



THREE PRIORITIES

⇒ *One Tiger Family. Endless Potential.* ⇐



1

FAMILY ENGAGEMENT AND SHARED LEADERSHIP

Increase family engagement, leadership participation, communication, and access to school and community resources as measured by Panorama Survey and sign in sheets.



2

STUDENT ATTENDANCE, WELLNESS, AND WHOLE CHILD SUPPORTS

Improve student attendance, well-being, school connectedness, and access to supports that promote academic and social-emotional success as measured by AERIES and Datahub.



3

COMMUNITY-BASED LEARNING AND STUDENT ENGAGEMENT

Increase student engagement through meaningful, community-connected learning, enrichment opportunities, and student leadership experiences as measured by surveys.

RESPECTFUL • **SAFE** • RESPONSIBLE

Santa Ana Unified School District:

Our Vision and Approach



At Santa Ana Unified School District (SAUSD), our work is grounded in a clear and ambitious vision: to raise the economic well-being of our community. We believe that when our students thrive academically, socially, and emotionally, the broader Santa Ana community thrives alongside them. Education is not just an individual outcome—it is a collective pathway toward opportunity, stability, and long-term prosperity.

To move toward this vision, we center our work on three core values: **engagement, empowerment, and equity**.

We begin with **meaningful engagement**—creating authentic opportunities for students, families, staff, and community members to share their voices, experiences, and aspirations. This engagement builds the foundation for shared understanding and collective ownership of the work. As trust and relationships deepen, **engagement leads to empowerment**, where individuals and groups have the knowledge, voice, and agency to shape decisions within their schools and community. This pathway **ultimately leads to equity**—ensuring that systems are intentionally designed so all students have access to the opportunities, resources, and supports they need to thrive.

Our Community School Strategy in Action

In SAUSD, our Community School Strategy is grounded in the **California Community Schools Framework** and is operationalized through the **Capacity-Building Strategies**, which serve as the foundation for how we design, implement, and sustain this work.

- **Shared Commitment, Understanding, and Priorities**
We engage students, families, staff, and community partners in developing a shared vision, core values, and clear priorities for each school. Through deep listening and inclusive processes, we build a common understanding of what matters most and align our efforts toward collective goals.
- **Centering Community-Based Learning**
We connect learning to the lived experiences, cultures, and assets of our community. Instruction is designed to be relevant, engaging, and meaningful, allowing students to see themselves in their learning and apply their knowledge to real-world contexts.
- **Collaborative Leadership**
We establish shared leadership structures that elevate diverse voices in decision-making. Students, families, staff, and community partners actively participate in shaping school direction, ensuring that leadership is distributed and reflective of the community.
- **Sustaining Staff and Resources**
We build the capacity of educators and staff while aligning resources to support long-term implementation. This includes developing systems, practices, and supports that ensure the work is not dependent on individuals, but embedded within the organization.
- **Strategic Community Partnerships**
We cultivate strong, intentional partnerships that expand opportunities and supports for students and families. These partnerships are aligned to school priorities and are integrated into a coordinated system of support that addresses both academic and non-academic needs.

A Phased Approach to Implementation

To bring these strategies to life, SAUSD utilizes a four-phase implementation model that operationalizes this vision through a structured, phased approach that emphasizes continuous improvement, shared leadership, and community-driven decision-making.

- **Phase 1: Building the Foundation**

We establish a shared understanding of the Community School Strategy, co-develop a collective vision and core values, and build structures for inclusive leadership and decision-making.

- **Phase 2: Asset Mapping and Needs Assessment**

We engage 75–100% of stakeholders to understand community strengths, identify needs, and define clear priorities grounded in lived experiences and data.

- **Phase 3: Deep Implementation and Continuous Improvement**

We implement priority-aligned actions, monitor progress, and use improvement cycles to refine and strengthen our work over time.

- **Phase 4: Institutionalization and Sustainability**

We embed systems, practices, and leadership structures to ensure the work is sustained long-term and integrated into the district's and school's core operations.



This phased approach allows us to move beyond isolated initiatives and instead build a coherent system where engagement, empowerment, and equity are continuously strengthened through aligned structures and practices, ensuring our work remains grounded in community voice, responsive to need, and focused on achieving equitable outcomes for all students.

Bringing the SAUSD Community School Model to Life

This is how our Community School Strategy comes to life at the school level—grounded in community, driven by purpose, and focused on meaningful impact. What follows is **Taft Elementary Implementation Plan**, reflecting on our progress and outlining the actions we will take in the coming year.

Strategies, Priorities and Goals

This section outlines how the Community School Strategy will be implemented at the school site. It reflects both the school's current understanding and the actions that will be taken to build toward a fully realized community school.

