CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Iftin Charter School (Location: 5465 El Cajon Blvd. San Diego, CA 92115   (619) 265-2411

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

At Iftin Charter School, we're committed to translating our vision of community schools into concrete actions that positively impact our students, families, and community. Through initiatives guided by the values of racially-just, relationship-centered spaces, shared power, classroom-community connections, and continuous improvement, we aim to create a transformative educational environment.

To support Racially-just, relationship-centered spaces, Iftin Charter School will implement cultural competency training sessions for all staff members. These sessions will equip educators with the tools and understanding necessary to celebrate and honor the diverse cultures, perspectives, and experiences present within our school community. By fostering an environment of respect and understanding, we will create a space where every individual feels valued and supported.

In alignment with our commitment to shared power, Iftin Charter School will establish shared decision-making councils that include representation from students, families, educators, and community partners. These councils will provide a platform for collaborative decision-making, enabling all interest-holders to contribute their expertise and insights to the governance of our

school. Through transparent communication and inclusive processes, we will cultivate a sense of ownership and empowerment among all members of our school community.

To strengthen classroom-community connections, Iftin Charter School will forge partnerships with local organizations, businesses, and cultural institutions. These partnerships will provide students with opportunities for hands-on learning experiences and mentorship opportunities that bridge classroom instruction with real-world contexts. By integrating local history, values, and traditions into our curriculum, we will make learning culturally relevant and meaningful for our students.

In pursuit of continuous improvement, Iftin Charter School will establish data-driven decision-making processes that inform our instructional practices and student support initiatives. Through ongoing assessment and reflection, we will identify areas for growth and implement evidence-based strategies to enhance student success and well-being. Professional development sessions will empower educators to use data effectively, ensuring that our practices are responsive to the evolving needs of our students.

By embracing these initiatives, Iftin Charter School is committed to creating racially-just, relationship-centered spaces, fostering shared power, promoting classroom-community connections, and prioritizing continuous improvement. Through these efforts, we aim to nurture every student's potential, foster meaningful connections, and advance equity, diversity, and inclusion. Our collective endeavors aspire to build a brighter future grounded in justice, empowerment, and shared prosperity for our students, families, and community.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

At Iftin Charter School, we recognize the pivotal role of engaging our entire community in identifying our top community school priorities and vision. This necessitates a thoughtful and inclusive approach that values the insights of diverse interest-holders and ensures representation from historically marginalized groups.

Iftin Charter School will embark on a comprehensive process to engage various interest-holders, starting with our administrators, certificated staff, and classified staff. We will initiate surveys and organize focused discussions to gather their perspectives on community needs, assets, and priorities aligned with our school's mission. By fostering open dialogue and collaborative brainstorming sessions, we aim to harness the collective wisdom and creativity of our staff members.

Moreover, Iftin Charter School will prioritize the voices of our students by establishing student advisory councils and forums. Through these platforms, students will have the opportunity to share their thoughts, concerns, and aspirations for our school community. We will facilitate student-led initiatives and ensure that their perspectives are integrated into our decision-making processes.

In engaging our family members, Iftin Charter School will host inclusive events and workshops designed to foster meaningful dialogue and collaboration between families and school staff. We will conduct one-on-one interviews and home visits to understand the unique needs and perspectives of our families, particularly those from historically marginalized backgrounds. Additionally, we will provide multilingual communication channels and materials to ensure accessibility for diverse language communities within our school.

To involve community members and partners, Iftin Charter School will organize community forums and town hall meetings, inviting local residents, organizations, and interest-holders to participate in discussions about our school's priorities and goals. We will forge partnerships with community-based organizations and advocacy groups to facilitate outreach efforts and ensure representation from underserved communities.

In our commitment to engage historically marginalized student and family groups, Iftin Charter School will employ culturally responsive and inclusive strategies. We will provide interpretation services, collaborate with trusted community leaders, and host targeted focus groups and listening sessions tailored to the needs of marginalized populations. Our surveys and feedback mechanisms will be culturally relevant and sensitive to diverse backgrounds and experiences.

