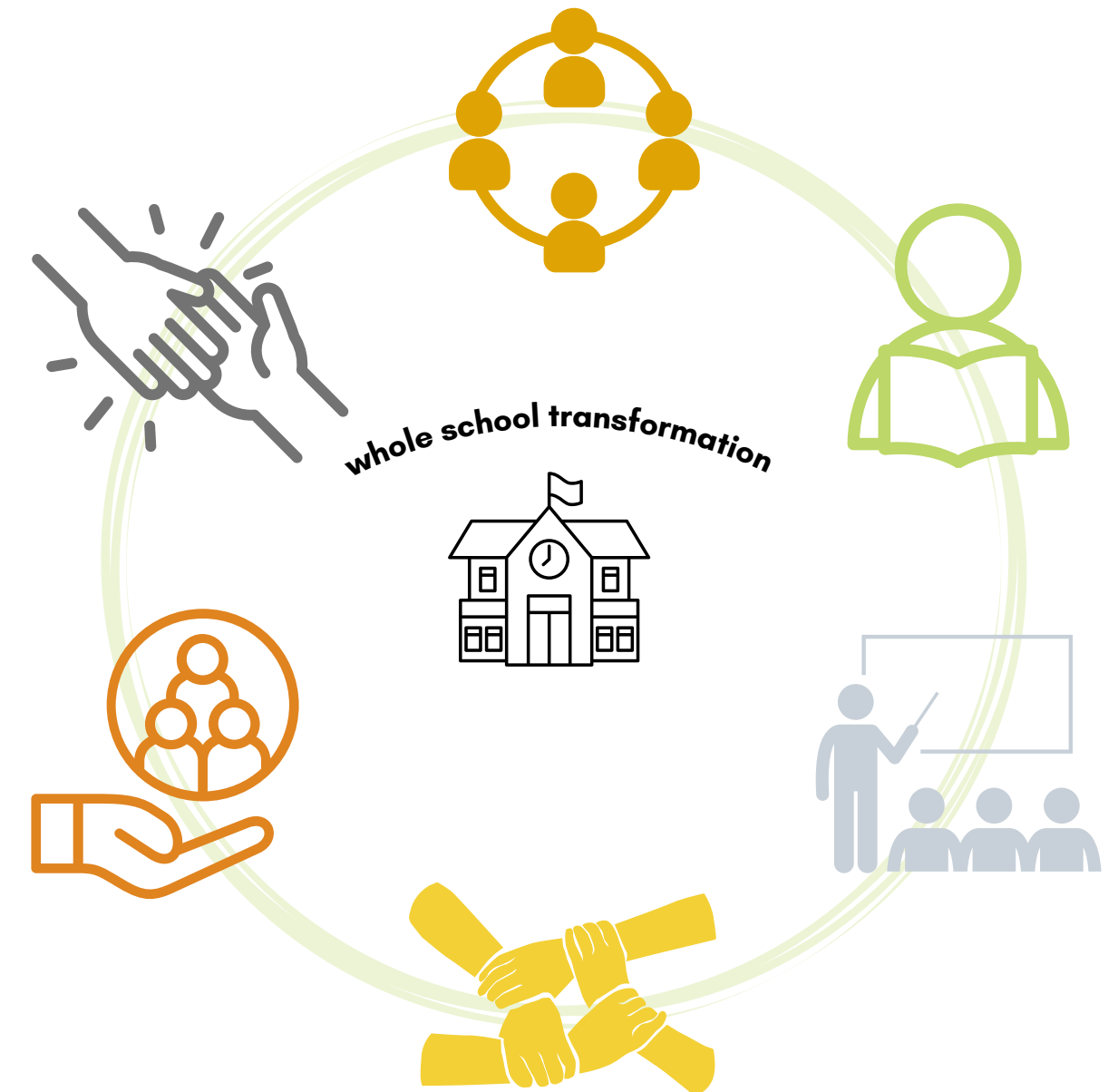


Core Implementation Strategies of the 6 Key Practices

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NMPED Community Schools Director





Core Implementation Strategies

The core strategies are based on evidence and best practice that provide building blocks for each key practice that create a functional community school.



