

# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN**

## **Capacity-Building Strategies Overview**

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

647 E St., Chula Vista, CA 91910 Phone: (619) 934-0300 | Fax: (619) 207-0300

## Strategies, Priorities and Goals

### 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?”

Howard Gardner Community School commits to fostering a community learning environment grounded within the values of racial justice, shared power, classroom community connections, and continuous improvement. Howard Gardner is dedicated to promoting racial justice by providing an inclusive and equitable education for all students. Integrate restorative practices and cultural awareness into the educational framework in an effort to eliminate disparities and foster an environment where all students feel valued, seen, and represented. Howard Gardner emphasizes shared decision-making by ensuring that educators and administrators are involved in impactful decisions and that all stakeholders have a voice in shaping the school’s policies, practices, and goals. Howard Gardner Community School is rooted in establishing strong connections in and outside of the classroom by nurturing a sense of belonging, overall mutual respect, and collaboration among students, educators, and all other stakeholders. Howard Gardner Community School’s ongoing commitment to providing the highest quality of education while ensuring the whole child is addressed. This is done through assessing evidence-based practices, curriculum, and outcomes to ensure there is adaptation and evolution to meet the needs of all students. Howard Gardner is committed to creating and maintaining an environment where everyone is supported, empowered, and inspired to achieve their full potential.

Developmental Plan to ensure the values are being integrated within Howard Gardner Community School

1. Racially-Just Environment
  - a. Restorative Practices Commitment
    - i. Building Inclusive Communities- Restorative practices at Howard Gardner prioritize the development of a supportive and inclusive school community by breaking down racial barriers and promoting understanding and a sense of belonging for everyone.
    - ii. Equitable Conflict Resolution- Addressing conflict and resolving issues in a fair and equitable manner with open communication and empathy. This approach within Howard Gardner helps prevent disproportionately targeting students from specific racial or ethnic backgrounds.
    - iii. Addressing Disproportionate Discipline- Traditional disciplinary measures often result in disproportionate consequences for students of color. Applying restorative practices to

Howard Gardner through restorative circles and conferences fosters a deeper understanding of each other's backgrounds, challenges, and strengths. This approach has helped eliminate systemic barriers and ensures all students' disciplinary actions are just and equitable. Using proactive community-building skills has brought an open line of communication on challenging topics like race, ethnicity, and inclusion.

b. Community Engagement

- i. Culturally responsive Curriculum- Ensuring the curriculum materials used at Howard Gardner stem from diverse perspectives and contributions are represented across all subjects. This is accomplished through integrating culturally relevant literature, historical events, and figures into lesson plans to reflect diversity.
- ii. Culturally Competent Faculty- We are committed to hiring the most diverse and culturally competent staff. On campus, many different backgrounds and ethnicities are represented in all levels of support.
- iii. Diversity and Inclusion Training- Implementing regular professional development sessions for faculty and staff based on diversity, equity, and inclusion. These professional developments are created by faculty on campus, along with collaboration from external experts.

2. Shared Power

a. Stakeholders Involvement

- i. Communication-Implementation of multiple forms for open communication between parents, teachers, administrators, and students. Including surveys, parent university, monthly all-school assembly, and a full-time parent liaison. Establishing a student-led school governance structure that includes representatives from each stakeholder group.

b. Decision-Making Workshops

- i. Create training sessions on collaboration decision-making processes for all staff members. These training sessions are referred to as a professional learning community where collaboration happens and problem-solving
- ii. Create opportunities for student involvement through student councils and involve them in decision-making.

3. Classroom-Community Connections

a. Family Engagement Programs

- i. Organize parent workshops to help support students' social, emotional, and academic well-being.
- ii. Organize family support groups to encourage mutual assistance and community involvement.

b. Community Partnerships

- i. Connect with local community colleges and trade associations to support students' vision of the future.
- ii. Create mentorship programs to connect students with trusted adults externally who share their future vision.
- iii. Incorporate service learning projects into the curriculum, allowing students to participate actively in their local community.