Through these collaborative efforts, Iftin Charter School aims to ensure that the voices and perspectives of all interest-holders, especially historically marginalized groups, are heard, valued, and integrated into the development of our community school priorities and vision. Together, we will build a stronger, more inclusive school community that reflects the diversity and richness of our collective experiences.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement,

collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
• Strengthening Authentic Family and Community Engagement	• Increased participation of families in school activities, events, and decision-making processes.
• Fostering Collaborative Leadership.	• Establishment of shared decision-making structures and processes involving interest holders from diverse backgrounds.
• Promoting Positive and Restorative School.	• Reduction of disciplinary incidents and improvement in student attendance, engagement, and overall well-being.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
• Goal 1: Enhance transparency and inclusivity in decision-making processes.	• Conduct an assessment of current shared governance structures and decision-making processes within the school community, including surveys and focus groups to gather feedback on perceived transparency and inclusivity. • Establish or revise site-level leadership structures, such as school-site councils or advisory committees, with clearly defined roles, responsibilities, and representation from diverse interest holder groups. • Develop mechanisms for soliciting feedback and input from all members of the school community on important decisions and initiatives, such as suggestion boxes, online forums, and feedback surveys. • Monitor progress and effectiveness of collaborative leadership efforts through regular feedback mechanisms, evaluation processes, and benchmarking against established goals and indicators.
Goal 2: Foster a culture of shared responsibility and ownership among interest holders.	• Facilitate training sessions and workshops on collaborative leadership principles and practices for school staff, families, and community members to promote understanding and alignment with shared governance goals. • Implement regular forums or meetings, including town halls and community dialogues, to encourage open dialogue and exchange of ideas among interest holders, fostering a sense of shared responsibility and ownership. • Develop mechanisms for soliciting feedback and input from all members of the school community on important decisions and initiatives, such as suggestion boxes, online forums, and feedback surveys. • Cultivate a culture of appreciation and recognition for contributions made by interest holders to promote sustained engagement and commitment to collaborative leadership principles.

Goal 3: Strengthen collaboration and communication channels between students, staff, families, and community members.	• Facilitate training sessions and workshops on collaborative leadership principles and practices for school staff, families, and community members to promote understanding and alignment with shared governance goals. • Implement regular forums or meetings, including town halls and community dialogues, to encourage open dialogue and exchange of ideas among interest holders, fostering a sense of shared responsibility and ownership. • Develop mechanisms for soliciting feedback and input from all members of the school community on important decisions and initiatives, such as suggestion boxes, online forums, and feedback surveys. • Monitor progress and effectiveness of collaborative leadership efforts through regular feedback mechanisms, evaluation processes, and benchmarking against established goals and indicators.
Goal 4: Empower students, staff, families, and community members to actively participate in school governance and leadership.	• Facilitate training sessions and workshops on collaborative leadership principles and practices for school staff, families, and community members to promote understanding and alignment with shared governance goals. • Establish or revise site-level leadership structures, such as school-site councils or advisory committees, with clearly defined roles, responsibilities, and representation from diverse interest holder groups. • Provide opportunities for leadership development and skill-building for students, staff, families, and community members to empower them to actively engage in school governance and leadership roles. • Cultivate a culture of appreciation and recognition for contributions made by interest holders to promote sustained engagement and commitment to collaborative leadership principles.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Integrate the community school strategy with existing school-wide strategic plans and improvement plans.	• Conduct a comprehensive review of existing school-wide strategic plans, improvement plans (such as LCAP), and community school implementation plans to identify areas of overlap, gaps, and opportunities for integration. • Facilitate dialogue and collaboration among school leadership, staff, families, and community partners to develop a shared understanding of the community school strategy and its alignment with existing initiatives. • Develop a unified, coherent plan that integrates the community school strategy seamlessly into existing school-wide strategic plans and improvement plans, ensuring clarity of purpose, goals, and actions. • Establish mechanisms for ongoing communication, feedback, and evaluation to monitor progress, address challenges, and make necessary adjustments to maintain alignment and coherence across policies and initiatives.
Goal 2: Ensure coherence and alignment across policies, initiatives, and resource allocations.	• Conduct an inventory of existing policies, initiatives, and resource allocations at the school level to identify potential areas of duplication, contradiction, or misalignment. • Develop protocols and guidelines for decision-making processes regarding the adoption, modification, or discontinuation of policies and initiatives to ensure coherence and alignment with the community school strategy. • Implement regular audits and assessments to evaluate the effectiveness and impact of policies, initiatives, and resource allocations in supporting the goals and objectives of the community school strategy. • Establish channels for cross-departmental collaboration and communication to facilitate coordination and alignment of policies, initiatives, and resource allocations across different areas of school governance and administration.

