

# Implementation Plan Template (2025-26)

School Site Name: Workman Elementary

Please note, the CSCIP is directly aligned to the end of year Annual Progress Report (APR). Completion of this document will facilitate completion of the APR at the end of the year.

**PART 1: COMPLETE AT THE BEGINNING OF THE YEAR**

**Historical Data/Reflection**

Historical Quantitative Data			
	SY 21 - 22	SY 22 - 23	SY 23-24
Graduation Rate	n/a	n/a	n/a
Dropout Rate	n/a	n/a	n/a
Chronic Absenteeism Rate	37%	35.1%	22%
Suspension Rate	3%	2%	1.8%
Expulsion Rate	n/a	n/a	n/a
College Going Rate (CGR)	n/a	n/a	n/a
A-G Completion Rate	n/a	n/a	n/a

Reflection on Engagement	
Topic	How would you describe the following areas at your school site? This type of data might come from interviews or focus groups. It might come from the levels of involvement of these groups that are part of the Community School Council. You may include quantitative data (such as survey data, workshop data, attendance data).
Student Engagement	Student engagement at Workman is developing this year in the engaging phase. According to our Needs Assessment 66.3% of students reported feeling a part of their school, climate data and feedback indicate a need for expanded social-emotional learning and enrichment programs. Student interest in after-school activities like sports, art, and music shows a desire for more active participation and ownership of their school experience. Per 2023-24 California Healthy Kids Survey (CHKs) survey 62% of 5th grade students felt connected to Workman Elementary while 34% felt meaningful participation. Attendance data also suggests student disengagement contributes to chronic absenteeism, reinforcing the need for relationship-building efforts and engaging activities.
Family Engagement	Family engagement is improving but still has room to grow. According to the climate Needs Assessment survey, 69% of families felt involved in their child education. 57% of staff felt that the school's efforts to engage families were good. A

## Implementation Plan Template (2025-26)

	<p>booster club has been formed and creating opportunities for more families to get involved. Our parent workshops like Latino Literacy aim to help families promote reading and comprehension with their children is one workshop currently being offered but can use support in gathering more families with the use of marketing.</p>
<p>Staff Engagement</p>	<p>Staff demonstrates a strong commitment to student success, with high levels of engagement overall. However, based on our Needs assessment only 33% believe the school is effectively addressing non-academic barriers to learning, highlighting a clear need for expanded mental health resources. Many have voiced support for increased access to professional development and wellness initiatives. Their active participation in the Community School Council further illustrates a readiness to collaborate on solutions and advance whole-child strategies.</p>
<p>Community Engagement</p>	<p>Community engagement remains limited at this time, with a couple new official community partners like, Lego Engineering and Moving Mindz tutoring recorded in the most recent report. Nevertheless, there is strong interest among staff and families in expanding partnerships with external organizations—especially to enhance access to mental health services, after-school programs, and wellness resources.</p>

### Capacity-Building Strategies

Describe your team's overall progress in the nine capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there. Which of the nine capacity building strategies did you find the most difficult to achieve? The easiest? Why?

According to the progress gauge Workman Elementary is in the Engaging phase. The most difficult strategy to achieve has been **Shared Understanding and Commitment**. The initial goals shared with me were broad and lacked specific, actionable steps. Without a well-defined vision or clear direction, I often felt unsure about how to approach the work or determine priorities. This uncertainty was especially evident when I tried to engage staff in the Community School model. Opportunities for structured collaboration were limited, and I didn't feel fully equipped to explain the initiative in a way that encouraged understanding and enthusiasm. Without a clear framework or professional development in this area, it has remained in the engaging phase and we are slowly gaining momentum.

The easiest strategy to implement has been **Collective Priorities: Setting Goals and Taking Action**. Our team effectively brought the *Collective Priorities: Setting Goals and Taking Action* strategy to life through a collaborative, data-informed approach that emphasized inclusivity and alignment with community needs. We engaged in a thorough analysis of multiple data sources ranging from academic performance indicators to mental health to identify three strategic goals. These

# Implementation Plan Template (2025-26)

goals were carefully crafted to reflect the shared vision of our school community and schoolwide action plan. We capitalized on the strengths of existing governance and decision-making structures, such as the School Site Council and Community School Council, to ensure a transparent and participatory goal-setting process. Our dynamic leadership team played a pivotal role in coordinating these efforts and maintaining focus. To further strengthen community engagement and ownership, we established two new bodies: a Parent Booster Team to enhance family involvement and a Community School Advisory Team to guide implementation and ensure accountability. The widespread enthusiasm among teachers and support staff for the community schools model not only validated our approach but also energized the implementation process, reinforcing a collective sense of purpose and shared responsibility for student success.

