Implementation Plan

School Site Name: New River Elementary School

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 2022 - 23	SY 23 - 24	SY 24 - 25
Chronic Absenteeism Rate	41.7 %	33%	29.3%
EL Reclassification	48%	34%	36.8%
SBAC Math	23.38	27.97	26.9
SBAC ELA	33.76	38.20	35.66
Graduation Rate	N/A	N/A	N/A
Dropout Rate	N/A	N/A	N/A
Suspension Rate	2.1%	0.3%	0.9%
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
Climate & Culture	Fall 2022: data unavailable Spring 2023: data unavailable	Fall 2023: data unavailable Spring 2024: 77%	Fall 2025: 76% Spring 2025: data unavailable

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 our school site is continuing to develop through increased access to expanded learning opportunities and enrichment programs. Participation in after-school and ELOP-funded activities indicates that students are more engaged when provided with hands-on, interest-based, and culturally relevant experiences. Informal feedback and participation trends suggest that students value opportunities that allow for creativity, collaboration, and real-world connections. While engagement in programs is growing, there is an identified need to strengthen structures that elevate

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	student voice, such as incorporating student input in planning processes, surveys, or leadership groups to ensure their perspectives inform school decisions. A student needs and asset survey was administered in April to engage students in grades 3-5, where 123 students participated.
Family Engagement	Family engagement has strengthened through intentional outreach and the creation of welcoming spaces for participation. Events such as Coffee with the Community Schools Team, monthly family nights, parent workshops, including those focused on English Learner topics like ELPAC and reclassification, have provided families with opportunities to build knowledge and connect with the school. Attendance data and direct feedback show that families are interested in both supporting their children academically and accessing resources for themselves. While a consistent group of families regularly participates, ongoing efforts are needed to expand engagement to include a broader representation of the school community and reduce barriers to participation. As a means to engage families and gain a better understanding of parent needs, strengths, and interests, a schoolwide parent needs and assets survey was administered in April 2026, with 59 responses collected.
Staff Engagement	Staff engagement in the Community Schools model is emerging as awareness and understanding continue to grow. Staff have participated in various initiatives, including supporting family engagement events, expanded learning programs, and collaborative planning efforts. There is a developing sense of shared responsibility in supporting the whole child; however, levels of engagement vary among staff. This indicates an opportunity to strengthen staff involvement through intentional opportunities for staff voice and leadership within the Community Schools framework. As part of efforts to gather staff input and better understand schoolwide needs and priorities, a staff survey was administered during the 2025–26 school year, resulting in 22 staff responses.
Community Engagement	Community engagement has strengthened through the development of partnerships with local organizations that support students and families. Collaborations with partners have expanded access to resources including adult education and enrichment opportunities. These partnerships have provided meaningful supports that align with identified student and family needs. Feedback and participation data indicate that families value these connections and the additional resources available through the school. While progress has been made, continued efforts are needed to deepen partnerships, clarify roles, and strengthen alignment with school priorities to ensure long-term impact and sustainability.

Capacity-Building Strategies

Describe your team's overall progress in the five 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?

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2025-26			
Capacity Building Strategy	**Phases of Growth**	**Beginning of year Reflection** Please provide a brief overview	**End of Year Reflection *(To be completed at the end of the year)*** Please Provide a brief overview
Shared Commitment, Understanding and Priorities	Engaging	The start of the year indicates that New River is in the engaging phase. Staff, families, and partners had a developing shared understanding of the Community Schools model and were beginning to participate in collaborative spaces, including the launch of the Community Schools Advisory Council. While alignment around priorities exists, staff participation is limited, and a continued focus is needed to deepen collective ownership and ensure broader representation across all stakeholders.	By the end of the year, shared commitment strengthened through continued engagement in meetings, workshops, and advisory council efforts. While staff participation in council meetings remained inconsistent, there was growth in staff comfort with communication and engagement during professional development. Alignment around school priorities improved, and stakeholders increasingly contributed to discussions. Continued efforts will focus on sustaining and expanding shared leadership and ensuring all voices are consistently included in planning and implementation.
Community-Based Learning (CBL)	Engaging	The start of the year indicates that New River is in the engaging phase for Community-Based Learning. Students were participating in enrichment programs and schoolwide initiatives that connected learning to real-world experiences.	By the end of the year, CBL efforts continued to expand, with students increasingly participating in activities that bridge classroom learning and community experiences. Partnerships with community organizations helped enhance opportunities, and staff began integrating CBL more intentionally into instruction. Next steps include deepening partnerships and embedding CBL consistently across grade levels and programs.
Collaborative Leadership	Engaging	The start of the year indicates that New River that collaborative leadership is in the visioning phase. Initial steps include identifying key stakeholders, clarifying potential roles, and exploring ways for staff, families, and partners to contribute to decision-making. Participation appears to be limited, and consistent structures for shared leadership are still under development.	By the end of the year, the school began moving toward the engaging phase. Staff, families, and partners participated in collaborative opportunities such as meetings and advisory discussions, creating a foundation for shared decision-making. One such space that was created for parents was Coffee with the Community School Specialist and Liaison, which served to build relationships, gather family input,

