

Milwaukee Community Schools Partnership Terms and Definitions

Milwaukee Community Schools Partnership – A partnership of Milwaukee Public Schools, the Milwaukee Teachers’ Education Association, and United Way of Greater Milwaukee and Waukesha County to work collectively to implement the community school strategy.

Milwaukee Community Schools Partnership strategy – A transformational strategy, focused on shared leadership, cultural relevance, and equity, to transform schools into a place where students, families, staff, and the surrounding community can work together to ensure that every student is successful.

Community schools – A community school is a school that implements the community schools transformational strategy (as outlined by the Milwaukee Community Schools Partnership) to organize the resources of a community to address and eliminate barriers that lead to improved student learning, stronger families, and healthier communities.

Community schools leadership team – A team represented by the five key stakeholders (students, staff, families, community partners, and community residents), serving as the School Engagement Council, which identifies local strategies and makes decisions for how to best ensure student and school success.

Cultural relevance – One of the three community school core practices. It is a guiding practice to transform how schools relate and interact with their students, families, and community in a more culturally relevant and restorative way, leading to positive school cultures, strong relational trust, and high-quality teaching.

- **Culturally responsive practices** – Schools receive support to implement strategies that build on the assets of the entire community, acknowledge personal and institutional biases, and respond to the self-identities of students, families, school staff, and community members.
- **Restorative practices** – Schools receive support to implement restorative practices and other positive behavior strategies that work to build proactive, positive relationships and repair any harm that may have occurred in order to restore relationships with dignity and care.

Equity – One of the three community school core practices. It is a guiding practice to transform how schools collect and use data and how they organize and manage partnerships and resources to ensure that students, families, and staff have the resources they need to be successful.

- **Community Engaged Assessment** – An assessment process with various stakeholder groups that each community school completes that identifies local school priorities and uses student-centered data to inform goals and strategies.
- **Community conversations** – Community conversations are an interactive process that brings together members of the school community and encourages them to think, discuss, and explore the main causes and underlying issues that the school community is facing. Community conversations help the community school leadership team develop its school’s priorities.
- **Community school priorities** – These are a community school’s annual goals co-developed by the community school leadership team. School priorities are something that are clearly definable and measure visible impact within one school year.

Shared leadership – One of the three community school core practices. It is a guiding practice to transform how schools make decisions by engaging diverse stakeholders to participate in the development and ownership of local strategies.

- **Community schools leadership team** – Diverse team of stakeholders that identifies local strategies and makes decisions for how to best ensure student and school success.
- **Family leadership organization** – Community schools work to build family leadership by creating safe, welcoming spaces for local organizing and by practicing family-centered engagement strategies focused on school improvement.
- **Youth council** – Student advisory/leadership group where students collaboratively plan school initiatives and engage in the school decision-making process focused on school improvement.

Community school coordinator – A community school coordinator is hired by a community partner organization. A community school coordinator increases the capacity of the school to engage multiple stakeholders, including community partners, families, staff, students, and neighborhood residents.

Stakeholders – An individual or group with an interest in the success of the school community. A school’s stakeholders include students, parents, educators, local organizations, and interested community members.

Blueprint – A design plan that supports the development of procedures and systems highlighting the three key practices within the community schools strategy. The plan supports schools in the readiness cohort to create a foundation of implementing the community schools strategy when becoming a full-implementation community school within the Milwaukee Community Schools Partnership.

Readiness cohort – A school or a team of schools entering into and completing a professional learning series to gain knowledge and understanding of the Milwaukee Community Schools Partnership and the community schools strategy.

(1) Statement of Purpose

The Milwaukee Board of School Directors (board) believes that community schools are both a place and a transformational strategy where students, families, staff, and the surrounding community can work together to ensure that every student is successful. The board further believes that it is essential to have equitable and consistent procedural and accountability processes to ensure that all community schools are of high quality to support academic growth and positive school culture and climate. To that end, the board supports community schools with the active engagement of their community and implementation of the community schools strategy by focusing on the three guiding practices of shared leadership, cultural relevance, and equity.

