Hopkins Public Schools

Equity Strategy Framework

Prepared by the Office of Equity & Integration and the District Equity Leadership Team
Hopkins Public Schools
Equity Strategy Framework

2008-2012 Initiatives

Initiative 1. Equity/Anti-Racism Leadership
   We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

Initiative 2. Cultural Competence
   We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

Initiative 3. Student-Centered Learning and Teaching
   We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, especially children of color, as demonstrated by research and best practice.

Initiative 4. Family and Community Engagement
   We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

Initiative 5. Community Collaboration and Integration
   We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic backgrounds feel welcomed, supported, and experience academic success.
Equity Strategy Framework

Initiative 1: Equity/Anti-Racism Leadership

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>Develop and support strong equity leadership at the school and district levels</td>
<td>Superintendent District Equity Leadership Team Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1-2</td>
<td>Establish, support, and sustain equity leadership teams at each school and at the district level.</td>
<td>Superintendent District Equity Leadership Team Principals</td>
<td>Implemented and ongoing</td>
</tr>
<tr>
<td>1-3</td>
<td>Embrace and embed the agreements and conditions of courageous racial discourse throughout the Hopkins School District</td>
<td>School Board Superintendent District Equity Leadership Team Cabinet Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1-4</td>
<td>Initiate and sustain site, district, and regional dialogue on issues of race and achievement</td>
<td>School Board Superintendent District Equity Leadership Team Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1-5</td>
<td>Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Annually</td>
</tr>
<tr>
<td>1-6</td>
<td>Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1-7</td>
<td>Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Ongoing</td>
</tr>
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Equity Strategy Framework

**Initiative 2: Cultural Competence**

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

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<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1</td>
<td>Expand and support staff participation in training opportunities through National Urban Alliance/WMEP Partnership</td>
<td>Director, Teaching &amp; Learning</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
| 2-2 | a) Expand cultural competence performance standards. Identify ways to provide training for nutrition staff and paraprofessional staff.  
b) Identify and affirm staff that are especially effective at working with and increasing the achievement of students of color, and provide opportunities for other staff to learn from them.  
Have in place two internal NUA trainers, whose role will be to support staff and embed NUA strategy work. | Asst. Superintendent  
SD/M Coordinator  
Principals  
Site Equity Teams  
Representatives from employee groups | Plan during the 2008-2009 school year for 2009-2010 implementation  
Complete planning 2008-2009; full implementation 2009-2010 |
### 2-4
(a) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data.
(b) Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning.

<table>
<thead>
<tr>
<th>District Equity Leadership Team</th>
<th>Asst. Superintendent</th>
<th>SD/M Coordinator</th>
<th>Principals</th>
<th>HEA Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently in place and ongoing.</td>
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### 2-5
Continue to use HCM domain five elements to measure progress for setting and reporting individual and systemic goals for cultural competence staff development.

<table>
<thead>
<tr>
<th>District Equity Leadership Team</th>
<th>Asst. Superintendent</th>
<th>SD/M Coordinator</th>
<th>Principals</th>
<th>HEA Representative</th>
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</thead>
<tbody>
<tr>
<td>Currently in place. Annual review.</td>
<td></td>
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</table>

### 2-6
Strengthen and align staff recruitment, selection, and retention practices with the District’s cultural competence performance standards.

<table>
<thead>
<tr>
<th>HR Administrator</th>
<th>Asst. Superintendent</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td></td>
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</table>

### 2-7
Increase on a yearly basis the number and percentage of skilled staff who reflect the racial make-up of the student population.

<table>
<thead>
<tr>
<th>HR Administrator</th>
<th>Asst. Superintendent</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
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</tbody>
</table>

### 2-8
Establish, support, and sustain equity-focused participatory action-research initiatives at each school.

<table>
<thead>
<tr>
<th>District Equity Leadership Team</th>
<th>Asst. Superintendent</th>
<th>SD/M Coordinator</th>
<th>Principals</th>
</tr>
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<tbody>
<tr>
<td>Currently in place and ongoing.</td>
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</tbody>
</table>

### 2-9
Design and implement additional programs for developing cultural competence in students.

<table>
<thead>
<tr>
<th>Director, Teaching &amp; Learning</th>
<th>C&amp;I Coordinators</th>
</tr>
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</table>
Initiative 3: Student-centered Learning and Teaching

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, especially children of color, as demonstrated by research and best practice.