Foundation

These core implementation strategies should be given first priority by the SBLT in the beginning stages of CS implementation. Key Practice 1 builds the foundation for a CS site-based leadership team and is first priority amongst the Key Practices (and so on and so forth).

Grant

The implementation of these core strategies are deliverables for the CS Strategic Plan in the NMPED CS grant.

Required & Bonus

For the FY2023-2024 school year, only powerful student and family engagement, collaborative leadership, shared power and voice, expanded, culturally enriched learning opportunities, and integrated systems of support are required for the NMPED grant. The other key practices are supplemental bonus points.

Core Implementation Strategies

Building blocks for the community school
strategy



Core Implementation Strategies: **Yearly Expectations**

| Year 1 Planning | Year 1 Implementation | Year 2 Implementation | Year 3 Implementation | Year 4 Renewal |
|--|---|---|---|--|
| <p>The preparatory SBLT reads and understands the Core Implementation Strategies. The preparatory SBLT is planning to implement all core strategies in the implementation years. The SBLT can peruse the NMPED CS website & resources.</p> | <p>The SBLT participates in the CS Strategy Canvas coaching on the NMPED CS website for each core implementation strategy. This should be done at the SBLT meetings. As the team completes these coaching modules, incorporate plans in the CS strategic plan to slowly implement these strategies.</p> | <p>All core implementation strategies should be in basic implementation. The SBLT should review the CS Strategy Canvas coaching modules during meetings to assist in full implementation.</p> | <p>All core implementation strategies should be in full implementation. The SBLT can review the CS Strategy Canvas coaching modules to assist in full implementation.</p> | <p>All core implementation strategies should be mastered into whole school transformation. The SBLT can review the CS Strategy Canvas coaching modules to assist in full implementation.</p> |
| | | | | |

Core Implementation Strategies: **Required Key Practices**

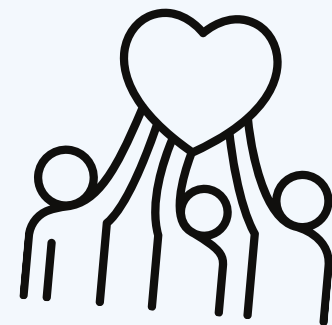




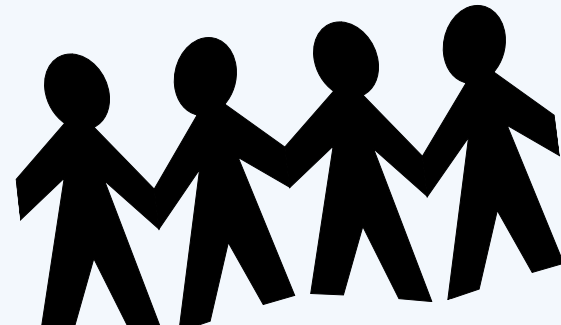
Core Implementation Strategies:

Key Practice 1: Powerful Student & Family Engagement

| | |
|--------------------------|--|
| Community & Family Voice | Community and family voice and participation are foundational to school transformation. CS community members, partners and families attend the site-based leadership team meetings. There is full participation and collaborative leadership by community members. Members actively form the CS vision and create the CS strategic plan. |
| Community & Family Data | The family and community programming and activities are informed by data from families and community. A significant percentage of activities are offered in response to family and community voice. |
| Community & Family Goals | The family and community programming and activities are aligned to the goals in the community school strategic plan and is designed in response to the root cause analysis and needs assessment. The SBLT and partners are working to support specific goals (e.g. family engagement) identified in the CS strategic plan by empowering student and family engagement. |
| Two-Way Communication | The community school engages families in two-way communication which is culturally and linguistically responsive and these efforts are recognized by families. |



Community



Family



Communication



Core Implementation Strategies:

Key Practice 2: Collaborative Leadership, Shared Power & Voice

CS Principal & Coordinator Meetings

The CS Principal and Coordinator meet regularly to build a relationship of trust that will support the vision of community school implementation.

