New Mexico Community Schools Deliverables

TABLE OF CONTENTS

Deliverables of Grant
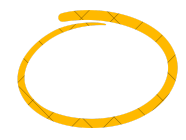- Community Schools 101
- Site-Based Leadership Team
- Needs and Asset Assessment
- Root Cause Analysis
- Strategic Plan

Please see recommended deliverables calendar below.
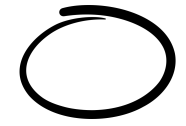
RECOMMENDED DELIVERABLES CALENDAR

Legend:
- ○ PLANNING
- ○ IMPLEMENTATION YEAR 2-3
- ○ GRADUATED COHORT
- ○ EVENT

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUG. 23RD
SBLT MEETS 2X A MONTH (BEGIN)
AUG. 31ST
CS COORDINATOR AND/OR SBLT MEETING WITH QMC 1X/MONTH (BEGIN)

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SEP. 2ND
CS 101 MEETING COMPLETE

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOV. 22
NEW NEEDS ASSESSMENT

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DEC. 6
UPDATE NEEDS ASSESSMENT
DEC 13
MID-YEAR CHECK-IN DUE

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEB. 11 AND 12
NM CS ANNUAL CONFERENCE
FEB. 21
EXPAND AND UPDATE ROOT CAUSE ANALYSIS
NEW ROOT CAUSE ANALYSIS

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 4
COMPLETE ROOT CAUSE ANALYSIS
APRIL 18
CS COORDINATOR AND/OR SBLT MEETING WITH QMC 1X/MONTH

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 16
SYSTEMIC SUSTAINABILITY PLAN COMPLETE
MAY 23
FINANCIAL SUSTAINABILITY PLAN

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE 6
CS STRATEGIC PLAN AND MLSS DUE

RECOMMENDED DELIVERABLES CALENDAR

2024–25

AUGUST 2024

SITE BASED LEADERSHIP TEAM MEETS TWO TIMES A MONTH FOR GRADUATED COHORT AND PLANNING/ IMPLEMENTATION SCHOOLS
CS COORDINATOR AND/OR SBLT MEETING WITH QMC 1X/MONTH (BEGIN) FOR GRADUATED COHORT AND PLANNING/ IMPLEMENTATION SCHOOLS
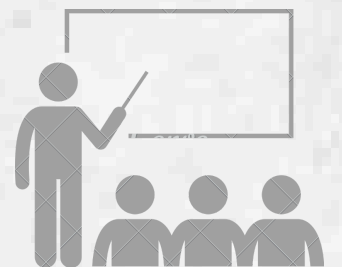
SEPTEMBER 2024

CS 101 MEETING COMPLETED FOR GRADUATED COHORT AND PLANNING/IMPLEMENTATION SCHOOLS

NOVEMBER 2024

NEW NEEDS ASSESSMENT FOR PLANNING AND GRADUATED COHORT SCHOOLS

DECEMBER 2024

UPDATED NEEDS ASSESSMENT FOR IMPLEMENTATION SCHOOLS
MID-YEAR CHECK-IN DUE FOR GRADUATED COHORT SCHOOLS AND IMPLEMENTATION SCHOOLS

FEBRUARY 2025

EXPANDED AND UPDATED ROOT CAUSE ANALYSIS FOR IMPLEMENTATION
NEW ROOT CAUSE ANALYSIS FOR PLANNING SCHOOLS
NM CS ANNUAL CONFERENCE

APRIL 2025

COMPLETED ROOT CAUSE ANALYSIS FOR GRADUATED COHORT SCHOOLS AND PLANNING YEAR
CS COORDINATOR AND/ OR SBLT MEETING WITH QMC 1X/MONTH FOR GRADUATED COHORT SCHOOLS AND PLANNING/ IMPLEMENTATION SCHOOLS

