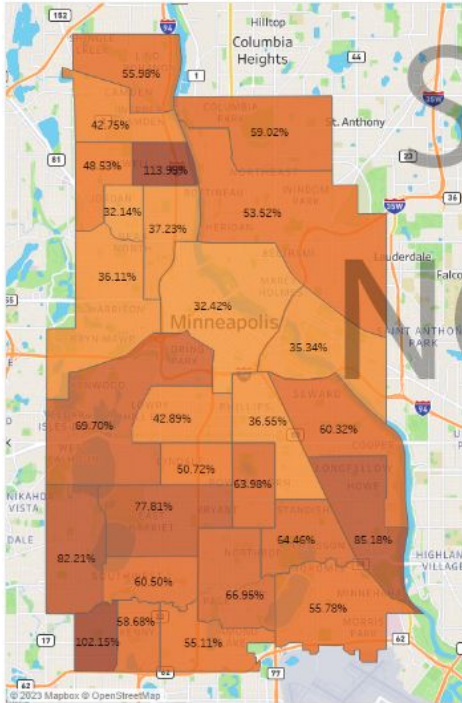
Exceed the Standards
Meet the standards

Partially meet the standards
Does not meet the standards

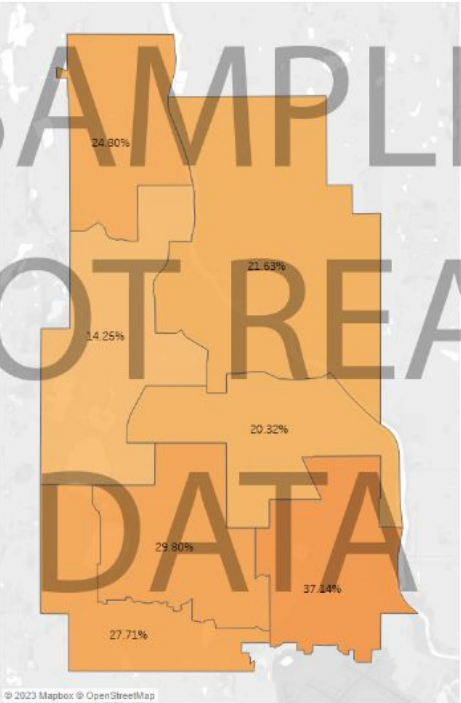
Draft Data Dashboard

District Overview | Sample Data Selection

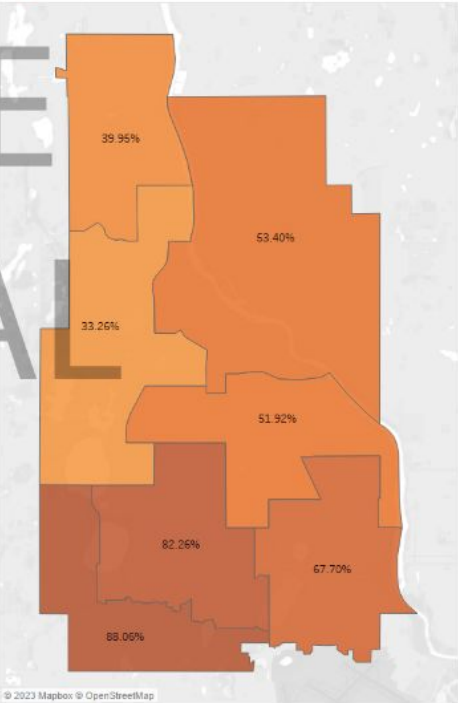
Elementary Schools



Middle Schools



High Schools



Engaging with our Community

What student experiences do our community members want to ensure all students have access to both **programmatically** and in terms of **physical space allocation**?



