COMMUNITY SCHOOL READINESS PLAYBOOK:

SCHOOL READINESS RUBRIC

Whole System Education Consulting LLC

COLORADO Department of Education

OFFICE OF FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

The School Readiness Rubric is a diagnostic tool grounded in the Essentials for Community School Transformation framework. Rather than assessing schools for compliance, this tool helps Readiness Teams inventory existing assets and identify growth opportunities across three core sections:

1. Enabling Conditions (Self-Reflective Foundation)

Evaluates the relational and cultural readiness of the site: Trusting Relationships, Actionable Data, Shared Vision, and Inclusive Decision-Making.

2. Key Practices (Site-Level Transformation)

Assesses the six whole-child practices that transition a traditional school into an integrated community hub:

- Powerful Student & Family Engagement
- Collaborative Leadership, Shared Power & Voice
- Expanded & Enriched Learning Opportunities
- Rigorous, Community-Connected Classroom Instruction
- Culture of Belonging, Safety & Care
- Integrated Systems of Support

Note: Most schools already possess "pockets" of these practices (e.g., strong after-school partners or family liaisons). This audit captures existing strengths, so teams build on what works.

3. Supportive Infrastructure (Systems Audit)

Examines institutional scaffolding requiring deeper artifact review: Shared Governance Structures, Continuous Improvement, Data Systems, Strategic Partnerships, Professional Learning, and Sustainable Resources.

> 💡 **Benchmarking Guidance:** Descriptive criteria in this rubric represent high-level, exemplar practice. Sites are not expected to meet top-tier performance across every area. Use the descriptions to identify current alignment along the continuum and inform future Exploration activities.

Enabling Conditions

The four Enabling Conditions—**Trusting Relationships**, **Actionable Data**, **Shared Vision**, and **Inclusive Decision-Making**—form the core ecosystem of the *Essentials for Community School Transformation* framework. Functioning as a self-reinforcing system rather than separate silos, these conditions shift schools from rigid institutions into responsive, collaborative partners.

Trusting Relationships

Trusting relationships are cultivated through meaningful social interactions across school and community settings. They are anchored in seven core dimensions: **competence**, **mutual respect**, **integrity**, **care**, **shared vision**, **active listening**, and **interactions**.[2] The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Individual Progress Sharing:** Shares student growth data with families and invites parent input to co-create tailored academic and behavioral supports.
- **Broad & Disaggregated Data Transparency:** Publicly shares schoolwide academic, attendance, and discipline metrics—disaggregated by race, gender, and student characteristics—with all families and community partners to center equity in school goal setting.
- **Proactive & Frequent Communication:** Initiates early, transparent dialogue regarding student challenges; teachers maintain biweekly communication channels with families.
- **Authentic Dialogue in School Events:** Embeds dedicated time into all school and committee events (e.g., Back-to-School Night, School Accountability Committee meetings) for families to share experiences and shape programming priorities.
- **Shared Governance & Capacity Building:** Trains families and community partners in leadership skills, enabling them to co-design engagement strategies, serve as community ambassadors, and co-lead instruction or school initiatives.

Self-Reflection

After reading the above description, what patterns or trends stand out to you regarding ***trusting relationships*** across your school?

What are some areas where strong trusting relationships currently exist, and what are the opportunities where trusting relationships can be or need to be built?

Existing Trusting Relationships:

Opportunities for Building Trusting Relationships:

[2] Morris, E.M. & Nóra, L. (2024). Six Global Lessons on How Family, School, and Community Engagement Can Transform Education. Brookings: Washington, D.C.

Actionable Data

Actionable data provides clear, timely, and specific context to guide immediate decision-making and continuous improvement. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Balanced & Frequent Data Collection:** Combines quantitative metrics (attendance, behavior, academic growth) with qualitative insights (surveys, empathy interviews, home visits) updated in real time to allow mid-course corrections.
- **Accessibility & Disaggregation:** Displays metrics on user-friendly dashboards disaggregated by demographic subgroups to identify and address systemic opportunity gaps.
- **High-Rate Community Feedback:** Captures feedback from at least 70% of families annually regarding community needs, satisfaction, and local community assets.
- **Implementation Monitoring:** Evaluates teacher implementation of evidence-based instructional practices and relational engagement strategies.
- **Resource Alignment:** Coordinates with families and community partners to match local assets with students' academic, physical health, mental health, and financial priorities.
- **Accountability Alignment:** Benchmarks performance against state and federal accountability indicators (e.g., CDE School Performance Framework metrics, ESSA indicators).

Self-Reflection

After reading the above description, what patterns or trends stand out to you regarding ***actionable data*** across your school?

What are some areas where strong actionable data currently exists, and what are the opportunities where strong actionable data is needed?