4. Focus on Continuous Improvement

a. Data-driven Decision-Making

- i. Improve systems for regular data collection and assess student performance to identify areas for improvement.
  - ii. Use data and assessment to create intervention groups to provide targeted interventions for all students.
  - iii. Provide part-time support staff to faculty target intervention groups
- b. Professional Learning Communities
  - i. Facilitate a weekly professional learning community among teachers and support staff to collaborate on best practices, share insights, and address challenges and academic planning.
- c. Additional Learning Opportunities
  - i. Provide students with multiple learning opportunities to utilize their multiple intelligences outside the classroom.

## 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.

Howard Gardner Community School is committed to growth. To do so, engagement from all stakeholders, including but not limited to administrators, educators, students, families, community members, and community partners, is needed. Howard Gardner commits to continuing the community tradition of Fall Festive, allowing community members and partners to collaborate with educators and families. In addition to the Fall Festival, families and community partners will be invited to have a booth to connect with the school and other community members. Howard Gardner will continue the relationship with community partners like South Bay Community Health, Care Solace, San Ysidro Health, DETOUR, Boys to Men, and Feeding San Diego while also looking to extend these measures using our ties to the Chula Vista Commerce. In the future, it will be necessary to strengthen our Parent and Community Committee by personally inviting parents, families, and community members to the committee meetings. Howard Gardner has implemented a student council to support student engagement by providing students with leadership skills for peer medication, student body government, and peer-to-peer mentoring.

With our historically marginalized population, we ensure that student, family, and community surveys are offered in different languages and ways to access them to ensure equal opportunity for all. Howard Gardner will continue to have the Parent and Community Committee meet monthly to discuss the progress and its impact on students and other stakeholders. The school's leadership team will also hear students' voices during monthly student council meetings. Social Emotional Learning Screeners are sent to students three times a year and include visuals to ensure access for all students. Educators at Howard Gardner must attend all professional learning community meetings to collaborate with partner teachers, service providers, and administrators starting this month. Our Coordinator of Curriculum and Instruction also holds team and one-on-one meetings to support students' academic success. In the future, Howard Gardner will continue to

create many opportunities for all stakeholders to engage and participate in supporting the campus community.

<b>Draft Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
<b>Expanded and Enriched Learning Time</b>	Having targeted interventions during expanded learning time
<b>Integrated Student Support and Services</b>	Comprehensive RTI2 Functioning MTSS Less tier 3 intervention requests
<b>Community-based Curriculum</b>	Increase in enrollment RIASEC Project-based learning opportunities