MAY 2025

SYSTEMIC SUSTAINABILITY PLAN COMPLETED FOR GRADUATED COHORT SCHOOLS
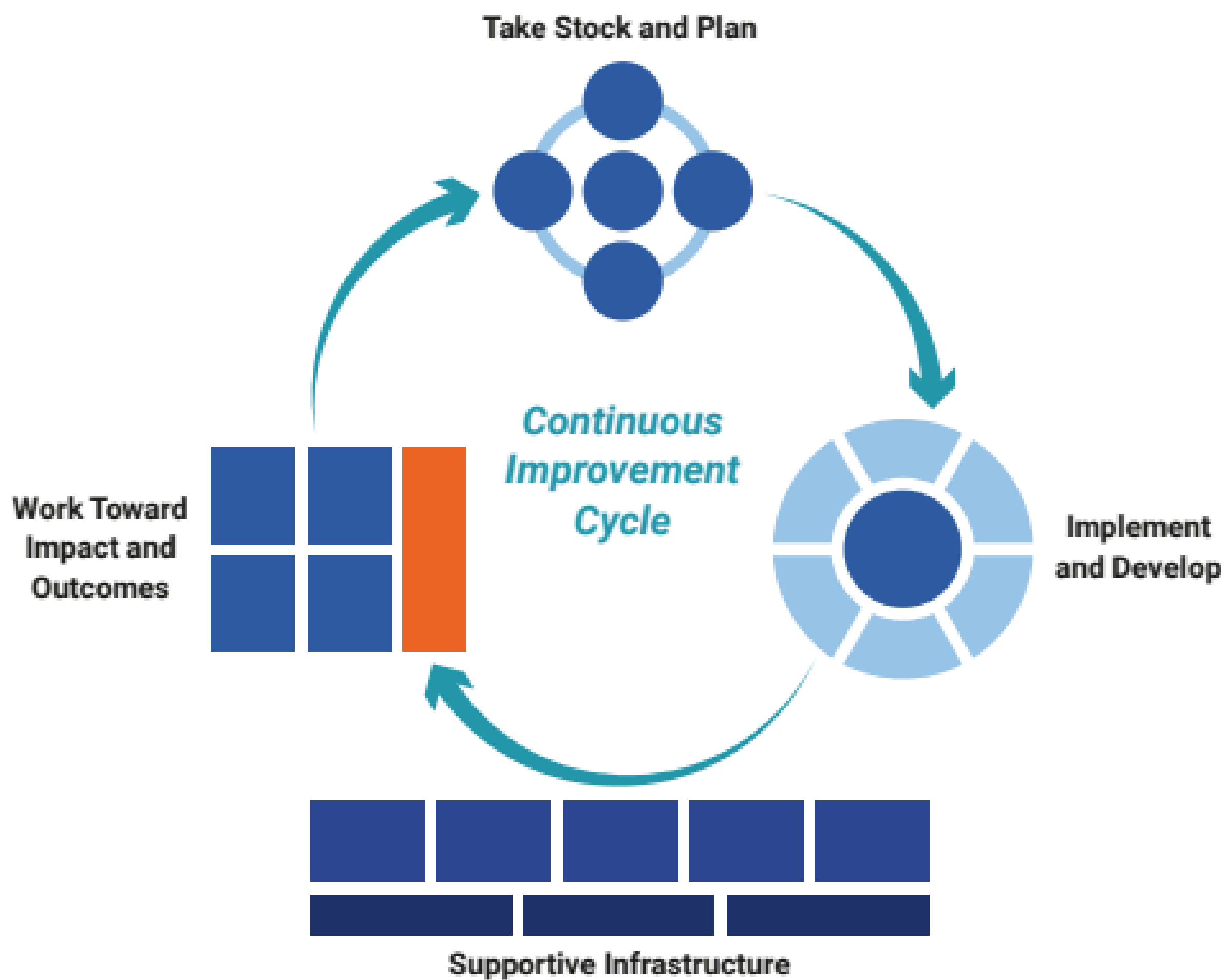FINANCIAL SUSTANIBILITY PLAN DUE FOR GRADUATED COHORT AND IMPLEMENTATION SCHOOLS

JUNE 2025

CS STRATEGIC PLAN AND MLSS SELF-ASSESSMENT DUE FOR GRADUATED COHORT AND PLANNING/ IMPLEMENTATION SCHOOLS

The Theory of Action for Community Schools is a framework designed to guide the development and implementation of schools that function as hubs for comprehensive support, addressing both academic and non-academic needs of students, their families, and the community. This approach aims to create an integrated, holistic educational experience that fosters student success and community well-being. Throughout this guidebook, we will align the theory of action to the community schools deliverables.

Figure 1. Theory of Action for Community School Transformation

Take Stock and Plan

Continuous Improvement Cycle

Implement and Develop

Work Toward Impact and Outcomes

Supportive Infrastructure

Source: Community Schools Forward. (2023).

COMMUNITY SCHOOLS 101

COMMUNITY MEETING DEFINITION

The "CS 101" community meeting is an active, yearly community building forum to introduce and involve stakeholders in plans for the community school.