(2) Shared Leadership Practices

- (a) Each community school principal, community school coordinator, school performance coordinator, and community partner organization manager shall have a predetermined meeting structure to ensure consistency and understanding across initiatives to implement and monitor the Milwaukee Community Schools Partnership strategy embedded within the School Improvement Plan.
- (b) Each community school shall have and maintain a system for communicating and supporting collaboration across school committees to ensure its alignment to the School Improvement Plan, the Milwaukee Community Schools Partnership strategy, and school priorities.
- (c) Each community school shall provide a space and time for the community school leadership team to meet the requirements of the School Engagement Councils and the following:
 - (i) Stakeholders shall include school staff, administrators, union elected officials, students, families, partners, and community residents.
 - (ii) The Community School Leadership Team shall advise and work collaboratively with school administration to address topics such as, but not limited to, the school budget, staffing priorities, academic initiatives, community partnerships, and school procedures.

- (iii) The leadership team analyzes data and develops a shared vision, key priorities, and strategic plan through local decision making.
- (d) Each community school shall provide space and time for a family leadership organization that serves as a parent-centered space for local organizing and practicing family-centered engagement strategies with the emphasis of being a family-led space. This group may support school-level and district-level family engagement initiatives focused on school improvement.
- (e) Each community school shall make it a priority to recruit and support parents to participate in the Milwaukee Community Schools Partnership Citywide Parent Council and Parent Cafés.
- (f) Each community school shall provide space and time for the Community Schools Youth Leadership Council that serves as a student-centered space focused on addressing student concerns, with a focus on continuous leadership development, local organizing, and practicing student-centered engagement strategies that may support school-level and district-level youth initiatives.

(3) Equity Practices

- (a) Each community school in the Milwaukee Community Schools Partnership shall conduct community conversations as part of a Community Engaged Assessment. The data collected from these conversations, as well as school-based data and results from staff and students surveys, shall be used to develop a School Profile Report.
- (b) Each community school in the Milwaukee Community Schools Partnership shall use the School Profile Report developed through its Community Engaged Assessment to collaboratively develop school-based priorities that reflect the goals of the school community and align to school improvement.
- (c) Each community school in the Milwaukee Community Schools Partnership shall align school-based initiatives and committees to its school-based priorities that reflect the goals of the school community as outlined by the Community Engaged Assessment and align to the School Improvement Plan.
- (d) Each community school, with the support of United Way, its community partner organization, and Milwaukee Public Schools, shall develop and maintain an internal and external communication structure, which may include but not be limited to a newsletter, website, social media page, or Reminder, which is continuously updated to reflect the implementation of the community schools strategy and school priorities. These communications should go out regularly to staff, students, families, and the school community to seek transparency, engagement, and accountability.

- (e) Each community school shall complete an annual Partnership Alignment Tool to provide equitable resources or opportunities aligned with school priorities in which a variety of partners may offer but not be limited to academic programs, enrichment activities, and/or health and well-being support to students, families, and community members.
- (f) Each community school shall make it a priority to recruit and retain certified teachers and support staff who will engage in additional professional development in core practices and priorities of the community schools strategy.
- (g) Each community school shall have a full-time community school coordinator who will be assigned to the school building and who is employed by a community partner organization.
- (h) Each community school coordinator shall implement, facilitate, or support systems, strategies, services, or programs that serve students, families, staff, and the community.
- (i) Each community school may onboard new students, families, and staff as well as conduct exit interviews with families and staff who change schools to support the recruitment and retention of students or staff for community schools.
- (j) Each community school shall provide access to universal schoolwide public data for community school coordinators in accordance with the district's established procedures for data sharing.
- (k) Each community school shall dedicate time for family check-ins conducted twice a year by school staff, who may include but not be limited to classroom teacher(s), social workers, psychologist, paraprofessionals, and school safeties. Check-ins may include but not be limited to phone calls home, home visits, and conversations during conferences.

(4) Cultural Relevance Practices

- (a) Each community school shall commit to a dual approach, focused on staff as well as student development, to restorative practices that support staff and students learning collaboratively on how to build authentic relationships.
- (b) Each community school within the Milwaukee Community Schools Partnership with the support of Milwaukee Public Schools, the Milwaukee Teachers' Education Association, and the United Way of Greater Milwaukee and Waukesha County, shall designate pathways and support for educators to become culturally responsive and restorative leaders.
- (c) Each community school shall designate two district professional development days equating to 3.5 hours each day, throughout the year that will be aligned to community school principles that may include but not be limited to building community and establishing best practices for building a collaborative staff.

