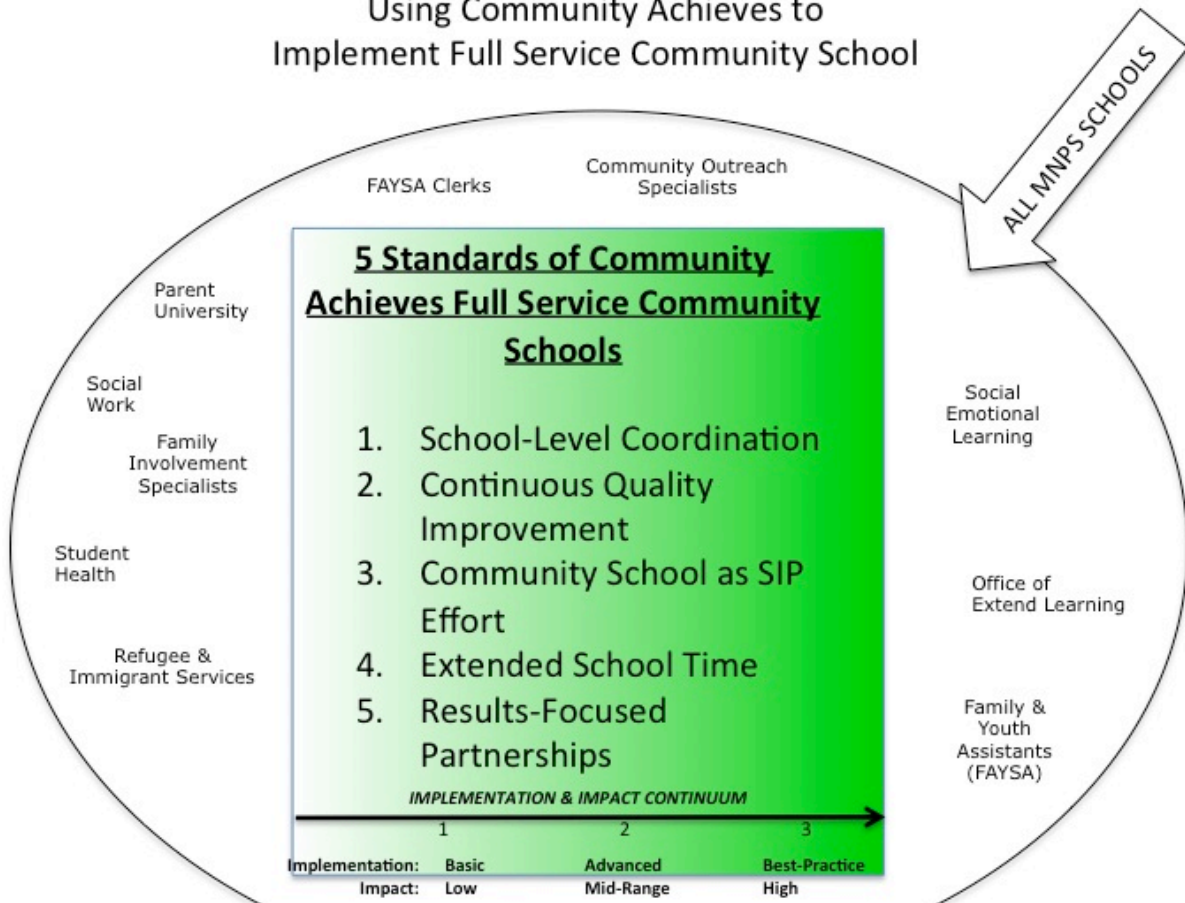


Using Community Achieves to Implement Full Service Community School



*** The development and implementation of a Community Achieves full service community school occurs on a continuum. Best-practices within each of the five standards represent characteristics of fully implemented community schools with the highest likelihood of achieving impact on students, families, and the community.*

(1) School-Level Coordination

- CA Coordination
- CA Team
- Formalized Periodic Meetings
- Training on CA and FSCS Approach
- CA Community of Practice
- Connection with Faculty & Staff
- Connection with Students, Families, & Community

(2) Continuous Quality Improvement

- Needs Assessment
- Monitoring of Schoolwide Outcomes, Programmatic Outcomes, Implementation
- Improvements Made
- Multi-Stakeholder Voice

(3) Community School as SIP Effort

- Integration of CA in SIP
- Integration of and Priority for District Initiatives
- School Administration Support
- Monitoring of Funding Matrix for Sustainability

(4) Extended School Time

- Before/After School
- Evenings
- Weekends
- Intersession
- Summer

(5) Results Focused Partnerships

- Appropriate MIX of Partnership Types
- Focus on Schoolwide Results
- Focus on Results of Programming
- Authentic Partnerships within Support Network
- Formalized Periodic Meetings

1. STANDARDS OF COMMUNITY ACHIEVES (CA) FULL SERVICE COMMUNITY SCHOOLS (FSCS)

1. Community Achieves School-Level Coordination. Coordination of the development and implementation of the full service community school model is managed by a team in the school, with one person identified as the main coordinator, taking the lead role. The position and/or team mobilizes and coordinates school-level, district-level, and community resources that support the whole child, family, and community. The position and/or team has knowledge of the community school approach in general and within the school, and makes key decisions affecting the community school with the purpose of coordinating and sustaining the strategy.	
a. Community Achieves Coordination	
b. Community Achieves Team	
c. Formalized Periodic Team Meetings	
d. Training on CA and Full Service Community Schools Approach	
e. Community Achieves Community of Practice	
f. Connection with Faculty and Staff	
g. Connection with Students, Families, and Community	
2. Continuous Quality Improvement. There is an assessment of the needs of the students, families, and community, the matching of programmatic supports to needs, and the systematic assessment of implementation and outcomes, supported by iterative cycles of data-review.	
a. Needs Assessment	
b. Monitoring of Data Regarding Schoolwide Outcomes, Programmatic Outcomes, Implementation	
c. Improvements and Modifications Made Based on Monitored Outcomes and Needs	
d. Multi-Stakeholder Voice	
3. Community Achieves as School Improvement Plan (SIP) Effort. The SIP designates a clear plan for a community school strategy with appropriate allocation of resources to utilize community engagement to achieve increased graduation of college and career ready students, math achievement, reading achievement, gap reduction, and diverse and supportive school culture.	
a. Integration of Community Achieves in SIP	
b. Integration of and Priority for District Initiatives	
c. Support of School Administration	
d. Monitoring of Funding Matrix for Sustainability	
4. Program Offerings in Extended School Time. The school offers student, family, and/or community support and programming during times other than the traditional school day.	
a. Before/After School	d. Intersession
b. Evenings	e. Summer
c. Weekends	
5. Results Focused Partnerships. The school maintains active engagement with -community partners, with a shared vision of meeting the needs of the students, families, and communities.	
a. Appropriate MIX of Partnership Types	
b. Focus on Schoolwide Results	
c. Focus on Results of Programming for Students	
d. Authentic Partnerships within a Network of Support	
e. Formalized Periodic Meeting Schedule	