A meeting to introduce the school staff, students, families, partners and community to the school's CS strategic plan and celebrate the community school

This meeting should happen at the beginning of the school year, every year the school identifies as a community school

The meeting should include an explanation of the strategy, how to get involved and a survey

COMMUNITY MEETING APPLICATION

The community meeting should be creative, fun and a celebration of the school.

Booths > One idea is having a booth for each 6 key practices and a card for families and the community to stamp for each booth.

Round Table Discussion > Another idea is an active round table discussion to garner ideas and do the survey.

Celebration & Involvement > The meeting can include incentives for family attendance and fun activities.

These ideas are suggestions, but the CS 101 should be designed to fit the community school's individual capacity and diversity.

COMMUNITY MEETING TEMPLATE

These template questions can be used for the end of year report to upload as evidence of your CS 101 community meeting.

Did the meeting include the community school's strategic plan? Did the meeting include what a community school is?

Was the meeting attended by at least two people from each group: family, students, community and staff?

Did the meeting include a meaningful survey and was the data used?

The meeting should include an explanation of the strategy, how to get involved and a survey.

SITE-BASED LEADERSHIP TEAM (SBLT)

What does the community school coordinator need to do?

The coordinator will create a SBLT calendar and coordinate meetings. Coordinator will meet with stakeholders, community members, students and parents to create relationships and invite them to the SBLT meetings

What does the principal need to do?

The principal will support the coordinator and meet with the coordinator once a week

What does the site-based leadership team (SBLT) do?

The SBLT is engaged in the meeting and actively participates in decision making.

Who should be part of the SBLT?

Parents, community members, staff, principals, and stakeholders

How often does the SBLT meet?

The SBLT meets two times a month.

WHAT DO WE DO AT THESE MEETINGS?

POSSIBLE TALKING POINTS DURING THE SBLT MEETING:

- Mission and vision aligning to the school plan
- Focus on goals
- Focus on data
- Focus on programming and change within the school based on current data

POSSIBLE ACTIVITY DURING AN SBLT MEETING:

- Break up into groups of two and talk about what you see in the data trends
- On the board write down a topic: for example attendance, have individuals from the Site Based Leadership team write down trends on the board and then discuss

Multi-interest holder, shared decision-making teams should represent the diverse community, particularly those who are under-resourced and under-represented. These teams should also include educators, support staff, administrators, and community partners. Solutions that are developed collaboratively with families and widely accepted are generally more successful and sustainable in the long run. This step needs to be completed before conducting a needs assessment.