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			share school and community resources, and provide opportunities for families to help inform school priorities and programs. Continued efforts will focus on deepening stakeholder participation and embedding collaborative leadership across school planning and activities.
Staffing and Sustainability	Engaging	The start of the year indicates that New River is in the engaging phase for sustaining staff and resources. Staff roles and responsibilities are increasingly aligned with Community Schools initiatives, and resource allocation is being coordinated to support programs and services. While systems are in place, consistency and long-term planning are still developing.	By the end of the year, efforts to sustain staff and resources strengthened through ongoing coordination, professional learning, and alignment of funding streams to school priorities. Staff capacity has increased, and resources are more consistently supporting program implementation. Continued attention will focus on long-term sustainability and ensuring equitable access to support across all programs.
Strategic Community Partnerships	Engaging	The start of the year indicates that New River is in the engaging phase for strategic community partnerships. The school has begun to build relationships with local organizations, identifying potential partners, and exploring ways to collaborate. Some initial structures and agreements are in place, but partnership integration across programs is still developing.	By the end of the year, partnerships have strengthened through ongoing collaboration and joint planning with community organizations. Partners are increasingly contributing to programs and services that support students and families. Next steps include deepening alignment, clarifying roles, and ensuring sustainability of partnerships to maximize impact.

Engaging Educational Partners

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?

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Stakeholder Group	Estimate the number of individuals in each category that were engaged in developing your community school at any time during the	How many total individuals in this category do you have at your school?	Engaged during the needs and assets assessment process		they were e	
			Beginning of Year	End of Year (complete at end of year)	Which of the following processes do you plan to use to engage each of the following school community groups?	End of Year (complete at end of year)
Administrators	**1**	**1**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • **Visioning exercises** • **Meetings and forums** • Other: (Write in)	• Used surveys, 1:1 conversations, visioning activities, and meetings (Coffee with Community School Specialist&Liaison, workshops, advisory council) • Gathered input from staff, families, and partners to inform priorities and planning • Strong family participation; increasing staff engagement through PD and communication • Feedback used to align goals and programs; continued focus on expanding participation
Educators	**20**	**27**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • **Visioning exercises** • **Meetings and forums** • Other: (Write in)	• Used surveys, 1:1 conversations, visioning activities, and staff meetings/ • Gathered educator input on student needs, priorities, and program planning • Increased staff engagement and comfort with communication over time • Feedback informed goals, supports, and alignment with school priorities; continued focus on consistent participation
Classified staff	**25**	**29**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • **Visioning exercises**	• Used surveys and 1:1 conversations, meetings, and informal check-ins • Gathered input on student needs, school climate, and support services

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					• **Meetings and forums** • Other: (Write in)	awareness and involvement in Community Schools efforts • Feedback informed supports and programs; continued focus on expanding participation
Students	**306**	**306**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • **Focus groups** • Visioning exercises • **Meetings and forums** • Other: (Write in)	• Engaged students through meetings/ forums (classroom discussions, activities) • Gathered input on school climate survey & needs/asset survey, engagement, and student needs • Participation increased through schoolwide programs and events • Feedback informed supports and planning; continued focus on expanding student voice
Family members	**200**	**250**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • **Visioning exercises** • **Meetings and forums** • Other: (Write in)	• Used surveys, 1:1 conversations, visioning activities, and meetings/forums (Coffee, workshops, family nights) • Gathered input on school priorities, student needs, and resources • Strong participation from a core group; increased engagement over time • Feedback informed goals, and programs; continued focus on broader participation
Community members	**18**	**18**	• **Yes** • No	• **Yes** • No	• **Surveys** • **One-on-one interviews** • Focus groups • Visioning exercises • **Meetings and forums** • Other: (Write in)	• Engaged community partners through meetings, collaboration, and ongoing communication • Gathered input on resources, programs, and student/family needs • Partnerships expanded access to services and enrichment opportunities • Continued focus on strengthening collaboration and aligning supports to school priorities

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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.)?