- (d) Each community school shall prioritize to include culturally responsive professional development within the professional learning plan for all instructional staff to support the integration of culturally responsive practices.
- (e) Each community school shall provide opportunities for the community to host events and other opportunities that are open to neighborhood residents.
- (f) Each community school shall actively participate in and coordinate with neighborhood residents and groups to build stronger bridges between the school and the community.
- (g) Each community school shall consult with the youth leadership and family leadership team to receive input and recommendations regarding school-based procedures and protocols before being submitted for distribution. School-based procedures may be but are not limited to school positive behavior supports, discipline practices, and response to student behaviors.
- (h) Each community school shall adopt an asset-based or research-based school-wide family engagement strategy approach or framework.

(5) Readiness

- (b) The Milwaukee Community Schools Partnership may open the application process to schools within Milwaukee Public Schools during the fall of a given academic year.
- (c) Schools interested in potentially becoming community schools within the Milwaukee Community Schools Partnership shall apply during the application window.
- (d) Schools may apply that meet the following criteria:
 - (i) Must be identified under the federal education law- Every Student Succeeds Act (ESSA), for those schools most in need of improvement with low performing student groups
 - (ii) Must be a non-selective Milwaukee Public Schools school
 - (iii) Must not currently have another large turnaround effort under way or can describe how existing turnaround effort would align to Milwaukee Community Schools Partnership model
 - (iv) Must currently have school support teacher, parent engagement coordinator, and school leader positions filled (or individuals already identified for next year)
 - (v) Must have an after-school provider (i.e., camp or CLC), although it is not required but preferred
- (e) Schools shall engage a local leadership team representative of multiple voices and perspectives to collaboratively complete this application. Schools are strongly encouraged to include in the application process students, staff, families, residents, a Milwaukee Teachers' Education Association building representative, and community partner organizations.

- (f) Schools applying to become community schools as part of the Milwaukee Community Schools Partnership commit to the following:
 - (i) Completing the Milwaukee Community Schools Partnership readiness cohort
 - (ii) Having a staff supermajority ($\frac{2}{3}$) vote in favor of becoming a full-implementation community school
 - (iii) Completing a Milwaukee Community Schools Partnership blueprint
- (g) Schools that apply may be selected to begin the readiness cohort process in preparation of becoming community schools as part of the Milwaukee Community Schools Partnership.

(6) Selection

- (a) The number of schools selected to be full-implementation community schools as part of the Milwaukee Community Schools Partnership shall be determined based on funding and capacity during a given academic school year. Acceptance and participation in the readiness cohort may not guarantee selection to be a full-implementation community school as part of the Milwaukee Community Schools Partnership.
- (b) Schools in the Milwaukee Community Schools Partnership readiness cohort shall be selected to become community schools within the Milwaukee Community Schools Partnership based on the following criteria:
 - (i) State report card accountability rating
 - (ii) School culture and climate reports
 - (iii) School visits and observations by Milwaukee Community Schools Partnership leadership
 - (iv) Strength of Milwaukee Community Schools Partnership application
 - (v) School staff and administration commitment and engagement during the readiness cohort process
 - (vi) School's commitment to the Milwaukee Community Schools Partnership model as evidenced by the strength of the school's blueprint
 - (vii) A staff supermajority ($\frac{2}{3}$) vote for approval to be a full-implementation community school
- (c) Selected schools shall host a follow-up interview, conducted by the Milwaukee Community Schools Partnership Leadership Team, with the school leadership team that completed the application.
- (d) During the selection process, the Milwaukee Community Schools Partnership may determine whether a school may continue as a full-implementation school or continue in the readiness cohort or reapply based on circumstantial situations.

- (e) Once a school is selected, the Milwaukee Community Schools Partnership shall release a request for proposals to encourage community-based organizations to submit their interest in hiring and managing a community school coordinator.
- (f) A school community panel shall interview interested community-based organizations and select an organization that best fits the needs of the school community as well as one that best aligns to the school's initiatives and vision while using the following guidance:
 - (i) Sufficient capacity to support a community school coordinator
 - (ii) Experience (as an agency or the person identified as potential supervisor) working in or with schools
 - (iii) Relevant internal resources that could be beneficial to the school
 - (iv) Willingness to advocate for and support the school as a deeply embedded partner
- (g) After the selection of a community partner organization and the completion of a memorandum of understanding with United Way, the position shall be posted for interested individuals to apply.
- (h) After the application window closes, a panel of representatives from Milwaukee Public Schools, United Way, the community partner organization, MTEA, and the community school shall review applications with the goal of rating and selecting candidates to be interviewed.
- (i) Interviews of the potential candidates for the community school coordinator role shall be held as follows:
 - (i) The first round of interviews shall be conducted by representatives of the community partner organization, United Way, Milwaukee Public Schools, and the Milwaukee Teachers' Education Association to identify qualified candidates for the role of community school coordinator.
 - (ii) The second round of interviews shall be conducted by representatives of the community partner organization, United Way, Milwaukee Public Schools, the Milwaukee Teachers' Education Association, and a panel made up of the following stakeholder groups from that community school to select a qualified candidate for the role of community school coordinator:
 - (1) School administration
 - (2) School staff
 - (3) Community partners
 - (4) Families
 - (5) Students

