



## Community Schools Pathway Plan Rubric for Priority Improvement and Turnaround Schools & Districts

This rubric is intended to guide planning for schools and districts pursuing the Community Schools pathway at the end of performance watch (C.R.S. § 22-11-209(2) & C.R.S. § 22-11-210(5)) or for early action. Community Schools pathway plans will include the school and district's overall approach to school turnaround, the details of the Community Schools plan, and the importance of the Community Schools plan in accelerating achievement for students. This rubric may be used by CDE to provide support and feedback to schools and districts during their planning process and will also be used by CDE as a formal evaluation of the school or district's submitted pathway plan prior to the school or district's pathway hearing with the State Board of Education.

The rubric acknowledges two distinct time-bound scenarios that may occur in the Community Schools planning process that impacts how much of a Community Schools plan is complete before a state board hearing. Those scenarios are as follows:

- **Full Community School Implementation Plan:** The school or district has been planning for Community Schools implementation with enough time to have completed their community assets and needs assessment as well as developed an initial implementation plan for the following school year.
  - This level of plan submitted to the state board during the hearing process would enable the school to begin full implementation in the school year following a state board hearing.
- **Initial Community Schools Implementation Plan:** The school or district has more recently shifted to designing a Community School plan and has not yet had the time to complete a full assets and needs assessment or a full plan for initial implementation.
  - A plan at this stage that is submitted to the state board during the hearing process would require a timeline with a further planning process with checkpoints following an initial state board hearing that could be delineated in a state board order.

Some components of the rubric have differentiated expectations dependent on the scenarios described above. The school or district should fully explain their current planning scenario, rationale, and next steps upon directed action.

**Community School as part of Innovation:** In some cases, schools and districts may identify the need for innovation status in order to have the autonomy and flexibility to fully implement their Community School model. In those cases, this rubric provides the following guidance:

- Innovation plans [have additional requirements](#) that include voting on waivers by staff, local school board vote, and will also be evaluated using a rubric from CDE's Schools of Choice unit to ensure that all waivers meet legal requirements and have appropriate replacement policies.
- This rubric may also be used to evaluate a combined **Community Schools and Innovation Pathway Plan**, which should include the specific waivers and approaches included in the innovation plan as well as details on the district's support plans and how the innovation plan will be supported and implemented. Areas of the rubric that are associated with waivers and specific to innovation status are noted in **purple text** within the descriptors. Any schools or districts seeking a Community Schools only pathway may ignore any of the indicators in **purple text**.



**Rubric Overview of Sections**

<a href="#"><u>Community School Plan Overview</u></a>	<a href="#"><u>Family &amp; Community Engagement</u></a>	<a href="#"><u>Turnaround Leadership</u></a>	<a href="#"><u>Instructional Transformation</u></a>	<a href="#"><u>Talent Management</u></a>	<a href="#"><u>Culture &amp; Climate Shift</u></a>	<a href="#"><u>Operations &amp; District Systems</u></a>
<a href="#"><u>Need for Community School</u></a>	<a href="#"><u>Family Engagement</u></a>	<a href="#"><u>Community Schools Coordinator</u></a>	<a href="#"><u>School Calendar &amp; Schedule</u></a>	<a href="#"><u>Recruitment &amp; Hiring</u></a>	<a href="#"><u>Culture &amp; Climate</u></a>	<a href="#"><u>Budget</u></a>
<a href="#"><u>Mission &amp; Vision</u></a>	<a href="#"><u>Community Resource Engagement</u></a>	<a href="#"><u>Collaborative Leadership &amp; Practices</u></a>	<a href="#"><u>Instructional Vision</u></a>	<a href="#"><u>Teacher &amp; Staff Development</u></a>	<a href="#"><u>Engaging Learning Environment</u></a>	<a href="#"><u>Facilities &amp; General Operations</u></a>
<a href="#"><u>Student Learning Outcomes</u></a>	<a href="#"><u>Community Engagement</u></a>	<a href="#"><u>School Leadership and Governance Structure</u></a>	<a href="#"><u>Curriculum</u></a>	<a href="#"><u>Evaluation &amp; Retention</u></a>		<a href="#"><u>Accountability &amp; Supervision</u></a>
<a href="#"><u>Implementation &amp; Monitoring</u></a>			<a href="#"><u>Assessment &amp; Data</u></a>	<a href="#"><u>Compensation</u></a>		<a href="#"><u>District Operational Support</u></a>
<a href="#"><u>Annual Asset and Needs Assessment</u></a>			<a href="#"><u>Individual Student Needs</u></a>			<a href="#"><u>District Instructional Support</u></a>
<a href="#"><u>Strategic Plan</u></a>						