Beginning of year reflection	End of Year Reflection *(To be completed at the end of the year)*
Please provide a brief overview	**Please provide a brief overview**
At the start of the year, New River had begun intentionally engaging historically marginalized students and families through targeted outreach and surveys through individualized parent phone calls to parents with students identified as participants of EL and McKinney Vento programs. Efforts focused on building trust, creating accessible engagement opportunities, and identifying needs of families such as English learners, low-income households, students with disabilities, and those experiencing homelessness or foster care. Participation was growing, but consistent representation across all groups remained a goal.	By the end of the year, engagement with historically marginalized families and students strengthened through ongoing outreach, workshops, and partnerships with community organizations. Feedback from these groups informed program planning, including expanded learning opportunities, mental health supports, and adult education. Continued efforts will focus on sustaining these practices, expanding access, and ensuring that all voices are consistently represented in school decision-making.

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)
1. New River Elementary will decrease the chronic absenteeism rate by 5% annually — from 33% to 28% for all students — by implementing Integrated Student Supports, engaging families through workshops, and leveraging community partnerships to address barriers to attendance by June 2026.	School Plan for Student Achievement (SPSA) has identified attendance as a priority and the CSC developed this goal to address high rates of chronic absenteeism, which impact student learning and engagement. By strengthening family engagement, integrating student supports, and

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	partnering with community agencies, we aim to remove barriers to attendance and improve overall student success.
2. New River will increase ELL students meeting or exceeding ELA standards from 20% to 23% in 2025–26 by leveraging Community Schools strategies, including integrated academic supports, family engagement, and partnerships that provide targeted literacy interventions and enrichment opportunities by June 2026.	School Plan for Student Achievement (SPSA) has identified an increase of ELA improvement and the CSC developed this goal because only 20% of ELL students are meeting ELA standards, highlighting a need for stronger literacy support. Improving ELL progress aligns with our Community Schools focus on integrated supports and family engagement to ensure equitable academic outcomes.
3. By the end of the 2025–26 school year, New River Elementary will maintain or increase parent/family engagement through workshops, school events, and community partnerships, with the aim of improving attendance, academic achievement, and school climate.	The CSC developed this goal to strengthen connections between students, families, and the school community. Engaging families and community partners supports student learning, attendance, and well-being while fostering a positive school climate.

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 2024-2025 school year and your desired outcome for 2025-26, on the indicators that are relevant to each of your developed goals.

SMART Goal 1

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)
Chronic absenteeism rate (% of students chronically absent)	Monitor monthly attendance reports, compare end-of-year data to baseline, and review family and staff feedback.	33% chronic absenteeism for all students (2023–24).	As of May 5, 2026, 21.8% of students are identified as chronically absent (below 90% attendance). While this reflects ongoing attendance challenges, efforts to monitor attendance and provide targeted supports have	For the 2026–2027 school year, the goal is to continue strengthening attendance systems and supports to reduce chronic absenteeism. Specific targets and strategies will be finalized in collaboration with site

			continued throughout the year. Final outcomes will be determined at the end of the school year.	administration based on end-of-year data and identified student needs.

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Provide attendance incentives at the individual, class, and schoolwide level, increase family outreach and attendance support efforts, and provide enrichment opportunities such as art instruction during the school day to support student engagement, improve attendance, and reduce chronic absenteeism.	Monitor attendance, connect families to resources, hold workshops, and offer engaging activities to reduce chronic absenteeism.	Community School Coordinator, Attendance Clerk, Family Liaison, Administration.	Ongoing 2025–26 school year.

SMART Goal 2

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)
% of English Learners meeting or exceeding ELA standards (CAASPP)	Analysis of CAASPP ELA and ELPAC results, progress-monitoring data from schoolwide literacy interventions, and attendance records for family literacy workshops.	20% of English Learners met or exceeded grade-level standards in ELA on the 2023–24 CAASPP.	As of May 8, 2026, CAASPP ELA data is not yet available, as testing is still in progress. Progress toward this goal is being monitored through participation in literacy interventions, family workshops, and English Learner progress data. Final outcomes will be determined	For the 2026–2027 school year, the goal is to continue improving English Learner performance in ELA through targeted supports and increased family engagement. Specific targets will be determined in collaboration with site administration based on end-of-year data.

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			upon release of CAASPP results.	