### Strategy 3: Collaborative Leadership

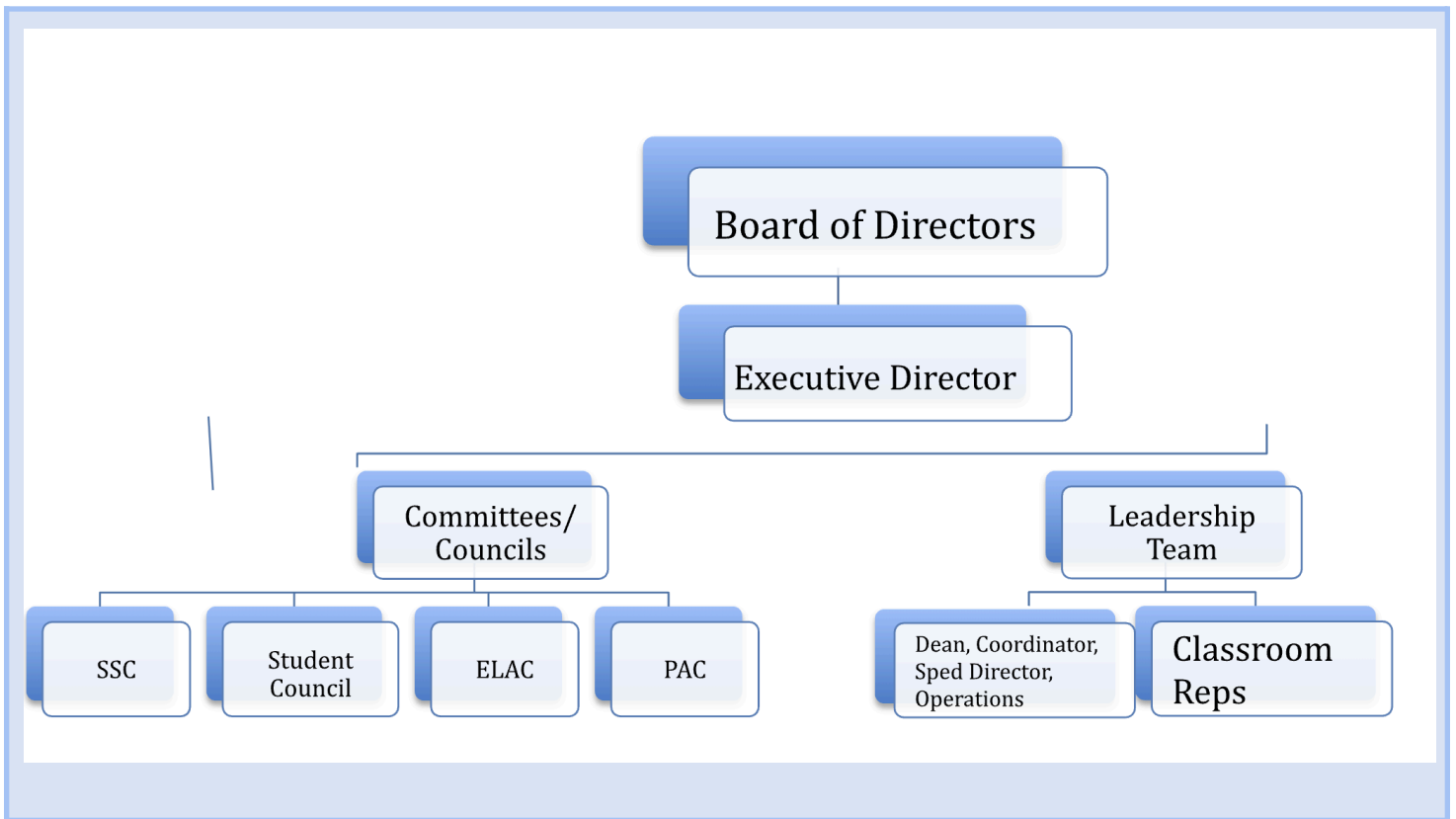
Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports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

## Site Level Goals and Measures of Progress

Goals	Action Steps
Have 10 families and/or community members attend at least three monthly Parent and Family Committee	<ol style="list-style-type: none"> <li>1. Leadership involvement/Guidance</li> <li>2. Inviting Families and Community Members</li> <li>3. Holding monthly meetings for collaboration, information, and decision-making</li> <li>4. Evaluations on campus and community engagement</li> </ol>
Involve the student body government in at least three student impacted decisions for the school year	<ol style="list-style-type: none"> <li>1. Create a student council</li> <li>2. Provide leadership guidance and structure peer mediation</li> <li>3. Provide opportunities to voice student input to the leadership team</li> <li>4. Evaluate the progress of the program using surveys, group interviews and one-on-one interviews to make as-needed adjustments to create suitability</li> </ol>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or 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
Restorative Practices- next steps	<p><b>Deepen Implementation:</b> Analyze observation and survey data to identify specific areas for growth and refine implementation strategies for different contexts (e.g., classroom, common areas, parent interactions).</p> <p><b>Targeted Support &amp; Coaching:</b> Based on observations, provide individualized coaching or small-group master classes for staff to deepen their restorative skills, focusing on complex scenarios and advanced techniques.</p> <p><b>Student Ownership:</b> Develop and implement strategies to increase student understanding and active participation in restorative conversations and conflict resolution processes.</p> <p><b>Sustained Practice &amp; Onboarding:</b> Establish an ongoing professional learning community for Restorative Practices and integrate comprehensive RP training into the onboarding process for all new staff.</p> <p><b>Measure Impact:</b> Track and analyze key indicators such as disciplinary referrals, attendance, student-reported sense of belonging, and teacher-reported classroom climate to quantify the impact of Restorative Practices.</p>
MTSS- next steps	<p><b>Data-Driven Tiered Interventions:</b> Systematically review data from universal screenings and tiered interventions (academic and social-emotional) to evaluate effectiveness and make informed decisions about intervention adjustments.</p> <p><b>Refine Intervention Progress Monitoring:</b> Standardize and streamline progress monitoring tools and protocols across all tiers to ensure consistent data collection and analysis for timely adjustments.</p> <p><b>Tier II/III Development:</b> Focus on strengthening and expanding Tier II and Tier III supports, including developing a clear process for identifying students for these tiers and a comprehensive inventory of evidence-based interventions.</p> <p><b>Parent Partnership in MTSS:</b> Develop clear communication pathways and resources to inform and engage parents in the MTSS process, including understanding intervention plans and progress.</p> <p><b>Resource Alignment:</b> Map internal school resources and external community partnerships to the MTSS tiers to create a comprehensive and accessible continuum of support for students and families.</p>