<table>
<thead>
<tr>
<th>#</th>
<th>Sub-Initiatives</th>
<th>Responsible Leader(s)</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>Establish literacy as a primary focus for eliminating the racial achievement gap. Continue initiatives through Early Childhood programming and parent training.</td>
<td>Director, Teaching &amp; Learning Literacy Team</td>
<td>Ongoing with annual review.</td>
</tr>
<tr>
<td>3-2</td>
<td>Explore current and critical research and best practice on creating equitable/anti-racist learning environments. Continue District and site initiatives/teams.</td>
<td>District Equity Leadership Team Director, Teaching &amp; Learning Asst. Superintendent</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>3-3</td>
<td>Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.</td>
<td>District Equity Leadership Team Director, Teaching &amp; Learning Asst. Superintendent</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>3-4</td>
<td>Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices. Continue planning/review with Educational Services Advisory Committee.</td>
<td>Director, Teaching &amp; Learning C&amp;I Coordinators Assessment Coordinator</td>
<td>Ongoing with annual review.</td>
</tr>
<tr>
<td>3-5</td>
<td>Implement, monitor, and evaluate changes in what we do that results in improved achievement for students of color.</td>
<td>Director, Teaching &amp; Learning C&amp;I Coordinators Assessment Coordinator</td>
<td>Ongoing with annual review.</td>
</tr>
<tr>
<td>3-6</td>
<td>Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models.</td>
<td>Director, Teaching &amp; Learning C&amp;I Coordinators Assessment Coordinator Principals</td>
<td>Planning 2008-09 Implementation 2009-10.</td>
</tr>
<tr>
<td>#</td>
<td>Objective</td>
<td>Responsible Parties</td>
<td>Timeline</td>
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<td>---------------------------------------------------------------------------</td>
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</tbody>
</table>
| 3-7 | Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. Continue as priority effort.  
   - Improve monitoring of effectiveness of interventions, along with student participation pathways. | Director, Teaching & Learning  
Asst. Superintendent  
Literacy Team | Planning 2008-09, Implementation 2009-10. |
| 3-8 | Hold high expectations for every student and actively assist each one to reach high academic standards. | Director, Teaching & Learning  
Principals | Ongoing. |
| 3-9 | Develop and implement an academic support plan (K-12) that prepares under-achieving students for college eligibility and success. | Director, Teaching & Learning  
Asst. Superintendent | 2008-12 - Ongoing planning for additional grade levels; 2008-09 - implementation of current programs. |
| 3-10 | Implement and support academic programs that accelerate under-achieving students into more rigorous curriculum and courses, including honors, advanced placement, and Challenge opportunities. | Director, Teaching & Learning  
C&I Coordinators  
Challenge Coordinator  
| 3-11 | Continue to promote a learning culture where every student’s achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success. | School Board  
Superintendent  
Cabinet  
Principals | Ongoing. |
**Equity Strategy Framework**

**Initiative 4: Family and Community Engagement**

We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

<table>
<thead>
<tr>
<th>#</th>
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</thead>
<tbody>
<tr>
<td>4-1</td>
<td>Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Implement Community Engagement plan – 2008-09</td>
</tr>
<tr>
<td>4-2</td>
<td>Continue to engage families of color in dialogue and the creation of strategies to bridge the cultural gap between schools, families, and communities.</td>
<td>Comm. Ed Director Asst. Superintendent Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4-3</td>
<td>Identify community resources to support and be co-responsible for students’ academic success.</td>
<td>Comm. Ed Director Principals Site Integration Specialists</td>
<td>Planning 2008-09 Implementation 2009-2010</td>
</tr>
<tr>
<td>4-4</td>
<td>Mediate educational barriers through improved integration of school and community resources to better serve children and families.</td>
<td>Comm. Ed Director Asst. Superintendent Principals</td>
<td>Ongoing with continued planning for new program development.</td>
</tr>
<tr>
<td>4-5</td>
<td>Expect, encourage, and provide opportunities for family involvement in their children’s education.</td>
<td>Principals</td>
<td>Ongoing implementation</td>
</tr>
<tr>
<td>4-6</td>
<td>Adopt and promote a district-wide culture that engages families and communities of color as essential partners in district and school planning and decision-making.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Continued implementation 2008-09</td>
</tr>
<tr>
<td>4-7</td>
<td>Engage the business, social service and government communities as partners in supporting and promoting academic achievement and the equity goals.</td>
<td>School Board Superintendent Cabinet Principals</td>
<td>Ongoing implementation</td>
</tr>
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Initiative 5: Community Collaboration and Integration

We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic backgrounds feel welcomed, supported, and experience academic success.

