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Attachment III: Implementation Plan-Grow Academy Arvin

Grow Academy Arvin (GAA) is dedicated to expanding community school initiatives and services by working closely with educators, students, and families to address their needs, assets, and aspirations. The following implementation plan was thoughtfully developed to reflect the diverse GAA community and includes input from parents, teachers, students, school leadership, and community partners. The CCSPP grant development process allowed GAA to delve deeper into community school needs assessment and implementation. GAA has aligned goals and outcomes with the community school core commitments and Four Pillars of Community Schools.

Grow Public Schools (GPS) conducted a systematic **needs assessment to identify gaps, assets, and strategies**. A complimentary school site assessment of Grow Academy Arvin (GAA) was built on findings from the GPS 2022 *Seeds for Success*, which is a comprehensive system-wide guiding document that identified emerging themes to focus attention and resources. While there is positive momentum at GPS, much work still needs to be done. The needs assessment will be re-conducted every three years and reviewed yearly by the Grow Community School Advisory Council (GCSAC) to assess emerging needs, strengths and to monitor progress.

The GPS grant development team utilized the National Center for Community Schools toolkit strategies to inform this assessment and implemented the following steps to conduct a needs assessment:

- ◇ Established a team
- ◇ Reviewed archival data
- ◇ Performed an initial data analysis
- ◇ Administered surveys to key stakeholders
- ◇ Conducted key informant interviews
- ◇ Hosted focus and discussion groups
- ◇ Completed final analysis
- ◇ Reported the results and gathered input

Through surveys, discussion, and interviews, the GAA grant development team included questions that identified (1) Strengths/assets (2) Barriers/challenges, and (3) emerging themes and potential solutions.

Educational results and community school efforts take time, consistency, and commitment. Especially when such changes are cultural and institutional, they require trust and collaboration from many stakeholders for positive results to become a reality. The GAA School Site Council and GCSAC provided feedback, made priority recommendations, and was actively involved in identification of collective priorities and initiatives that will expand and improve school site services for students and families.

Top GAA Assets:

<ul style="list-style-type: none"> ● Full inclusion ● Dedicated and caring staff ● Engaged parents and families / FACE team ● Home visits all students/families ● Embedded SEL and support staff ● Academic model and educational strategies ● Co-Teaching 	<ul style="list-style-type: none"> ● Electives ● Edible Schoolyard/Kitchen Class ● Teaching Residency ● Extended Learning Opportunities ● Progress with English Learners ● Community Partners ● Individualized focus and case management on academic progress for scholars
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Top GAA Challenges/Needs:

<ul style="list-style-type: none"> ● Novice Teachers / CA Teacher Shortage ● Facilities- not enough room ● Socioeconomic factors ● Post pandemic learning loss ● Remote rural location and financial burden hinders parents' ability to have students participate in extracurricular activities (sports, music etc.). ● Families face financial, logistical, and accessibility barriers to health and academic support services, including mental health services. 	<ul style="list-style-type: none"> ● Lack of time and resources to implement MTSS/PBIS with fidelity. Identified the need for staff, training, and coaching, to enable GAA to achieve higher levels of PBIS implementation. ● Improve school climate ● Environment-Poor air quality, weather (related to absenteeism) ● Transportation (related to absenteeism) ● Internet connectivity ● Limited existing health related community partnerships
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Core Commitments

Commitment to Assets-Driven and Strength-Based Practice-Excelling

GAA is committed to advancing the rural community of Arvin through education. Its origins were built upon the people's and community's assets and strengths. Arvin has a rich cultural history with deep connections to the rural agricultural surroundings of California's Central Valley. While GAA deliberately includes asset-driven and strength-based practices, more work remains to be done. Some of the strength-based features of GAA include the following:

- ⇒ **Edible School Yard (ESY)**
- ⇒ **Family and parent involvement**
- ⇒ **Home visits**

⇒ **Individualized focus and case management on academic progress for scholars**

Edible Schoolyards

GAA views families as equal partners and, since inception, has worked deliberately to establish purposeful bonds with families. GAA was established to meet local family demand for school options. GAA provides school choice in a remote region of the county. The GPS mission is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student academic excellence and emotional well-being. GAA offers a blended core educational model that integrates Humanities, Literacy Block, STEM, Learning Lab/Math Leadership block, Edible School Yard, music and art, physical education, and project-based learning into a model for excellence and innovation that promotes college readiness and lifelong success.



Recognized for state-of-the-art Edible Schoolyards (ESY), GAA utilizes the garden and on campus kitchen classroom to connect students to culture and encourage communal wellness. The ESY allows students to engage in cross-curricular concepts and projects. From seed to table, students have the unique experience of participating in authentic hands-on lessons that integrate academic core concepts and California State Standards through real-world application. GPS is proud to offer the Edible Schoolyard as a teaching tool to target behavioral and social determinants of health in rural communities. According to the National Institutes of Health (2018), school gardening is a promising strategy for promoting healthy physical, psychosocial, and dietary behaviors. Gardens allow students to be physically active and to build connections with other students, the school community, and the environment (Wells et al., 2014). The ESY values and acknowledges the importance of agriculture, which is an integral part of the lives of families in Arvin.

In a rural community where agriculture is both economically and culturally embedded in everyday life, GAA's Edible Schoolyard, founded by Grimmway Farms (Ag company), offers students and families the opportunity to develop a deeper understanding and appreciation of shared culture. The ESY provides a chance for inclusivity and a unique platform to view agriculture and wellness.