## 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
Retain at least 90% of the teaching staff within a school year	<ol style="list-style-type: none"> <li>1. Offer competitive benefits packages</li> <li>2. Collaboration on professional development</li> <li>3. Compensation for translation and multilingual staff</li> <li>4. Multidiverse interview panel</li> <li>5. Commitment to hiring competent staff</li> </ol>
90% of staff report on an anonymous survey feeling supported by the leadership	<ol style="list-style-type: none"> <li>1. Complete onboarding from Coordinator of Curriculum &amp; Instruction, yearly</li> <li>2. Weekly one-to-one meetings with Coordinator of Curriculum &amp; Instruction</li> <li>3. Weekly teaming collaboration with service providers</li> <li>4. Weekly all staff circle to share update and questions</li> <li>5. Support from Executive Director</li> </ol>

### Key Staff/Personnel

Kat Shaw	Executive Director/Principal
Marisol Cortes	Director of Operations
Elizabeth Gordon-Neibert	Coordinator of Curriculum & Instruction

Howard Gardner is committed to building sustainability and implementing improvement. To do so, ensuring all stakeholders are involved and held accountable for the implementation is critical. Below are steps for all stakeholders to take part in the sustainability of the improvement of Howard Gardner.

### 1. Staff retention

- a. Howard Gardner offers competitive benefits packages when compared to other school sites
- b. Collaboration is one of our major focuses for the year and the years to come to improve morale and create systemic change.
- c. In an effort to ensure staff are compensated for their skills a stipend is offered for translating and multilingual staff
- d. During the hiring process, Howard Gardner ensures there is a multi-diverse interview panel to ensure all cultural backgrounds are considered
- e. Commitment to hiring competent staff using reflective questioning and observations
- f. Stipends for attendance
- g. Shortened hours

### 2. Leadership support for all educators

- a. Coordinator of Curriculum and Instruction holds an onboarding Professional Development that reviews all
- b. Classroom Teachers receive weekly one-on-one coaching to help them prep, plan, and receive feedback from the Coordinator of Curriculum and Instruction
- c. Educators receive weekly collaboration time with classroom teachers, service providers, and school leaders
- d. For educators who do not support students in an academic capacity, holding a whole staff circle is a way for these educators' voices to be heard and be supported if needed.
- e. Educators have multiple supports that can be used to ensure their ability to educate students at any capacity

Retention of the staff Howard Gardner currently has will ensure the sustainability of implementation for multiple reasons. One reason is to ensure the effort of implementation creates a sustainable culture ensuring systemic changes. Another reason Howard Gardner is shifting focus on retention for staff is to ensure we are being financially reasonable with the training offered and support put into place for the educator. Finally, retention of all Howard Gardner staff supports the surrounding community by staff, not only members of Howard Gardner, but community members as well.

The Howard Gardner leadership team is dedicated to supporting all staff members on campus. Within our philosophy of the campus is that all staff are considered educators. In this philosophy, all staff members receive professional development that impacts their role at Howard Gardner.

## 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.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Students complete a community outreach project that involves the community and volunteer options twice a year</p>	<ol style="list-style-type: none"> <li>1. Research different volunteer options for students of all grade levels</li> <li>2. Provide options for students and have students reach out to community leaders if age-appropriate.</li> <li>3. Students engage with community programs</li> <li>4. Teachers create a rubric for students to reflect and express their experience</li> <li>5. Offer a showcase for community members to come to campus and students to engage with</li> </ol>
<p>Offer a Community pantry for all to access at all times</p>	<ol style="list-style-type: none"> <li>1. Reach out to community members and families to find their needs</li> <li>2. Connect to community leaders for donations</li> <li>3. Organize an accessible place for families and community members</li> <li>4. Change Feeding SD from backpacks to pantry style.</li> <li>5. Continue a relationship with community leaders for donations while reaching out to new ones on a monthly basic.</li> <li>6. Students in leadership restock the pantry on a bi-weekly basic</li> </ol>