<table>
<thead>
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<th>Sub-Initiative</th>
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</table>
| 5-1 | Maintain membership and strengthen participation in WMEP and the Minnesota Minority Education Partnership (MMEP). | Superintendent
Asst. Superintendent | Ongoing                                                   |
| 5-2 | Strengthen communication strategies to inform Minneapolis families about enrollment opportunities in the Hopkins School District through The Choice Is Yours (TCIY) program. | Asst. Superintendent
Public Relations Coord.
Site Integration Specialists | Ongoing                                                   |
| 5-3 | Provide resources and services to promote and support the social and academic success of TCIY students in Hopkins schools. | Asst. Superintendent
Principals | Ongoing.
Implement program enhancements 2008-2009. |
| 5-4 | Provide resources and services to promote and support the full participation of TCIY families in the Hopkins Public Schools. | Asst. Superintendent
Principals | Ongoing.
Implement program enhancements 2008-2009. |
| 5-5 | Strengthen communication strategies to inform Hopkins Public Schools families about enrollment opportunities in interdistrict magnet schools (Interdistrict Downtown School and FAIR School.) | Asst. Superintendent
Public Relations Coord. | Ongoing                                                   |
| 5-6 | Promote, support, and increase participation by Hopkins staff members in professional development opportunities provided through the WMEP Cultural Collaborative. | Asst. Superintendent
SD/M Coordinator | Ongoing                                                   |
| 5-7 | Promote, support, and increase participation by Hopkins students in cross-cultural learning experiences provided through the WMEP student learning collaborative. | Asst. Superintendent | Ongoing                                                   |
Appendix A

**District Equity Leadership Team**

The District Equity Leadership Team (DELT) was formed to provide direction and support to the District as we explore and seek to better understand the intersection of race and schooling, and to create the conditions for equitable schools.

The DELT has participated in extended training and planning with consultant Glenn Singleton of Pacific Education Group, and our District’s Equity & Integration Coordinator. Members also participate in a variety of trainings through the West Metro Education Program. The DELT has been instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

- The District Equity Leadership Team is charged to:
  - Develop deeper understanding of equity challenges and promising equity strategies.
  - Share ideas and practices for quality professional development aimed at closing the achievement gap.
  - Examine the implications of racism on student learning through the lens of leadership.
  - Analyze data, policies, and practices through the lens of race and recommend changes.
  - Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
  - Develop, support implementation, and provide on-going review of the District Equity Strategy.

The DELT includes the following members:

- **Shalema Blue**, Equity Coordinator
- **Chantele Burgess**, Integration Specialist, Gatewood Elementary
- **Carlos Connell-Torres**, ELL Coordinator, Elementary
- **Jody De St Hubert**, Principal, Alice Smith Elementary
- **Patrick Duffy**, Teacher, Hopkins High School
- **Scott Endo**, ELL Coordinator, Secondary
- **Eileen Harvala**, Director of Public Relations
- **Willie Jett**, Principal, Hopkins High School
- **Valarie Jones**, Special Services Coordinator, Hopkins High School
- **Denise Konen**, ECFE Parent Educator
- **Katie Lee**, Director of Community Education
- **Gail Lewis-Miller**, Principal, Tanglen Elementary
- **Nik Lightfoot**, Assistant Superintendent
- **Nicole Nolen**, Teacher, Glen Lake Elementary
Patty O’Reilly, Teacher, Glen Lake Elementary
Debbie Ondov, District Staff Development Mentorship Coordinator
Jan Ormasa, Director of Special Services
Natalie Sawatzky, Counselor, Meadowbrook Elementary
Diane Schimelpfenig, Director of Teaching & Learning
John Schultz, Superintendent
Teresa van Batavia, Teacher, Meadowbrook Elementary
Tony Washington, Teacher, Tangle Elementary
Terry Wolfson, Principal, Hopkins West Junior High
Patricia Wright, Equity & Integration Assistant
Matt Wurst, Teacher, Eisenhower Elementary
Appendix B

Glossary of Equity Terms Used in the Equity Strategy Framework

Collaborative Action Research: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for students of color. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

Anti-Racism: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

Cultural Competence: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

Cultural competence includes:
- Recognizing the educational impact of race and culture.
- Addressing demographic inequities in achievement.
- Building relationships across racial and cultural differences.
- Adapting curriculum to reflect racial and cultural diversity.
- Ongoing self-reflection about one’s cultural competence.

