Community School Strategic Plan Key Components

Updated Core Implementation Strategies of the 6 Key Practices

Summarized by Lucia Carmona, CS Coordinator

6 Key Practices of the Community School Strategy include:

1. **Powerful Student and Family Engagement** - (a) values the experiences of people from diverse backgrounds as empowered partners in decision-making and encourages partnerships with parents or caregivers to develop and promote a vision for student success; (b) offers courses, activities, and services for parents or caregivers and community members; and (c) creates structures and opportunities for shared leadership.

2. **Collaborative Leadership, Shared Power, and Voice** - practices that build a culture of professional learning, collective trust, and shared responsibility using strategies that, at a minimum, include a site-based leadership team and a community school coordinator.

3. **Expanded, Culturally Enriched Learning Opportunities** - including before-school, after-school, weekend, summer, and year-round programs that provide additional academic support, enrichment activities, and other programs that may be offered in partnership with community-based organizations to enhance academic learning, social skills, emotional skills, and life skills and are aligned with the school's curriculum.

4. **Rigorous, Community-Connected Classroom Instruction** (Supplemental)- community-based curriculum in which the content of instruction is centered on local knowledge, service learning, and problem-solving around community issues.

5. **Culture of Belonging, Safety and Care** (Supplemental): Student behavior, including through the provision of positive discipline practices, restorative practices, and other positive behavioral supports and interventions.

6. **Integrated Systems of Supports**—Address non-academic and out-of-school barriers to learning through partnerships with social and health service agencies and providers. These may include school-based or school-linked health care, case management services, and family stability supports coordinated by a community school coordinator and that are culturally and linguistically responsive to the needs of students and their families.
Deliverables for Renewal Grant: *"Driving Whole School Transformation"*
[The Visual Framework (CS Essentials for School Transformation).pdf](#)

Reporting deliverables for all NMPED community school grants is essential to the continuous improvement approach to the transformation of the whole school. There will be two reports required:
1. Mid-year Report – This report will take place in December and is focused on self-assessment.
2. End-of-year Report – This report will take place in May and is focused on evidence of the CS

Strategic Plan deliverables. **Community School Strategic Plan** (current and up to date):

a. **SBLT: The Site-Based Leadership Team** is the foundation of a community school and is based on collaborative leadership. The site-based leadership team is a governing body that develops a shared vision and goals and creates participatory practices for distributing responsibilities. The SBLT is an interdisciplinary, school-based leadership team that includes the school principal, the community school coordinator, teachers, other school employees, families, community partners, tribal partners, nonprofit organizations, unions, and neighboring community residents that guides collaborative planning, implementation, and oversight. This Preparatory team should be organized and recruited and have at least some meetings before the end of the first-year planning grant.

b. **CS Coordinator and Head Administrator:**
    <u>Community school Coordinator</u> facilitates school, family, and community resource alignment. CS Coordinator facilitates joint planning with the head administrator and school leadership team; recruitment, facilitation, and convening of partners; collaboration with school staff; regular partner meetings; data use to determine services and program needs and gaps; and recruit partners to fill gaps. Facilitates close communication among the principal, teachers, other school staff, and community partners, as well as records of conversations and meetings between coordinator and team members that include interventions and changes in practice. Regularly scheduled meetings between the principal and coordinator. Facilitates school and partnership data collection, sharing, and analysis. The coordinator facilitates data-sharing agreements between the school and partners.

    <u>A community school head administrator:</u> centers collaborative leadership and democratic processes at the heart of their leadership. The CS principal understands that conversations and goals surrounding academic success must also include academic and nonacademic barriers. The solutions to these challenges and needs are found in collaborative leadership with community partners, families, staff and students. The CS principal understands that the site-based leadership team holds the governing and decision-making body of the community school. The CS principal opens the doors of the school for before, after and summer programs and welcomes community partners into the school. The CS Principal works closely with the CS Coordinator as a joint administrative team to facilitate the SBLT

c. **Asset and Needs Assessment:** A school and community wide needs assessment report is created by the Preparatory SBLT (or contracted person/entity) that includes qualitative and quantitative data. Current and historical student, school, and community level data are gathered and include the community school climate/culture, student academic achievement, attendance, behavior, family engagement and, for high schools, graduation rates and readiness for college or a career.6 The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants.

d. **Root Cause Analysis:** The Preparatory-Site Based Leadership Team conducts a root cause analysis of the findings from the needs assessment (above). The Preparatory SBLT (including students and families) identifies and categorizes the "stories, patterns, and/or trends"

behind the raw quantitative and qualitative data gathered in the needs and assets assessment process. The Preparatory SBLT conducts a root cause analysis and identifies multiple contributing factors. The root cause analysis includes multiple, diverse perspectives as a check against bias. The analysis informs the priorities of the community school strategic plan (below). The site-based leadership team conducts a root cause analysis, which is a systematic investigation of the contributing and foundational (or "root") causes of the problems identified by the school and community in the needs assessment. In practice, root cause analysis is an approach to problem-solving that uses data analysis and discussion to dig deeper than the surface symptoms of a problem to uncover the underlying causes.

e. **Core implementation strategies for each [6 key practice](#) and continuous improvement (for implementation and renewal grants only)

f. **Financial sustainability plan:** The community schools' strategy is built on sustainable funding sources through braided, blended, and leveraged funding. This funding can be from a wide variety of sources, including private, public, non-profit, federal funding, community partners, etc. By the end of the 4th year, community schools should have funding for the full implementation of the strategy and the CS Coordinator position outside of NMPED grant funding. The principles of this financial plan are sustainable, transformative, collaborative, and innovative.