Diverse SBLT

Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. The site-based leadership team membership is diverse and representative of the demographic make-up of the whole-school population and the community.

Needs Assessment

A needs assessment report is created by the community school coordinator and SBLT. The report includes the methods of data collection, strengths and limitations of the data gathering, and key participants. It also includes key findings and recommendations.

Asset Assessment

The community school coordinator, in collaboration with the SBLT, plans and implements a consistent, ongoing, effective process to develop and implement a campus and community assets map in order to understand the community values and to identify strengths.

Root Cause Analysis

The SBLT conducts a root cause analysis of "stories, patterns, and/or trends" and identifies multiple possible 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.

CS Strategic Plan

The SBLT creates a community school strategic plan that is aligned to the overall school improvement goals identified in the priority focus areas of the school improvement plan and addresses at least one root cause. The community school strategic plan defines the blend of academic and nonacademic targeted supports and resources that will be delivered to students, families and the school to support whole school transformation.



Core Implementation Strategies:

Key Practice 3: Expanded, Culturally Enriched Learning Opportunities

Opportunities & Data

The expanded, culturally enriched learning opportunities programming and activities are informed by data from students. Include the percentage of activities offered in response to student voice.

Opportunities & Goals

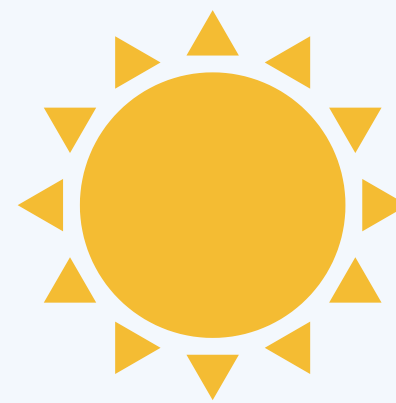
The expanded, culturally enriched learning opportunities programming and activities are aligned to the goals in the community school strategic plan and are designed in response to the root cause analysis and needs assessment. The SBLT and partners are working to support specific goals (e.g. chronic absenteeism) identified in the CS strategic plan by creating expanded, culturally enriched learning opportunities.

Multiple Opportunities

Before and after school, weekend, and summer programs provide expanded time, expanded staffing, and expanded opportunities for learning and engagement. These include academic instruction, enrichment and extracurricular activities, and individualized support. There are multiple opportunities for learning and engagement at various times that work for students and families. There are multiple opportunities for learning and engagement in different areas of instruction.



After school



Summer programs



Weekends



Core Implementation Strategies:

Key Practice 6: Integrated Systems of Support

| | |
|--------------------------------|---|
| ISS & Data | The integrated systems of support are informed by data from students. The need for services declines because those identified in the needs assessment have been connected and receive access to supports. |
| ISS & Goals | The needed integrated systems of support are aligned to the goals in the community school strategic plan and is designed in response to the root cause analysis and needs assessment. The SBLT and partners are working to support specific goals (e.g. chronic absenteeism) identified in the CS strategic plan by supporting integrated student supports. |
| Services & Supports | To promote healthy learning and development, a dedicated team composed primarily of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being, using an assets-based approach to nurture the strengths and address the needs of students and families. The needed integrated systems of support are aligned to the goals in the community school strategic plan and is designed in response to the root cause analysis and needs assessment report. The SBLT and partners are working to support specific goals (e.g. chronic absenteeism) identified in the CS strategic plan by supporting integrated student supports. |