- (j) The interview team to select community school coordinators shall include representation from all the following stakeholder groups when interviewing and selecting community school coordinators:
 - (i) School staff (may include teaching staff, support staff, paraprofessionals, safety assistants, and/or kitchen staff)
 - (ii) MTEA Building Representative or designee
 - (iii) School administrators
 - (iv) Community partner organization representatives
 - (v) Student representatives
 - (vi) Parent representatives
 - (vii) School partners
 - (viii) Milwaukee Community Schools Partnership leadership

(7) Onboarding

- (a) Each new community-based agency, community school coordinator, and principal shall complete an onboarding process to become familiar with the Milwaukee Community Schools Partnership strategy, United Way, Milwaukee Public Schools, and Milwaukee Teachers' Education Association and the roles, responsibilities, and expectations of their position.
- (b) Each new community school shall provide staff, students, and families with a presentation reintroducing the Milwaukee Community Schools Partnership strategy, highlighting the success of becoming a community school and plans to implement the community schools strategy during the current academic school year. This presentation will be conducted on an annual basis at the beginning of each school year to provide an overview for new staff and review for returning staff.

(8) Roles and Responsibilities of Key Stakeholders and Staff

- (a) The Milwaukee Community Schools Partnership shall establish and maintain a steering committee for the purposes of open communication, collaboration, and joint decision-making between the Milwaukee Public Schools (MPS), United Way of Greater Milwaukee & Waukesha County (United Way), and the Milwaukee Teachers' Education Association (MTEA).

The steering committee shall be composed of nine (9) members, three (3) representing each party (3 members representing MPS, 3 representing the United Way, and 3 representing MTEA). The parties will designate their initial selections for the steering committee upon passage of the Community Schools policy and then prior to each

subsequent school year. Parties should designate members that are empowered to make recommendations for the selection of new Community Schools, hiring decisions, and other District level decisions related to MPS Community Schools pending approval from member organizations. The steering committee will draft and edit yearly partnership agreements, regularly audit the progress of Milwaukee Community Schools, produce reports to the School Board, develop strategic plans and update as needed, and lead other activities crucial to the success of the Milwaukee Community Schools Partnership. The steering committee shall meet quarterly, or more frequently, if necessary.

The steering committee will develop and adhere to mutually agreed upon group collaboration norms. Each partnership organization will provide support to the steering committee as needed and defined in the partnership agreement.

Each partner will designate one (1) lead from the partner's three (3) steering committee members to meet one to two times a month between steering committee meetings and communicate regularly to coordinate day-to-day and week-to-week partnership work. These three leads could consist of the MPS Community School Coordinator, the United Way Director of the Milwaukee Community Schools Partnership, and the MTEA Community Schools Lead. The leads will set the agenda of steering committee meetings and will be responsible for communicating with their partner organization about important topics. The leads can also involve other necessary staff and community partners in their regular work to facilitate this work.

- (b) Each community school coordinator within the Milwaukee Community Schools Partnership shall fulfill the roles and responsibilities of a community school coordinator as outlined by the Milwaukee Community Schools Partnership Agreement Roles and Expectations document.
- (c) Each community partner organization manager within the Milwaukee Community Schools Partnership shall fulfill the roles and responsibilities of a community partner organization manager as outlined by the Milwaukee Community Schools Partnership Agreement Roles and Expectations document.
- (d) Each community school principal within the Milwaukee Community Schools Partnership shall fulfill the roles and responsibilities of a principal as outlined by Milwaukee Public Schools while supporting the development and application of strategies aligned to the Milwaukee Community Schools Partnership rubrics that are embedded within the School Improvement Plan. Each community school principal will fulfill the principal requirements as outlined by the Milwaukee Community Schools Partnership Agreement Roles and Expectations document.