The needs assessment documented the ESY as a top asset during focus discussions with parents and highlighted it as an important teaching tool and essential component to supporting wellness.

GAA continues to improve practices and ensure community school initiatives are fully integrated. **GAA will work with families, staff, and students to provide additional opportunities for students and families to learn Spanish and English and include**

native/cultural plants and recipes, allowing students and families to be recognized as vital assets.

Family Engagement

Families are regularly invited to share their expertise, knowledge, and culture through events, meetings, and as volunteers. The Family and Community Engagement (FACE) team collaboratively establishes partnerships with families, alumni, and community partners. FACE aims to empower families to take shared ownership of students' success. Over the past year, GPS hired a coordinator and two liaisons (to support both school sites) dedicated to securing community services, resources, and supporting the needs of families. Grow provides opportunities for parents and families to participate in decision-making and parent leadership opportunities such as the School Site Council, Community School Advisory Committee, English Language Advisory Committee, Parents of Grow Academy, SPGA, and Parent Advisory Community to lobby and encourage ongoing work for school transformation and improvements.

Using an asset-based approach, parent volunteer opportunities capitalize on parent's abilities and assets. Parents are invited and encouraged to help support teachers, administrators, students, and other parents. Volunteers are empowered to help in the classroom, lead extracurricular activities, assist in leadership opportunities, and attend field trips. A parent volunteer survey is sent at the beginning of the year to identify available parent/guardian talent and strengths.

Parents report feeling valued and involved. The needs assessment highlighted parent and family engagement as a top asset.



Home Visits

A component of the core model at GAA is for all teachers to complete home visits at the start of the school year to meet with student's families. Home visits allow teachers to gain insight and understanding about the lives of their students, including culture, language, needs, and strengths. Research suggests that children from socioeconomically disadvantaged and racial and ethnic minority backgrounds benefit the most from having parents involved in their schooling (Crosnoe, 2015). During home visits, GAA teachers help connect families with resources and provide feedback to administrators about requested learning opportunities and areas of concern. GAA will continue prioritizing this research-based best practice that builds strong relationships and empowers families. Needs assessment feedback highlighted that teachers better understand students' and families' cultures, backgrounds, needs, and assets. Parents report feeling like a partner and that they matter. GAA will continue to invest in home visits. To improve the home visit process, the Community School Coordinator will incorporate continuous improvement

efforts to include a review of the home visit process, including teacher training and data collection.

Multi-tiered System of Supports

GAA values and has created a healing-centered environment that is accessible and culturally fluent. For the past two years, GAA has been engaged in a transformative process to fully implement a multi-tiered system of support designed to integrate support and address mental and social health. Since recommitting to full implementation, GAA has established an MTSS team consisting of the following: Dean of Culture, school social worker, counselor, and others who support mental and social-emotional health.

A top priority identified during the needs assessment process is to improve school climate by implementing a multi-tiered system of support to increase students' academic and social emotional learning. Additional resources, expertise and staffing will be required to reach full MTSS implementation and ensure an integrated approach. **The gap analysis shows GAA should commit to the following four practices to reach full implementation:** 1) Provide Professional Development to build capacity and knowledge of all staff to achieve higher levels of PBIS implementation 2) Provide job-embedded coaching throughout the school year to support leadership and MTSS team 3) Staffing support to lead MTSS/PBIS implementation, address absenteeism and establish community partnerships that can provide other wrap-around services 4) Ensure real-time decision making through continuous improvement driven by data (SWIS, Aeries, TFIs etc.).

By leveraging GPS and CCSPP funds, a shared MTSS Coordinator will lead and support school site MTSS Teams. In addition, an MTSS Coach will be hired to provide practitioner-based PD to teachers, yard and cafe supervision staff, and extended learning activity leaders. MTSS Coaches will build their capacity to coach by training with an MTSS/PBIS Coaching consultant (during the first three years). MTSS Coaches will become Restorative Practice Trainers and engage with teachers and staff in the implementation of restorative practices and circles, as well as culturally responsive instruction to build local capacity to meet the social, psychological needs of students.

The MTSS Coordinator will work with MTSS team meetings using Team Initiated Problem Solving (TIPS) to support problem-solving, coordination and planning. The Coordinator and MTSS Coaches will monitor the administration of the SRSS universal screening tool (Academic/Social- Emotional/Bullying Survey), facilitate monthly MTSS meetings, and work with the Community School Coordinator to provide greater access to mental and physical health services and new psychiatric services for families.

A new partnership with the Kern County Public Health Department (KCPHD) will provide access to health services onsite to families and community members. In 2024, through a new partnership with the KCPHD, GAA will pilot (onsite) the state-of-the-art mobile health clinic. The mobile health clinic is custom designed to provide the most needed health

services within Kern County communities. Services will be free of charge and include the following:

- Wellness visits/check-ups
- Child and adult immunizations
- Tuberculosis testing
- Family planning services

A Commitment to Racially Just and Restorative School Climates-Evolving

GAA utilizes a restorative school climate approach. With health, wellness and equity at the forefront, GAA embeds daily social-emotional learning (“SEL”) opportunities. All students engage in a community circle or SEL lesson using the *Getting Along Together* or *Second Step curriculum*. As part of the schoolwide launch, the principal broadcasts a live morning message for all students through Zoom. Morning messages usually include community circle question, staff/scholar shout out, homeroom/college chants, and school wide behavior expectations/ STAR value of the week.