Equity: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial predictability and disproportionality of which students are in the highest and lowest achieving groups.

Students of Color: This term is used to refer collectively to African American, American, Indian, Asian, Latino, and bi-multi-racial students.

Key to Abbreviations in the “Responsible Leader(s)” Column on Initiatives Tables:
- C&I Coordinator – Curriculum and Instruction Coordinator
- HR Administrator – Human Resources Administrator
- SD/M Coordinator – Staff Development/Mentorship Coordinator
Appendix C

Equity Strategy Framework
2004-2008 Review Notes

Initiative 1: Equity/Anti-Racism Leadership

1-1: Develop and support strong equity leadership at the school and district levels

- This is on-going work that rests with our equity, CARE, DELT, and PASS (to be further developed) teams.

1-2: Establish, support, and sustain equity leadership teams at each school and at the district level.

- Teams are formed, in-place, and part of the operational work of the District.

1-3: Embrace and embed the agreements and conditions of courageous racial discourse throughout the Hopkins School District

- Initial work was completed with this. The agreements and conditions are in place. The challenge is how we continue dialogue and training to insure that each member of the District can work with these concepts if we choose to have them as part of the organizational culture, competence, and professional expectations.

1-4: Initiate and sustain site, district, and regional dialogue on issues of race and achievement

- On-going work that is facilitated by our equity, CARE, DELT, and other District groups. In addition, our participation in WMEP activities and trainings brings regional focus to this as well.

1-5: Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.

- We have begun to use student need as a basis for allocation of some resources; this would include Title One dollars; supplemental LRT hourly allocations made by the Board; the Read 180 Program; NUA cohort professional development

1-6: Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it.

- This is on-going work. This is enhanced by training and development in cultural competency and awareness.
1-7: Engage multiple cultural perspectives as an essential component of decision-making at the school and District levels.

- This is on-going work. This is enhanced by training and development in cultural competency and awareness.

**Initiative 2: Cultural Competence**

2-1: Continue support of staff participation in training, but re-evaluate training opportunities.

- WMEP partnership – some classes are repetitive from year to year. Also, their new partnership with PEG accounts for a number of trainings, and either we’ve already been through the levels they are presenting, or the courses are designed for teams and not individuals. We also want to make sure our future participation/membership with WMEP includes paid tuition and sub reimbursement before committing staff to classes.

- NUA – what will our participation look like in the future?

2-2:

a) Expand cultural competence performance standards to include administrators, certified, and non-certified staff.

- Cultural competence is reflected in our hiring practices through interview questions. It is also present in our HCM process; one of the five domains for non-tenured and tenured teacher competence is specifically related to this goal area. This has not yet happened in a systematic way for non-certified staff members. An area of administrative goal setting each year is focused on cultural competence.

b) Identify and affirm staff who are especially effective at working with and increasing the achievement of students of color, and provide opportunities for other staff to learn from them.

- This has not yet occurred in a systematic way.

**Plan to implement district in-house NUA instructors**

2-3: Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for students of color.

- Ongoing through equity teams, District work, CARE teams, and staff development.

2-4:

b) Establish district-wide expectations for cultural competence staff development, aligned with student achievement data.

b) Design, deliver, and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning environments.
• Opportunities are available through NUA, AVID, WMEP, and other professional development. We are not able, under current HEA contract, to mandate individuals to participate in this professional development outside of the school day.

2-5: Create processes and accountability measures for setting and reporting progress on individual and systemic goals for cultural competence staff development.
• Not in place at this time.

2-6: Strengthen and align staff recruitment, selection, and retention practices with the District’s cultural competence performance standards.

We need to continue to improve this action step and it should be a permanent ongoing effort.

We were more successful in recruiting staff of color this last year than in the past. We began incorporating staff of color in our recruiting efforts to help identify Hopkins as a multicultural community and school district. For new teacher staffing for the 2007-2008 school year, we saw an increase in the number of staff of color from 10.5% of the total newly hired staff for 2006-07 to 16% of the total newly hired staff for 2007-08. We are not planning significant hiring of new staff for the 2008-09 school year, but we have already hired 2 staff of color for the next school year.