Capacity Building Strategy	Beginning of year Reflection Please provide a brief overview	End of Year Reflection <i>(To be completed at the end of the year)</i> Please Provide a brief overview
Shared Understanding and Commitment	Staff and families are gradually gaining awareness of the Community School model; however, a cohesive and clearly articulated vision is still in the process of being developed and has not yet been broadly shared across the school community.	Families are aware of the school becoming a community school through ParentSquare, social media, coffee with the principal, assemblies, and word of mouth. Shared information of community schools and pillars during staff meetings, created a Community Advisory Committee with only 2 successful meetings this year, with the goal to expand to monthly meetings next year to create more engagement.
Collective Priorities: Setting Goals and Taking Action	Initially goal-setting was led by a small group, admin and site specialist and leadership staff.	During monthly council meetings ( Leadership, School Site Council), our school goals were reviewed, as were staff meetings. A Community School Needs Assessment survey was conducted, and although the threshold was not met, we discussed ways to increase participation during community council committee meetings.
Collaborative Leadership	Leadership decisions are mostly made by administrators and leadership staff members of the School Site Council.	Families and staff participate in decision-making spaces like the Community School Council and School Site Council, their input is influencing programming. Based on Needs Assessment from families, families became more aware of opportunities like Cafe con the Principal to be able to share their voice.
Coherence: Policy and Initiative Alignment	Currently limited alignment between policy and initiatives with community schools.	Progress has been made to align attendance goals by meeting and discussing ways of improvement with the principal and interventionist. Although brief next year collaborating regularly like once a month could be helpful to combat attendance.

## Implementation Plan Template (2025-26)

		Mental health goals supported by assisting with referrals with ENKi and following up with parents. Staff is communicating with families, via ParentSquare, programs and initiatives that promote activities and enrichment opportunities like Lego Engineering. Attendance is celebrated in a broader sense instead of “perfect” attendance to “improved” attendance.
Staffing and Sustainability	Roles and responsibilities connected to the Community School initiative are undefined, leading to some uncertainty in implementation. Efforts around sustainability planning and strategic resource allocation are still in the early stages of development.	Staffing roles continue to lack full clarity, and discussions around long-term sustainability are still in their initial phases. Further planning is necessary to ensure that roles and resources are strategically aligned with the school’s long-term objectives.
Strategic Community Partnerships	Little strategic community partnerships were in place. However we do have Del Haven after school program.	There are still minimal strategic community partnerships, but in the works in creating more partnerships. Ended the year with Moving Mindz and Lego engineering for tutoring and enrichment opportunities.
Professional Learning	Staff have not yet received targeted training focused on equity, culturally responsive practices, or community school strategies. Professional learning in these areas remains limited.	There is still minimal training on key community school focus areas. More planning is needed to build a professional learning system aligned with our implementation goals.
Centering Community Based Learning	There is little system of centering community based learning within the school.	There is progress with community based learning as partnerships with nearby businesses such as animal shelters have been made with New Pedagogies for Deep Learning projects.
Progress Monitoring and Possibility Thinking	A structured system for measuring progress or evaluating the impact of the Community School initiative is currently lacking. Data is not yet being utilized to inform decision-making or drive continuous improvement.	There are still minimal systems in place to measure progress; however, sign-in sheets are implemented during meetings and events to help track parent engagement, and Needs assessments surveys that are given to staff, students, and families have begun. It is recommended to create feedback forms, and pre/post needs assessment to monitor effectiveness.

### Engaging Educational Partners

# Implementation Plan Template (2025-26)

As part of establishing collective priorities, schools plan and execute a needs and assets assessment process, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision.

What groups were engaged in your school’s needs and assets assessment process and how were they engaged?