Existing Actionable Data:

Needed Actionable Data:

Shared Vision

A shared vision establishes a co-created roadmap defining a school's core values, long-term goals, and collective aspirations for student success. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Anchor for Decision-Making:** Unifies all academic, behavioral, and social-emotional practices, interventions, and programs around common whole-child outcomes.
- **Inclusive Co-Creation:** Authentic co-design involving school leaders, staff, students, families, and community partners.
- **Post-Secondary & Life Readiness:** Articulates explicit expectations for student well-being, core competencies, and life skills required beyond graduation.
- **Policy & UIP Alignment:** Directly drives site policies, budget allocations, and targets within the Unified Improvement Plan (UIP).
- **Visible Communications:** Prominently featured across all digital, physical, and community-facing platforms.

Self-Reflection

After reading the above description, what patterns or trends stand out to you regarding ***a shared vision*** across your school?

How was your school's vision created? What are the strengths of your school's vision? What is needed to make it more impactful?

Strengths of the Current Vision:

Needed to Strengthen Impact:

Inclusive Decision-Making

Inclusive decision-making ensures stakeholders directly impacted by school choices—especially historically underrepresented families and partners—actively co-create policies, budgets, and operational strategies. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Broad Governance Participation:** Utilizes the School Accountability Committee (SAC) and interdisciplinary teams (staff, students, families, community partners) to guide budget, curriculum, and support structures.
- **Transparent Data Access:** Shares disaggregated actionable data across all stakeholder groups to collectively expose inequities and drive targeted solutions.
- **Formalized Community Partnerships:** Establishes formal MOUs/agreements with community organizations that anchor shared goals and elevate community voice in high-level policy decisions.
- **Consensus-Driven Governance:** Prioritizes consensus-building over top-down leadership, directly involving advisory councils in crafting the Unified Improvement Plan (UIP) and schoolwide policies.
- **Cultivated Ownership & Trust:** Fosters deep relational trust and collective accountability across the entire school community.

Self-Reflection

After reading the above description, what patterns or trends stand out to you regarding ***inclusive decision-making*** within your school?

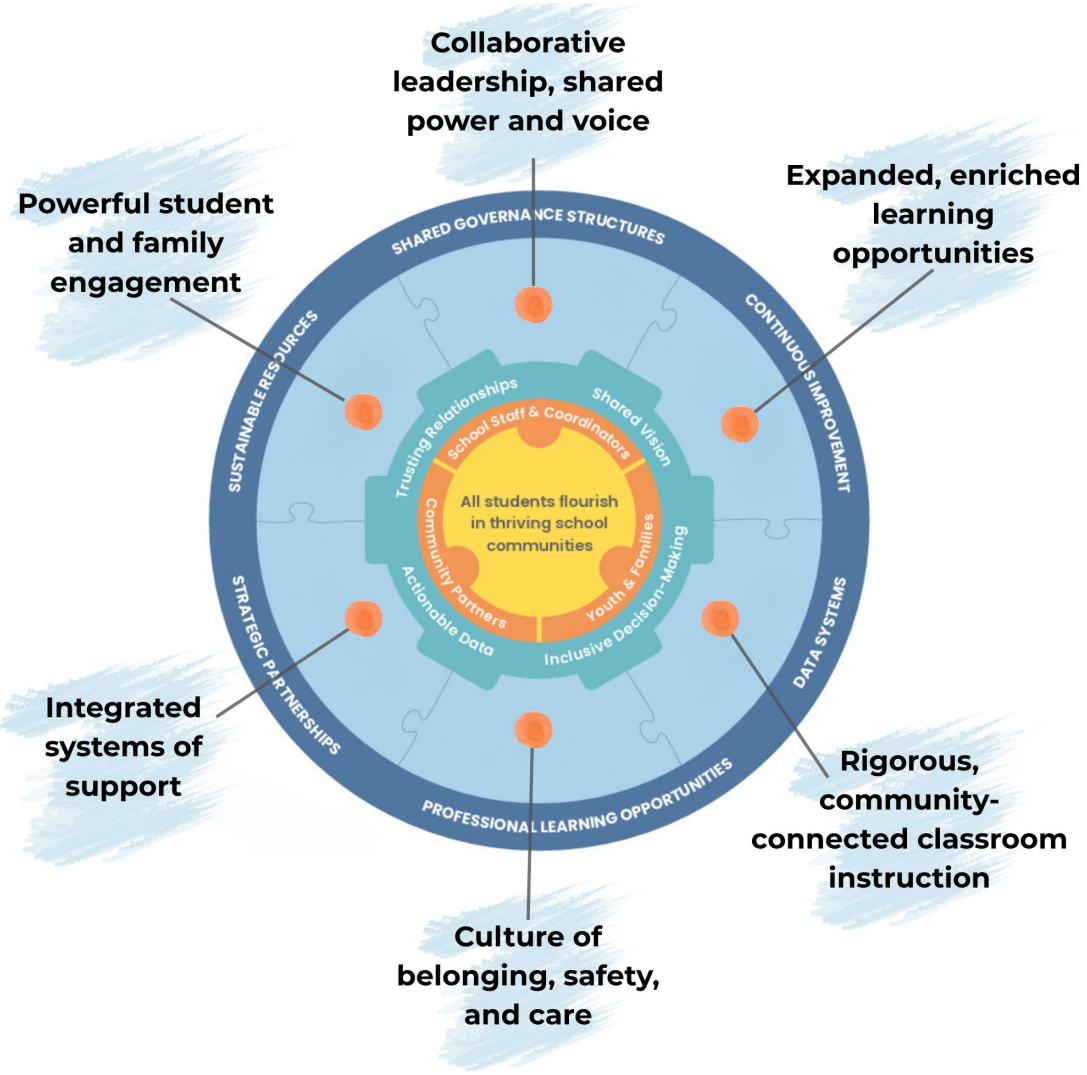
What are some areas where inclusive decision-making currently exists, and where are the opportunities for integrating stronger inclusive decision-making?

