

Attachment II: Community School Implementation Plan Bridges Academy Middle School

Applicant LEA Name: Franklin-McKinley School District

I. Core commitments

Bridges Middle School is deeply committed to the Community School Four Cornerstone Commitments:

Cornerstone 1: We value the individual strengths and assets of our families and communities, including their collective experience, history, and culture. Through the proposed project, the school will continue its work in integrating culturally sensitive, healing-centered supports into the school environment.

Cornerstone 2: To ensure racially just and restorative school climates in FMSD, we are dedicated to utilizing restorative rather than punitive practices throughout the school community and to making sure school staff have the tools they need to provide alternative approaches to behavior change. To further this goal, FMSD has worked with a subject matter expert to provide training in restorative practices for school social workers and support staff, theory of practice for administrators and introduction to restorative justice for staff across the district.

Cornerstone 3: The focus on equity in the district includes beginning work in Ethnic Studies to ensure that the district's curriculum and instructional practices reflects our students' identities and cultural backgrounds from an asset-based approach. To assure equity and inclusion, the Board of Education approved the Diversity, Equity, Inclusion and Belonging Resolution No. 2020-06 in January 2020, which called for establishing a committee to develop district initiatives and policies to ensure that systemic practices work towards eradicating institutional bias that affect student achievement. The priorities for Equity include Building System and Structure for Access and Opportunity, Behavior Response, Belong and Connection, Grading Practices, Professional Development and Academic and Social Emotional Needs for All. The committee will continue its work in 2022-23 and beyond.

Cornerstone 4: One of FMSD's primary goals, as documented in the LCAP, is to fully engage parents/guardians and community members in support of educational outcomes for all students. We use participatory and inclusionary practices to ensure stakeholders not only have a voice but that they have access to collaborative planning efforts and opportunities to provide input. For example, FMSD district staff meets with community agency partners, parents, teachers, and principals via District Advisory Committee (DAC) meetings throughout the school year, we hold Town Halls so that staff and community representatives can receive information and provide input and suggestions on the district's actions and goals and maintain a District English Learner Advisory

Committee with representatives from each of the schools. In addition, FMSD uses the Panorama survey annually to collect and analyze data in regard to school/district climate which provides valuable information for reflection and discussion with educational partner groups.

Programs at Bridges Academy are determined through input from the Instructional Leadership Team, Principal Chat groups, the voting membership of School Site Council (SSC) and English Learner Advisory Committee (ELAC), and school surveys such as the Panorama Family, Student, and Faculty surveys. Input is also provided by the parents of GATE and Special Education students. These groups are comprised of the administrator, parents and school staff.

II. Measurable goals and activities and how they will be measured

It is the intention of Bridges Academy that our community members are all learning and growing in a physical and social-emotional environment. Thus, our Single Plan for Student Achievement and Safety Plan focus on the following:

Goal 1: To increase students' sense of connection and belonging by 15%.

Activities will include: Include student voice to increase positive school culture and climate; offer community events to promote a positive school climate; recognize students who follow school values; continue and enhance professional development with The Drop Out Prevention Center Trauma Skilled Schools for staff; teachers will incorporate CASEL framework into their lesson plans; and the school will continue the push-in model to support students and will continue training and conversations with staff, students, and families.

Measurement: Outcomes will be measured utilizing the Panorama Survey tool and Trauma Skilled Schools student survey resiliency factors assessment.

Goal 2: All staff will have gone through Trauma Skilled Schools Professional development and there will be an increase from 58% to 75% of teachers feeling that they can meet the social emotional needs of their students.

Activities will include: Work with faculty to develop school wide norms and procedures for the school year; collaborate with PARTNERS In School Innovation to support and coach teachers; differentiated professional development provided by Trauma Skilled Schools and the lead team at Bridges; celebrate faculty accomplishments and acknowledge growth; use continual teacher feedback forms throughout the school year to be attentive to teachers' needs and professional development; continue MTSS training and implementation; continue Professional Learning Community work; and facilitate ways for staff to reflect and support their own social emotional needs.

Measurement: This goal will be measured via the Panorama Survey.