In conjunction with the Progressive Behavioral Policy and **Restorative Practices program**, GPS offers an Alternative to Suspension Program. This program is aimed at providing a meaningful reflective consequence to students who may periodically make poor choices or exhibit ongoing behaviors that are not reflective core values.

Restorative Circles at GAA are used to deepen relationships, understand root causes of behavior and create more equitable responses to harm. Restorative practices and restorative justice in the United States can trace their roots to varied ancient and indigenous practices from cultures around the world that center on relationship and interconnectedness (Partnership for the Future of Learning, Community Schools Toolkit, 2022).

By utilizing restorative circles, GAA intentionally creates space in the school day for educators and students to share their stories, identities, and opinions in a safe and supportive space.

Although strong practices are in place, additional professional development opportunities in restorative practices for all school staff is a priority. The needs assessment identified a gap in support and training specifically for school yard and extended learning staff in restorative practices and PBIS. Providing training opportunities for staff is a top CCSPP initiative. Additionally, MTSS Coaches will build additional internal capacity by becoming a Restorative Practices Trainers to support curriculum, training and assist in the implementation of restorative practices at GAA.

Racially Just

GAA wishes to interrupt equity challenges within the schoolwide system. The new Community School Coordinator will engage school teams in additional root

cause/problem of practice analysis designed to identify equity challenges. Through deeper exploration of the problem through an equity and systems-thinking lens, causal factors contributing to disparate outcomes for the targeted student groups will be identified and efforts to reduce barriers will be implemented. GAA school site staff will attend the Kern County Superintendent of Schools (KCSOS) and 21st Century California School Leadership Academy Annual Equity Symposium. The event includes sharing of best practices to strengthen Kern County's educational systems to prepare and respond to the needs of all students.

GAA believes that full inclusion contributes to equitable classrooms and welcomes and benefits all learners. In contrast to more traditional educational models, Special Education services are provided in a full inclusion setting. Special Education teachers analyze data and plan instruction alongside the general education teachers for each grade level with a special education caseload. In addition to individualized educational programs ("IEP") for identified special education students, all GPS students have an individualized learning plan (ILP) that is regularly reviewed and updated with teachers and parents. Special education teachers co-plan and co-teach with STEM and humanities general education teachers. Utilizing a variety of co-teaching strategies (e.g. one teach, one observe, station teaching, one teach, one assist, etc.) all students receive delivery of their services within the general education core classes. Station teaching is a common practice across the campus that benefits all students. It enables instructional partners to differentiate the lesson by offering homogenous groupings based on students' current level of understanding. These mixed groups (students with disabilities and peers) enable teachers to provide appropriate scaffolds that increase access to grade level content regardless of disability. This commitment to creating inclusive environments for all students is a cornerstone of GAA and during the needs assessment was outlined as a top asset, especially from teachers. During a focus discussion with teachers and school staff about full-inclusion, teachers shared that they observe students develop greater empathy, acceptance, and friendships.

Mentoring Program

Through a newly established partnership, an AmeriCorps Mentor will serve as a caring adult role model to support students who are at-risk of failing school due to truancy, behavior problems, and poor course performance. Consistent ongoing mentoring can considerably increase students' school attendance, behavior and course performance and thereby improves their chances of successful high school graduation. Each mentor will work with a caseload of 20-25 students that have been identified for Tier 2 services. Mentors complete a rigorous ongoing training curriculum which includes MTSS, PBIS, trauma-informed care, small group facilitation, de-escalation techniques, CICO, and more. Efforts to recruit local bilingual mentors will be top priority.

Equitable and Accessible College and Career Field Trips

Data show that the earlier students are exposed to the idea of achieving success and going to college, the more likely it is that they will live up to those expectations and feel

prepared to achieve their goals (Guevara-Cruz, 2018). **Nearly 30% of Arvin's population lives in poverty** (U.S. Census Bureau, 2022), and only 3% of adults have a bachelor's degree. Most GAA students are low-income, Hispanic students with limited access to college campuses and travel outside of Kern County. With funding from CCSP, GAA will prioritize college and career field trips at no-cost to families and offer opportunities to visit local and more distant colleges and industry.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction-Emerging

GAA's educational design is centered around a Blended Learning model. The Blended Learning Model includes a learning lab for students in grades 3-8, individualized learning plans, full inclusion, and Edible Schoolyard. Along with the Blended Learning Model, GAA provides extended learning and activity time, a unique approach to subject matter integration in the intermediate grades, co-teaching, and full inclusion for students with disabilities. GAA individualizes learning by getting to know and assessing each student and their needs. An individualized plan is developed for each student to support academic performance and social-emotional health. GAA acknowledges that all scholars must be provided with diverse learning opportunities, as there are diverse minds that learn in different ways. GAA strategically builds on student strengths and addresses growth areas by differentiating instruction, integrating project-based learning, and highlighting real-world application.

In garden and kitchen classes, students are engaged in hands-on learning for 90-minute classes, one grade, and one week at a time. In the kitchen, students gather to prepare food that they have harvested from the garden. Educators in the ESY encourage students to make cross-curricular connections by using arithmetic and science in the kitchen and garden. The students learn and experience a sense of responsibility and connectedness to the environment that can only be learned by hands-on experience. Students have an opportunity to share customs and culture through the food preparation process. Exploring cultures and civilizations is enriched by cooking with staple foods and experimenting with different methods. For example, students practice churning butter and grinding wheat and corn into flour. They appreciate the inherent beauty and bounty of the garden by examining the structure of a fava bean or counting seeds in a cherry tomato, awed by the ability of one tiny tomato to hold the potential for 100 plants.

