Full-Service Community Schools Grant – SFY 2025-27

Full-Service Community School Plan

School District: Hopkins Public Schools ISD #270

School Building: Eisenhower Elementary School

Instructions

The Full-Service Community School Leadership Team at each school site must develop a full-service community school plan detailing the steps the Full-Service Community School Leadership Team will take to implement full-service community school strategies. You may use this form, which includes all of the required elements of a Full-Service Community School Plan, or you may create your own plan that includes the required elements.

School Leadership Team

A school site must establish a full-service community school leadership team responsible for developing school-specific programming goals, assessing program needs, and overseeing the process of implementing expanded programming.

Please provide a list of Full-Service Community School leadership team members and their role on the team (family, student, community member, partner organization, educator, principal, full-service community school site coordinator, etc.).

Response:

Allison Mann	Parent
Anusha Nath	University of Minnesota Researcher
Ashley Andrew	Parent - PTO President
Betty Johnson	Classroom Teacher
Chelssi Klein	Parent
Dilu Shi	Classroom Teacher
Dwayne Toatley	Parent
Ellie Kretz	Parent
Katie Henefield	Parent - PTO Vice President - RN
Laura Kelzer	School Nurse - District Lead Nurse
Leslie Olmen	English Language Teacher
Luis Vivas	Classroom Teacher

Maddie Shaw	Classroom Teacher
Maslax Roble	Parent
Melissa Ness	Principal
Naimo Osman	Community School Coordinator
Nancy Pellowski Wiger	University of Minnesota Researcher
Sara Schmidt	Associate Principal

Please describe how the district, school, or contracted organization will ensure the consistent operation of the full-service community school leadership team and ongoing monitoring of the development and implementation of the full-service community school strategy at the school site.

Response:

Ensuring the Consistent Operation of the Full-Service Community School Leadership Team at Eisenhower Elementary

At Eisenhower Elementary, we are deeply committed to ensuring the consistent operation of our Full-Service Community School (FSCS) Leadership Team and the ongoing monitoring of the development and implementation of our FSCS strategy. As the only Full-Service Community School in the Hopkins Public Schools district, Eisenhower is leading the way in integrating academics, social-emotional learning, and holistic services to support students and families. Through a dedicated and structured leadership team, data-driven decision-making, and strong partnerships, we ensure that our FSCS strategy remains effective, sustainable, and impactful for our school community. Specific steps towards this include:

1. Establishing and Sustaining a Strong FSCS Leadership Team

Dedicated Leadership Structure:

- Eisenhower's FSCS Leadership Team consists of school administrators, teachers, support staff, community partners, and families to ensure a holistic approach to school and community needs. This team will incorporate, develop, and improve the following six key practices of community schools at Eisenhower: powerful student and family engagement; collaborative leadership and shared power and voice; expanded and enriched learning opportunities; rigorous, community-connected (culturally responsive) classroom instruction; culture of belonging, safety, and care; and integrated systems of support.
- A full-time Community School Coordinator is responsible for overseeing all community school operations, ensuring alignment with school and district goals, and facilitating partnerships for Eisenhower Elementary.
- The FSCS leadership team will meet once a month to review data, assess needs, and refine or remodel strategies to support student success. This team will guide the vision, resource allocation, oversight, goal setting, and implementation for the community school work.
- Partnerships with local organizations and service providers ensure students and families have access to essential supports, including health services, academic enrichment, and family resources.

2. Ongoing Monitoring and Implementation of the FSCS Strategy

Data-Driven Decision-Making:

- Eisenhower will utilize school-wide and community data to track performance such as student attendance, academic progress, family engagement, and utilization of community resources.

- As a startup school, Eisenhower Elementary's FSCS Leadership Team conducted a needs and assets assessment during the 24-25 SY to guide implementation work. The team will continue to collect community voice as we implement our programs and service to guide reviews, using data to make informed adjustments to programming and services.

- Feedback from students, families, and staff will be collected regularly through surveys, focus groups, and community meetings to guide improvements.

- Continuous Reporting and Accountability:

    - The Community School Coordinator will provide annual progress reports to the Minnesota Department of Education, ensuring alignment with community school model priorities and transparency in outcomes.

    - The Community School Coordinator will provide frequent updates to the school community to share information regarding the community school framework as well as the program and services provided at Eisenhower Elementary school.