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Small-group instruction and progress-monitoring for English Learners needing additional ELA support.	Monitor ELL progress through PLCs, assessments, and targeted small-group instruction using ELPAC, Benchmark Advance, Lexia English, and district benchmark data.	Classroom teachers, intervention teacher, Multi-Media Support Clerk, instructional aides, site administrator	Ongoing 2025–26 school year.
Host family literacy workshops and strengthen ELAC engagement	Support families in understanding ELA expectations, literacy strategies, and English Learner supports through workshops and monthly ELAC meetings.	Community Schools Coordinator&Liaison, teachers, site administrator, community partners	Ongoing 2025–26 school year.
Strengthen community partnerships and enrichment opportunities	Provide literacy-based enrichment through community partnerships and an ELL afterschool academy focused on reading, writing, and speaking skills.	Community Schools Coordinator & liaison, site administrator, community partners	Ongoing 2025–26 school year.

SMART Goal 3

Measurement of Effectiveness	Method of Evaluation	Baseline Data	End of Year Outcome (complete at end of year)	Desired Outcome for Next Year

Family participation rates in workshops and school events. The goal for 2025–26 is to have at least 10 parents attend each workshop.	Track attendance at workshops and events using sign-in sheets.	2024-25, a minimum of 8 parents attended each workshop.	Participation remained consistent with a core group of families attending workshops and events, with slight increases in attendance at select events.	Increase workshop attendance to at least 10 parents per session and expand participation to include a broader range of families.

Strategies, Actions, Tasks	Description	Personnel Responsible	Timeline
Organize family engagement opportunities	Host workshops, Coffee with the Community School Specialist meetings, and family nights to engage families and support student learning.	Community Schools Coordinator, site administrator, community partners	Ongoing 2025–26 school year.
Host family workshops	Provide workshops on topics such as mental health, literacy, and student support strategies, aiming for at least 10 parents per session.	Community Schools Coordinator, teachers, site administrator, support staff, community partners	Ongoing 2025–26 school year.
Strengthen community partnerships	Collaborate with local agencies to provide resources and supports for families and students.	Community Schools Coordinator, site administrator, community partners	Ongoing 2025–26 school year.

PART 2: COMPLETE AT THE END OF THE YEAR

Goal Analysis *(To be completed at the end of the year)*

Using the annual measurable outcome data provided above and including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal in the previous year.

SMART Goal 1

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Describe any substantive differences in planned actions and actual implementation of these actions.

Most planned actions were implemented as intended, including Integrated Student Supports, family workshops, attendance outreach efforts, and community partnerships to address barriers to attendance. Additional schoolwide initiatives, such as monthly attendance challenges, mental health awareness weeks, kindness-themed activities, and enrichment opportunities during the school day, were added to further engage students and support attendance. Attendance incentives at the individual, class, and schoolwide level were also incorporated to increase motivation and awareness around attendance. Some workshops and engagement activities occurred less frequently than planned due to scheduling constraints and staff availability.

Explain how effective the specific actions were in making progress toward the goal.

The implemented actions supported increased awareness around the importance of attendance and helped strengthen student and family engagement throughout the school year. Attendance challenges and incentives encouraged participation, while family workshops and outreach efforts promoted communication with families regarding attendance expectations and available supports. Integrated Student Supports and community partnerships also contributed to addressing barriers impacting attendance. Overall, these strategies helped build stronger systems of support and engagement for students and families.

Describe any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior practice, the overall goal and desired outcomes will remain the same; however, actions and implementation strategies will be strengthened for the coming year. Planned changes include increasing consistency of attendance outreach and family engagement efforts, expanding attendance challenges and incentives, strengthening progress monitoring practices, and identifying and monitoring at-risk students earlier to provide timely interventions and supports. The school will also continue providing enrichment opportunities and integrated supports that promote student engagement and attendance. These refinements are intended to improve implementation and strengthen supports for students and families.

SMART Goal 2

Describe any substantive differences in planned actions and actual implementation of these actions.

Most planned actions were implemented as intended, including targeted literacy interventions, enrichment opportunities, and family engagement strategies to support English Learners. Some adjustments were made during the year in response to site needs, such as adding after-school tutoring sessions, increasing PLC progress monitoring, and incorporating supplemental programs like Lexia English to strengthen literacy support. The frequency and consistency of certain interventions and enrichment opportunities varied at times due to staffing and scheduling constraints, and some supports were implemented later in the school year; however, core supports remained in place throughout the year.

Explain how effective the specific actions were in making progress toward the goal.

The implemented actions contributed to increased access to literacy supports and greater family engagement throughout the school year. Students participated in targeted interventions, after-school tutoring, and enrichment opportunities, while families were engaged through workshops that supported

literacy and overall student well-being. Additional supports, including PLC progress monitoring and the use of supplemental programs such as Lexia English, helped strengthen ongoing support for English Learners. Although final CAASPP data is not yet available, participation and progress-monitoring efforts suggest positive movement toward the goal. Continued consistency and expansion of these supports will be important to further strengthen English Learner achievement.