Students practice the principles of ecology as they reuse, recycle, and compost. Vegetable peels and scraps become stock, a tin can becomes a cookie cutter, and bottles are used as rolling pins. Children carry garden produce to the kitchen and then return kitchen scraps to the garden's compost pile, thus participating in nature's cycle of regeneration. As students plan menus in anticipation of crops, they planted themselves, their attachment to the natural world strengthens and grows as they eat their way through the seasons.

Family Cooking Nights in the ESY kitchen offer a fun, engaging, cultural, and collaborative experience for adults and their children as they create healthy, delicious recipes together.

Community-Based Learning Modules

New community-based modules and hands-on activities will be developed by a subcommittee of the Grow Community School Advisory Council. A diverse group of stakeholders including parents, community members, teachers, and students will develop modules that will include a lesson, hands-on activity and opportunity for a field trip or guest speaker. Community-based learning modules will include local history, local issues, cultural heritage, and exploration of natural environments. New modules will provide an opportunity to encourage the belief that all communities have intrinsic educational assets and resources. Modules will be developed by grade level and embedded in the school day curriculum. Assessment will include a rubric, student engagement, and improvement in student sense of ownership and agency. Modules may include the following:

- Students will be asked to reflect deeply on local issues.
- Encourage students to value who they are and their desire to contribute to their community.
- Community school partners will provide engaging perspectives and activities.

Extended Learning

Extended Learning has the potential to help bridge the achievement gap by providing opportunities to learn beyond the traditional school day. Research shows that, when maximized, more learning time can lead to higher achievement and better attendance. As a result of valuable input from stakeholders, GAA has taken a detailed look into current services and practices to inform an ambitious redesign with added services identified in the gap analysis and including increased academic support, enrichment opportunities, youth development and PD for staff.

Extended Learning at GAA includes summer, intersession and afterschool learning opportunities that provide academic, social, emotional, and physical enrichment through hands-on project-based learning. The needs assessment identified extended learning as a top asset and priority for improvement. **Parent and student surveys and discussion groups highlight the need to address issues of equity by incorporating the following:**

- Offer elective programs in arts and sports that are not cost prohibitive and not available for families in Arvin.
- Provide an individualized tutoring program. Explore partnerships for tier 2 tutoring services (Boys and Girls Club, Kern Tutoring, CSUB, and BC's Inspired Teach).
- Create and offer an extended learning multilingual program that includes language development and that honors culture and diversity.
- Create a data dashboard for all students participating in extended learning designed to drive data-driven decision making.
- Provide PD for extended learning staff on connectedness, classroom management, grade level standards, PBIS and restorative practices.

- Create deeper connections and collaboration between classroom teachers and extended learning staff. Through observation and co-planning activities.
- Hire a TOSA (with ELOP funds) to oversee and coordinate new tiered academic services during extended learning including small group instruction and individualized tutoring program.
- Develop an after school parent resource lab staffed with Parent Advocates to support parents with homework assistance and college and career exploration.

A Commitment to Shared Decision Making and Participatory Practices Advisory Council, School LEA-Evolving

GAA is committed to shared decision-making, as evidenced by the consistent, transparent, participatory practices that have been an integral part of GAA’s design. With a new system-level Grow Community School Advisory Council, which convenes quarterly and includes diverse stakeholders, Grow has now streamlined shared decision-making efforts. At the site level, the GAA School Site Council (convenes monthly), will be led by the Community School Coordinator and supported by FACE Liaison to provide ongoing implementation support and, when necessary, to establish work groups to accomplish initiatives and engage in ongoing input.

The Grow Community School Advisory Council convenes quarterly and includes representatives from Grow Academy Arvin and Grow Academy Shafter. The Advisory Council will continue to determine the focus and direction of the community school effort by engaging students, staff, families, and community partners. The School Site Council, composed of teachers, leadership, parents, and students, will serve as the primary workgroup.

GAA will continue to systemically improve collaborative leadership and practices among staff, scholars, and families by providing professional learning, building collective trust, and engaging in shared responsibility.

Advisory Council Activities include:

- The Community School Coordinator will work with the Community School Advisory Council and School Site Council to co-create a culture of professional learning, collective trust, and shared responsibility as decisions are made collaboratively.
- Quarterly PD & Team Building efforts will be incorporated throughout the year and provided by Grow Public Schools and local partners.
- Needs Assessment update and review completed before Y4 (at the end of Y3 year)-Led by School Community Coordinator.
- The Community Schools Coordinator will lead a new team-building experience at the beginning of the year for school staff, leadership, and the School Site Council and Grow School Advisory Council members. Building strong and cohesive relationships is imperative for creating a positive culture and establishing trusting relationships.

- The Community School Coordinator will lead a continuous improvement process by studying small changes to make lasting improvements.

Professional Development and Capacity Building Strategies

Professional Development will be embedded throughout the year. GAA will rely on the strength of existing knowledge to deliver PD, while also building capacity in areas of need and strategically identifying external providers to support ongoing efforts. GPS will collaborate with teachers and school leaders at both sites to identify where their specific skills can contribute to professional development. As each year that the CCSP grant progresses, the goal is to provide all staff (at differing levels) with professional development. In addition to classroom teachers, coaches and school leaders, the needs assessment highlighted the importance of providing focused PD and coaching for yard aids, cafeteria staff and extended learning staff.