3. Professional Development and Capacity Building

- We will provide ongoing training for school staff, community partners, parents, and leadership team members on the community school strategy focusing on equity-driven education, and holistic student support.

4. Sustainability and Future Growth

- The FSCS Leadership Team is committed to establishing programs and services that are sustainable. We will work to develop a long-term sustainability plan, leveraging district funds, grants, and community partnerships to ensure ongoing success of the community school strategy beyond the grant funds.

- Successfully implementing the FSCS strategy at Eisenhower will serve as a foundation for future expansion of the Full-Service Community School model within the Hopkins Public Schools district, helping to embed the FSCS model as a district-wide mission and vision.

- To build and strengthen relationships with other FSCS schools, Eisenhower will serve as a model school by sharing best practices, hosting site visits, and collaborating with the FSCS community schools network.

Summary:

Through dedicated and shared leadership, data-driven monitoring, professional development, and sustainability planning, Eisenhower Elementary will ensure the consistent operation and long-term success of the FSCS

strategy. Eisenhower remains committed to building a thriving school community where every student and family feels supported, valued, and empowered to succeed.

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

Response:

Establish Transparent Communication with the School Community

At Eisenhower Elementary, we believe that strong family and community engagement is essential to the success of our Full-Service Community School (FSCS) model. To ensure transparency and continued participation, we are committed to providing timely and accessible communication about the FSCS Leadership Team meetings, agendas, and meeting minutes to community members.

1. Multiple Communication Channels for Accessibility

Eisenhower Elementary will use a variety of methods to ensure community members receive important updates:

- School Website
    - We will provide important information regarding the FSCS model on Eisenhower Elementary's webpage on the Hopkins Public Schools district website.
    - These will include meeting dates, meeting agendas, meeting minutes, and all other relevant information.
- Eisenhower Elementary school family newsletter:
    - The Community School Coordinator will provide FSCS updates in the school's family newsletter and highlight key points from the community school work.
- PTO Newsletter
    - Share relevant information and updates in the Parent Teacher Organization newsletter

2. Open Access to Meetings & Opportunities for Engagement

- Meetings open to Eisenhower Elementary community members:
    - FSCS Leadership Team meetings will always be open to all who wish to attend, ensuring an inclusive and transparent decision-making process.
- Community Forums & Listening Sessions:
    - In addition to formal meetings, Eisenhower will host regular meetings (such as parent affinity groups) and community forums where parents and community members can provide input and ask questions.
    - We will partner with student success cultural liaison to ensure language accessibility and equitable access to resources and information.

Summary:

Eisenhower Elementary is committed to keeping families and the community informed and engaged in the Full-Service Community School model. By using multiple communication methods, ensuring accessibility, and providing opportunities for direct involvement, we will build a strong, transparent, and collaborative school community that supports the success of every student.

Community Stakeholders

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

Response:

Developing and Strengthening Community Partnerships at Eisenhower Elementary

Eisenhower Elementary is committed to both developing new partnerships and strengthening existing collaborations with our local and greater community to ensure sustained student and family support.

Developing New Partnerships and Strengthen Existing Partnerships

Eisenhower's FSCS Leadership Team will actively seek meaningful new partnerships that expand student and school resources, including:

- Collaborations with local businesses in the Hopkins Public Schools district for student mentorship and sponsorships.
- Engagement with social service providers such as ICA Food Shelf and ResourceWest to enhance housing, clothing, health services, food and nutrition support, and after-school support.
- Strengthening ties with community voices to advocate for school and community needs.
- Connecting with community members to expand volunteer and outreach efforts.
- Sustain and deepen collaboration with existing partners by expanding services and aligning them with the needs & assets assessment.
- Integrate new and existing partners into school events to enhance their impact within the school.

Partnerships will be formalized through agreements to define shared goals and commitments and ensure accountability. Partners will be a part of our FSCS leadership team. We will also evaluate and assess community partnerships to determine overall engagement and cooperation.

Conclusion

By continuously developing new partnerships while strengthening existing ones, Eisenhower Elementary ensures that its Full-Service Community School model remains efficient, sustainable, and responsive to the needs of our scholars and overall school community. Through strategic collaboration, Eisenhower will work to foster a thriving, community-centered school environment.

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

Response:

Eisenhower Elementary is committed to building and sustaining strategic community partnerships that advance our Full-Service Community School (FSCS) strategy and respond directly to the strengths and needs of our students, families, and staff. We prioritize partnerships that are integrated into the daily life of the school and aligned with our vision of creating a culture of belonging, safety, and care.