<b>Community School Plan Overview</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
<b>Need for Community School</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Community School Plan provides a clear and compelling rationale for the implementation of the Community School model.</i>	<ul style="list-style-type: none"> <li>• Explicitly explains how a Community School model will ensure a greater level of success for student learning.</li> <li>• Provides clear rationale for why the district is pursuing a Community School.</li> <li>• Describes the barriers or roadblocks to successful implementation of the current school improvement plan that would require a Community School model to address.</li> </ul>	
<b>Mission &amp; Vision</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Community School Plan articulates a vision and mission that reflects high expectations for student learning, alignment with Community School pillars, and how the Community School model will meet district and school goals to advance the vision and mission.</i>	<ul style="list-style-type: none"> <li>• Provides a clear and concise picture of what the school aims to achieve, what the unique focus of the school is, and the student population and community to be served.</li> <li>• Clearly articulates a mission and vision that are fully aligned with those of a Community School model.</li> <li>• Clearly expounds an evidence-based Community School model around stated pillars (e.g., <a href="#">IEL's Community School Standards</a>, <a href="#">Public Leadership Institute's Community Schools Playbook</a>, <a href="#">NEA's Six Pillars of Community Schools</a>)</li> </ul>	



<b>Student Learning Outcomes</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Community School Plan thoroughly describes the goals and specific gains in academic achievement the school will commit to as a result of establishing a Community School model. Identifies baseline measures. Articulates clear measures for monitoring learning outcomes.</i></p>	<ul style="list-style-type: none"> <li>• Identifies actionable goals for student academic achievement over at least two school years.</li> <li>• Identifies how wraparound services, integrated student supports, and community partnerships are also aligned to achieving these actionable goals for student academic achievement.</li> <li>• Gives an in-depth explanation for how the plan will improve student learning and move the school off of Performance Watch.</li> <li>• Explains how student learning and performance will be comprehensively measured by multiple sources of evidence and data.</li> <li>• Shows that anticipated student outcomes are clearly aligned to the mission and vision of the school.</li> <li>• Identifies learning targets focused on any prioritized disaggregated student groups identified in the asset and needs assessment.</li> </ul>	
<b>Implementation &amp; Monitoring</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Identifies key actions for Community School Plan planning, implementation, and operation. Includes timeline for implementation and how the school will monitor the implementation of the Community School Plan.</i></p>	<ul style="list-style-type: none"> <li>• Includes key metrics identified by the community during the asset and needs assessment and student data that informed the implementation of the Community School Plan (e.g. attendance, behavior, mobility rates, food insecurity) (if applicable).</li> <li>• Includes a timeline of key actions tied to Community School implementation.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Includes key actions that have been completed that have helped launch the planning for and implementation of a Community School model.</li> <li>• Includes specific implementation benchmarks at regular intervals (at least semi-annually) which identify systems level implementation progress goals aligned to the plan.</li> <li>• Describes how the school leadership team along with other partners as appropriate (e.g., district leaders, community advocates, CDE) will regularly monitor and adjust the school’s plan based on implementation versus specified benchmarks (<a href="#">see implementation benchmark guidance here</a>).</li> </ul>	
<b>Annual Asset and Needs Assessment</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan outlines process of implementing the Annual Asset and Needs Assessment of and by both the school and the community that engages at least 75% of families, students, and educators in the community.</i></p>	<ul style="list-style-type: none"> <li>• Identifies the Asset and Needs Assessment team members and their ongoing roles as an advisory council.</li> <li>• Specifies key metrics that will be used by the assessment team to indicate meeting the 75% engagement requirement.</li> <li>• Details approximate timeline for planning, creation and roll out of the assessment.</li> <li>• Establishes how the team plans to initially review and utilize existing data sources.</li> <li>• Explains how the team intends to solicit input from as many stakeholders as possible (focus groups, interviews, surveys, etc.), and why they have chosen this format.</li> <li>• Outlines questions or possible questions that will be utilized to solicit input from each of the diverse groups in the community.</li> <li>• Articulates the methods for synthesizing the data and presenting the findings as a comprehensive report.</li> </ul>	<p><a href="#">Process Toolkit</a></p>