Existing Inclusive-Decision Making:

Opportunities to Integrate Inclusive Decision-Making:

Key Practices Audit

Integrating the six Key Practices from the *Essentials for Community School Transformation* framework creates the whole-child conditions necessary for sustainable school turnaround.



Scoring Mechanics:

Rate each indicator according to the following:

0 Not at all

1 Early/developing stage

2 Partially implemented

3 Fully implemented

Sum the item scores per practice and divide by the total number of practice indicators. Practice averages highlight existing organizational assets to build upon and illuminate key priority areas during community school planning.

Powerful Student and Family Engagement

1. The school has established a family engagement policy connected to equity and student learning.

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

2. The school employs a family liaison who is the primary contact for families; helps families navigate the school system; creates a welcoming environment; and connects families to community resources. This position is: ☐ Part-time ☐ Full-time

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

3. The school utilizes two-way multilingual communication methods with families.

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

4. The school shares data with all families about their child's development and/or performance and invites them to contribute ideas about how to support their child.

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

5. The school shares data with all families (not just the SAC and PTA/PTO) about overall levels of student achievement and student discipline and engages them in multiple conversations about:

   ☐ setting goals ☐ ways to improve student outcomes ☐ overall school performance

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

6. The school utilizes the following high-impact family engagement strategies:

☐ Positive phone calls home ☐ Sharing individual student data ☐ Regular, personalized communication
☐ Goal-setting talks ☐ Relationship-building ☐ Academic partnering
☐ Ongoing communications visits. ☐ Modeling of learning support strategies ☐ Relationally- focused, non-punitive home

☐ 0 ☐ 1 ☐ 2 ☐ 3

7. There is an active parent-teacher organization or group at the school.

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

8. Food, translation, childcare, and transportation are provided at school events and workshops to enable more families to attend.

   ☐ Food ☐ translation ☐ childcare ☐ transportation

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

9. Families are included in the planning and design of school events and practices to engage marginalized families.

   ☐ 0 ☐ 1 ☐ 2 ☐ 3

10. Adult education classes are offered at the school by the school, district, or partner organization. These classes include:

    ☐ ESL classes ☐ GED test prep ☐ Workforce development workshops ☐ Parenting workshops

    ☐ 0 ☐ 1 ☐ 2 ☐ 3

Average rating (combined score divided by 10): _____

Describe the extent to which you feel your school exhibits powerful student and family engagement, and why. If available, provide 2 examples.

How can you elevate this practice to align with the community school strategy?

Collaborative Leadership, Shared Power, and Voice

1. The school conducts an annual needs assessment with families and students **and** acts on their feedback.

☐0 ☐1 ☐2 ☐3

2. There are processes in place for documenting and sharing information across teams and committees so that everyone is aware of each other's work, can avoid duplication of efforts, and can identify opportunities for collaboration.[3]

☐0 ☐1 ☐2 ☐3

3. Diverse school and community representatives (school staff, students, families, community members, school leadership) are purposefully recruited to teams and committees.

☐0 ☐1 ☐2 ☐3

4. Team and committee members are provided space to meaningfully contribute to meetings and connect with one another.

☐0 ☐1 ☐2 ☐3

5. The school transparently and accessibly communicates about decision-making processes.[4]

☐0 ☐1 ☐2 ☐3

6. School leadership invites family and community members into the process of making policy decisions.

☐0 ☐1 ☐2 ☐3

7. Families are included in the planning and design of school events and practices to engage marginalized families.

☐0 ☐1 ☐2 ☐3

8. School Accountability Committee (SAC) membership is maintained with all roles* consistently filled and recruitment processes in place when needed. **See SAC and DAC Composition and Responsibilities*

☐0 ☐1 ☐2 ☐3

9. The School Accountability Committee (SAC) is operational and well-functioning. **See SAC Responsibilities Inventory*

☐0 ☐1 ☐2 ☐3

10. The school offers students, staff, and families capacity-building opportunities to develop leadership skills.

☐0 ☐1 ☐2 ☐3

Average rating (combined score divided by 10): _____

[3] American Institutes for Research (2024). Community Schools Practice Guide Series: *Practice Guide 1: Collaborative Leadership.* Arlington, Virginia.