We continue to collaborate with organizations such as ICA Food Shelf and ResourceWest to provide essential supports including food access, housing stability, and family resources. To expand access to health and wellness services, Eisenhower partners with ODAM Medical Center and the Minnesota School-Based Health Alliance to strengthen school-based physical and mental health supports for students and families.

In partnership with the Hopkins Public Schools Teaching & Learning Department, we are deepening staff professional development grounded in core community school practices, including cultivating a culture of belonging, safety, and care. This work reinforces the central role of educators in the community school strategy by supporting them to embed relationship-centered practices and whole-child approaches into their daily instruction and interactions.

Eisenhower's Parent Teacher Organization (PTO) is a critical partner in strengthening integrated systems of support and building a strong sense of community. Through collaboration with the PTO, we are expanding opportunities for family engagement, co-creating community-centered events, and sustaining partnerships and initiatives that reflect the voices and leadership of our families.

Additionally, Eisenhower is partnering with a team of researchers from the University of Minnesota to strengthen our use of actionable data - one of the core enabling conditions of the community school strategy. This partnership supports the development of intentional data practices, including the collection, analysis, and application of data to inform decision-making. By building our capacity to analyze both qualitative and quantitative data, we are better positioned to identify trends, respond to emerging needs, and ensure that implementation of our community school strategy is responsive, targeted, and effective.

The Community School Coordinator plays a key role in aligning and managing these partnerships, ensuring they are responsive to our ongoing needs and assets assessment. Progress and impact will be monitored through continuous evaluation, allowing us to refine our approach and build toward long-term sustainability. Through this coordinated and strategic approach, Eisenhower Elementary continues to grow as a hub where education, wellness, and community are deeply connected.

Comprehensive Asset Mapping and Needs Assessment Summary

Please provide below or attach an overview of your most recent comprehensive asset mapping and needs assessment that informed the creation of this full-service community school plan. Please indicate when this assessment was completed.

Response:

Link: Eisenhower Elementary School Comprehensive Needs & Assets Assessment - Complete 24-25 school year.

Programs, Services, and Resources

Please describe each of the full-service community school programs, services, and resources you will offer. Please include the following details for each (Goal, Activity, Impact & Evaluation, Access, Milestones and Timelines):

1. Community School Enrichment: Advancing Rigorous, Community-Connected Classroom Instruction

Goal:

- Advance the Full-Service Community School (FSCS) strategy by centering the key practice of **rigorous, community-connected classroom instruction**.
  Increase student engagement and academic relevance by intentionally connecting classroom learning to students' lived experiences, identities, and community.
  Empower educators to take ownership in implementing the community school strategy by designing and leading initiatives that reflect a shared vision of belonging, safety, and care. Support building-wide alignment where all staff contribute to and enact the community school model in meaningful, practice-based ways.

Activity:

Transition from traditional after-school programming to **Community School Enrichment** embedded within the school day and broader school experience.
Educators and staff will be supported to design and implement classroom-based and school-wide enrichment opportunities that:

- Integrate community connections into academic instruction
- Promote student voice, engagement, and real-world learning
- Reflect culturally responsive and relationship-centered practices

Funding will provide time, resources, and support for staff to:

- Develop and lead enrichment experiences aligned to the FSCS strategy
- Collaborate across grade levels and roles to strengthen implementation
- Plan and facilitate student-centered engagement opportunities and community-connected events

In addition, funds will support school-wide engagement events that bring together students, families, and staff, strengthening the connection between classroom learning and the broader school community as well as the community school strategy.

This initiative will be implemented in **Years 2 and 3 (2025–2027)** as part of deepening and scaling community school practices across the building.

Impact and Evaluation:

Impact will be measured through a combination of qualitative and quantitative data aligned to FSCS outcomes and enabling conditions, including actionable data practices.

Evaluation methods will include:

- Analysis of student engagement indicators (attendance, participation, and behavior trends)
- Review of academic data to identify connections between engagement and learning outcomes
- Staff reflections and documentation of implemented enrichment practices
- Student and family feedback on sense of belonging, relevance of learning, and school connectedness
- Ongoing review of how classroom instruction reflects community-connected practices

The Community School Coordinator will document staff-led initiatives and programming, capturing both implementation and impact. Reflections and progress updates will be shared with the Minnesota Department of Education (MDE) through interim progress reporting. Findings will be used to continuously refine and strengthen implementation.