Although we have increased our hiring of staff of color, we still face issues with retention of staff of color. We need to develop and implement action steps for improving retention for our staff of color.

2-7: Increase on a yearly basis the number and percentage of skilled staff who reflect the racial make-up of the student population.

We need to continue with this action and it should be a permanent ongoing effort.

The racial make-up of the current certified staff, 5.92%, does not accurately reflect the racial make-up of the student population of color, at 30%. We will constantly struggle to fulfill this objective until the population of available certified staff of color increases. The competition for staff of color is intense among school districts in urban and suburban Minnesota. We currently have 35 certified staff of color out of a total staff of 591 or 5.92% teaching staff of color. We currently have 87 non-certified staff of color or 12.99% of non-certified staff. In total, the district has 9.67% total staff of color.

2-8: Establish, support, and sustain equity-focused participatory action-research initiatives at each school.
• In place through CARE teams.

2-9: Design and implement a plan for developing cultural competence in students.
• Not yet developed.
Initiative 3: Student-centered Learning and Teaching

3-1 Establish literacy as a primary focus for eliminating the racial achievement gap.
   • Literacy work and individual school literacy goals are in place through the data retreat, site planning, QComp work. Interventions have been developed through Title I, AOM, Read 180, and school-based initiatives.

3-2 Explore current and critical research and best practice on creating equitable/anti-racist learning environments.
   • Ongoing through equity teams, District and site initiatives, AVID, NUA, WMEP.

3-3 Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.
   • See above.

3-4 Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices.
   • Cultural responsiveness is a priority consideration within the curriculum review process, and in daily practice. Principals, District leaders, curriculum coordinators, and teacher leaders are significant in this work.

3-5 Implement, monitor, and evaluate changes in what we do that results in improved achievement for students of color.
   • This is ongoing work as teachers and schools reflect upon and share best practices, and those that are not effective. CARE team action research is significant in this work.

3-6 Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals.
   • All District assessment data is disaggregated for analysis by student group; this analysis guides instructional planning and site goal-setting.

3-7 Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math.
   • Interventions are in place, including Title I, AOM, Read 180, AVID, Soar, and other school-based initiatives.

3-8 Hold high expectations for every student and actively assist each one to reach high academic standards.
   • Ongoing priority effort.

3-9 Develop and implement an academic support plan (K-12) that prepares under-achieving students for college eligibility and success.
   • Implementation of AVID strategies, NUA work, and other support programs.

3-10 Implement and support academic programs that accelerate under-achieving students into more rigorous curriculum and courses, including honors, advanced placement, and Challenge opportunities.
   • Tools have been developed through the Challenge department to identify earlier and support success for under-achieving students at the elementary level; the AVID program at the high school and junior high schools is expanding; through the Challenge program review Challenge teachers are more intentional and inclusive in program participation.
**3-11** Adopt and promote a learning culture where every student’s achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.

- This remains an ongoing and significant priority area of work.

**Initiative 4: Family and Community Engagement**

We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

**4-1(a):** Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.

- Hosted equity discussions at the Schools & Community Partnership meetings.
- Hosted a two-day Beyond Diversity workshop for community members, parents, and Community Education staff in December 2005.
- Development of the Community Engagement plan, approved by the School Board in Dec. 2007.

**4-1(b):** Engage families of color in dialogue and the creation of strategies to bridge the cultural gap between schools, families, and communities.

- Hosted a series of focus groups with African American parents during the 2005-06 school year, facilitated by Dr. Will Walker of Pacific Education Group. A summary of the findings is available.
- Each of the schools have hosted dinner events with African American, Latino, and Somali families.
- Integration Specialist positions have been added at some of the schools.
- West & North Junior Highs sponsored the Get Connected program for many years that provided a computer to low-income families with training and specific education goals for students.
- Many schools have hosted English Language Learner Family nights.

**4-2:** Identify community resources to support and be co-responsible for students’ academic success.

**4-3:** Mediate educational barriers through improved integration of school and community resources to better serve children and families.

- Community Education manages the interpreter and translation services. Families are able to attend conferences, meet with staff, and as a result are more likely to attend school activity and events.
- Early Childhood staff conduct home visits with new parents and makes referrals and provides access for needed services.
- Early Childhood Family Education hosts parent/child classes for Somali and Latino families. Children with special needs are identified and referred for screening. Families are introduced to the Family Resource Center, public library, kindergarten and elementary schools and other community resources.
• Hopkins Minnetonka Family Resource Center provides a variety of services to support families; school supplies, access to ICA foodshelf, health care referrals, Hennepin County economic assistance, tax preparation assistance, and more.