[4] National PTA (2022). National Standards for Family-School Partnerships. Alexandria, Virginia.

Describe the extent to which you feel your school prioritizes collaborative leadership, shared power, and voice. If available, provide 2 examples.

How can you elevate this practice to align with the community school strategy?

Expanded, Enriched Learning Opportunities

1. The school or district provides out-of-school time (OST) programming for students to participate in. This programming is available:

☐ Before school ☐ After school ☐ 5th day ☐ Weekends ☐ Mid-year school breaks ☐ Summer

☐ 0 ☐ 1 ☐ 2 ☐ 3

2. The school or district partners with community organizations, local businesses, and/or cultural institutions to provide out-of-school time (OST) programming for students to participate in. This programming is available:

☐ Before school ☐ After school ☐ 5th day ☐ Weekends ☐ Mid-year school breaks ☐ Summer

☐ 0 ☐ 1 ☐ 2 ☐ 3

3. The existing expanded programs provide at least 300 additional hours (or a 25% increase) over the standard school year.

☐ 0 ☐ 1 ☐ 2 ☐ 3

4. There are pathways for students to earn credit through expanded learning, such as internships or community-based projects.

☐ 0 ☐ 1 ☐ 2 ☐ 3

5. There is a clear balance between academic support (tutoring, homework help) and enrichment (arts, sports, music).

☐ 0 ☐ 1 ☐ 2 ☐ 3

6. Programming is intentionally designed to support social, emotional, and physical well-being, rather than just academic remediation.

☐ 0 ☐ 1 ☐ 2 ☐ 3

7. The school has "open-door" policies that allow partners to easily use school facilities (gyms, labs, libraries).

☐ 0 ☐ 1 ☐ 2 ☐ 3

8. There are systems in place (e.g., late buses) to ensure all students can participate regardless of their family's schedule or resources.

☐ 0 ☐ 1 ☐ 2 ☐ 3

9. School-day teachers and expanded-learning staff have dedicated time to collaborate and share student data.

☐ 0 ☐ 1 ☐ 2 ☐ 3

10. Students are provided opportunities to share their input on what enrichment activities are offered.

☐ 0 ☐ 1 ☐ 2 ☐ 3

Average rating (combined score divided by 10): _____

Describe the extent to which your school provides expanded, enriched learning experiences for students. If available, provide 2 examples.

How can you elevate this practice to align with the community school strategy?

Rigorous, Community-Connected Classroom Instruction

1. Current learning materials (e.g., textbooks, reading lists, and case studies) reflect the identities (e.g. racial, linguistic, and cultural) of the student body.

☐ 0 ☐ 1 ☐ 2 ☐ 3

2. All school staff engage in regular professional development opportunities to learn about culturally responsive approaches to teaching and engaging all students.

☐ 0 ☐ 1 ☐ 2 ☐ 3

3. Educators leverage community assets as teaching tools in the classroom. This includes:

☐ Local businesses ☐ Local historical sites ☐ Non-profits
☐ Natural environments ☐ Local professionals, such as family members, artists, historians, scientists, elders, etc.

☐ 0 ☐ 1 ☐ 2 ☐ 3

4. Community partners have a physical presence on school grounds. This may look like a garden, artwork, etc.

☐ 0 ☐ 1 ☐ 2 ☐ 3

5. Students engage in learning outside of the school building and within the community, such as neighborhood walks, site visits, or field trips.[5]

☐ 0 ☐ 1 ☐ 2 ☐ 3

6. Traditional classrooms are transformed into hands-on learning environments (e.g., forensic science labs, culinary arts kitchens, graphic design studios, and automotive shops).

☐ 0 ☐ 1 ☐ 2 ☐ 3

7. In the classroom, educators regularly affirm and sustain students' and families' knowledge and expertise.

☐ 0 ☐ 1 ☐ 2 ☐ 3

8. There are clear pathways for older students to link classroom learning to internships, apprenticeships, or job shadowing.

☐ 0 ☐ 1 ☐ 2 ☐ 3

9. Educators use experiential learning practices that prioritize youth voices.

☐ 0 ☐ 1 ☐ 2 ☐ 3

10. Educators use project-based learning strategies to engage students in real-world problem solving that address local community concerns (e.g., environmental justice, local economics, housing).

☐ 0 ☐ 1 ☐ 2 ☐ 3

Average rating (combined score divided by 10): _____

[5] Campo, S. & Kimner, H. (2023). Community-connected learning in community schools: Why it is essential for whole-school transformation. Brookings: Washington, D.C.