Stakeholder Group	Engaged during the needs and assets assessment process		Process by which they were engaged	
	Beginning of Year	End of Year (complete at end of year)	Beginning of Year	End of Year (complete at end of year)
<b>Administrators</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>
<b>Classified staff</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>
<b>Family members</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> </ul>

# Implementation Plan Template (2025-26)

			<ul style="list-style-type: none"> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Other: (Write in)</li> </ul>
<b>Community members</b>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>

How have you engaged historically marginalized student and family groups through your needs and assets assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

<b>Beginning of year reflection</b>	<b>End of Year Reflection (To be completed at the end of the year)</b>
<p>Please provide a brief overview</p> <p>Our largest groups of historically marginalized students and families include those experiencing homelessness (McKinney Vento) and students in foster care. We identify these groups using the Student Housing Questionnaire, family disclosures, and other data sources. Partnering with the HLPUSD Equity and Access office, we provide essential resources to our most vulnerable students, guided by the Equity and Access Liaison. This includes immediate school enrollment regardless of address or documentation, access to food resources, mental health support, regular check-ins, and basic need items. We value the trust of these families and work together to help their children succeed academically.</p> <p>Additionally, we support students from low-income households, English language learners, students with disabilities, and newcomer students this school year. We aim to improve communication with these families and support students in their new learning environment. All historically marginalized groups need a universal support system addressing their academic, behavioral, and social-emotional needs, fostering a culture of inclusivity.</p>	<p>Please provide a brief overview.</p> <p>We continue to support our historically marginalized groups identified at the beginning of the school year. With the development of Needs Assessment Surveys, we gather targeted information to better support families. Families have shown interest in engaging with the school by attending events like Family Nights and parent workshops.</p> <p>Collecting and analyzing this data helps us understand students' and families' concerns, priorities, and suggestions regarding school programs and partnerships. We work with the HLPUSD Equity and Access Office to provide resources and guidance. By using their feedback in decision-making at Workman El, we aim to build trust and open communication with all stakeholders.</p> <p>We plan to expand our programs and ensure all marginalized students are identified. We recognize that some sub-groups may not yet be reached due to lack of awareness. Our next steps include creating intentional spaces for education, wellness, and resources where families feel welcomed in an inclusive environment.</p>

# Implementation Plan Template (2025-26)

## Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools’ pillars such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. At least one student-centered goal should be identified.

Please describe the top 3-5 goals for your community schools’ initiative. *You do not need to have 5 SMART goals (3 goals are recommended), but space has been included if your CSC does choose to have more than 3 goals.*

## Community School Council Goals

SMART Goals	Rationale (Brief explanation of why the CSC has developed this goal)
<p><b>1. Academic Support</b> By May 2026 improve in the NWEA (Northwest Evaluation Association) MAP ( Measures of Academic Progress) scores in Language Arts and math for all Students.</p>	<p>According to the Comprehensive Needs Assessment Survey, student trends saw a need for tutoring services in math and writing with 56% in math and 35% needing writing help. School dashboard ELA- all students were 21.8 below standard, Math- All students were 27.9% below standard, low-income students were 33.9%, a decrease by 12.7%. English learners scored 66.9 below standard in ELA. Additionally data indicated that there is a significant gap between English learners and students with disabilities as compared to all students.</p>
<p><b>2. Mental Health Services</b> By May 2026 improve students' scoring at risk status based on the Universal Screener gathered from our school. Parents will attend mental health workshops regularly to meet the needs of families within our community.</p>	<p>According to the Comprehensive Needs Assessment Survey, teachers felt the need to bring mental health support to campus would benefit the students the most. When it came to mental health, 77% of parents stated wanting social emotional support for their students. 60.2% of students felt cared for at school by a teacher or staff member. According to the 2023-24 California Healthy Kids Survey 22% of 5th graders reported feeling sad frequently.</p>
<p><b>3. Attendance Improvement</b> By May 2026 improve Student attendance and reduce chronic absences, with a focus on students with disabilities.</p>	<p>According to Dashboard in 2024 22% of students were chronically absent, a decrease of 12.9% from the previous year. For 2023-24 school year daily attendance was 93.32% according to the Average Daily Attendance Report on Aeries.</p>

# Implementation Plan Template (2025-26)

## Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation. Please provide baseline data, data for the 2022-2023 school year (Year 1) and your desired outcome for Year 2, on the indicators that are relevant to each of your developed goals.