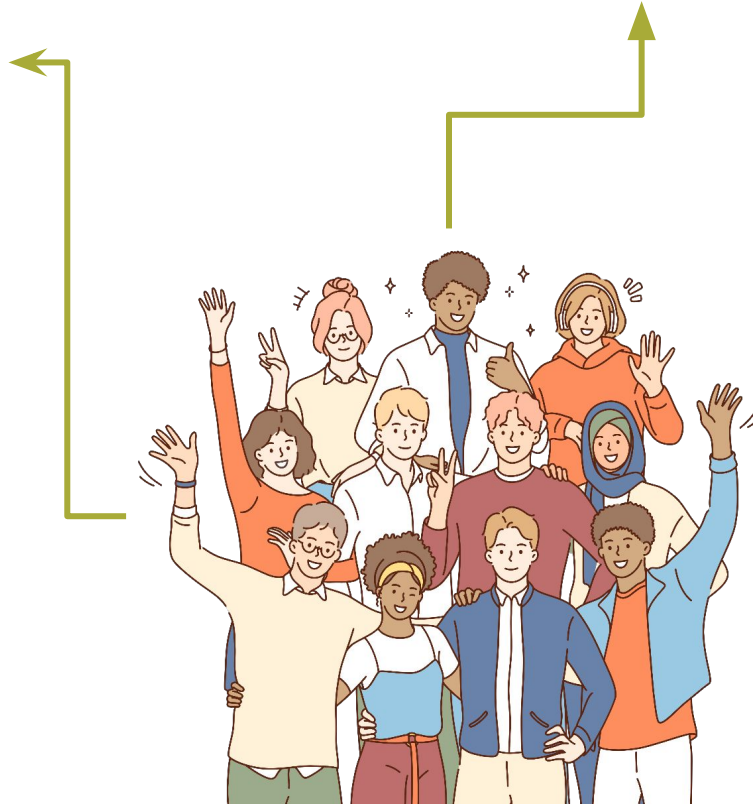
What academic supports are values?

How many classrooms per grade level?

What types of student support are needed?

What physical space is needed?

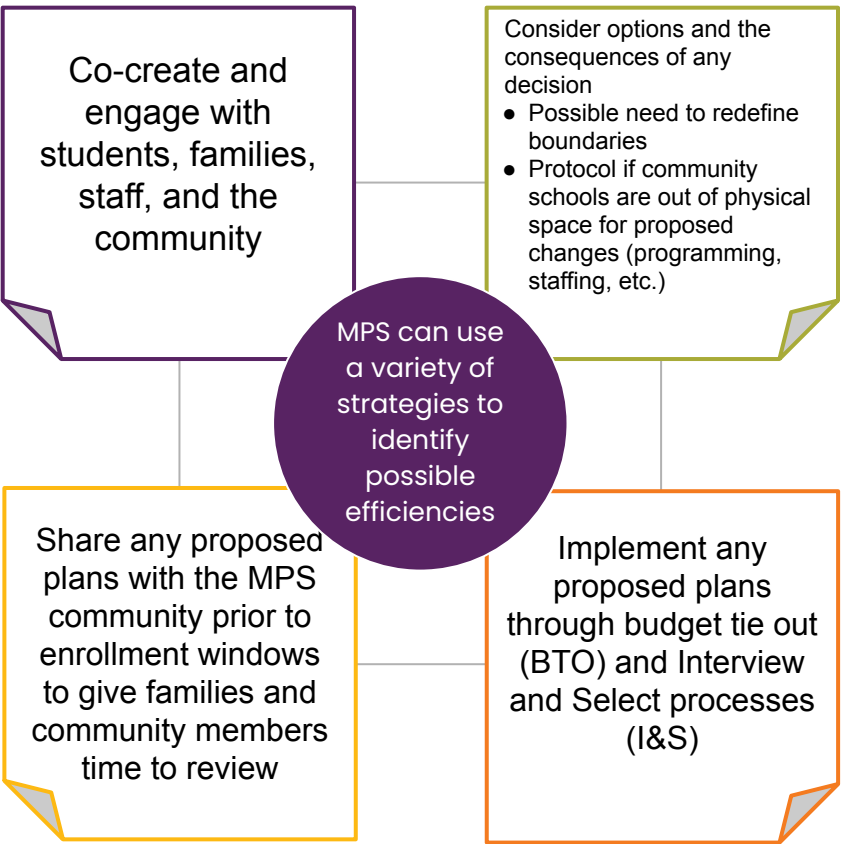
Does the Board have **non-negotiables**?