NEEDS AND ASSETS ASSESSMENT

The needs assessment is a crucial phase involving the identification and analysis of the needs and strengths within the community. A needs assessment is a systematic process employed to identify, analyze, and evaluate the requirements and priorities within a specific context or community. This comprehensive examination aims to determine existing challenges, gaps, strengths, and opportunities in order to in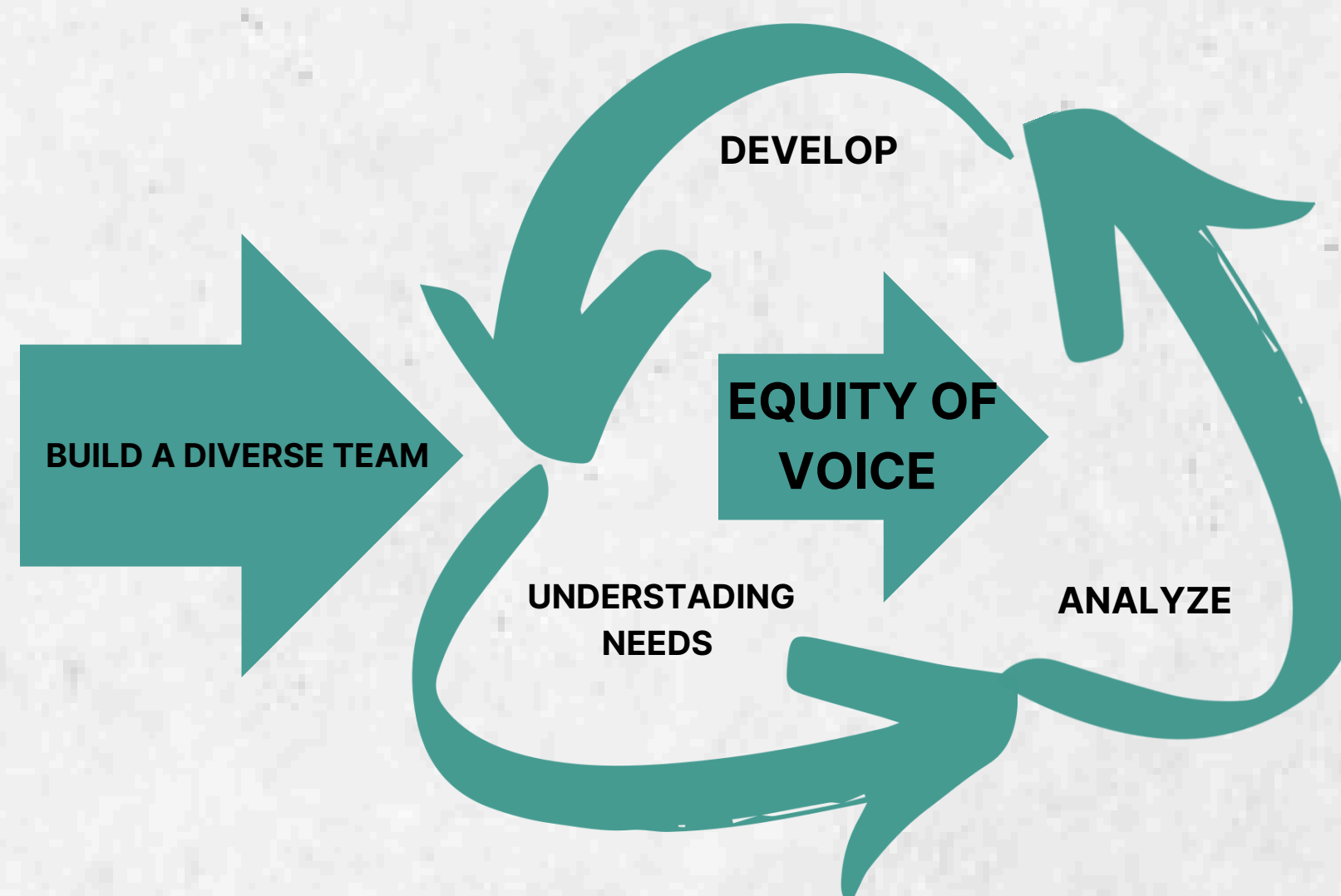form decision-making and resource allocation. **Please use the Google Form to complete the needs assessment.** **https://forms.gle/aNrG6HrTieVkBsCMA**

The asset assessment is a process aimed at identifying and evaluating the strengths, resources, and capacities within a community. The goal is to recognize and leverage existing assets to enhance community well-being, resilience, and development. This type of assessment is often used by community organizations, local governments, schools, and stakeholders to understand the community's unique strengths and address its needs more effectively. **Please use the Google Form to complete the asset assessment.** **https://forms.gle/QrYgXDozHz3MvpAr7**

DEVELOP

BUILD A DIVERSE TEAM

EQUITY OF VOICE

UNDERSTADING NEEDS

ANALYZE

"Trust the community to know what's right for the community...Each community is going to need something different, but the community members – the parents, the community organizations and especially the students – know what they need." - Inland Empire parent and advocate

NEEDS AND ASSETS ASSESSMENT (DATA)

Collaborate with the site-based leadership team (SBLT) to gain insight into the concepts of needs assessments and asset assessments.

> What objectives does the school and SBLT aim to achieve, and how can they be harmonized with the requirements and evaluations of resources?
> How will the SBLT be involved in this undertaking?

> ## Collaboration

Ensure that the SBLT represents a variety of perspectives to facilitate inclusive and comprehensive discussions.

> When the SBLT initiates the planning process, consider the following:
> Types of data to be collected:
>
> - Surveys
> - Focus Groups
> - One-on-One Discussions
> - Census Data
> - Community Data
>
> Questions to be asked, focusing on:
>
> - Basic needs
> - Educational needs
> - School climate and culture
>
> Develop a plan outlining the goals and specific data points the team will prioritize. Extend invitations to staff from other school based teams to participate in the process.

> ## Data Gathering

Gain insight into the existing school teams and explore opportunities for their active involvement.