	<ul style="list-style-type: none"> <li>• Details plan to disseminate the report to all stakeholders in the community.</li> </ul> <p><i>If initial asset and needs assessment <b>has been completed:</b></i></p> <ul style="list-style-type: none"> <li>• <i>Describes the timeline, process, participants, and outcomes of the asset and needs assessment.</i></li> <li>• <i>Includes a copy of the asset and needs assessment results.</i></li> </ul> <p><i>If initial asset and needs assessment <b>has not yet been completed:</b></i></p> <ul style="list-style-type: none"> <li>• <i>Describes the timeline and process for completing annual asset and needs assessment by August of the following school year.</i></li> <li>• <i>Describes the timeline and process for crafting a strong action plan aligned to the results of the asset and needs assessment by August of the following school year.</i></li> </ul>	
<p><b>Strategic Plan</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan articulates a strategic plan that includes the creation, maintenance, and oversight of problem-solving teams and defines how educators and community partners use all available assets for improvement.</i></p>	<ul style="list-style-type: none"> <li>• Establishes the creation of school-wide problem-solving teams dedicated to continuous school improvement, as well as identifies possible members of said teams.</li> <li>• Clearly defines how educators and community members plan to use all available assets to meet specific student needs and achieve better results.</li> <li>• Identifies and aligns a range of evidence-based programs and practices related to Community Schools to achieve desired results.</li> <li>• Defines a mechanism for measuring progress toward desired results and indicators.</li> </ul> <p><i>If the Strategic Plan <b>has not yet been completed:</b></i></p> <ul style="list-style-type: none"> <li>• <i>Describes the timeline and process for completing a strategic plan by August of the following school year.</i></li> </ul>	<p><a href="#">Page 7</a></p>



<b>Family &amp; Community Engagement</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectation <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
Family Engagement	Meets Expectations	Comments
<p><i>Plan includes a variety of strategies to engage parents and families in areas of inclusive culture, trusting relationships, leadership, and identifying resources.</i></p>	<ul style="list-style-type: none"> <li>• Details how the school will engage 75% of families, students and educators in the community to complete the school’s annual asset and needs assessment, including specific measures of success.</li> <li>• <i>Create an Inclusive Culture:</i> Sets forth a robust plan for partnering practices directly linked to school strategies that are inclusive of all families. Describes how those practices will increase learning outcomes for children. Outlines the creation of a welcoming culture while taking proactive actions to ensure that language and culture barriers do not reduce participation of different groups of students.</li> <li>• <i>Building Trusting Relationships:</i> Explains how staff regularly will engage in meaningful two-way communication with all families about students’ academic and social progress and how to support students at home, providing translation and interpretation as necessary. Describes how families will be trained to become active in leadership opportunities at the school.</li> <li>• <i>Design Capacity Building Opportunities:</i> Includes a plan for professional development training on using family engagement to promote equity and improve children's outcomes. Describes how families will be co-leaders in</li> </ul>	



	<p>the implementation of family engagement practices. Outlines how families will be invited into the process of making policy decisions.</p> <ul style="list-style-type: none"> <li>• <i>Dedicate Necessary Resources:</i> Includes a plan for sustainable family engagement beyond attendance at events. Outlines how partnering practices will be regularly evaluated. Describes how data will be collected from families and community partners about the assets that exist in the community that can help meet the academic, social-emotional, health, and financial needs of students and families.</li> </ul>	
<b>Community Resource Engagement</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan includes a variety of strategies to engage key community stakeholders in areas of support, events, and communication. Plan describes the capacity of the community school to coordinate and provide integrated services and supports.</i></p>	<ul style="list-style-type: none"> <li>• <i>Create an Inclusive Culture:</i> Includes a highly developed plan for collaboration and partnerships directly linked to school strategies and sets forth a robust plan for engaging in relationships with community partners. Describes how these partnerships will increase learning outcomes for children.</li> <li>• <i>Building Trusting Relationships:</i> Details plan for long-term commitments to relationships between school and community partners, driven by student and school needs as informed by the annual asset and needs assessment.</li> <li>• <i>Design Capacity Building Opportunities:</i> Outlines how key community stakeholders will be invited into the process of making policy decisions.</li> <li>• <i>Dedicate Necessary Resources:</i> Outlines how partnering practices will be regularly evaluated. Describes how data will be collected from community partners about the</li> </ul>	