Access:

Ensure equitable access to enrichment opportunities and engagement events by:

- Communicating consistently with families through newsletters, PTO communication, and direct outreach (email, phone, and text)
- Partnering with Student Success Liaisons to provide language access and culturally responsive communication
- Embedding opportunities within the school day to reduce barriers to participation
- Ensuring all staff are informed and equipped to connect students and families to opportunities

Milestones & Timelines:

Milestone 1: **Implement Community School Enrichment Model (Rigorous, Community-Connected Instruction)**

- Responsible Parties:
    - Community School Coordinator
    - FSCS Leadership Team
    - Educator Leads / Staff Leads

Timeline:

- 2025–2026 (Year 2 Implementation)
- 2026–2027 (Year 3 Expansion and Refinement)

Milestone 2: **Build Staff Capacity & Shared Ownership of Community School Practices**

- Responsible Parties:
    - Community School Coordinator
    - FSCS Leadership Team
    - Educator Leads / Staff Leads
- Timeline: 2025-2026, 2026-2027

2. Provide a Range of Health Services for Students and Families at Eisenhower Elementary

Goal:

- Provide a range of health services for students and families at Eisenhower Elementary and the greater Hopkins community.
- Reduce barriers to healthcare access, ensuring all students receive care.
- Strengthen student wellness—both physical and emotional—to support full engagement in learning and school activities.
- Sustain a School Social Worker position using grant funds to provide and connect families to critical resources.

Activity:

Short-Term Focus:

- Explore partnerships with ODAM Medical Center to provide mobile health clinics at Eisenhower Elementary.
- Target services: Dental, Vision (Hopkins Eye Clinic), and providing mobile immunization clinics for families.
- Sustain a School Social Worker for the 2025-2026 school year through grant funds to ensure students receive mental health and social services.

Long-Term Focus:

- Establish a school-based health clinic
- Partner with Hopkins Public Schools district, Minnesota School-Based Health Alliance, ODAM Medical Group, Rise Up Health Clinics, and Hennepin County Public Health to determine providers.
- Assess costs and funding sources for sustainable implementation.

Impact and Evaluation:

- Track health service usage, attendance, and participation data.
- Review student health data (via the school health office) to assess impact on well-being and learning.
- Monitor social-emotional health outcomes through student support referrals and intervention data.
- Conduct participation surveys to gather family,student, and staff feedback.

Access:

- Communicate with families and caregivers through:
    - Family Newsletter
    - PTO Corner
    - Direct notices via email, phone calls, voicemails, and posters
    - Collaboration with Hopkins Student Success Liaisons for language accessibility.
- Ensure all staff are equipped with knowledge about available health and social services.

Milestones & Timelines:

Milestone 1: **Actively Implement a Variety of Health Services (Partner Alignment)**

- Responsible Parties:
    - Community School Coordinator
    - Licensed School Nurse/Lead
    - ODAM Medical Center / Rise Up Clinic
    - School Social Worker
    - Family Engagement Specialist
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - ResourceWest
    - American Heart Association
    - Hennepin County Public Health
    - Minnesota School Sealant Program
    - Licensed School Nurse/Lead
    - ODAM Medical Center
    - Minnesota School-Based Health Alliance

Milestone 2: Sustain & Expand Social-Emotional Support for Students

- Responsible Parties:
    - Community School Coordinator
    - School Social Worker
    - Restorative Practices Specialist
    - Building Administration
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Minnesota School-Based Health Alliance

Milestone 3: **Communicate & Evaluate Programming and Services**

- Responsible Parties:
    - Community School Coordinator
    - Licensed School Nurse/Lead
    - ODAM Medical Center / Rise Up Clinic
    - Minnesota School-Based Health Alliance
    - School Social Worker
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Community School Coordinator
    - Licensed School Nurse/Lead
    - Health Based Community Partnerships

Taking these initiatives ensures comprehensive health and social-emotional support services for students, leveraging strategic partnerships and grant funding to sustain and expand essential resources.

3. Strengthening and Expanding Family & Community Engagement at Eisenhower Elementary

Goal:

- Build meaningful and authentic relationships with families and the broader school community.