Describe the extent to which the local community is integrated into the school's academic curriculum and classroom instruction. If available, provide examples.

How can you elevate this practice to align with the community school strategy?

Culture of Belonging, Safety, and Care

1. The school utilizes restorative practices for discipline procedures.

☐ 0 ☐ 1 ☐ 2 ☐ 3

2. There are structured opportunities (e.g., advisories, morning meetings, peer mentoring) for students to build healthy relationships with one another.

☐ 0 ☐ 1 ☐ 2 ☐ 3

3. The school utilizes positive behavioral intervention and supports through:

☐ an agreed upon and common approach to discipline,
☐ a positive statement of purpose,
☐ a small number of positively stated expectations for all students and staff,
☐ procedures for teaching these expectations to students,
☐ a continuum of procedures for encouraging displays and maintenance of these expectations,
☐ a continuum of procedures for discouraging displays of rule-violating behavior, and
☐ procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

☐ 0 ☐ 1 ☐ 2 ☐ 3

4. Every student has at least one adult in the building who knows them well and to whom they feel comfortable turning.

☐ 0 ☐ 1 ☐ 2 ☐ 3

5. The physical spaces of the school (signage, hallways, main office) feel inviting and reflect the diverse languages and cultures of the community.

☐ 0 ☐ 1 ☐ 2 ☐ 3

6. Families report feeling that their children are both physically safe and emotionally protected while at school.

☐ 0 ☐ 1 ☐ 2 ☐ 3

7. There is a formal system to support the mental health and professional morale of teachers and staff to support thriving and prevent burnout.

☐ 0 ☐ 1 ☐ 2 ☐ 3

8. The school regularly reviews discipline data to identify and address disproportionality based on race, gender, or disability.

☐ 0 ☐ 1 ☐ 2 ☐ 3

9. Students are involved in creating school norms, classroom agreements, or the "Code of Conduct".

☐ 0 ☐ 1 ☐ 2 ☐ 3

10. There are clear protocols for identifying and addressing microaggressions, bullying, or discriminatory behavior among students and staff.

☐ 0 ☐ 1 ☐ 2 ☐ 3

Average rating (combined score divided by 10): _____

Describe the extent to which you feel your school promotes a culture of belonging, safety, and care. If available, provide 2 examples.

How can you elevate this practice to align with the community school strategy?

Integrated Systems of Support

1. There is a family resource center (FRC) on or near school grounds that provides families and students with:

☐ Food ☐ Clothing ☐ School supplies ☐ Personal hygiene items ☐ Assistance applying for Medicaid
☐ Assistance for applying for SNAP ☐ Housing assistance ☐ Legal aid.

☐ 0 ☐ 1 ☐ 2 ☐ 3

2. There are formal Memorandums of Understanding (MOUs) that clearly define how community partners and school staff collaborate.

☐ 0 ☐ 1 ☐ 2 ☐ 3

3. There is an onsite school-based health center or partnership with an off-site health provider.

☐ 0 ☐ 1 ☐ 2 ☐ 3

4. The school partners with local providers to bring the following services to the school on specific days that families are given advanced notice for:

☐ Medical services ☐ Dental services ☐ Vision services
☐ Behavioral and mental health services ☐ Vaccine services

☐ 0 ☐ 1 ☐ 2 ☐ 3

5. A referral system is in place for identifying and connecting families to external community resources.

☐ 0 ☐ 1 ☐ 2 ☐ 3

6. The school maintains an up-to-date directory of local providers (e.g. e.g. food pantries, mental health clinics, legal aid).

☐ 0 ☐ 1 ☐ 2 ☐ 3

7. All school staff (including bus drivers, cafeteria workers, and office staff) are trained on how to refer a student for support.

☐ 0 ☐ 1 ☐ 2 ☐ 3

8. Different funding streams (Title I, Medicaid, private grants) are combined to pay for integrated supports.

☐ 0 ☐ 1 ☐ 2 ☐ 3

9. Social-emotional learning (SEL) and basic wellness supports are integrated into the daily experience of *all* students, not just those in crisis.

☐ 0 ☐ 1 ☐ 2 ☐ 3

10. The school has a formal team (e.g., Student Support Team, CARE Team) that meets weekly to review student needs, using "real-time" indicators (attendance, behavior changes, course performance) to trigger early interventions.

☐ 0 ☐ 1 ☐ 2 ☐ 3

Average rating (combined score divided by 10): _____

Describe the extent to which your school has integrated community supports and services in response to student and family needs. If available, provide 2 examples.

How can you elevate this practice to align with the community school strategy?

Supportive Infrastructure

The Supportive Infrastructure layer of the Essentials for Community School Transformation framework serves as the stabilizing scaffolding for site-level change. By linking governance, data systems, partnership coordination, continuous improvement, professional learning, and sustainable resourcing, this six-element infrastructure moves schools away from siloed programs toward permanent systemwide transformation.