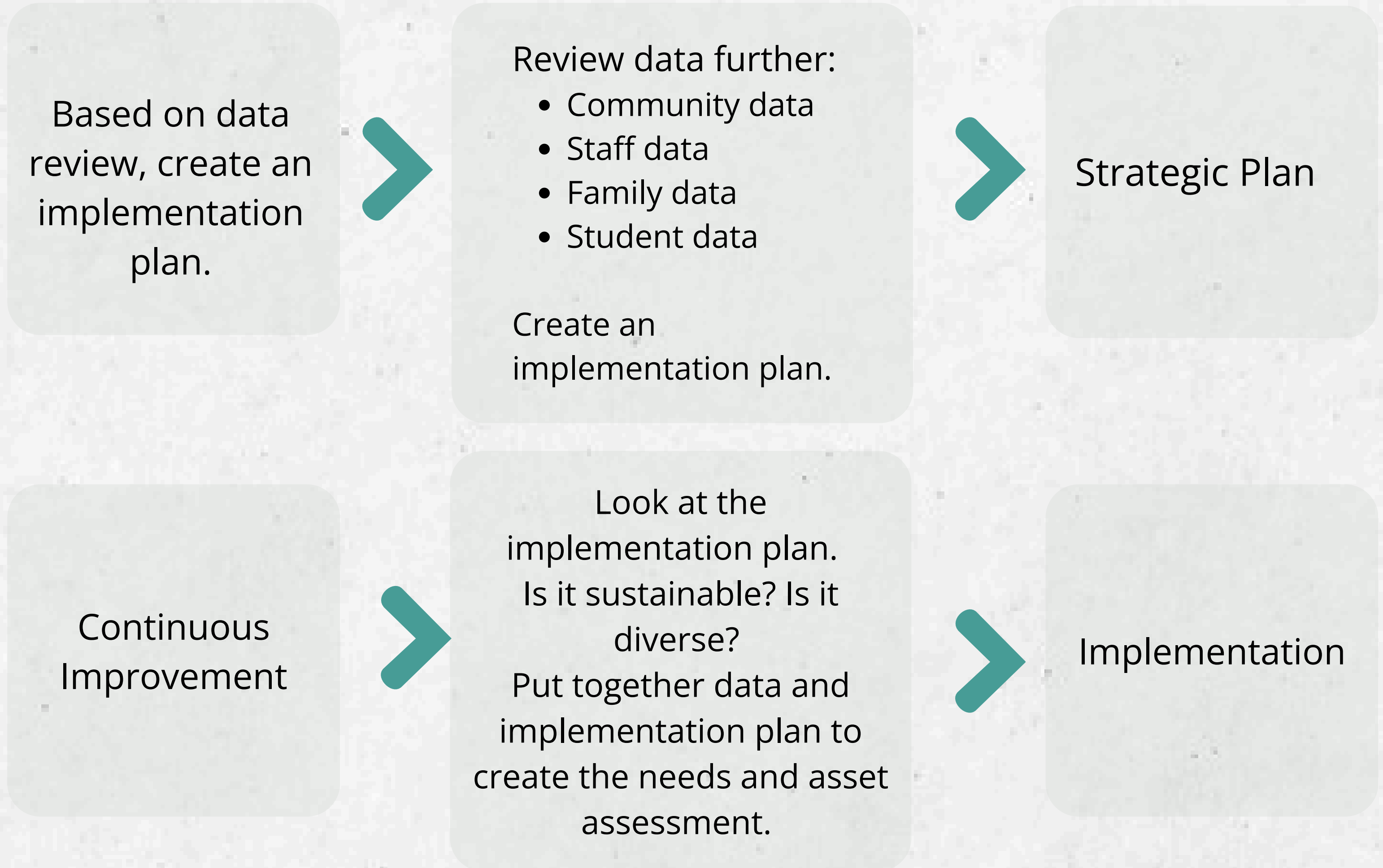Consider both internal and external resources.

> Examine the existing resources available to the school. For instance, if there's an after-school program, consider involving the provider in this process.

> ## Resources

Based on data review, create an implementation plan.

>

Review data further:
- Community data
- Staff data
- Family data
- Student data

Create an implementation plan.

>

Strategic Plan

Continuous Improvement

>

Look at the implementation plan.
Is it sustainable? Is it diverse?
Put together data and implementation plan to create the needs and asset assessment.

>

Implementation

Take Stock and Plan

Figure 2. Take Stock and Plan

Convene

Plan

Trust and inclusive decision-making

Assets and needs

Shared vision and goals

Source: Community Schools Forward. (2023).