Based on the needs assessment and School Site Council feedback, GPS has developed a new PD training plan and Passport Program to continue and expand community school efforts to engage all school staff. **CCSP funding will be leveraged with GPS funds to coordinate and provide professional development in the areas of:**

- PBIS
- Cultural Competence
- Social Emotional Learning (SEL)
- 8 Core SoLD Findings
- Restorative Practices
- Aggression Replacement Training (ART)
- School Wide Information System (SWIS)
- Building trust and collaborative practices

Based on emerging needs to build greater capacity, the GAA Professional Development Plan will include the following:

- **Two-day PBIS Intensive** for classroom teachers.
- **Grow 101-** A summer institute for newly hired instructional staff.
- **Summits-** Organization wide summits will focus on the identified CCSP PD areas and will include an additional day of training to frontload MTSS and PBIS foundations.
- **Friday PD-** Minimum day PLCs and practice clinics.
- **PD Passport-** Teachers and staff members will be offered training sessions throughout the year on MTSS (Multi-Tiered System of Supports) and other designated workshops, seminars, or professional development sessions. Training sessions will be organized after school, on weekends or non-contracted hours. The MTSS Coordinator will create a calendar of professional development sessions and track the completion of the PD passport. Upon completion of the passport, staff will be provided with an incentive stipend. Teachers and school

staff will be given the freedom and flexibility to choose their own professional learning path based on the MTSS objectives.

- **Coaching-** Ongoing real-time coaching will be offered to guide school teams and staff through implementation of a school-wide MTSS/PBIS. Coaches will support the implementation of a Check In/Check Out, collection of behavior referral data to make data-driven decisions. By implementing SWIS, using real-time behavior data, school staff will support students by providing targeted interventions to specific needs.
- **Restorative Practices ToT-** MTSS Coaches and selected school site staff and leaders will complete training to build internal capacity in Restorative Practices and PBIS.
- **The Four Key Conditions for Learning:** GPS will include practical application strategies in all PD designed to synthesize the 'science of learning and development (SoLD). **SoLD** is educational research that outlines strategies that promote children's well-being, health development, and transferable learning (Darling-Hammond et al., 2019). SoLD strategies align with the four community school pillars and will be embedded in future professional development at GAA. Much effort to thoughtfully include project-based learning and real-world application is in place at GAA; however, students will benefit from strategically incorporating SoLD's researched based key conditions for learning. GAA currently models several recommended practices and believes that all children can succeed in intentional, well-designed, developmental contexts. Training will specifically highlight the following: 1) Supportive environmental conditions, 2) Productive instructional strategies, 3) Social and emotional learning (SEL) and 4) System of support.

Measurable Goals and Activities- Grow Arvin Academy

Goal 1: Build staff capacity to implement a Multi-Tiered System of Support framework to improve school climate, by promoting a safe school environment and advancing the social, learning, behavioral, and emotional needs of all scholars. Pillar One: Integrated Student Supports

Activities	Action Steps & Indicators	Outcomes
<p>School Climate</p> <p>-Hire GPS MTSS Coordinator to facilitate implementation of a multi-tiered system of supports (MTSS). Monitor the fidelity of implementation, establish data collection and analysis procedures & coordinate and facilitate PD.</p> <p>-Hire GAA MTSS Coach to provide 1:1, practitioner-based PD & Coaching. For school staff including teachers, school staff (ELOP, Café, Yard Aids etc.). Analyze student needs and identify research-based interventions across academics, behavior, and social-emotional learning (SEL).</p>	<p>- By Y1 GPS Lead MTSS Coach is onboarded and a contract with an external Coach is established.</p> <p>-MTSS implementation plan is revised and in place by Y1.</p> <p>-Pilot universal behavior screening tool in Y1. Data used to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs</p> <p>-GPS MTSS coaches trained by Y3</p> <p>-Y1-Y5 Offer ongoing PD through Summits, Grow 101, and Friday trainings for teachers</p>	<p>-Fully trained MTSS coach at GAA will provide ongoing peer-to-peer coaching.</p> <p>-100% of all GPS students will be screened by a universal behavior screening tool.</p> <p>-By Y2 GAA will score 70% on the TFI or higher for Tier 1</p> <p>-Increase staff capacity in PBIS, Cultural Competence, SEL and Restorative Practices, as measured by pre-post surveys, and school climate surveys/TFI.</p> <p>-GPS Behavior playbook tailored for grade levels</p> <p>-GAA Overall reduction of incidences of</p>