Shared Governance Structures

Shared governance redistributes decision-making power to formal, policy-backed bodies comprising educators, families, youth, and community partners. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Representative Leadership Team:** Maintains an active site team (administration, teachers, support staff, families, youth) that meets routinely to guide operations, review data, and align whole-child supports.
- **Co-Decision-Making & Accountability:** Collaboratively establishes school goals, allocates site budgets, and shares collective accountability for student success.
- **Institutional Policy Anchoring:** Operates under explicit district and site policies that formalize, fund, and protect shared decision-making bodies (e.g., School Accountability Committees) across the system.
- **Partner & Resource Integration:** Uses policy-backed governance to embed community organization partners, resources, and services directly into school operations.

Self-Reflection

Does school policy require annual needs and assets assessments that involve a broad spectrum of the community, or are unified improvement plans built primarily on internal district data?

What formal teams are in place across the school? List the teams and team members/roles. What are the strengths of these teams? What are the opportunities and gaps?

Strengths of Existing Teams:

Opportunities for and Gaps of Existing Teams:

School Accountability Committee

Under Colorado statute (C.R.S. 22-11-401), every school must establish a School Accountability Committee (SAC) to partner with leadership on budget priorities, school safety, and the Unified Improvement Plan (UIP). A collaborative SAC is a prime example of Shared Governance Infrastructure in action.

Audit Instructions

1. **Identify Membership:** Complete the inventory table below to ensure all statutory stakeholder roles are represented.
2. **Evaluate Statutory Compliance:** Assess the extent to which your SAC actively fulfills its state-mandated advisory duties.
3. **Connect with SAC Leadership:** If you do not currently serve on the SAC or need clarification, schedule a brief consultation with your SAC Chairperson or Principal.

SAC Membership Roles	Notes
☐ Principal or principal's designee ☐ At least one teacher who provides instruction ☐ At least three (3) parents/guardians of students enrolled in the school ☐ At least one adult member of an organization of parents, teachers, and students recognized by the school (e.g., PTA/PTO, etc.) ☐ At least one person from the community	
SAC Responsibilities	**Notes**
☐ Making recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable; ☐ Making recommendations to the principal of the school and the superintendent concerning preparation of a school Performance or Improvement plan, if either type of plan is required; ☐ Publicizing and holding a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan, if either type of plan is required, and using this input to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround plan prior to the plan being written; ☐ Publicizing the district's public hearing to review a written school Priority Improvement or Turnaround plan; ☐ Meeting at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's	

Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract; ☐ Providing input and recommendations to the DAC and district administration, on an advisory basis, concerning principal development plans and principal evaluations. (Note that this should not in any way interfere with a district's compliance with the statutory requirements of the Teacher Employment, Compensation and Dismissal Act.); ☐ Publicizing opportunities to serve and soliciting parents to serve on the SAC; ☐ Assisting the district in implementing at the school level the district's parent engagement policy; and ☐ Assisting school personnel to increase parents' engagement with teachers, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.	

Continuous Improvement

Continuous improvement embeds iterative, data-informed cycles into site operations—using Colorado's Unified Improvement Plan (UIP) framework[6] to drive sustained whole-child growth. Continuous improvement is the ongoing habit of making small, steady changes to do things better over time. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

> 💡 ***Action Tip:*** *Review your site's Unified Improvement Plan (UIP) prior to completing this assessment. If you are not typically involved in the school's improvement planning team, consult with your principal or School Accountability Committee (SAC) leadership to review current UIP targets.*

- **Iterative Diagnostic Cycle:** Engages in continuous UIP performance monitoring to evaluate systems and elevate student learning.
- **Targeted Priority Setting:** Focuses the annual UIP on primary whole-child barriers facing students and families, establishing concrete growth targets.
- **Root-Cause Alignment:** Implements evidence-based strategies directly targeted at underlying root causes rather than surface symptoms.
- **Action Roadmap & Adaptive Monitoring:** Outlines a logical implementation timeline with built-in milestones for real-time mid-course corrections.
- **Systemic & District Alignment:** Ensures site-level UIP goals seamlessly align with district-level strategic priorities.
- **Collaborative Ownership:** Approaches improvement planning as an inclusive, community-wide dialogue rather than a top-down compliance exercise.

Self-Reflection

How were the following stakeholder groups engaged in the improvement planning process?

- ☐ School Accountability Committee: _____
- ☐ School administration: _____
- ☐ School staff: _____
- ☐ Families: _____
- ☐ Students: _____
- ☐ Community members: _____

What are the strengths of the continuous improvement processes in your school? What opportunities are there to strengthen these processes?

Existing Strengths:

Opportunities to Strengthen:

[6] Colorado Senate Bill 09-163, 67th General Assembly, 1st Regular Session (2009).