Howard Gardner has established multiple community partnerships to support students, staff, families, and community members and plans to expand these partnerships in the future. Boys to Men is one of our longest partnerships, providing guidance for the middle school boys on our campus once a week for an hour for each grade level. We have partnered this year with a local girls' group to provide our middle school girls an opportunity to connect to local community members and have a vision outside of Howard Gardner. As a local pick-up location for Feeding San Diego, we offer families and community members fresh fruit and non-perishable foods twice a month. This year, Howard Gardner would like to offer families and community members a food and essentials pantry that provides toothbrushes, toothpaste, deodorant, feminine products, and other hygiene products that can be accessed anytime. BeUtMost offers our students after-school enrichment programs and intervention camps during our school breaks for a week each, making a total of 4-week camps for the school year. We are looking to expand this program by including sports as a way to keep students engaged inside and outside the classroom. South Bay Community Health comes to Howard Gardner twice with a mobile health clinic to provide vaccinations and early

screening opportunities to the surrounding community. The local Planned Parenthood offers 7th and 8th-grade sexual health classes once a year. Lastly, Howard Gardner partners with many different higher-education organizations, giving staff different pathways to further their education while gaining classroom experience. In the future, Howard Gardner would like to continue to support the community members by having students engage in community project-based learning centered around volunteering. This project will be completed in many parts, the final part being a presentation to the community about their volunteering experience.

## 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.

### Site Level Goals and Measures of Progress

Goals	Action Steps
90% of staff continue to attend a professional development of their choice within a school year	<ol style="list-style-type: none"> <li>1. Leadership research options for personal developments that will support all stakeholder’s interests</li> <li>2. Allow staff to pick the one they are most interested in and looking to receive the most growth in</li> <li>3. Staff create a plan that leadership can hold the educators accountable to what they plan on applying from the professional development</li> </ol>
Restorative practices are completed throughout the day in every classroom	<ol style="list-style-type: none"> <li>1. Executive Director continues training in restorative practices.</li> <li>2. Student leadership helps to deliver practices in different classrooms.</li> <li>3. New staff, who did not receive training in 24-25 with HGCS will attend the SDCOE training or HGCS half day of training.</li> </ol>

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy build on the rich, diverse cultural and linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and issues relevant to their lives and communities, improving their sense of ownership and agency.

## Site Level Goals and Measures of Progress

Goals	Action Steps
Provide students with volunteer options to engage with the community at least once a year	<ol style="list-style-type: none"> <li>1. Research different volunteer options, including but not limited to diverse and for students of all grade levels</li> <li>2. Provide options for students and have students reach out to community leaders if age-appropriate.</li> <li>3. Students engage with community programs</li> <li>4. Teachers create a rubric for students to reflect and express their experience</li> <li>5. Offer a showcase for community members to come to campus and students to engage with</li> </ol>
Provide student a multicultural experience through project-based learning at least once a year	<ol style="list-style-type: none"> <li>1. Students research a different country for an allotted list</li> <li>2. Teachers create a rubric for students to follow for the entirety of the project</li> <li>3. Students present projects within class</li> <li>4. School-wide event inviting community members</li> </ol>

## 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.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
All students feel supported by all stakeholders at Howard Gardner	<ol style="list-style-type: none"> <li>1. Complete surveys and focus groups to receive feedback for all stakeholders on areas of improvement</li> <li>2. Analyze for impact and success</li> </ol>	<ol style="list-style-type: none"> <li>1. Lower absenteeism</li> <li>2. Increased performance on CAASPP</li> <li>3. Lower Suspension rate</li> </ol>
Community members and families are more engaged with Howard Gardner	<ol style="list-style-type: none"> <li>1. Provide students opportunities to engage with the community through community-based learning</li> <li>2. Connect families with community resources</li> <li>3. Invite community members and families to campus events</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in attendance in Parent and community committees</li> <li>2. Increase in overall student attendance</li> <li>3. Addition of community member engagement</li> </ol>

**Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.**