- Empower the voices of families and caregivers in school decision-making and activities.
- Increase transparency and information sharing to foster trust and collaboration.
- Raise awareness of Eisenhower's school-wide goals, mission, vision, and values.
- Strengthen community participation and evaluate engagement levels in school programs.
- Fund a Family Navigator position in the 2026-2027 school year to coordinate support for families and foster deeper home-school connections.
- Strengthen collaboration with Eisenhower PTO to plan programming and initiatives consistent with community school strategy implementation.

Activity:

- Partner with Eisenhower Parent Teacher Organization (PTO) to host a variety of family and community events:
- Utilize grant funds to hire a Family Navigator for school year 2026-2027 who will:
    - Be a point person and coordinate supports for families and increase access to resources.
    - Coordinate services in the community resource center ensuring resources are allocated to community members.
    - Engage in meaningful dialogue with caregivers to better understand and address family needs.
    - Foster deeper relationships between home and school, strengthening Eisenhower as a hub for family engagement. Ensure programming is inclusive and culturally responsive to meet diverse community needs.

Impact and Evaluation:

- Track participation and engagement at events.
- Gather feedback from families and caregivers to assess programs and services effectiveness.
- Evaluate transparency and communication effectiveness through family surveys and conversations.

Access:

- Communicate with Eisenhower families and caregivers via:
    - Family Newsletter
    - PTO Corner
    - Direct notices (email, phone calls, voicemails, flyers, and posters)
    - Collaboration with Hopkins Student Success Liaisons for language accessibility.
- Ensure community members are informed about events and actively encourage participation.

Milestones & Timelines:

Milestone 1: **Hold Consistent Family Engagement Events & Strengthen Community Connections**

- Responsible Parties:
    - Community School Coordinator
    - Eisenhower PTO
    - Family Navigator
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Eisenhower PTO
    - Community Partnerships

Milestone 3: **Communicate & Evaluate Programming and Services**

- Responsible Parties:
    - Community School Coordinator
    - Eisenhower PTO
    - Family Navigator
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Eisenhower PTO

This work will enhance family engagement, promote equity, and foster deeper home-school connections through strategic partnerships, dedicated personnel, and culturally responsive programming.

4. Establishing a Community Resource Center at Eisenhower Elementary

Goal:

- Provide a centralized hub where families can access essential resources, referrals, and direct support at Eisenhower Elementary.
- Reduce gaps in accessibility to basic needs, ensuring all students and families receive equitable support.
- Strengthen student wellness, enabling them to fully engage in school-based learning and activities.

Activity:

- Establish a Community Resource Center at Eisenhower Elementary.
- Offer direct support and referrals for families seeking assistance with housing, food, healthcare, and other basic needs (flyers, pamphlets, etc.)
- Consolidate and relocate existing resources within Eisenhower to create a centralized, easily accessible space.

Impact and Evaluation:

- Track visits to the resource center, documenting service utilization.
- Monitor attendance data to identify patterns while assessing engagement and effectiveness.
- Gather feedback from families to refine and improve the center's offerings.
- Assess student well-being and engagement in school to measure impact.

Access:

- Communicate with Eisenhower families and caregivers via:
    - Family Newsletter
    - PTO Corner
    - Direct notices (email, phone calls, voicemails, posters, flyers)
    - Collaboration with Hopkins Student Success Liaisons for language accessibility.
- Ensure all staff are knowledgeable about available support services and can guide families to the resource center.

Milestones & Timelines:

Milestone 1: Set Up Space for the Community Resource Center

- Responsible Parties:
    - Community School Coordinator

    - Family Navigator
    - Eisenhower PTO
    - Hopkins Buildings & Grounds
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Hopkins Buildings & Grounds
    - Eisenhower PTO

Milestone 2: Operate the Family Resource Center

- Responsible Parties:
    - Community School Coordinator
    - Family Navigator (Main Supervisor)
    - Eisenhower PTO
    - Hopkins Buildings & Grounds
- Timeline: 2025-2026, 2026-2027
- Strategic Community Partners:
    - Community School Coordinator
    - Eisenhower PTO
    - Hopkins Buildings & Grounds

This project will create a welcoming, accessible space for families to receive essential support, ensuring students thrive both in and out of school.

5. Community Mural Project: Building Belonging Through Collaborative Community-Connected Art

Goal:

Advance the Full-Service Community School (FSCS) strategy by centering the key practices of **powerful student and family engagement**, **collaborative leadership, shared power and voice** , and **a culture of belonging, safety, and care**.