- (e) Given that family engagement and leadership are key priorities of the Milwaukee Community Schools Partnership strategy, each community school parent coordinator within the Milwaukee Community Schools Partnership schools shall fulfill the roles and responsibilities of a parent coordinator as outlined by Milwaukee Public Schools while supporting the development and application of family engagement and leadership strategies aligned to the Milwaukee Community Schools Partnership strategy that are embedded within the School Improvement Plan.
- (f) Given the alignment between the Milwaukee Community Schools Partnership strategy and the School Improvement Plan, each community school support teacher in the Milwaukee Community Schools Partnership schools shall fulfill the roles and responsibilities of a school support teacher as outlined by Milwaukee Public Schools while supporting the development and application of key strategies aligned to the Milwaukee Community Schools Partnership strategy that is embedded within the School Improvement Plan.

(9) Professional Development and Ongoing Staff Support

- (a) The employees of each partner organization remain the employees of the respective organization and the individual partner organizations retain authority over their employees in all staffing and employment related decisions, including but not limited to: hiring, firing, supervision, discipline, and deployment.
- (b) Each community school shall participate in a conference put together by the Milwaukee Community Schools Partnership that highlights key Milwaukee Community Schools Partnership practices and strategies while aligning to school and district initiatives that relate but are not limited to shared leadership, equity, cultural relevance, and restorative practices.
- (c) The Milwaukee Community Schools Partnership's conference shall replace one district-mandated professional development day for community schools in the Milwaukee Community Schools Partnership as well as schools in the Milwaukee Community Schools Partnership readiness cohort.
- (d) The Milwaukee Community Schools Partnership shall conduct principal cohort meetings to provide ongoing support, collaborative work, opportunities for professional learning, and team conversations that focus on the Milwaukee Community Schools Partnership strategy. The Milwaukee Community Schools Partnership may use feedback from these sessions to identify strategies to support the implementation of the community schools strategy.
- (e) The Milwaukee Community Schools Partnership shall conduct community partner organization manager meetings to provide community partner organization managers with ongoing support, collaborative work, opportunities for professional learning, and

team conversations that focus on the Milwaukee Community Schools Partnership strategy. The Milwaukee Community Schools Partnership may use feedback from these sessions to identify strategies to support the implementation of the strategy.

- (f) The Milwaukee Community Schools Partnership shall conduct coordinator meetings to provide community school coordinators with ongoing support and training, collaborative work, opportunities for professional learning, and team conversations that focus on the Milwaukee Community Schools Partnership strategy. The Milwaukee Community Schools Partnership may use feedback from these sessions to identify strategies to support the implementation of the strategy.
- (g) The Milwaukee Community Schools Partnership shall create and sustain collaborative learning opportunities for staff members, including but not limited to school support teachers, parent coordinators, and school social workers, to share resources as well as best practices aligned to the Milwaukee Community Schools Partnership strategy.

(10) Evaluation

- (a) Each community school in the Milwaukee Community School Partnership shall reference the Milwaukee Community Schools Partnership strategy to reflect the fidelity of implementation.
- (b) The Milwaukee Community Schools Partnership strategy (key practices of shared leadership, cultural relevance, and equity) shall be embedded in each community school's School Improvement Plan within the Milwaukee Community Schools Partnership.
- (c) Each community school within the Milwaukee Community Schools Partnership shall complete a mid-year and end-of-the-year reflection that shall include the district community school coordinator, school performance coordinator, principal, community school coordinator, and community school manager and may include the school support teacher and parent coordinator to reflect current progress toward implementing the Milwaukee Community Schools Partnership strategy within the School Improvement Plan and receiving support with the purpose of effectively implementing the strategy.
- (d) The Milwaukee Community Schools Partnership rubrics have been developed in collaboration between Milwaukee Public Schools, Milwaukee Teachers' Education Association, United Way, and various community partners to support a consistent transformational strategy across all community schools and will continue to be evaluated and edited every two years by these stakeholder groups.

(11) Expansion

The Milwaukee Public Schools, Milwaukee Teachers' Education Association, and the United Way of Greater Milwaukee and Waukesha County will develop a five-year strategic plan related to expansion and will meet on an annual basis to review the current progress of the expansion. The expansion plan will be dependent on annual funding from various stakeholders. The expansion plan will be reflected in the Milwaukee Board of School Directors Professional Service Contract that takes into consideration district needs and the capacity of the Milwaukee Community Schools Partnership.

(12) Monitoring

Two times per academic school year, a report shall be presented by the Milwaukee Community Schools Partnership to the board on the implementation of the community schools strategy at the current Milwaukee Community Schools Partnership schools.