What would **community engagement** look like, sound like, and feel like?

Possible Strategic Plan Implementation Strategies for Discussion

In order to fully implement the strategic plan, there is a need to **create efficiencies and build capacity of services** in our system



Based on the findings from the strategies listed above (as well as others identified by MPS stakeholders), possible scenarios requiring further exploration may include school building capacity assessments, school consolidations, school reconfigurations, reduction of services (such as transportation, academic programming, support services).

Board Discussion

Discussion Topics for the Board

The Board of Directors have begun the conversation of school transformation. Tonight's discussion could include:

- Does that Draft Definition meet our needs to move the conversation forward?
- Discuss programming strategies on Slide 22
- Discuss the questions posed on Slide regarding community engagement on Slide 28
- Discuss possible efficiencies and ways to build capacities for services on Slide 30
- Discuss next steps for Interim Superintendent and team to discuss

Appendix

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Values	Board Transformation Notes
Equity, Representation & Anti-Racism	<ul style="list-style-type: none">● Equitably distribute resources● Value of anti-racism lives in our actions● Transparent and accountable● Anti-racist education in safe, supporting and welcoming environments● Stay true to being anti-racist, culturally responsive, make needs based decisions● Onus for inclusion and belonging must be on district, not on students (Not students' responsibility to create belonging)● Non-negotiable: IDEA governs students who require SPED services be educated in least restrictive environment- teach in general education to the greatest extent possible<ul style="list-style-type: none">○ Means we have interrogated all of our policies and practices to ensure we are not setting ourselves up to not be able to support students in the least restrictive environment● Built on abolition● We practice anti-ableism, and we have visibly disabled teachers● All ways of learning are valued● Resources must be equitably distributed● Inclusive, Fair, Respect, Equity

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Values	Board Transformation Notes
Physical and Emotional Safety & Wellbeing	<ul style="list-style-type: none">● Student safety and well-being a priority● Student wellbeing and students feeling safe- if students aren't feeling safe in schools, they aren't learning, if teachers aren't feeling safe- they aren't able to teach well● Safety- safe and supportive learning environment● Physical safety: need to ensure we have this in place- could be more robust, know that it's not that we are just saying it, that we mean it● Schools are safe and welcoming● Buildings: Clean, equipped to protect and provide safe environment for children● Everyone experiences safety● No body is criminalized● Access for community - so schools are community hubs● Community should feel welcome in our schools● Safe and secure

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Values	Board Transformation Notes
Relationships, Trust & Communication	<ul style="list-style-type: none"> ● Improved communication and transparency (overall and with principals specifically) ● What specifically will we do differently to communicate <ul style="list-style-type: none"> ○ Hold Town Halls? ○ District members and at large members attend listening sessions together? ● PAC engagement: ask that PACs connect with the board and share what they are hearing from their stakeholder groups ● Systemic problem that we don't get information out to all stakeholders
Shared Decision-Making & Voice	<ul style="list-style-type: none"> ● Work with community, be accountable to community, be transparent with community ● Listen and be honest ● A place where staff, students and families are heard and valued

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Values	Board Transformation Notes
<p>Transparency & Accountability</p>	<ul style="list-style-type: none"> ● Improved communication and transparency ● Accountability systems for tracking implementation, as well as ensuring transparency- needs to be both actual and felt ● Have clear vision and act upon it ● Make sure intentions and goals can be seen in community (follow through) ● Follow up on what we say we are going to do ● Work with community, be accountable to community, be transparent with community ● Transparency x2 ● Systemic problem that we don't get information out to all stakeholders ● Listen and be honest
<p>Evidence-Based Strategies</p>	<ul style="list-style-type: none"> ● We should have both evidence based strategies and content knowledge