III. Key Staff

The School Linked Services Specialist will be part of our Support Staff, which currently

includes the Principal, Assistant Principal, Academic Counselor, and Social Worker. Support Staff will meet weekly to discuss and plan for issues related to culturally responsive and rigorous instruction, students of concern, equity of assessment of school systems and structures, and school needs as they arise (i.e. response to student conflicts, a potential increase in student substance use, parent support). The Specialist will also be responsible for attending key events such as Back to School Night, Open House, Conferences, and Principal Chats to meet our families and students and identify strengths and areas of growth in our community so that Support Staff can plan and implement support structures. Lastly, the Specialist will also be a thought partner in planning systems for our current initiatives such as Multi-tiered Systems of Support (MTSS), Partners in School Innovation, and Trauma- Skilled Informed Schools.

IV. How this plan links to the LCAP and Framework

This plan directly links to and integrates the spirit, goals and focus of FMSD's LCAP as follows:

LCAP Goal 1 - Achievement for all: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps. The Community Schools Project emphasizes equality and inclusion while it aligns with this goal to increase student success and address learning gaps.

LCAP Goal 2: Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community. The proposed project is designed to support the ongoing implementation of a welcoming, healing, inclusive school environment that integrates holistic, supportive services designed to reduce stressors and increase stability for students and families so that they can fully engage in learning.

LCAP Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students: FMSD schools are committed to engaging all of our partners in leveraging our LCAP goals as a community. The Community Schools project incorporates a strong commitment to facilitating partnership between schools and families as necessary to promote student success and positive school relations.

Our Community Schools plan also strongly links to the California Community Framework , enhancing integrated student supports, incorporating family and community engagement, promoting collaborative leadership and practices, and ensuring extended learning time and opportunities exist that include academic support, enrichment, and real-world learning opportunities.

Implementation Schedule		
Objective 1: To increase students' sense of connection and belonging by 15% as measured by the Panorama Survey and the overall Trauma Skilled Schools student survey resiliency factors assessment.		
Activity Description	Responsible Party/Staff	Timeframe
1. Include student voice to increase positive school culture and climate	Support Staff	September 2023- June 2028
2. Community events to promote positive school climate	Support Staff	September 2023- June 2028
3. Recognizing students who follow school values during monthly Student of the Month presentations	Principal, School Linked Services Specialist	September 2023- June 2028
4. Continue and dive deeper into professional development with The Drop Out Prevention Center Trauma Skilled Schools for staff and gain additional strategies from them on how to build even stronger sense of belonging and connections in our school	Support Staff, Instructional Leadership Team (ILT)	September 2023- June 2024
5. Teachers incorporate CASEL framework into daily lesson plans	Support Staff, ILT	September 2023- June 2028
6. School will continue their push-in model to support students and will continue training and conversations with staff, students, and families. Staff has had previous training with de-escalation, but continuing refreshers as well as role playing situations for practical skills will take place, as well as on-boarding of new staff.	Support Staff	September 2023- June 2028
Objective 2: All staff will have gone through Trauma Skilled Schools Professional development and there will be an increase from 58% to 75% of teachers feeling that they can meet the social emotional needs of their students on the Panorama Survey.		
Activity Description	Responsible Party/Staff	Timeframe
1. Collaboratively work with faculty to develop school wide norms and procedures for the school year (presentations regarding norms to community, culture project plan connected to rules and procedures)	Support Staff, ILT	September 2023- June 2028

2. Collaborate with PARTNERS In School Innovation to support and coach teachers (Analysis of school report and use analysis to plan admin-directed)	Support Staff, ILT	September 2023- June 2024
3. Differentiated professional development provided by Trauma Skilled Schools and our lead team at Bridges. Continue partnership with Trauma Skilled Schools to support teachers to implement strategies to help students with social-emotional development	Support Staff, ILT	September 2023- June 2024
4. Celebrate faculty accomplishments and acknowledging growth (Spartan moments at the start of staff meetings, Teacher of the Month). Use of continual teacher feedback forms throughout the school year to be attentive to teachers' needs and professional development (staff surveys quarterly, professional development feedback, Professional Learning Community (PLC) feedback).	Support Staff, ILT	September 2023- June 2028
5. Continue MTSS training and implementation	Support Staff, ILT	September 2023- June 2025
6. Continue PLC work that we had begun this school year. Teachers are able to collaborate together grounded in data and support one another by providing ideas and strategies that have worked for them supporting students both academically as well as behaviorally/social emotionally.	Support Staff, ILT	September 2023- June 2028
7. Find ways for staff to reflect and support their own social emotional needs (mindful moments in meetings, circles with staff, coaching conversations, etc).	Support Staff, ILT	September 2023- June 2028