- Create a collaborative mural project that reflects Eisenhower Elementary's identity as a diverse and connected school community.
- Strengthen students' sense of belonging and cultural identity by ensuring representation of all three school programs.
- Provide meaningful, hands-on opportunities for students, staff, families, and community members to co-create a lasting visual representation of the school's values, experiences, and community.
- Ensure the process - not just the final product - models inclusive, community-driven practices aligned to the community school strategy.

Activity:

Eisenhower will partner with local mural artist, Greta McLain, from GoodSpace Murals to design and install a large-scale, collaborative mural project across four interior walls (approximately 1,000 sq. ft.) located in the Solstice Room and Cafeteria of Eisenhower Elementary school. The murals will consist of four cohesive yet distinct designs that collectively reflect the identities, cultures, and shared values of the Eisenhower community.

The project will take place in three primary phases:

- **Design Phase:** Collaborative visioning and concept development informed by student, staff, and community input
- **Approval Phase:** Review and refinement of designs to ensure alignment with school values and representation across programs
- **Painting Phase:** Hands-on mural creation involving students, staff, families, and community members

A **Mural Design Residency** will be embedded into the school day, where students engage directly with the artist in the creative process through structured opportunities such as workshops, classroom connections, and facilitated design sessions. This will include collaboration with classroom teachers to integrate identity, storytelling, and community themes into learning experiences.

To extend engagement beyond the school day, Eisenhower will host two community paint events, creating accessible opportunities for families and community members to actively contribute to the mural. Communication and outreach will be coordinated to ensure broad participation and representation.

Facilities coordination, scheduling, and access to mural spaces will be managed in collaboration with school leadership to ensure smooth implementation.

Impact and Evaluation:

Impact will be measured through both process and outcome-based indicators aligned to FSCS goals and enabling conditions.

Evaluation methods will include:

- Student, staff, and family feedback on sense of belonging, representation, and connection to school identity
- Participation data across design sessions, residency experiences, and community paint events
- Qualitative reflections from students and staff on engagement, voice, and ownership in the process
- Documentation of how the project reflects shared leadership and inclusive decision-making
- Visual and environmental impact of the murals in creating welcoming, identity-affirming school spaces

The Community School Coordinator, GoodSpace Murals, and Hopkins' Communication and Marketing department will document the full process, including participation, implementation, and outcomes. Reflections and findings will be shared with the Minnesota Department of Education as part of ongoing FSCS progress reporting and will inform future community-connected initiatives.

Access:

Ensure equitable and inclusive participation by:

- Embedding student engagement opportunities within the school day through the mural residency
- Hosting community paint events at accessible times for families and caregivers
- Communicating through multiple channels (family newsletters, PTO communication, direct outreach)
- Providing language access and culturally responsive communication in partnership with Student Success Liaisons
- Creating multiple entry points for participation so all members of the school community can engage in ways that are meaningful and accessible

Milestones & Timelines:

Milestone 1: **Design & Planning Phase (Community Voice & Shared Vision)**

Responsible Parties:

- Community School Coordinator
- Art Teachers
- Classroom Teachers
- GoodSpace Murals
- Family Navigator
- Eisenhower PTO
- Hopkins Buildings & Grounds

Timeline:
2025–2026 (Spring Year 2 & Fall Year 3)

Milestone 2: **Mural Design Residency & School-Day Engagement**

Responsible Parties:

- Community School Coordinator
- Art Teachers
- Classroom Teachers
- GoodSpace Murals
- Family Navigator
- Eisenhower PTO
- Hopkins Buildings & Grounds

Timeline:
2025–2026 (Spring Year 2 & Fall Year 3)

Milestone 3: **Community Paint Events & Mural Installation**

Responsible Parties:

- Community School Coordinator
- Art Teachers
- Classroom Teachers
- GoodSpace Murals
- Family Navigator
- Eisenhower PTO
- Hopkins Buildings & Grounds

Timeline:
2025–2026 into 2026–2027 (Completion & Celebration)

6. Community Schools Professional Development: Building Staff Capacity Through Shared Learning and Leadership

Goal:

Advance the Full-Service Community School (FSCS) strategy by strengthening the key practices of **expanded and enriched learning opportunities** and **collaborative leadership, shared power, and voice**.

- Build staff capacity to implement community school strategies with fidelity by investing in ongoing, relevant, and responsive professional development.
- Respond directly to staff-identified needs from the needs and assets assessment by providing meaningful learning opportunities that support both professional growth and student outcomes.
- Develop educators' ability to support the whole child through culturally responsive practices, inclusive learning environments, and relationship-centered approaches.

