

Guiding Principles of Sustainable Community Schools

Racial Justice and Equity - Transparency and Trusting Relationships - Self-Determination and Governance - Building from Community Strengths

Community Wisdom and Data/Best Practice/Evidence - Shared Leadership and Collaboration - Reflective Learning Culture - Whole Child Approach to Education

Inputs

- Engaged and empowered students and parents
- Community school coordinator
- Committed school leadership
- Trained and resourced school staff (expertise and availability)
- Adequate resources (funding, facilities, etc.)
- Support from schools and community
- Committed/relevant partners
- Shared leadership and initiative-level infrastructure

Activities/Process

- Establish collaboration between school stakeholders
- School stakeholders create, develop, and revise a SCS shared vision statement with school communities
- Form SCS Leadership Committee with community representation
- Assess the needs and strengths of the school and community across the pillars of SCS
- Design intervention and support plan that addresses school and community needs by leveraging community strengths
- Assess implementation of support plan
- Continually revise and execute plan to meet changing needs of school and community

Core Values

As a district, we will work to ensure that the following core values are adhered to in all of our planning and practices:



What Happens in a Community School

- Curricula that are engaging, culturally relevant, and challenging
- Emphasis on high-quality teaching, not on high stakes testing
- Wrap-around supports
- Restorative justice practices
- Authentic parent and community engagement
- Inclusive school leadership

Short-term Outcomes

- Engaged students attending school regularly
- Students are actively engaged in culturally relevant learning/community
- Students and parents have increased access to support services and out of school time activities
- Development of school staff to implement school-wide restorative justice practices
- Families increasingly involved in children's education and school activities
- A variety of stakeholder groups are engaged in meaningful leadership of community school efforts

Long-term Outcomes

- Students succeed academically
- School restorative justice practices lead to lower rates of misconducts
- School stakeholders are healthy physically, socially and emotionally
- Students learn in safe, supportive and stable environments
- Strong school- community-family partnership
- School maintains community enrollment in neighborhood schools

Impact

Students Graduate Ready for College, Careers, and Civic Life

Short-term Outcomes

Engaged students attending school regularly

- Daily attendance
- Early chronic absenteeism
- Tardiness
- Truancy

Students are actively engaged in culturally relevant learning/community and professional development provided to school staff

- Students feel they belong in the school
- Availability of in-school and after-school programs
- Students feel competent
- Schools are open to community
- Attendance at before-and after-school programs
- Partnership for service learning in the school community
- Post-secondary plans

Students and parents have increased access to support services and out of school time activities

- Programs are offered to meet the Immediate needs of school families identified
- Students engaged in out of school time see SEL growth and peer supports

Professional development provided to school staff to implement school-wide restorative justice practices

- Ongoing professional development on restorative justice
- Incorporation of restorative practices into the school day

Increased family involvement in children's education and school activities

- Increased family support for students' education at home
- Family attendance at school-wide events
- Family participation with school-wide events and classes
- Family participation in school decision making

A variety of stakeholder groups are engaged in meaningful leadership of community school efforts

- Stronger neighborhood schools strengthen community ties and sense of community
- Community is involved in decision making bodies that impact the school (Leadership Teams, LSC, PAC/BAC, etc.).
- School have Behavioral Health Teams

Long-term Outcomes

Students succeed academically

- Students feel increased support from educators
- Grades
- Positive and restorative classrooms
- High School graduation rates
- Dropout rates
- **Reading by 3rd grade**

School restorative justice practices lead to lower rates of misconducts

- Restorative discipline practices utilized over punitive discipline
- Better communication amongst students and staff
- Case management utilized for discipline issues on BHT's

Students are healthy physically, socially and emotionally

- Vision, hearing, and dental status
- Physical fitness
- Healthy School Designation
- Positive adult relationships
- Positive peer relationships

Students learn in safe, supportive and stable environments

- Students, staff, and families feel safe
- Schools have a clean environment
- Access to provide for basic needs
- Incidents of bullying
- Reports of violence or weapons
- Low turnover of school staff

Strong school community- family partnership

- Parents feel welcome in the building
- Parents engaged in leadership teams-LSC, PAC, BAC
- Parents participate in and lead programming

School maintains community enrollment in neighborhood schools

- Families want to attend their neighborhood school
- Families will not need to travel outside of neighborhood
- Sense of community strengthened