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.</p>	<ul style="list-style-type: none"> ● Co-teaching and differentiation models are built and taught ● Strong MTSS system for all students ● Inclusive of all students ● Supports are offered in curriculum, tier 2, and intensive intervention ● All students have what they need in our buildings
<p>Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities</p>	<ul style="list-style-type: none"> ● Complete magnet pathways ● Specifically, ensure middles have pathways

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
Provide equitable student access to culturally responsive counseling and mental health services	<ul style="list-style-type: none"> • Address mental health crisis • Student supports with no waiting lists • Looks like having counselors and mental health specialists
Fully implement a restorative approach to student support	<ul style="list-style-type: none"> • Transformative justice practices led by students
Integrate social and emotional practices into all classrooms and Out of School Time activities	
Support healthy child development through nutritious meals and promotion of physical activity	

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Pursue negotiations strategies that address contractual barriers to the equitable distribution and the recruitment, hiring, and retention of high-quality, diverse teachers and staff</p>	<ul style="list-style-type: none">• Right staff in right places• Fully staffed schools with shared decision making
<p>Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices</p>	

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.</p>	<ul style="list-style-type: none"> • Everything must be through an equity lens- policies, procedures, curriculum, etc. • Means when we look at materials we are looking at who is represented, when we look at practices- are we treating different groups of students differently, are we giving staff what they need
<p>Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.</p>	<ul style="list-style-type: none"> • Meet community members where they are, value their expertise and experiences • Inclusion of all voices
<p>Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention</p>	
<p>Support community partnerships to enhance student experiences and learning opportunities.</p>	

Goal 1: Strategy 1.1 Example

Year 1

(shared at Board meeting 8.8.23)

- Implemented or in the process of adopting new math and literacy curricula.
- Conducted professional development for teachers and principals.
- Started math intervention training.

Year 2

(shared at the COW 8.22.23)

- Steering Committee selected and pilot material selection process complete for K-5 Literacy, 6-8 ELA, 9-12 ELA by spring of '23
- Pilot completed and final curriculum selection process complete for the following contents: 6-12 Math, Earth Science, Health, K-5 Social Studies by spring of '23
- Fully implemented (60%-80% usage) curriculum in the following contents: K-5 Math, Sexual Health by spring of '23
- Begin articulated Pk-12 core content sequence and necessary partnership for math, science, social studies, and ELA
- District-wide consistent literacy and math instructional practices are drafted and reinforced through ongoing professional development

Year 5 Intended Impacts

(shared at the COW 8.22.23)

- Each core content area has a content-rich, district approved curriculum that has been carefully vetted to align to the latest version of MN State Standards, includes Indian Education for All and content is vertically aligned, intentionally building throughout PK-12
- Each classroom has district approved curriculum materials and teachers are demonstrating anti-racist, culturally sustaining instructional practices that are content rich and standards-based
- Teachers, principals, instructional leaders, and SOEI observers have regular access to job-embedded professional development on content knowledge and pedagogy
- There is a clear district philosophy of assessment. Structures are in place to create consistent and equitable grading practices
- Cohesion exists between standards aligned core and strong systems for interventions in each site, knowing that core is not enough to meet the needs of all learners
- Established process exists for shared decision making among departments, content leaders, schools, etc in order to reflect, refine, and adjust central office supports. (e.g. SIP strategies that align with district academic priorities)
- Overall improvement in the quality of instruction resulting from consistency in what is taught, the academic expectations held through assessment, and effective professional development
- Trust is built with students, families and communities through creating high quality learning experiences. Therefore, producing academic achievement.