### SMART Goal 1: Academic Support

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Gather data of the number of students receiving academic services during and after school based on their NWEA and Map scores	Dashboard	24.7 below standard	Increase by 1 point or more	Increase by 1 point or more May 2026

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Students will be pulled out in groups or worked with in the classroom who need extra academic support	Math and ELA intervention in classrooms to support teachers during small groups	Interventionist Administrator School support staff	Establish students and criteria by September 2025 and collect data to determine progress and evaluate May 2026
To improve enrichment opportunities Moving Mindz after school tutoring will provide services on a weekly basis	During school tutoring groups for Math and ELA as well as After school tutoring	Administrator Hired staff	Establish students and criteria by September 2025 and collect data to determine progress and evaluate May 2026

# Implementation Plan Template (2025-26)

To improve enrichment opportunities Lego Engineering will provide services after school on a weekly basis	STEM after school enrichment	Admin Hired staff	Post interest flyers for students and families by September 2025 to sign up and collect data to determine progress and evaluate May 2026
Teacher led tutoring- determined by teacher duration and time of week	Classroom teachers providing tutor	Teachers	Establish criteria of students by May 2026

## SMART Goal 2: Mental Health Services

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year (complete at end of year)
Gather initial data from Universal Screener to determine the current number of students at risk	Universal Screener	0	Counselor met with 16 of 27 students who scored at risk to receive supports	Create a baseline to Reduce student at risk of scoring high by May 2026
Include and gather data through the California Healthy Kids Survey to determine students in need in the “Other physical and Mental Health Risks” Section	California Healthy Kids Survey	21% reported frequent sadness 63% reported feeling good and happy	22% reported frequent sadness 39% reported feeling good and happy	Decrease feelings of frequent sadness by 10% for 2025-2026 school year Increase feelings of happy by 20% for 2025-2026 school year

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Make parents aware of mental	Partner with Mental health	CSSS	Begin workshops in the fall and aim to hold a

## Implementation Plan Template (2025-26)

<p>health workshops. Parents will attend mental health workshops Monthly to meet the needs of families within our community</p>	<p>departments like ENKI or Foothill Family to host workshops for families</p> <p>Increase participation for families by different marketing domains or outreach platforms like flyers and parents square</p>	<p>Local agencies personnel i.e. ENKI, LACMH</p> <p>Community School Site Specialist</p>	<p>workshop bi-monthly 2025-2026 school year</p>
<p>Conduct an assessment for SEL workshops for students to determine their interests wants/needs for mental health i.e. stress management</p>	<p>Reference 2nd Step for SEL lessons if additional SEL lessons are needed address counselor for support</p>	<p>Counselor Teachers</p>	<p>Conduct needs assessment during 1st trimester and continue during each trimester 2025-2026 school year Counselor will collaborate with teachers to determine success of SEL lessons</p>
<p>Whole school assemblies</p>	<p>Large group presentations tailored by grade levels per student SEL survey</p>	<p>Counselor CSSS (support in making connections if outside agency is needed) Family Foothill</p>	<p>Pre- results of student SEL survey begin whole school assemblies by October and continue is as needed for 2025-2026 School year</p>

# Implementation Plan Template (2025-26)

## SMART Goal 3: Attendance Improvement

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year
Total number of chronic absence students and number of students currently on a SART or SARB agreement	California Dashboard	22% of students are chronically absent a 12.9% decrease from last year	Improve rates and decrease by 1%	Continue to improve on chronic absenteeism by May 2026
Daily Average Attendance report	Aeries Dashboard	Average Daily Attendance 93.32%	Improve rate of attendance by 1%	Improve by 2% by May 2026

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Briefly describe the action here	Describe the action		
Track chronic absent students in order to conduct Pre-SART meetings early	Host Pre-Sart and Sart meetings during 1st semester to combat chronic absenteeism early	Admin Counselor	Determine chronic absent students by October 2025 to hold meetings and reevaluate progress of improvement in May 2026
Re-envision Pre-sart to build community and sense of belonging	Frame the system in a way it can be a positive approach to Pre-Sart meetings so parents are more willing to attend	Community School Site Specialist Counselor Admin	Re-visioning meeting with Admin and counselor by beginning September 2025
Create Community School Newsletter with a section on attendance and the impact for students	Site specialist will share student engagement, parent workshops and mental health supports information on a monthly basis	Community School Site Specialist	Aim to send out Newsletter monthly with first one being by September 2025

# Implementation Plan Template (2025-26)

<p>Attendance Incentives Meet with student council leaders to enhance incentives for Fun Fridays</p>	<p>School Wide incentives, Fun Fridays, whole classroom rewards.</p>	<p>CSSS Admin Counselor Teachers ( student council advisor)</p>	<p>Track improved attendance monthly beginning September 2025 to have fun Friday events at the end of each month until May 2026</p>
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## Overall Reflection

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please provide an overview of the most impending challenges during the implementation of the CCSPP grant. Please also describe any solutions you have developed to address them and additional supports or changes to the CCSPP program and technical assistance that could be useful. Please provide a one-half to one-page narrative for this prompt.