	<p>assets that exist in the community that can help meet the academic, social-emotional, health, and financial needs of students and families.</p> <p><i>If asset and needs assessment assessment <b>has not yet been completed</b>...</i></p> <ul style="list-style-type: none"> <li>• <i>Describes the timeline and process for identifying community partners by August of the following school year. This may include an initial list of potential community partners.</i></li> </ul>	
<b>Community Engagement</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan includes a variety of strategies to engage the greater community or neighborhood in areas of support, events, and communication.</i></p>	<ul style="list-style-type: none"> <li>• <i>Create an Inclusive Culture:</i> Sets forth a robust plan for partnering practices directly linked to school strategies that are inclusive of all community members. Describes how those practices will increase learning outcomes for children. Outlines the creation of a welcoming culture and a plan for authentic community and neighborhood engagement.</li> <li>• <i>Building Trusting Relationships:</i> Explains how the school will regularly engage in meaningful two-way communication with the greater community and neighborhood.</li> <li>• <i>Design Capacity Building Opportunities:</i> Includes a plan to transform the school into a hub of learning and community development for students, families, and other members of the community.</li> <li>• <i>Dedicate Necessary Resources:</i> Includes a plan for sustainable community engagement, including a plan to make facilities available outside of school hours for community events, education, and training programs.</li> </ul>	



Turnaround Leadership <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
<b>Community School Coordinator</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan outlines the creation and function of a full-time Community School Coordinator and how the Coordinator will be supported.</i></p>	<ul style="list-style-type: none"> <li>• Establishes the creation of the full time Community School Coordinator role to facilitate alignment of school, family, and community resources.</li> <li>• Specifies the campus leadership roles and responsibilities held by the Community School Coordinator.</li> <li>• Position description outlines how the full-time coordinator at minimum:               <ul style="list-style-type: none"> <li>(a) serves as a key member of the collaborative leadership team,</li> <li>(b) facilitates the problem-solving teams,</li> <li>(c) leads the analysis of site needs and assets,</li> <li>(d) is responsible for developing, coordinating, sustaining partnerships with service providers, and</li> <li>(e) organizes service delivery to solve problems identified by the assessment in consultation with school leadership.</li> </ul> </li> <li>• Articulates how the Community School Coordinator will be supported.</li> <li>• Identifies how the school will sustain funding for the Coordinator position.</li> <li>• <i>Optional:</i> For more resources to assist in developing the Community School Coordinator role, see <a href="#">page 9 of this report</a>.</li> </ul>	



	<p><i>If the Community School Coordinator <b>is not yet hired</b>:</i></p> <ul style="list-style-type: none"> <li>• <i>Describes the process and timeline for hiring and onboarding.</i></li> </ul>	
<p><b>Collaborative Leadership &amp; Practices</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan outlines the specific collaborative leadership systems and opportunities that will be in place to ensure successful implementation of the Community Schools model.</i></p>	<ul style="list-style-type: none"> <li>• Establishes the creation of a site-based leadership team. Details how the team will be representative of the whole school and community (including representation of student, parent and family leaders, and a community voice).</li> <li>• Describes plan for a cycle of regular, purposeful team meetings aligned to the school or district’s proposed implementation and monitoring plan, and how the team will guide collaborative planning, implementation, and oversight.</li> <li>• Identifies how interdisciplinary, cross-sector community partners share responsibility and accountability for student and school success.</li> <li>• Details clear definition of leadership team roles, responsibilities, and decision making authority.</li> <li>• Specifies how the principal will work with the Community School Coordinator, partners, and staff to actively integrate families and community partners into the life and work of the school.</li> <li>• <i>Optional:</i> For more resources, see the collaborative leadership section starting on <a href="#">page 5 of this report</a>.</li> </ul> <p><i>If the Collaborative Leadership System plan <b>has not yet been completed</b>:</i></p> <ul style="list-style-type: none"> <li>• <i>Describes the timeline and process for completing the plan by August of the following school year.</i></li> </ul>	



<b>School Leadership and Governance Structure</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan provides an overview of leadership and governance, including how the implementation of the Community School model will be monitored.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools: Describes any local or state waivers in regard to school leadership or governance.</i></li> <li>• Identifies the key school administrators, including the school principal, assistant principals, and any other new leadership roles the school plans to create.</li> <li>• Articulates changes to leadership roles and responsibilities under the Community School model.</li> </ul>	