Goal 3: Foster collaboration among interest holders to streamline efforts and maximize impact.	• Facilitate regular meetings, workshops, and forums to promote cross-interest holder collaboration and communication, fostering a shared sense of purpose, ownership, and accountability for the community school strategy. • Develop collaborative structures and mechanisms, such as advisory committees or task forces, to engage interest holders in decision-making processes and resource allocation strategies related to the community school strategy. • Provide training and capacity-building opportunities for interest holders to enhance their understanding of collaborative leadership principles and practices, fostering a culture of teamwork, innovation, and shared responsibility. • Establish platforms and channels for sharing best practices, lessons learned, and success stories among interest holders, promoting mutual learning, support, and continuous improvement efforts.

Goal 4: Establish a sustainable framework for maintaining policy and initiative alignment over time.	• Embed principles of policy and initiative alignment into the organizational culture and governance structures of the school, emphasizing the importance of coherence, collaboration, and shared accountability in achieving collective goals. • Develop policies and procedures for regular review, evaluation, and revision of existing policies, initiatives, and resource allocations to ensure ongoing alignment with evolving priorities, needs, and community contexts. • Engage in strategic planning processes that prioritize long-term sustainability and scalability of the community school strategy, integrating feedback from interest holders and leveraging partnerships to maximize resources and opportunities. • Foster a culture of adaptability and resilience, encouraging interest holders to embrace change, innovation, and continuous improvement as essential elements of maintaining policy and initiative alignment in a dynamic educational environment.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Ensure staffing serves the target student population.	• Iftin Charter School will assess the current staffing composition to identify gaps and areas needing improvement in serving the diverse needs of its student population. • Iftin will develop job descriptions and roles tailored to address the specific needs and challenges faced by its students, families, and the community. • Iftin will implement targeted recruitment and hiring strategies to attract qualified candidates who possess the necessary skills, cultural competence, and linguistic proficiency to effectively support its diverse student population. • Iftin will provide ongoing professional development and training opportunities for staff to enhance their capacity to meet the evolving needs of students and families, fostering a culture of continuous learning and improvement.
Goal 2: Recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator.	• Iftin Charter School will collaborate with local community organizations, professional networks, and educational institutions to expand recruitment pipelines and access a diverse pool of candidates representing various cultural and linguistic backgrounds. • Iftin will develop and implement inclusive hiring practices and policies that prioritize diversity, equity, and inclusion in the recruitment, selection, and retention of staff. • Iftin will establish partnerships with community-based organizations, cultural centers, and language immersion programs to recruit bilingual and multilingual staff who can effectively communicate and engage with linguistically diverse families and communities. • Iftin will create pathways for professional growth and advancement within the organization, offering leadership development programs and mentorship opportunities to empower diverse staff members to pursue leadership roles, including the position of Community School Director/Coordinator.