<ul style="list-style-type: none"> -Contract with outside MTSS/PBIS coach to support Coach building capacity -Establish and use systematic universal behavior screening tool (<u>SRSS</u>). -Provide professional development and coaching to build all staff capacity in PBIS, Cultural Competence, SEL, 8 core findings from <u>SoLD</u>, and Restorative Practices to support a positive school climate framework. - Provide staff with planning time in the fall and in the spring to collaborate and effectively implement PBIS. -Tiered Fidelity Inventory (TFIs) conducted to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. 	<p>and school staff. GAA MTSS Coach will complete Restorative ToT.</p> <ul style="list-style-type: none"> -GPS MTSS Coordinator and GAA MTSS Coach will conduct TFIs quarterly. In Y1 & Y2 Coaching Consultant will provide yearly assessment. -Grade levels teams will collaborate to develop a behavior playbook -Administer Kelvin Surveys/Panorama for both students and staff two times per year. -Administer CalSCHLS surveys-California Healthy Kids Survey (CHKS), California School Staff Survey (CSS), California School Parent Survey (CSPS) -Train and implement SWIS and TIPS in Y1 & Y2 with full implementation by Y3 -Establish baseline STAR Early Literacy and STAR Reading grade equivalent indicators for grades K-2 and set an annual goal of 5% growth from baseline / 7% annual growth for years 1-3 and 5% in years 4 and 5 	<p><i>non-compliant behavior, physical aggression, and harassment</i> by 5% annually.</p> <ul style="list-style-type: none"> -GAA Improvement in student engagement and safety as measured by Kelvin/Panorama Baseline for Y1 (plan to administer end of January) -Improvement in overall School Climate as measured by CHKS, Baseline data gathered in Y1 -Improvement in overall School climate and connectedness student, staff, parents, as measured by Kelvin/Panorama, CHKS, CSS, and CSPS (Baseline data gathered in Y1) -The GPS Teacher Retention rate will improve by 10% by Y2 -GAA will maintain “Very Low” status for suspension rates on the CA School Dashboard
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<p>-Implement School Wide Information System (SWIS) and Team-Initiated Problem Solving (TIPS), to improve the quality, accessibility, and usefulness of relevant school and system-wide data. Teams will be trained to utilize SWIS and TIPS.</p>		<p>-In ELA and math, improve academic performance by 3% each year as measured by CA School Dashboard.</p> <p>-Reduction in the number of students at-risk as measured by the universal behavior screening tool (SRSS).</p>
<p>Chronic Absenteeism</p> <p>- Community School Coordinator will conduct root cause analysis to further explore barriers to attendance.</p> <p>-Review current GPS attendance policies and practices. Using a tiered approach, implement evidence-based strategies and interventions.</p> <p>-Refine and improve Student Attendance Review Team (SART) process</p> <p>-Systematically collect attendance data of all students including extended learning programs</p> <p>-Personalize chronic absenteeism to focus on individual children with</p>	<p>-Y1 root cause analysis completed. By Y2 specific interventions and supports will be in place (as recommended by the Advisory Council).</p> <p>- In Y1 research protocol and policies to implement and procure a school stock of albuterol inhalers.</p> <p>-By Y2 Utilizing Aeries attendance dashboard, SART will monitor and review the percentage of regular attenders, at-risk, and chronically absent students twice per month as a collaborative team. Data will determine communication needs to students and parents.</p> <p>-Starting in Y2 School Social Workers and FACE Liaisons will complete regular check-in meetings and home visits with families most absent.</p>	<p>-GAA will achieve a 96.5% daily attendance rate by Y3 (½% annually, up to 96.5%)</p> <p>-Reduction in the number of students that need Tier 3 support.</p>

<p>specific supports designed to improve attendance for students with disabilities associated with chronic illness or physical, emotional, and mental health related needs.</p> <p>-Lead Parent Attendance campaign (Attendance Works)</p> <p>-Contract with Kern County AmeriCorps to provide onsite MTSS aligned mentoring designed to address chronic absenteeism and school climate</p>	<p>- Y2 the School Coordinator and Family and Community Engagement (FACE) Liaisons will implement Parent Campaign informed by best practices (Attendance Works).</p> <p>-Y1 Pilot AmeriCorps Mentor program for 25 students that have been identified for Tier 2 and who are chronically absent</p>	
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Goal 2: Establish partnerships designed to increase mental and physical healthcare access, services, and resources for families. Pillar Two: Family and Community Engagement

Activities	Action Steps & Indicators	Outcomes
<ul style="list-style-type: none"> -Establish new partnerships with local health partners and community organizations -Partner with Public Health to offer onsite health screenings/physicals, immunizations, testing and family planning services through the mobile health clinic. -Establish First 5 partnership for families to access prenatal to Parent and Child Together classes -Pilot mental health telehealth services -Establish contract services for onsite psychiatrist services for GAA families. -SSWs will work in close partnership with MediCal behavioral health support partners, particularly for more challenging cases -Explore the MediCal invoicing process -Provide additional parent trainings based on parent interest and need. 	<ul style="list-style-type: none"> - By Y2 Establish new MOUs with health partners to provide greater access to health services for families to support physical and mental health services (mental health, Mobile Health Clinic, Vision etc.) - By Y2 pilot onsite psychiatric <u>telehealth services</u> or face-to-face services -By Y2 offer or refer parents to local First 5 classes and programs -Continue to offer Loving Solutions and Parenting classes. Provide parent education on social media safety and study habits/homework help. 	<ul style="list-style-type: none"> -GAA will achieve a 96.5% daily attendance rate by Y3 (½% annually, up to 96.5%) -GAA Overall reduction of incidences of non-compliant behavior, physical aggression, and harassment by 5% -Increase in the number of referrals (that are addressed and serviced) for families to access services and supports. -Fewer students and families that report vision and health problems as measured by BOY home visit “interview”. -Greater access to timely mental health services for families as measured by self-report surveys and completed referrals for treatment. -Increased offerings and attendance at parent trainings.