Instructional Transformation <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
<p><b>Waivers sought:</b> <i>Plan provides a clear description of waivers sought that impact Instructional Transformation. Further details about possible waivers are in purple in the appropriate “Meets Expectations” description.</i></p>	<p>Plan provides descriptions of how the waivers are being leveraged OR why waivers are not being pursued in each of the following areas:</p> <ul style="list-style-type: none"> <li>○ Calendar and scheduling changes</li> <li>○ Curriculum and/or instructional model</li> <li>○ Assessment</li> <li>○ Data use and infrastructure</li> </ul>	
Plan Component	Rating of Evidence	Comments
School Calendar & Schedule	Meets Expectations	Comments
<p><i>Plan articulates any proposed changes to the school calendar and schedule, which may include changes to:</i></p> <ul style="list-style-type: none"> <li>• Expanded and enriched learning time and opportunities</li> <li>• Length of school day/year</li> <li>• School calendar</li> <li>• Hours of instruction</li> <li>• Number of work days</li> </ul>	<ul style="list-style-type: none"> <li>• <i>For innovation schools: Describes the waivers being sought and how they enable calendar and schedule changes.</i></li> <li>• Clearly describes what changes to the school schedule or calendar will occur and articulates how the changes will address current barriers and lead to increased student achievement and alignment to community school best practices.</li> <li>• Specifies what expanded and enriched learning time and opportunities will be provided to students (including before-, after-, 5th day, weekend, summer). See optional guidance on Expanded Learning Time and Opportunities starting on <a href="#">page 36 of this guide</a>.</li> <li>• Clearly outlines the expanded learning time plan and the reasoning behind implementation or non-implementation of the different types.</li> </ul>	



	<ul style="list-style-type: none"><li>• Provides copies of the school calendar and daily schedules as an attachment to the Community School Plan.</li><li>• Explains how the daily schedule maximizes instructional time with an emphasis on core subject areas for all students.</li><li>• Ensures students have adequate access to grade level instruction and that intervention is used as a way to support that access, instead of a barrier to meet grade level expectations.</li><li>• Shows that the schedule is designed to meet teacher development and preparation needs by including adequate time for teacher planning, teacher professional learning, and teacher collaboration.</li><li>• Shows that the daily schedule and annual calendar reflect the school's mission and vision.</li><li>• Identifies the total number of days and hours of instruction students will receive and the number of in-service days for teachers, how those hours and days compare to the prior school year and/or other schools in the district, and the rationale for similarities and differences.</li><li>• Identifies the minimum number of hours/minutes per day and week that the school will devote to academic instruction for core subjects in each grade.</li></ul>	
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Instructional Vision	Meets Expectations	Comments
<p><i>Plan articulates proposed vision for instruction and alignment to Community School pillars.</i></p>	<ul style="list-style-type: none"><li>• School’s instructional vision is aligned to community schools best practices by appropriately embedding the community and offering rigorous, project based curricula and culturally responsive pedagogy that connects to students’ lived experiences.</li><li>• Identifies a consistent set of evidence-based non-negotiable practices to be implemented across all classrooms at the school and that are aligned to the school’s mission and vision.</li><li>• Describes the resources and supports for teacher planning and intellectual preparation aligned to the school’s mission and vision.</li></ul>	



Curriculum	Meets Expectations	Comments
<p><i>Plan articulates any proposed changes to curriculum.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools:</i> Explains all waivers related to the school's curriculum and instructional model as aligned to the school's mission and vision.</li> <li>• <i>For innovation schools:</i> If seeking curricular autonomy, explains why the proposed educational program is more likely to succeed in the school.</li> <li>• Plan identifies how specific curricula meet the identified needs and culture of the community and enhance project based opportunities connected to students' lives. Or, the plan includes how the school plans to adapt curricular resources to meet these needs as appropriate.</li> <li>• Includes evidence that the curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction.</li> <li>• Clearly describes how the chosen curricula and instructional methods are aligned to grade-level standards and the Colorado Academic Standards.</li> </ul>	
Assessments & Data	Meets Expectations	Comments
<p><i>Plan explains changes around student assessments and data systems, which could include changes to progress monitoring, data-driven practices and differentiated instruction.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools:</i> Identifies any local and state waivers in assessment and data use.</li> <li>• <i>For innovation schools:</i> Provides an overview of how the school will manage their data systems independently if that is an innovation they are seeking.</li> <li>• Provides an overview of the school's proposed assessment plan, including a description of any</li> </ul>	