Goal 3: Iftin develop sustainability plans to ensure core staffing is sustained through long-term funding.	- Iftin Charter School will conduct a comprehensive assessment of existing funding sources, budget allocations, and resource utilization patterns to identify opportunities for optimizing financial sustainability and resource allocation in support of core staffing needs. - Iftin will engage interest holders in a collaborative planning process to develop long-term sustainability plans that outline strategies for securing funding, leveraging resources, and cultivating partnerships to support core staffing positions and essential programmatic initiatives. - Iftin will establish mechanisms for monitoring and evaluating the effectiveness and impact of sustainability efforts, regularly reviewing progress, identifying challenges, and making necessary adjustments to ensure alignment with organizational goals and objectives. - Iftin will foster a culture of financial stewardship and accountability within the organization, promoting transparency, efficiency, and effectiveness in the allocation and utilization of resources to sustain core staffing and advance the mission and vision of the community school strategy.

Key Staff/Personnel

Mr. Maslah Yussuf	Chief Executive Officer
Mr. Abdi Mohamud	School Operations Manager
Mr. Mohamed Ahmed	Senior Advisor for Equity and Strategic Initiatives

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As Iftin Charter School looks beyond the life of its implementation grant, the institution is strategically planning to ensure long-term sustainability and continued success. One crucial avenue involves diversifying funding streams by forging partnerships with philanthropic organizations, pursuing additional grants, and fostering relationships with local businesses and community interest holders. Moreover, the school aims to establish an endowment or reserve fund, providing a financial safety net for critical programs and initiatives in the future. In tandem with financial strategies, Iftin Charter School is exploring revenue-generating programs aligned with its mission. These may include extended learning opportunities, enrichment classes, and community events designed to both enrich the educational experience and contribute to sustainable funding. Additionally, the school remains committed to cultivating strong community partnerships, investing in professional development, and implementing robust monitoring and evaluation mechanisms. Through these concerted efforts, Iftin Charter School aspires to build a resilient foundation that ensures the continuity of its mission to foster academic excellence, equity, and community engagement well into the future.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal: Foster Meaningful Partnerships: Iftin aims to foster meaningful partnerships with community organizations that share a holistic focus on students, families, and the broader community.	• Identify potential community partners that align with the school's mission and values through research and outreach efforts. • Establish formal communication channels and collaboration platforms to facilitate ongoing dialogue and engagement with community partners. • Conduct regular meetings and feedback sessions to assess partnership effectiveness, address challenges, and identify opportunities for improvement.
Goal: Enhance Student Support Services: Iftin Charter School seeks to enhance student support services by leveraging community partnerships to provide additional resources and programming.	• Collaborate with local healthcare providers, mental health professionals, and social service agencies to expand access to critical support services for students and families. • Develop joint initiatives and programs that address the diverse needs of students, including academic support, mental health counseling, and extracurricular activities. • Establish referral systems and protocols to ensure seamless coordination and communication between the school and community partners regarding student interventions and support services.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Iftin Charter School is establishing partnerships across various sectors to meet the diverse needs of our community. These partnerships include healthcare providers, mental health agencies, local businesses, and cultural institutions. We engage in ongoing dialogue with students, families, staff, and community members to ensure our partnerships align with their priorities and vision.

Our partnerships prioritize equity, diversity, and inclusion, reflecting the values of our community. They offer comprehensive support services, enriching educational experiences, and meaningful engagement opportunities for students and families. Through collaboration, we aim to create a nurturing environment where every member feels valued and empowered to succeed.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal: Build Capacity for Community School Implementation: Iftin Charter School aims to build the capacity of administrators, educators, classified staff, families, and other role groups to effectively implement the community school strategy.	• Conduct a comprehensive needs assessment to identify professional learning needs and priorities across various interest holder groups. • Develop tailored professional learning plans for administrators, educators, and staff members based on identified needs and priorities. • Provide ongoing training and support on community school principles, including shared leadership, collaborative decision-making, culturally-affirming practices, and asset-based approaches. • Foster opportunities for cross-role collaboration and learning, including joint professional development sessions and interdepartmental collaboration.
Goal: Promote Collaborative Teaching and Learning Practices: Iftin Charter School seeks to promote collaborative, relationship-centered, culturally-affirming, and asset-based teaching and learning practices.	• Offer targeted professional learning opportunities focused on collaborative teaching strategies, relationship-building techniques, and culturally responsive pedagogies. • Facilitate peer learning communities and communities of practice where educators can share best practices, reflect on their teaching experiences, and co-create innovative instructional approaches. • Integrate ongoing feedback mechanisms and reflective practices into professional learning activities to promote continuous improvement and adaptation. • Provide resources and support for families to actively engage in their children's learning and participate in school-based decision-making processes.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by

connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal: Deepen Understanding of Community-Based Curriculum and Pedagogy: Iftin Charter School aims to deepen educators' understanding of the theoretical foundations and practical applications of community-based curriculum and pedagogy.	• Provide professional development sessions and workshops that explore the theoretical frameworks underpinning community-based learning, including culturally relevant pedagogy, asset-based approaches, and place-based education. • Facilitate discussions and collaborative activities that help educators recognize and leverage the cultural, linguistic, and experiential assets of students and families in the curriculum design and instructional process. • Offer opportunities for educators to engage in reflective practice and action research to explore innovative teaching strategies and curriculum design principles that center community-based learning. • Foster partnerships with local community organizations, cultural institutions, and indigenous knowledge keepers to integrate authentic, community-based learning experiences into the curriculum.
Goal: Implement Authentic Community-Engaged Teaching Practices: Iftin Charter School seeks to support educators in implementing authentic, community-engaged teaching practices that foster students' sense of agency, ownership, and connection to their communities.	• Provide ongoing support and resources for educators to design and implement community-based projects, service-learning initiatives, and place-based investigations that address authentic community needs and issues. • Foster connections between educators and community interest holders to co-design learning experiences that bridge classroom instruction with real-world contexts and community assets. • Promote student voice and agency by involving them in the identification, planning, and evaluation of community-based learning experiences, ensuring their perspectives and interests are central to the curriculum. • Establish mechanisms for ongoing reflection, evaluation, and feedback to assess the impact of community-based learning initiatives on student engagement, academic achievement, and community empowerment.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Goal: Develop an Evaluation Plan Rooted in Local Data and Measures:	• Collaborate with educational partners, including staff, administrators, families, and community members, to identify key areas of focus for evaluation aligned with the goals of the community schools initiative. • Conduct a comprehensive review of existing data sources, including academic performance, attendance records, student surveys, and community feedback, to inform the development of relevant metrics and indicators. • Engage in dialogue with interest holders to understand diverse community-based definitions of success and incorporate these perspectives into the evaluation framework. • Establish clear protocols and timelines for data collection, analysis, and reporting to ensure transparency and accountability in the evaluation process.	• Defined evaluation plan outlining specific metrics and indicators for assessing the effectiveness of the community schools initiative. • Increased interest holder engagement and ownership in the evaluation process, evidenced by participation in data review meetings and feedback sessions. • Enhanced understanding of local assets and needs, leading to more targeted interventions and resource allocation decisions.

Goal: Establish Metrics to Gauge Success and Guide Work:	• Define measurable outcomes and indicators aligned with the overarching goals and objectives of the community schools initiative, such as academic achievement, social-emotional development, family engagement, and community well-being. • Implement data collection tools and systems to systematically track progress towards identified metrics, ensuring data integrity, accuracy, and accessibility for all interest holders. • Regularly analyze and interpret data to identify trends, patterns, and areas for improvement, using a continuous improvement mindset to guide decision-making and programmatic adjustments. • Foster a culture of inquiry and possibility thinking among interest holders, encouraging creative problem-solving and innovation in response to emerging challenges and opportunities.	• Clearly defined metrics and benchmarks for measuring progress and success across multiple domains of the community schools initiative. • Timely and actionable data reports that inform decision-making and resource allocation at both the site and system levels. • Evidence of positive change and improvement in key areas identified through progress monitoring, such as increased student achievement, reduced absenteeism, and enhanced family-school partnerships.

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