Goal 3: Systemically improve collaborative leadership and practices among staff, scholars, and families by providing professional learning, building collective trust, and engaging in shared responsibility. Pillar Three: Collaborative leadership and practices for educators and administrators

Activities	Action Steps & Indicators	Outcomes
<ul style="list-style-type: none"> -Hire Community School Coordinator (CSC) to lead School Site Council(s) & Advisory Council, build collaborative leadership, engage stakeholders, conduct continuous improvement efforts, and complete reporting. -Improve school site committee shared leadership structure and process to facilitate participation among students, staff, families, and community members. Supported by Community School Coordinator and FACE Liaisons. -The School Advisory Board and SCS will participate in yearly professional learning and activities designed to build shared leadership. - CSC will work collaboratively with stakeholders to establish coherence and alignment across policies and initiatives. -Develop community-based curriculum and activities. 	<ul style="list-style-type: none"> -By Y1 Community School Site Committee leadership structure and process are in place with participation from students, staff, families, and community members. -Community School Coordinator and School Site Committee will (bi-annually) complete the <u>Site Self-Assessment Tool</u>, developed by the State Transformational Assistance Center (S-TAC). -Developed by Advisory Board sub-committee by Y2 community-based curriculum modules and hands-on activities that build on families cultural and linguistic backgrounds introduced and embedded in curriculum -Formal evaluation plan for community schools in place 	<ul style="list-style-type: none"> -Increased student and family in leadership roles that help shape the schools' practices and policies. -By Y3 new community-based modules and hands-on activities embedded in the school day curriculum. Assessment will include student engagement and improvement in their sense of ownership and agency (measured by lesson rubric). - By Y4 Grow will reach the Transformation <i>Level</i> of community schools across all capacity building strategies. -Community School Advisory Board will build shared leadership capacity as measured by self-report surveys and program evaluation. -Increase in participation from Advisory Board, parents, and community partners in the development of the LCAP (evident in LCAP and measured by surveys and town hall sessions).

<ul style="list-style-type: none"> - Use Local Control Accountability Plans as formal opportunities to integrate community school strategy to become one cohesive plan. -Hire two Parent Advocates that support the new Parent Resource Lab, provide outreach and support to families, and assist LCAP alignment 	<p>and to include local data, metrics, and feedback.</p>	<p>-Annual evaluation report developed and presented by the Community School Coordinator to the Community School Advisory Board.</p>
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Goal 4: Enhance and expand after school and college and career programs to include new academic supports and youth development opportunities. *Community Schools Pillar 4: Extended learning time and opportunities.*

Activities	Action Steps & Indicators	Outcomes
<ul style="list-style-type: none"> -Provide parent/family outreach to highlight expanded learning opportunities to increase program participation, including junior high students. -Increase multilingual supports for students - Ensure Expanded learning is part of the core work of the school site. -Create data dashboard for all students participating in expanded learning -Expand programs and enrichment activities in the after school and 	<ul style="list-style-type: none"> -FACE Liaisons and ELOP Director will host quarterly parent information nights with hands-on engagement activities. - In Y2 Pilot a multilingual education model. -By Y2 launch new sports, visual arts, and music programs. -By Y2 launched a new Expanded Learning Dashboard to monitor essential afterschool program data. Includes performance indicators, student demographic info., student attendance, program quality, academic performance, disruptive behavior, violence, and bullying. 	<ul style="list-style-type: none"> -In Y1-Y3, 5% yearly increase in the number of students who participate in expanded learning opportunities beyond the regular school day. -Improve overall program quality of expanded learning programs as measured by self-report satisfaction surveys from students, staff, and parents. -Data driven decision making process will be formalized by Y3. Expanded learning team will utilize data to make informed decisions

<p>intercession to reflect student and family interest and needs.</p> <p>-Provide PD for expanded learning staff on connectedness, classroom management, grade level standards, PBIS and restorative practices.</p> <p>-Create deeper connections and collaboration between classroom teachers and expanded staff.</p> <p>-Hire a TOSA to oversee and coordinate new tiered academic services during expanded learning including small group instruction and individualized tutoring program.</p> <p>-Explore partnerships for tier 2 tutoring services (Boys and Girls Club, Kern Tutoring, CSUB, and BC's Inspired Teach).</p> <p>-Develop an after school parent resource lab to support parents with homework and college and career exploration.</p>	<p>-High quality PD program is delivered to ELOP staff</p> <p>-Quarterly co-planning and classroom observation experiences for expanded learning staff members to bridge the school day and expanded learning strategies and structures.</p> <p>-By Y2 individualized tutoring program will be in place.</p> <p>-By Y2 Expanded learning resource specialist and FACE will offer a parent resource lab with college and career information, homework and academic assistance, and parent career development (resume, job application assistance).</p>	<p>and improve the overall operations of the expanded learning.</p> <p>-Improve language development and acquisition, as measured by pre-post assessments.</p> <p>- Expanded Learning programs will achieve a 95% attendance rate by Y3</p> <p>-Overall reduction of disruptive behavior, violence, bullying by 5% per year</p>
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<p>College and Career Readiness</p> <ul style="list-style-type: none"> -Offer new Middle School Bridge - <u>Building a Bridge to Your Future</u> program -Develop a career and college readiness initiative as a distinguishing characteristic of GPS. -Create a system for C&C to communicate enrollment opportunities and prepare students for post TK-8 education. -School Counselor will participate in College and Career KCSOS Committee -Research and implement PBL Makerspace opportunities -Provide college and career experiences 	<ul style="list-style-type: none"> -Y1 deliver curriculum to middle school students that includes a workbook for students, 25 embeddable videos to introduce new concepts, an instructor guide for teachers, a two-hour professional development to launch new teachers, and a two-hour follow-up workshop on raising student self-efficacy in career planning -Identify high schools GPS graduates attend & which ones have dual enrollment -Create a plan to track GPS graduates who participate in dual enrollment -Y3 explore feasibility of Makerspace program -Offer quarterly college/career field trips and augment with guest speakers that offer hands-on learning and engaging career opportunities 	<ul style="list-style-type: none"> -Students will be more enthusiastic about career exploration and planning (as measured by pre/post survey) -Students will report higher levels of self-efficacy, specifically in grit, motivation, Growth Mindset, Positive Self-Concept, positive attitude, resiliency & overcoming obstacles -Tracking system in place to monitor GPS graduates who participate in dual enrollment
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Key Community School Staff