	<p>assessments that will supplement those required by the district and the state, if applicable.</p> <ul style="list-style-type: none"><li>• Demonstrates that the assessment system is aligned with learning expectations of the Colorado Academic Standards and will yield reliable, valid and timely information to allow for (1) leadership progress monitoring of the instructional program, and (2) teacher action planning for student instructional needs in ELA and math.</li><li>• Explains any changes to <i>how</i> and <i>how frequently</i> the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.</li><li>• Describes the school’s approach to providing personalized and differentiated instruction that best meets the needs of all students. Includes explanation of how staff will use students’ formative assessment data to inform and differentiate instruction.</li><li>• Describes how collaborative structures will support staff collaboration to maximize time to improve teacher practice and student outcomes.</li><li>• Explains how the school’s leadership team will regularly use assessment data on a cyclical basis to make adjustments to school programming and structures to better improve outcomes for all students.</li><li>• Explains how the school will monitor data consistently including considerations of equitable outcomes for traditionally underserved students.</li></ul>	
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Individual Student Needs	Meets Expectations	Comments
<p><i>Plan articulates how the Community School will support individual student needs.</i></p>	<ul style="list-style-type: none"> <li>• Describes a problem-solving process, as part of a larger MTSS approach, in place to identify students for behavior and academic intervention using valid data and how a plan is put in place to accelerate growth with clear criteria and protocols.</li> <li>• Specifically outlines how student supports are directly informed by the school’s annual asset and needs assessment data.</li> <li>• Provides an overview of how the school model will support students with disabilities, students with special education needs, multilingual learners, gifted and talented students, and other student populations.</li> <li>• Describes how any of those supports will change under a Community School model, if applicable.</li> </ul>	



Talent Management <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
<p><b>Waivers sought:</b> <i>Plan provides a clear description of waivers sought that impact Talent Management.</i></p> <p><i>Further details about possible waivers are in purple in the appropriate "Meets Expectations" description.</i></p>	<p>Plan provides descriptions of how the waivers are being leveraged OR why waivers are not being pursued in each of the following areas:</p> <ul style="list-style-type: none"> <li>○ Recruitment and hiring processes and timeline</li> <li>○ Process, protocols, &amp; stipulations for evaluation of personnel</li> <li>○ Personnel compensation</li> </ul>	
Plan Component	Rating of Evidence	Comments
Recruitment and Hiring	Meets Expectations	Comments
<p><i>Plan articulates any proposed changes to recruitment and hiring processes.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools: Describes any local or state waivers in the school's strategy, processes, and timeline for recruiting and hiring strong faculty and staff under innovation status and how these changes will produce gains in academic achievement.</i></li> <li>• Includes a plan for recruiting and retaining a full time Community Schools Coordinator.</li> <li>• Details the strategies the school will use to attract and recruit highly effective, culturally-competent teachers and staff.</li> <li>• Describes the talent selection model and criteria, including the cultural competencies required for staff to support the student population and Community School Plan.</li> <li>• Explains the overall hiring process steps and timeline. Includes description of the flexibilities required to hire outside of district processes and timelines if necessary.</li> </ul>	



Teacher & Staff Development	Meets Expectations	Comments
<p><i>Plan articulates any proposed changes to the school's professional development plan, which may include changes to:</i></p> <ul style="list-style-type: none"> <li>• Teacher development and coaching content</li> <li>• Professional learning communities</li> <li>• Frequency and timing of PD and coaching opportunities</li> <li>• Ability to have teachers start in August for orientation</li> <li>• Onboarding process for new staff</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the professional development opportunities that will be offered to the teaching staff at the start of an academic year and throughout the year.</li> <li>• Explains the professional development opportunities available to community partners to ensure alignment to the school's mission and vision as well as best practices to support students within the school or district.</li> <li>• Describes the frequency, focus, and type of teacher coaching and other supports designed to increase teacher implementation of expectations and effectiveness of instruction across the school.</li> <li>• Explains how plans for professional development differ from the school's current practice and/or district requirements and why these changes are necessary.</li> <li>• Describes how innovations in the school's professional development plan align to the school's mission and vision and will lead to increased student achievement.</li> <li>• Details the onboarding process the school will take to prepare incoming new teachers and ensure new staff understand the school's mission, instructional vision, and priorities before the school year starts.</li> </ul>	