Data Systems

Data systems establish the digital and operational infrastructure required to capture, analyze, and utilize real-time student and family information safely and effectively. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Integrated Data Streams:** Unifies academic growth, attendance/engagement metrics, support referral tracking, needs assessments, and UIP progress monitoring into a single ecosystem.
- **Accessible Real-Time Visuals:** Utilizes user-friendly dashboards to track both real-time formative progress and summative end-of-year outcomes.
- **Privacy-Protected Partner Integration:** Maintains formal Data Sharing Agreements (DSAs) and MOUs with community partners that safeguard student and family privacy under FERPA standards.
- **Diagnostic Root-Cause Analysis:** Uses data to identify underlying patterns and systemic barriers *prior* to selecting and implementing whole-child interventions.

Self-Reflection

Refer to your Data Snapshot *(Phase 3)* and review the data systems in place in your school. Consider:

To what extent are the data systems in place accessible to key stakeholders beyond school staff?

What processes are in place to communicate school level data to families and the local community?

Professional Learning Opportunities

Professional learning establishes systemic capacity by aligning staff development, relational trust, and collaborative practice with whole-child student success. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Outcome-Aligned Capacity Building:** Connects all educator and staff professional development directly to student academic, social-emotional, and climate outcomes.
- **Relational & Engagement Focus:** Prioritizes professional development in teacher-student relationship building, family partnership strategies, and community engagement.
- **Job-Embedded PLCs:** Dedicates protected collaborative learning time (e.g., Professional Learning Communities) that directly informs and refines daily practice.
- **Retention & Efficacy Metrics:** Demonstrates through site data that professional learning opportunities increase educator self-efficacy and drive higher teacher retention rates.

Self-Reflection

To what extent does the school provide professional learning opportunities focused on:

- ☐ Collaborative leadership: _____

  _____

- ☐ Restorative practices: _____

  _____

- ☐ Trauma-informed teaching practices: _____

  _____

- ☐ Family engagement: _____

  _____

- ☐ Integrating the local community into classroom lessons and activities: _____

  _____

If available, provide 2 examples.

Strategic Partnerships

Strategic partnerships establish formal, sustainable structures that integrate community assets, funding, and capacity directly into school operations. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Formal Governance & MOUs:** Anchors relationships in detailed Memoranda of Understanding (MOUs) that specify roles, shared governance, conflict resolution, and data-sharing protocols.
- **Needs-Based Alignment:** Tailors partner capacity directly to student and family priorities identified in site needs assessments.
- **Braided Resourcing:** Blends physical space, staffing, and financial capital to optimize operational efficiency and sustainability.
- **Joint Accountability:** Tracks success using co-developed impact metrics and shared data systems.
- **Deep Operational Integration:** Embeds programmatic (initiatives/services) and resource-based (facilities/staffing) partners into daily school routines under a culture of shared responsibility.

Self-Reflection

To what extent do the formal partnerships in place in your school meet the identified needs of students and families? If available, list your strategic partners. Make note of gaps.

Do the formal community partnerships in your school include:

- ☐ Family resource center
- ☐ Health providers
  - ☐ Physical
  - ☐ Mental
  - ☐ Vision
  - ☐ Dental
- ☐ Nonprofit agencies
- ☐ Local government agencies
  - ☐ Housing
  - ☐ Nutrition
  - ☐ Social
  - ☐ Legal
- ☐ Local government offices
- ☐ Local chamber of commerce
- ☐ Local businesses
- ☐ Libraries
- ☐ Institutes of higher education
- ☐ Colorado Department of Education offices
- ☐ Colorado Department of Public Health and Environment
- ☐ Other local public health agencies
- ☐ Foundations
- ☐ Statewide Family Engagement Center(s)
- ☐ Colorado Coalition for Community Schools

Sustainable Resources

Sustainable resources build fiscal, operational, and human capacity to ensure whole-child community school supports endure through leadership turnover and budget shifts. Sustainable resources anchor community school funding, coordination staffing, and program evaluation in central policy and multi-year fiscal strategies—protecting systemic transformation. The descriptive benchmark below illustrates exemplar practice for site-level self-assessment:

- **Braided & Blended Financing:** Strategic combination of public funding streams (Title I, state grants, district budgets, etc.) and philanthropic/partner capital to support core operations.
- **Institutional Sustainability:** Policy-backed systems and operational structures that persist seamlessly through administrative and staff turnover.
- **Funded Coordination Team:** A funded, multidisciplinary team (staff, families, youth, community partners) that manages partner alignment, resource distribution, and program evaluation.
- **Institutional Memory & Documentation:** Maintains detailed implementation guides and resource archives to streamline repeating events and onboarding.
- **Annual Asset Mapping & ROI Evaluation:** Annually updates community asset maps with families and partners while evaluating program ROI during routine staff and SAC meetings.