Activity:

Eisenhower will invest in professional learning opportunities that deepen staff understanding and implementation of the community school strategy.

This includes participation in national learning experiences such as:

- The Community Schools Fundamentals Conference hosted by the National Center for Community Schools
- The National Community Schools and Family Engagement Conference hosted by the Institute for Educational Leadership

In addition, Eisenhower will establish a staff professional development fund to support ongoing learning aligned to staff interests and school priorities. This fund will provide access to training, workshops, and learning experiences that build capacity in areas such as:

- Cultural competence and culturally responsive teaching
- Implicit bias and identity awareness
- Understanding and addressing microaggressions
- Relationship-centered and trauma-informed practices
- Strategies that support whole-child development

Professional development opportunities will be both internally and externally driven, with staff voice guiding priorities and participation. This approach reinforces shared leadership by positioning educators as active contributors to the school's vision and implementation of the community school model.

Impact and Evaluation:

Impact will be measured through staff growth, implementation of practices, and resulting student outcomes.

Evaluation methods will include:

- Staff feedback and reflection on professional learning experiences

- Surveys assessing changes in staff knowledge, confidence, and practice
- Evidence of implementation of culturally responsive and community school-aligned strategies in classrooms and school practices
- Observation and feedback cycles focused on relationship-building, inclusivity, and engagement
- Connections between staff development and improvements in student engagement, belonging, and overall school climate

The Community School Coordinator will document participation, learning outcomes, and implementation progress. Insights will be shared with the Minnesota Department of Education and used to refine future professional development offerings.

Access:

Ensure equitable access to professional development by:

- Providing funding to reduce financial barriers for staff participation
- Offering a range of learning formats (conferences, workshops, after school, collaborative learning spaces)
- Centering staff voice in selecting and prioritizing professional learning opportunities
- Creating structures for shared learning, where staff who attend external trainings bring knowledge back to the broader team
- Aligning professional development opportunities with staff roles, interests, and identified growth areas

Milestones & Timelines:

Milestones: Participation in National Community Schools Conferences, Implement Staff Professional Development Fund & Learning Opportunities, and Evaluate Impact and Build Ongoing Staff Capacity

- Responsible Parties:
    - Community School Coordinator
    - School Leadership
    - FSCS Leadership Team
    - Eisenhower Elementary Staff

Timeline:
2025–2026, 2026–2027

Please detail how the school will ensure that all full-service community school programs/services/resources comply with the district nondiscrimination policy.

Response:

Eisenhower Elementary and Hopkins Public Schools are committed to ensuring that all full-service community school programs, services, and resources comply with the district's nondiscrimination policy. This commitment guarantees that every student, family, and community member—regardless of race, color, national origin, sex, gender identity, disability, religion, or socioeconomic status—has equitable access to programs and feels safe, valued, and included. Program design will be intentional in removing barriers to participation, including providing language access services, ensuring physical accessibility (like transportation), and prioritizing culturally relevant engagement strategies.

Hopkins Public Schools district aims to foster a restorative culture that nurtures authentic connections between students and staff, ensuring everyone feels seen and heard. Eisenhower Elementary champions this and restorative culture is embedded in how we do school. This approach promotes responsibility, accountability, and community support while integrating school programs and supports such as international baccalaureate (IB), social-emotional learning (SEL), and multi-tiered systems of support (MTSS). These elements align closely with the district's broader goals of student and staff wellness, equity, inclusivity, trauma-sensitive instruction, and culturally responsive teaching. To measure the impact of these efforts, Eisenhower will monitor participation data, conduct student and family surveys, and regularly review program policies and procedures, ensuring all programs remain in alignment with nondiscrimination policies.

Clear and transparent communication is essential to maintaining an inclusive school environment. Eisenhower will communicate nondiscrimination commitments in all program materials, family outreach efforts, and school-wide messaging. Additionally, families will have access to multiple communication formats, including translated materials and interpretation services. To further support accountability, the school will work to intentionally communicate and work with community members and work with our student ambassadors to express concerns related to discrimination, ensuring all voices are valued and addressed through restorative problem-solving.

By embedding these practices into the foundation of Eisenhower's full-service community school model, we ensure that our programs not only comply with district policies but also actively create an inclusive, equitable, and supportive environment where our students, families, and whole school community can thrive.