	<ul style="list-style-type: none"> <li>Identifies the expected number of days/hours for professional development throughout the school year and explains how the school’s calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Notes when teachers will have time for common planning, collaboration, or professional learning communities, and how such time will typically be used.</li> </ul>	
<b>Evaluation and Retention</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan describes any proposed changes to evaluation and retention processes.</i>	<ul style="list-style-type: none"> <li><i>For innovation schools: Describes any local or state waivers to the processes and criteria used to support the strategic evaluation and retention of highly effective teachers and staff.</i></li> <li>Provides examples of innovative frameworks, standards, and practices that will be used to evaluate teachers. Specifically addresses the role of student progress and achievement in teacher evaluations.</li> <li>Articulates strategies to promote retention of the highest performing teachers.</li> <li>Specifies steps or actions the school will take when teacher or leader performance is unsatisfactory.</li> <li>Describes how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.</li> </ul>	
<b>Compensation</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan explains any changes being made to the school’s compensation system.</i>	<ul style="list-style-type: none"> <li><i>For innovation schools: Describes any state or local waivers in the school’s compensation system under innovation status and how these changes will lead to increased student achievement.</i></li> </ul>	



	<ul style="list-style-type: none"><li>• Outlines any incentive or reward programs and how they align with the vision and mission of the school.</li></ul>	
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<b>Culture &amp; Climate Shift</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
Culture and Climate	Meets Expectations	Comments
<p><i>Plan articulates any changes being proposed to foster a safe, healthy, supportive, and positive school culture.</i></p>	<ul style="list-style-type: none"> <li>Describes the high levels of integration of the Community Schools model and pillars into the culture of school buildings.</li> <li>Describes in detail any changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture for <u>all</u> students, teachers and families.</li> <li>Identifies attendance policy and expectations aligned to the school’s mission and vision and how those expectations will support all students attending and engaging in school.</li> <li>Identifies a student culturally-responsive code of conduct and disciplinary procedures aligned to the school’s mission and vision that will support all students’ success.</li> <li>Identifies community partners if already established, or plan to find and coordinate with partners in the community to provide wraparound services and integrated student supports.</li> <li>Identifies the wraparound services and integrated student supports that will be provided, and their direct link to the school’s annual asset and needs assessment data.</li> </ul>	



Engaging Learning Environment	Meets Expectations	Comments
<p><i>Plan articulates any changes being proposed to foster an engaging learning environment to complement the positive school culture in alignment with the Community School pillars.</i></p>	<ul style="list-style-type: none"> <li>• Describes in detail any changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture and create a culture that is welcoming to <u>all</u> students and teachers.</li> <li>• Identifies how specific changes will align the school's culture by embedding the community, offering rigorous, project-based curricula, and culturally responsive pedagogy that connects students' lived experiences.</li> <li>• Explains the school's vision for clearly defined student engagement during class time and how faculty and staff will be trained and coached in meeting the school's vision.</li> <li>• Describes how all staff will be equipped with strategies to foster strong student engagement to ensure that minimal time will be spent redirecting students.</li> </ul>	





Operations & District Systems <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
<p><b>Waivers sought:</b> <i>Plan provides a clear description of waivers sought that impact Operations &amp; District Systems.</i></p> <p><i>Further details about possible waivers are in purple in the appropriate "Meets Expectations" description.</i></p>	<p>Plan provides descriptions of how the waivers are being leveraged OR why waivers are not being pursued in each of the following areas:</p> <ul style="list-style-type: none"> <li>○ School leadership or governance</li> <li>○ Budget autonomy</li> <li>○ General school or building operations</li> <li>○ Transportation</li> <li>○ Procurement</li> <li>○ School supervision structures, systems, or policies</li> <li>○ Differentiated supports for the school</li> </ul>	
Plan Component	Rating of Evidence	Notes
<b>Budget</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Community School Plan includes an explanation of how the school will use increased flexibility and autonomy over the funds allocated to it by the district, including an estimate of increased operating costs and/or increased costs savings and efficiencies.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools: Outlines any proposed use of budget autonomies including state or local waivers, for the school and provides reasons for their necessity.</i></li> <li>• <i>For innovation schools: Estimates any cost savings or increased efficiencies due to the implementation of the innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).</i></li> <li>• Explains any specific resources, material, equipment, staff, programs, and policies that create additional operating costs as a result of the Community School Plan (e.g., a longer school year or school day would increase overall operating costs)).</li> </ul>	