ROOT CAUSE ANALYSIS

Root cause analysis (RCA) is a process used to identify the underlying causes of problems or issues within a system, process, or organization. The goal of RCA is to delve beyond the immediate, observable symptoms and uncover the fundamental reasons that contribute to a particular problem. **Please use the Google Form to complete the RCA.**
https://forms.gle/5jqQUg7ZcCt6Ucoh8

ANALYZE

DEFINE THE PROBLEM

PRIORITIZE
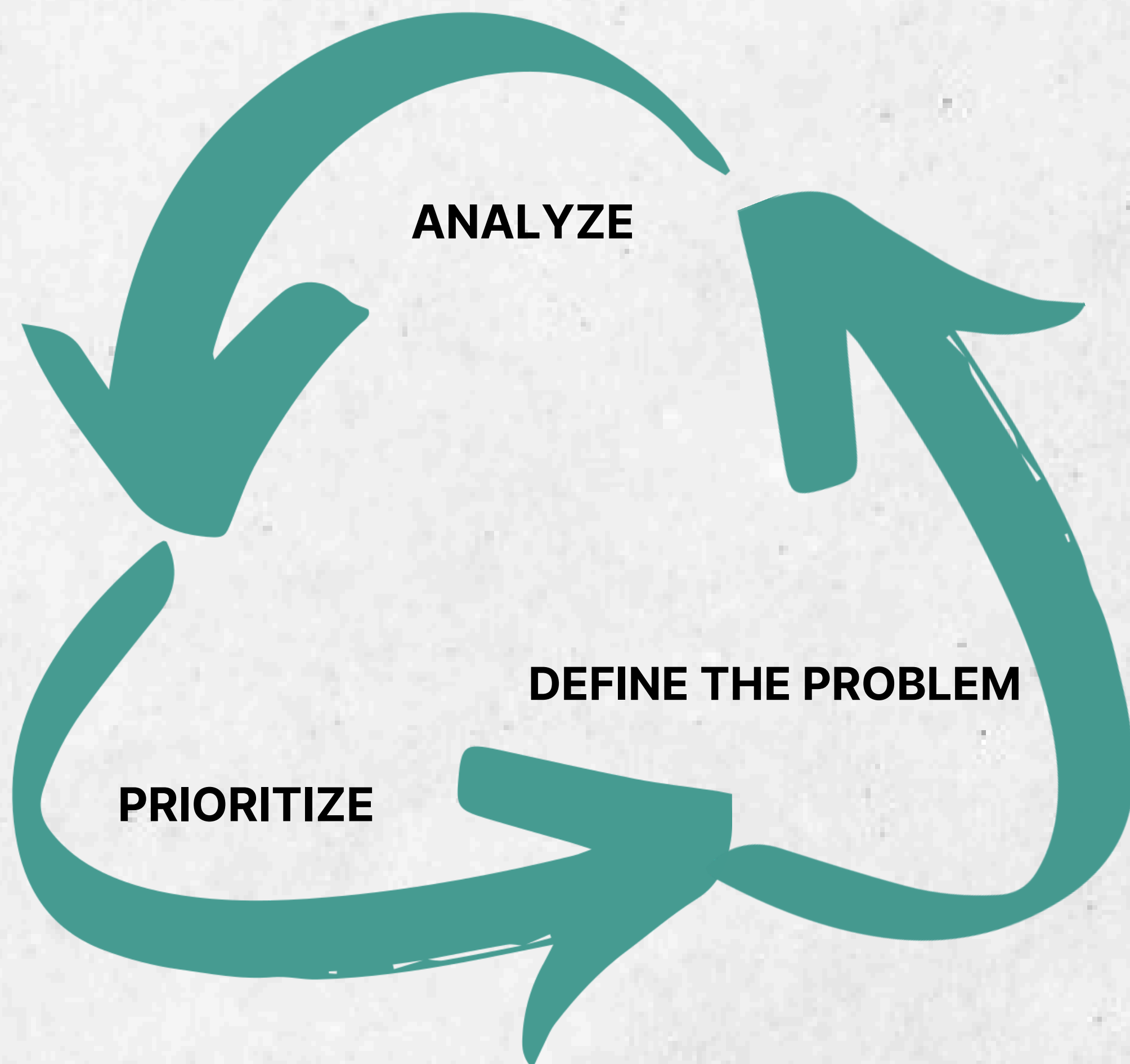
ROOT CAUSE ANALYSIS KEY STEPS

1. **Define the Problem—**The SBLT should discuss problems they see in their school and community. Examples are a high crime rate in the area, chronic absenteeism, and/or any other problems that are happening in your school and community.
2. **Trends—**During this step, SBLT looks at historical data and/or current data trends. Talk about these trends.
3. **Priority Concerns—**The SBLT should discuss what will be focus areas. For example, focus on problem A or B.
4. **Root Cause Analysis Activity—**See pages 16 and 17 for options or choose your own.