Self-Reflection

How are initiatives launched, maintained, and sustained within your school? What common barriers tend to show up?

To what extent does the school have access to the following funding sources?

Federal:

- ☐ 21st CCLC
- ☐ Titles I, II, and IV
- ☐ IDEA
- ☐ Medicaid
- ☐ Substance Abuse and Mental Health Services
- ☐ Americorps
- ☐ Workforce Investment and Opportunities Act

How are the federal funds designated and utilized?

State:

- ☐ EASI grant funds
- ☐ Colorado Out-of-School Time grant funds (COAPP, NPOST)
- ☐ Public and school-based health funds
- ☐ Health and nutrition programs
- ☐ Early childhood programs
- ☐ College access funds

How are the state funds designated and utilized?

Municipal:

- [ ] Dedicated revenue from city/county
- [ ] District general funds
- [ ] Juvenile justice and crime prevention programs
- [ ] Parks and recreation centers

How are the municipal funds designated and utilized?

Private:

- [ ] Philanthropy
- [ ] Local businesses
- [ ] Chamber of Commerce
- [ ] Local nonprofits

How are the private funds designated and utilized?

How does the school provide staffing for family and/or community engagement staff?

What are some examples of sustainable resources that currently exist in your school, and what opportunities are there to expand and add to the sustainable resources?

Existing Sustainable Resources:

Opportunities to Expand and/or Add Sustainable Resources:

School Readiness Rubric Summary

Consolidate your ratings and reflections from the self-assessment rubrics into the summary matrix below to establish your school's overall readiness baseline.

Enabling Conditions	
Trusting Relationships: What patterns or trends stand out to you regarding trusting relationships for your school?	**How might you elevate trusting relationships to align with the community school strategy?**
Actionable Data: What patterns or trends stand out to you regarding actionable data within your school?	**How might you elevate your school's approach to actionable data to align with the community school strategy?**
Shared Vision: What patterns or trends stand out to you regarding shared vision practices for your school?	**How might you elevate your school's approach to a shared vision to align with the community school strategy?**
Inclusive Decision-Making: What patterns or trends stand out to you regarding inclusive decision-making practices within your school?	**How might you elevate inclusive decision-making practices to align with the community school strategy?**

Key Practices *Copy and paste your responses from the Key Practices section of this Rubric!*		
Practice	**Average rating**	**How can you elevate this practice to align with the community school strategy?**
Powerful student and family engagement		
Collaborative leadership, shared power, and voice		
Expanded and enriched learning opportunities		
Rigorous, community-connected classroom instruction		
Culture of belonging, safety, and care		
Integrated system of supports		

Supportive Infrastructure	
Shared Governance Structures: What patterns or trends stand out to you regarding shared governance structures for your school?	**How can you elevate your shared governance structures to align with the community school strategy?**
Continuous Improvement: What patterns or trends stand out to you regarding continuous improvement practices within your school?	**How can you elevate your continuous improvement processes to align with the community school strategy?**
Data Systems: What patterns or trends stand out to you regarding data systems within your school?	**How can you elevate your school's data systems to align with the community school strategy?**

Professional Learning Opportunities: What patterns or trends stand out to you regarding professional learning opportunities within your school?	**How can you elevate professional learning opportunities to align with the community school strategy?**
Strategic Partnerships: What patterns or trends stand out to you regarding strategic partnership practices for your school?	**How can you elevate your school's strategic partnerships to align with the community school strategy?**
Sustainable Resources: What patterns or trends stand out to you regarding sustainable resources for your school?	**How can you elevate your school's sustainable resources to align with the community school strategy?**

Recommendations for Next Steps

Upon finalizing your site readiness rubrics, select the appropriate next steps based on your team's baseline results:

1. Deepening Alignment & Capacity

- **Revisit Foundational Concepts:** Review Phase 2 (*Learn About Community Schools*) if additional clarity is needed.
- **Access Technical Assistance:** Partner with a community school technical assistance provider to build staff and stakeholder capacity.
- **Engage District Leadership:** Identify necessary central office operational, policy, and financial supports.

2. Expanding Shared Leadership

- **Broaden Rubric Participation:** Re-administer the rubric with additional family, student, educator, and community partner voices.
- **Formalize SAC Governance:** Establish a specialized Community School Subcommittee within the School Accountability Committee (SAC).
- **Map Strategic Partnerships:** Identify local community organizations needed to fill whole-child service gaps.

3. Advancing Playbook Execution

- **Continue Playbook Sequence:** Advance directly to Phase 5 (*Engaging All Stakeholders*) and Phase 6 (*Building Awareness*).
- **Target Priority Gaps:** Create a site action plan addressing low-scoring rubric indicators.
- **Establish Progress Monitoring:** Implement a continuous improvement data-tracking framework to measure implementation impact.