	<ul style="list-style-type: none"> <li>Highlights any one-time implementation costs that will be incurred during the planning year and/or year one of operating as a Community School.</li> <li>Explains how the school or district will fund such additional operating costs.</li> </ul>	
<b>Facilities &amp; General Operations</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan describes any <b>changes</b> being pursued in relation to general school or building operations.</i></p>	<ul style="list-style-type: none"> <li><i>For innovation schools:</i> Describes any state or local waivers to the general school or building operations.</li> <li><i>For innovation schools:</i> Describes any innovations including possible state or local waivers in the way the school will provide transportation for students.</li> <li><i>For innovation schools:</i> Details any autonomies including possible state or local waivers regarding procurement processes.</li> <li>Explains if there are significant construction projects necessary to implement this Community School Plan. Addresses if there is enough classroom space to implement this Community School Plan.</li> </ul>	



Accountability and Supervision	Meets Expectations	Comments
<p><i>Plan includes details on how the school district administration will support, supervise and hold accountable school leadership.</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools:</i> Describes any state or local waivers in the accountability or supervision structure for the innovation school.</li> <li>• <i>For innovation schools:</i> Explains how the district will monitor the performance of the Community School on an annual basis.</li> <li>• <i>For innovation schools:</i> Includes a dispute resolution mechanism by which the school can efficiently raise issues with district leadership regarding the implementation of innovation waivers in practice.</li> <li>• Conveys how the principal supervisor will provide consistent support and accountability to the innovation school principal.</li> <li>• Describes reporting and evaluation structures for the innovation school principal, noting if any changes are being made to current practices or management structures.</li> <li>• <b>If joining an Innovation Zone</b>, describes the coaching, support and evaluation structures that will be in place for innovation zone school principals.</li> <li>• Describes how district staff will support the Community Schools Coordinator, including training, resources, and advocacy, if done through a different supervision structure.</li> </ul>	
District Operational Support	Meets Expectations	Comments
<p><i>Plan provides an explanation of how the district will support the</i></p>	<ul style="list-style-type: none"> <li>• <i>For innovation schools:</i> Outlines the district’s plan for providing differentiated support to the innovation school including any local or state waivers needed.</li> </ul>	



<p><i>innovation school with its operations.</i></p>	<ul style="list-style-type: none"> <li>• Describes how district staff will respond to requests and support the implementation of flexibilities and needs that arise for the Community School, particularly in the areas of budget, procurement, and hiring.</li> </ul>	
<p><b>District Instructional Support</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan provides explanation of how the district will support the <b>Community School</b> with instructional systems and structures.</i></p>	<ul style="list-style-type: none"> <li>• Outlines the district’s plan for providing support for the school’s instructional program, including naming supervision structures and the coaching/support provided to school leadership, including the frequency and focus areas of the supports.</li> <li>• Identifies key personnel within different district departments who can ensure proper and efficient implementation of instructional plan across various areas including: curriculum, assessment, data use, etc.</li> </ul>	



## Summary of CDE Plan Review

Plan Section	Overall Rating	Evidence & Rationale
Community School Pathway Plan Overview		
Family & Community Engagement		
Turnaround Leadership		
Instructional Transformation		
Talent Management		
Culture & Climate Shift		
Operations & District Systems		



Summary Evaluation	Overall Rationale
<input type="checkbox"/> CDE has determined that the proposed Plan meets the expectations of rigorous standards and, if implemented as described, can have significant, urgent, and positive impact on student learning.	
<input type="checkbox"/> CDE has determined that the proposed Plan meets most of the the expectations of rigorous standards and/or, has most components of an effective implementation plan. If both are addressed, the plan can have a positive impact on student learning.	
<input type="checkbox"/> CDE has determined that the proposed Plan needs substantive revisions in order to meet the expectations described above.	
<input type="checkbox"/> CDE has determined that the currently proposed Plan is not sufficient to meet the expectations described above.	