From the GAA needs assessment, top priorities and several stakeholder sessions guided next steps in identifying key positions and actions to move GAA towards full community school implementation. Through the CCSPP grant development process, GAA has fully committed to the **four proven practices of community schools to advance towards full community school implementation.**

- **Community Asset Mapping and Gap Analysis:** Engaged school and community interest holders in a coherent process of identifying assets, gaps in programs, services, and resources.
- **Community School Coordinator:** GPS will hire a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at GAA. This new position will be shared with Grow Academy Shafter and supported by the Family and Community Engagement (FACE) Coordinator and school site FACE Liaisons. The Community School Coordinator will lead a continuous improvement process to support stakeholders in implementing and studying small changes with the goal of making lasting improvement. Systematic processes, such as the plan-do-study-act (PDSA) cycle, involve continually measuring processes and progress toward outcomes and using the data generated to advance toward the defined goals.
- **Site-Based and LEA-Based Advisory Councils:** Rural schools often face staffing and resource challenges. Utilizing the existing GAA School Site Council, will provide a sustainable and effective approach to engage school site staff and partners to move work forward, provide input and make changes. The School Site Council will be led by the Community School Coordinator and supported by the GAA principal and FACE Liaison. GAA and GAS have a joint Grow Community School Advisory Council. The Council engages interest holders including students, staff, families, and community members to help determine priorities, direction, and provide ongoing feedback.
- **Integrating and aligning with other relevant Programs:** Much effort to thoughtfully align instructional practices and social emotional learning has taken place at GAA; however, the needs assessment identified more support is needed to leverage programs and fully implement a multi-tiered systems of support, provide mental and physical health services for families, improve and expand extended learning programs, engage new community partners, and offer new college and career opportunities.

The following key staff will support school-wide implementation:

- **Community School Coordinator**
 - Lead School Site Council with GAA Principal and lead Grow Community School Advisory Council with FACE (includes GAA and GAS stakeholders).
 - Works with FACE Coordinator to develop new community partnerships.
 - Lead team-building efforts across the organization and support collaboration.
 - CS will conduct ongoing data analysis, needs assessment, PDSA, and develop quarterly and annual reports.
 - Coordinate with site and systemwide administration and staff to co-facilitate, support, and integrate efforts.
 - Establish sustainable partnerships and funding sources to support ongoing community school efforts.

- **MTSS Lead Coach**

- Work collaboratively with district administrators, school-based leadership teams, and teachers to facilitate implementation of a multi-tiered system of supports (MTSS) at the district and school levels.
- Monitor the fidelity of implementation of MTSS at school sites, including the identification of students, delivery of Tier 2 and 3 interventions, and progress monitoring.
- Support data collection and analysis procedures through a data system to inform decision-making around student needs and district/school resource allocation.
- Coordinate and facilitate MTSS professional development and training for school-based and district staff.

- **MTSS School Site Coach**

- Analyze student needs and identify research-based interventions across academics, behavior, and social-emotional learning (SEL).
- Provide job-embedded coaching and training.
- Adjusted hours to provide coaching and training support for extended learning staff, school site staff and parents.
- Become a ToT in Restorative Practices and lead ongoing training for all school staff.

- **Family and Community Engagement Coordinator**

- Leads parent and community engagement efforts for both school sites.



Figure 1 GPS Community School Key Staff

- FACE Liaisons support school sites by connecting families to community resources, host parent workshops, provide translation, assist with attendance and other community school efforts.
- **Extended Learning Manager**
 - Oversees the development, organization and implementation of extended learning programs that includes enrichment/academic programs and social-emotional learning.
 - The Extended Learning Manager will work with the FACE Coordinator to establish the new Parent Resource Lab at GAA.
 - The Extended Learning Manager is leading a redesign of GAA's extended learning based on the needs assessment.
 - ELOP Staff- Facilitate academic, enrichment, health, club activities and learning experiences for students.
 - TOSA- will coordinate the new extended learning individualized tutoring program and small group instruction.
- **School Counselor**
 - Provides school counseling to TK-8th grade students. Supports students' academic, career, and personal development. Providing guidance and support for students through academic planning, college and career education and addressing challenges.
 - AmeriCorps Mentor- Through a new partnership, an AmeriCorps Mentor will provide 20-25 Tier 2 GAA students with mentoring services. Mentors will focus on improving school attendance, improvement in behavior and overall student outcomes.
 - College & Career Modules-The GAA School Counselor will continue to build a college and career culture at GAA. By offering a new Middle School Bridge - *Building a Bridge to Your Future* program and coordinating offsite college and career field trips, students will have expanded opportunities to participate in career exploration.
 - New Climate Surveys-GAA school Counselor will assist administering and reviewing school climate surveys (parents, staff, and students).