Implementing the CCSPP grant this year has been a valuable learning experience, with its challenges. One of the most significant difficulties was the lack of clarity around my role. Initially, it was hard to understand the scope of the work. The goals provided were broad and lacked straight forward direction, making it difficult to prioritize tasks or determine effective steps forward. This uncertainty was particularly evident when engaging staff around the Community School model. I often felt unprepared to explain the purpose of our work. Being introduced to the four pillars and nine capacity-building strategies all at once was overwhelming. Much of the material was abstract, and meetings often lacked practical tools or real-world examples to support implementation..

Despite these obstacles, there were notable successes. One major achievement was using our needs assessment to guide meaningful goal-setting. Working with other Community School Specialists, particularly those from outside my district, proved to be immensely beneficial. Their insights generated new ideas and enabled me to tailor successful strategies to suit our site's specific needs. Having workshops and designated areas we can go to for support and collaboration was extremely beneficial as many of us shared the same feelings.

Looking ahead, I believe the CCSPP initiative would benefit from more structured, action-focused support. I recommend:

- Clear quarterly guidance on expectations
- Access to sample documents (e.g., implementation plans, rubrics, council agendas)
- Regular workshops days for added support allowing Site Specialists time away from sites to focus on reports

# Implementation Plan Template (2025-26)

## Whole Child Supports

This section is aligned with the [Whole Child Supports Inventory](#)

To make progress toward SMART goals, your site may provide a range of whole child supports. For each area below, please identify the following:

- Write “Yes” in column A if the support was part of your CSCIP; **if yes in column A**, write “Yes” to all areas that apply in columns B through F,
  - Check the box in column B if you were already implementing a support and integrated into your community schools work,
  - Check the box in column C if you engaged with or expanded partnerships during the 2023- 2024 school year
  - Check the box in column D if training or professional development in that area occurred during the 2023- 2024 school year
  - Check the box in column E if you expanded your capacity to offer the support during the 2023- 2024 school year
  - Check the box in column F if you are currently collecting data and tracking improvement for a support.

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Health Screening and Services (vision, dental, hearing, neurological, physical health)	No					
Mental health Screening and Services	Yes	✓	✓			
Nutrition Services and Support	No					

# Implementation Plan Template (2025-26)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Academic Support (tutoring, specialist, etc.)	Yes	✓	✓			
Counseling Center	No					
Multi-Tiered System of Support	No					
Coordination of Services Team (e.g., COST team)	No					
Before School (times/services)	No					
After School (times/services)	No					
Summer Programs	No					
During School (learning pathways, differentiated instruction, lab times, etc.)	No					
Teacher Leadership Development and Opportunities	No					

## Implementation Plan Template (2025-26)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Parent Leadership Development and Opportunities	Yes	✓	✓		✓	
Student Leadership Development and Opportunities	Yes	✓			✓	
Shared Decision-Making Bodies that center the voices of students, families and community						
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	No					
Home Visits	No					
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	No					

## Implementation Plan Template (2025-26)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	✓			✓	
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Yes	✓			✓	
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)	No					
Project-Based Learning	No					
Culturally-Sustaining Pedagogy	No					
Community-Based Curriculum and Pedagogy	No					
Personalized Learning Plans	No					

## Implementation Plan Template (2025-26)

Supports	Are these whole child supports part of your community schools implementation plan?	If “yes” to the first column, how have you implemented these activities so far?				
		Previously implemented and integrate into the community school’s work	Engaged with or expanded partnerships	Provided training / professional development	Expanded capacity to offer support	Collecting data and tracking improvement
Performance Assessments (e.g., capstones, portfolios, etc.)	No					
Advisory System (advisor roles, classes, curriculum, etc.)	Yes	✓			✓	✓
<b>Insert additional rows to include your local supports, practices, etc.</b>						