Describe any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The overall goal and metrics will remain the same; however, adjustments will be made to strengthen implementation. Based on reflection, there will be an increased focus on consistency of literacy interventions, earlier identification and monitoring of students in need of support, and expanded opportunities for family engagement. New River also plans to continue strengthening PLC progress monitoring practices, provide after-school tutoring and enrichment opportunities, and utilize supplemental supports such as Lexia English to reinforce literacy development. Additionally, continued professional learning will be provided to support differentiated instruction for English Learners. These refinements are intended to improve the effectiveness of supports and accelerate progress toward increased ELA achievement.

SMART Goal 3

Describe any substantive differences in planned actions and actual implementation of these actions.

Planned actions, including workshops, schoolwide events, and community partnerships, were largely implemented as intended. Additional engagement efforts were added during the year, such as afternoon themed family nights, to increase accessibility. Some planned events occurred less frequently than intended due to scheduling and staffing constraints, but core engagement activities were consistently delivered.

Explain how effective the specific actions were in making progress toward the goal.

These actions contributed to maintained or increased family and community engagement, as reflected in workshop attendance, participation in school events, and feedback from families. Engagement positively impacted student attendance, academic supports, and school climate. While engagement improved, some families who historically had lower participation still need additional outreach to ensure equity and inclusivity.

Describe any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal and desired outcomes remain unchanged, but actions will be refined to broaden participation. Next year, the school will increase the number and variety of engagement opportunities, enhance communication and outreach to historically underrepresented families, and deepen partnerships with community organizations to provide more targeted supports. These refinements aim to sustain and expand engagement to support student learning, attendance, and overall school climate.

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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.

During the 2025–26 school year, New River Elementary made meaningful progress in implementing the CCSPP grant by strengthening family engagement, expanding integrated student supports, and building foundational Community Schools structures. Despite this progress, several challenges impacted implementation. Persistent barriers to student attendance, such as transportation, health needs, and socio-economic factors, continued to affect student participation. Additionally, while family engagement increased, consistently reaching historically marginalized families, including English learners, families of students with disabilities, and low-income households, remained a challenge. Staff capacity and scheduling constraints also impacted consistent participation in workshops, advisory meetings, and collaborative planning efforts.

To address these challenges, the school implemented monthly attendance campaigns, increased the availability of family workshops (including language support), and strengthened partnerships with community organizations to provide additional resources and services. Efforts were also made to improve staff communication and alignment through professional development and collaborative planning time, resulting in increased comfort and engagement among staff.

Moving forward, additional technical assistance would be beneficial in areas such as strategies for engaging historically marginalized families, data-driven approaches to address chronic absenteeism, and guidance on sustaining and deepening community partnerships. Opportunities for collaboration and networking with other Community Schools sites would also support the sharing of best practices. Overall, the school has built a strong foundation and will continue refining its approach to improve equity, engagement, and student outcomes.

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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 2025- 2026 school year
  - Check the box in column D if training or professional development in that area occurred during the 2025- 2026 school year
  - Check the box in column E if you expanded your capacity to offer the support during the 2025- 2026 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)						
Mental health Screening and Services						
Nutrition Services and Support						
Academic Support (tutoring, specialist, etc.)						

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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
Counseling Center						
Multi-Tiered System of Support	Yes	Yes	Yes	Yes	Yes	Yes
Coordination of Services Team (e.g., COST team)						
Before School (times/services)						
After School (times/services)						
Summer Programs						
During School (learning pathways, differentiated instruction, lab times, etc.)						
Teacher Leadership Development and Opportunities						
Parent Leadership Development and Opportunities						

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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
Student Leadership Development and Opportunities						
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)	Yes	Yes	Yes	Yes	Yes	Yes
Home Visits						
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)						
PBIS or Other Schoolwide Positive Behavior Philosophy	Yes	Yes	Yes	Yes	Yes	Yes
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)						

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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
Programs and practices that teach social-emotional skills (e.g. mindfulness practices)						
Project-Based Learning						
Culturally-Sustaining Pedagogy						
Community-Based Curriculum and Pedagogy						
Personalized Learning Plans						
Performance Assessments (e.g., capstones, portfolios, etc.)						
Advisory System (advisor roles, classes, curriculum, etc.)						
Insert additional rows to include your local supports, practices, etc.						