Health care

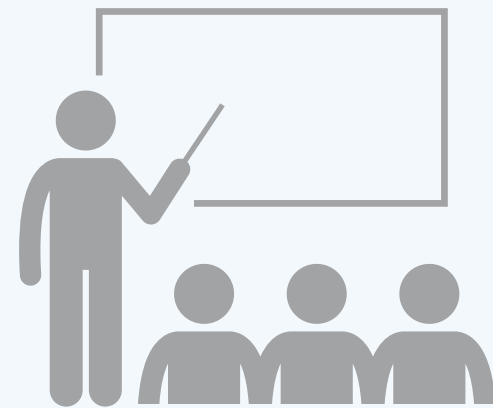


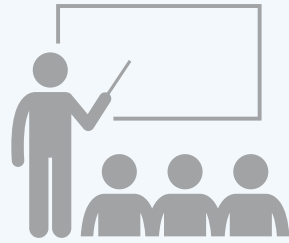
Food security



Housing security

Core Implementation Strategies: **Supplemental (Bonus Points) Key Practices**





Core Implementation Strategies:

Key Practice 4: Rigorous, Community-Connected Classroom Instruction

Staff Voice

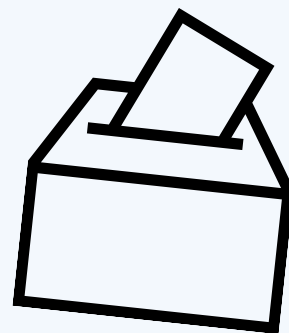
There is full participation and collaborative leadership by teachers and staff on the team. CS educators and staff actively form the CS vision and create the CS strategic plan.

Principal Support

The principal and SBLT are committed to and have a foundational understanding of the community schools approach that integrates community-based learning as part of its strategy, supports democratic processes for educators and staff, supports collaborative meetings for educators and staff, supports community and partner-connected enriched learning opportunities for students, and the hiring of educators and staff who reflect the demographics of the students. The CS principal and unions supports time and resources in the advisory process and preparation time within school hours for CS educators and staff to plan culturally relevant curriculum, connect with community partners, and receive feedback from students and community partners.

Community-Connected Instruction

Educators and staff are united with community partners in disrupting long-standing educational inequities by centering community-based learning opportunities as an essential key practice of curriculum and teaching strategy. Community-based learning opportunities, project-based learning, and community-based participatory research connects students to real-life issues in the community, seek solutions to community challenges, partner with community members that support the educators curriculum, and includes family support. Teachers are providing these community-based educational programming and instruction in the CS. Schools use the community as a contextualized learning environment.



Democratic
processes



Community-
connected learning



Educator &
Community
partnerships



Core Implementation Strategies:

Key Practice 5: Culture of Belonging, Safety & Care

Student Voice

Student voice is foundational to creating a culture of belonging, safety, and care. Student voice is centered in the following structures: CS site based leadership team, creating norms in classrooms, topics for community/circle meetings, creating school-wide values, creating restitution and resolution in conflict, etc.

Principal Commitment

The principal is committed to and has a foundational understanding of the community schools approach that integrates school wide and classroom management norms and values that are co-designed with students, restorative justice practices, community meetings/circles, trauma-and-healing informed routines and settings, and a daily and/or weekly check-in with all students.

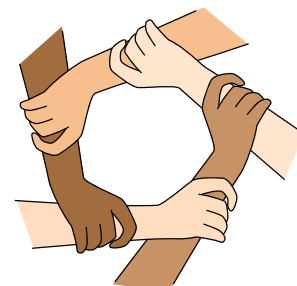
Restorative Practices

An emphasis on restoring relationships rather than punishing missteps sends a message about whether students are viewed as worthy of trust and belong to the school community. Restorative justice practices as an approach to discipline that focuses on repairing relationships, building accountability, and addressing harms are the norm in the CS. The more comprehensive and well infused the restorative justice approach is within the school culture and ethos, the stronger the outcomes. Prohibit exclusionary discipline for all incidents not drug, weapon, or violence related. Minimize the use of out of school suspension in favor of in-school suspension.

Community Meetings

Community meetings attend to the social, emotional, community culture and relationship needs of students and staff. These meetings (or circles) occur at the same time within the school setting and focus on life, relationships, emotions, conflict resolution and seeking solutions as a community. Topics should be chosen by the voice of the students. Staff and students participate in separate community meetings.

Restore



Circle Meetings



Student Voice