Implementation

A strategic plan is a comprehensive document that outlines the vision, mission, goals, strategies, and action plans for the community school. This plan is developed collaboratively with input from various stakeholders, including staff, students, parents, community members, and local organizations. The purpose of a strategic plan is to provide a clear roadmap for the school to follow in achieving its educational and community objectives.

In the Strategic Plan Google Form, please add your SBLT priorities and sustainability plan, incorporating all Six Key Practices. Please refer to your MLSS self assessment and NM Dash plan to complete this section.
Please use the Google form to complete the strategic plan. https://forms.gle/PVKe9UsZzjWcySjE7

Supportive Infrastructure

Figure 5. Supportive Infrastructure

| Shared governance structures | Strategic community partnerships | Sustainable resources | Professional learning opportunities | Data systems |

| Local, state, and federal policies | Ongoing technical assistance | Private and public investments |

Source: Community Schools Forward. (2023).

#1 Identifying Priorities

What are the SBLT priority outcomes? For example: attendance, reading, family engagement, partnerships. Using the Smart Goals guide, the SBLT will be able to further break down the priority.

SMART Goals

Goal	Explanation	Answer
Specific	- What is the goal? - How will this goal be achieved? - Who is responsible for achieving this goal? - What are the success criteria for this goal?	
Measurable	- Is it possible to measure this goal quantitatively? - What tools or methods will be used to measure the success or failure of the goal?	
Attainable	- Is there any historical data to support the feasibility of this goal? - What resources are needed?	
Relevant	- Why is this goal Beneficial for your organization? - What is the priority level of this goal?	
Time-Bound	What is the deadline for the completion of the goal?	

#2 Financial Sustainability

Financial sustainability in a community school involves the development and implementation of strategies to ensure long-term, stable funding and resource allocation to support its programs and services. This includes:

1. Partnerships: Building strong partnerships with local businesses, non-profits, and community organizations to provide both financial support and in-kind contributions, such as volunteers, materials, and services.
2. Budget Management: Implementing robust financial planning and management practices, including detailed budgeting, regular financial reporting, and audits to ensure funds are used efficiently and transparently.
3. Community Engagement: Engaging the community in fundraising efforts and encouraging a culture of giving and volunteerism to support the school's initiatives.
4. Program Evaluation: Regularly evaluating programs and services to ensure they are meeting their goals and providing value, which helps in making a strong case to current and potential funders for continued or increased support.
5. Advocacy: Advocating for policy changes at the local, state, and national levels to secure more consistent and substantial funding for community schools.

By implementing these strategies, a community school can achieve financial sustainability, ensuring it can continue to provide essential services and support to its students and the broader community.

#3 Key Practices

What are the SBLT initiative goals per key practice?

- Key Practice 1: Collaborative Leadership, Shared Power and Voice
- Key Practice 2: Powerful Student and Family Engagement
- Key Practice 3: Expanded, Culturally-Enriched Learning Opportunities
- Key Practice 4: Rigorous, Community-Connected Classroom Instruction
- Key Practice 5: Culture of Belonging, Safety, and Care
- Key Practice 6: Integrated Systems of Support

Implement and Develop

Figure 3. Key Practices for Community School Transformation

In concert, the key practices create optimal conditions for student learning and development