4-4: Expect, encourage, and provide opportunities for family involvement in their children’s education.
  • Each school provides many opportunities and strategies for all families to participate in their children’s education.

4-5: Adopt and promote a district-wide culture that engages families and communities of color as essential partners in district and school planning and decision-making.
  • School and District committees have families of color participating.
  • Superintendent’s Parent Leadership Academy
  • American Indian parent advisory group began in January 2008

4-6: (missing from Framework)

4-7: Engage the business, social service and government communities as partners in supporting and promoting academic achievement and the equity goals.
  • With the TwinWest Chamber of Commerce, hosted a business breakfast to highlight the economic value of investing in early childhood care and education. Approximately 100 community members attended the event. As a result of the breakfast an Early Childhood Coalition began in January 2008 with the purpose of providing leadership, action and information about quality early care and education for all young children and their families.
  • Blake Road Advisory Committee and Stakeholder group have been involved with residents, businesses, and apartment managers in the assessment and improvement of the Blake Road corridor over the last couple of years.
  • Hosted an evening seminar for community leaders, parents, and school staff across the west metro region in March 2007, entitled, “A Conversation on the Demographics of Race.”

Initiative 5: Community Collaboration and Integration

5-1: Maintain membership and strengthen participation in WMEP and the Minnesota Minority Education Partnership (MMEP).
  • Maintain present course of action. Further explore MMEP opportunities

5-2: Strengthen communication strategies to inform Minneapolis families about enrollment opportunities in the Hopkins School District through The Choice Is Yours (TCIY) program.

Revision Needed – communication to Mpls families regarding options may not be needed.

  • As caps are discussed at the WMEP level for the TCIY program, how much do we want to do with this?
• This can create a dilemma – providing information and options at school fairs, etc., may be interpreted as recruitment, which we were specifically told not to do (and haven’t!)

5-3: Provide resources and services to promote and support the social and academic success of TCIY students in Hopkins schools.

Maintain present course of action.

• Student Support Specialists
• Strengthen relationships with WMEP and other district Student Support Specialists to capitalize on their resources vs. re-inventing everything.
• Acknowledge that resources needed by TCIY students ARE different than resident students, AND that it’s OK to refer to resources outside of our district. (WMEP is a great liaison with those resources.)
• Increase access to SOAR and AVID type programs.

5-4: Provide resources and services to promote and support the full participation of TCIY families in the Hopkins Public Schools.

Revision/Update needed – direct focus to family outreach/involvement strategies.

• Transportation – excellent. Families are able to access school events.
• Interpreters – good and constantly improving with population changes. We continue to need more at peak times. Site trainings on the use of the language line may help increase usage (a less costly alternative to an interpreter.)
• Need more parent involvement in planning
  o Dinners
  o Fun Events – involve kids, parents will come.

5-5: Strengthen communication strategies to inform Hopkins Public Schools families about enrollment opportunities in interdistrict magnet schools (Interdistrict Downtown School and FAIR School.)

Totally operational.

We are currently meeting our allocation at FAIR, with a waiting list. For the first time, we will near the allocation at IDDS. We currently have a waiting list for several grades at IDDS.
• Concern: Students of color are leaving our district for IDDS, where parents feel the population more accurately reflects their children.

5-6: Promote, support, and increase participation by Hopkins staff members in professional development opportunities provided through the WMEP Cultural Collaborative.

• WMEP, NUA, and AVID professional development opportunities continue to be accessed by an increasing number of Hopkins teaching staff.
5-7: Promote, support, and increase participation by Hopkins students in cross-cultural learning experiences provided through the WMEP student learning collaborative.

Requires review and possible revision – continue/increase support.

Current activities that may meet this initiative, and can be expanded:

- Deeply Royal – dance events involving multiple districts (WMEP included.)
- KHOP – Music mixing group, with added curriculum. May become involved with Deeply Royal events.
- Dare to Be Real program. We have worked with Robbinsdale, Richfield, and Eden Prairie to demonstrate our student anti-racist leadership model. (Patrick Duffy)
- We are working to pilot a program through WMEP where our students will lead a diversity retreat with 6th graders that will focus on racial identity and intercultural group development. (Patrick Duffy)