- Collaborative leadership, shared power and voice
- Expanded, enriched learning opportunities
- Rigorous, community-connected classroom instruction
- Culture of belonging, safety, and care
- Integrated systems of support
- Powerful student and family engagement
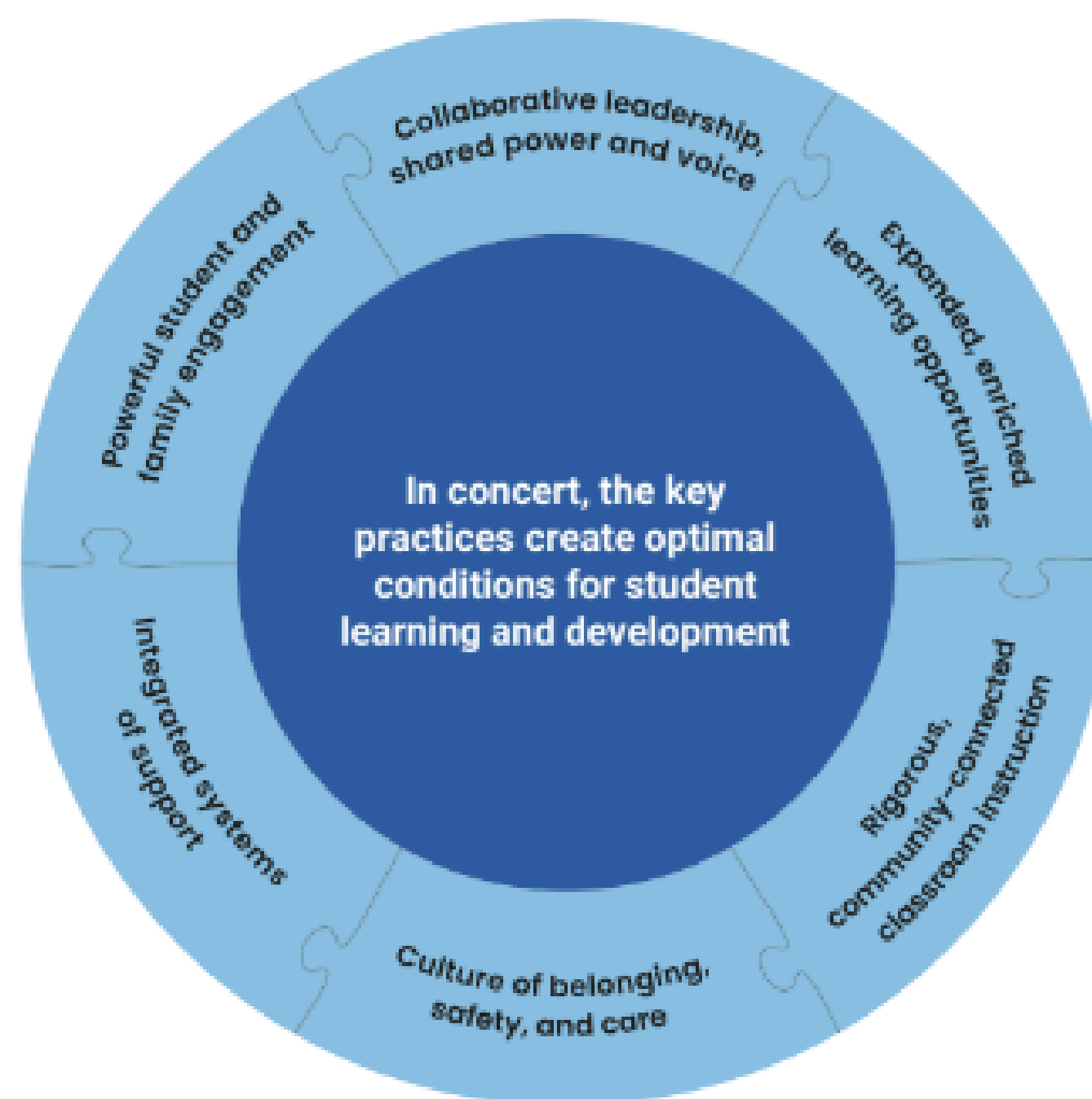
Source: Adapted from Community Schools Forward. (2023). Framework: Essentials for community school transformation.

1. **Start with a Problem:** Write the problem you are trying to solve or understand at the head of the fish.
2. **Identify Major Categories:** Draw lines branching off the spine of the fishbone to represent major categories of possible causes related to the problem. Common categories include People, Process, Equipment, Environment, and Materials.
3. **Identify Causes:** Under each major category, brainstorm and list all possible causes or factors that could contribute to the problem.
4. **Analyze and Identify Root Causes:** Once all potential causes are identified, analyze them to determine which ones are most likely to be the root causes of the problem.
5. **Take Action:** Use the insights gained from the diagram to develop solutions and strategies for addressing the root causes of the problem.

THE 5 WHYS

The 5 Whys – The 5 Whys is a simple problem-solving technique. Start by asking "why" a problem occurred, and then you continue to ask "why" five or more times to dig deeper into the root cause of the problem. This will help the SBLT uncover the underlying reasons behind issues so they can fix them effectively. This process is like peeling and onion—each "why" reveals another layer, the core being the root of the problem.