Taft Elementary's Community School Strategy is focused on strengthening family engagement, improving student attendance and wellness, and expanding community-based learning opportunities. Through shared leadership structures such as the CSLC, SSC, ELAC, PBIS, and COST, stakeholders work collaboratively to identify priorities, monitor progress, and guide decision-making.

Key actions include increasing family leadership opportunities, strengthening attendance and wellness supports, expanding community partnerships, and providing meaningful learning experiences connected to students' interests, cultures, and community. Progress will be monitored through attendance, academic, climate, and engagement data to ensure continuous improvement and positive outcomes for all students.

Strategy 1: Shared Commitment, Understanding, and Priorities

Taft Elementary's Community School Strategy is focused on strengthening family engagement, improving student attendance and wellness, and expanding community-based learning opportunities. Through shared leadership structures such as the CSLC, SSC, ELAC, PBIS, and COST, stakeholders work collaboratively to identify priorities, monitor progress, and guide decision-making.

Key actions include increasing family leadership opportunities, strengthening attendance and wellness supports, expanding community partnerships, and providing meaningful learning experiences connected to students' interests, cultures, and community. Progress will be monitored through attendance, academic, climate, and engagement data to ensure continuous improvement and positive outcomes for all students.

Building Shared Commitment Grounded in Overarching Values

Taft Elementary believes a Community School strengthens student success by fostering strong relationships among students, families, staff, and community partners. Through stakeholder feedback and needs assessments, our community identified family engagement, student attendance and wellness, and community-based learning as key priorities.

These priorities reflect the Community Schools Framework by promoting relationship-centered spaces, shared decision-making, meaningful connections between learning and the community, and continuous improvement through ongoing stakeholder feedback and data review. Taft will continue to strengthen these values through collaborative leadership, family partnerships, community connections, and equitable support for all students.

Deepening Needs and Asset Assessment

Taft Elementary has used stakeholder surveys, Needs and Assets Assessments, family meetings, attendance and academic data reviews, and feedback from students, families, staff, and community partners to better understand community strengths and needs. These efforts identified priorities related to family engagement, student attendance and wellness, and community-based learning.

Moving forward, Taft will continue expanding engagement through surveys, focus groups, multilingual communication, ASL interpretation, and leadership opportunities to ensure participation from administrators, staff, students, families, community partners, and historically marginalized groups, including English learners, students with disabilities, and socioeconomically disadvantaged families.

Identifying Collective Priorities

Taft Elementary developed its priorities through stakeholder surveys, family meetings, Needs and Assets Assessments, attendance and academic data reviews, and input from students, staff, families, and community partners. Feedback highlighted the need for stronger family partnerships, improved student attendance and wellness, and increased opportunities for engaging, real-world learning experiences.

Priority 1: Family Engagement and Shared Leadership

Outcome Indicators: Increased family participation in school events, leadership opportunities, and shared decision-making structures.

Priority 2: Student Attendance, Wellness, and Whole Child Supports

Outcome Indicators: Improved attendance, reduced chronic absenteeism, increased student connectedness, and access to supports.

Priority 3: Community-Based Learning and Student Engagement

Outcome Indicators: Increased student engagement, participation in community-based learning experiences, and opportunities for authentic learning and student voice.

School Overarching Priority

Outcome/Indicators We Aim to Improve

Family Engagement and Shared Leadership	Increase family engagement, leadership participation, communication, and access to school and community resources as measured by Panorama Survey and sign in sheets.
Student Attendance, Wellness, and Whole Child Supports	Improve student attendance, well-being, school connectedness, and access to supports that promote academic and social-emotional success as measured by AERIES and Datahub.
Community-Based Learning and Student Engagement	Increase student engagement through meaningful, community-connected learning, enrichment opportunities, and student leadership experiences as measured by surveys.

From Strategy to Action: Priority Implementation Plans

Each priority identified through the needs and asset assessment is implemented through a focused action plan. These plans translate community voice into measurable outcomes and strategic actions, ensuring that the Community School Strategy leads to meaningful impact for students.

Each priority includes:

- A clear goal (SMART)
- Measures of success (How much did we do? How well did we do it? Is anyone better off?)
- Strategic supports across a Multi-Tiered System of Supports (MTSS) (Tier 1, Tier 2, and Tier 3)
- Alignment to the Capacity-Building Strategies and Whole Child systems of support

The following priority implementation plans represent how our Community School Strategy is operationalized through MTSS. Each plan reflects our commitment to continuous improvement by aligning community voice, strategic action, and measurable outcomes to improve student success.

Priority 1: *Insert Priority Area*

Priority 1 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)
Increase meaningful family engagement and strengthen shared leadership opportunities.	By June 2027, all Taft Elementary families will increase engagement, leadership participation, communication, and access to school and community resources as measured by Panorama.

Measures of Success					
How much did we do? (Effort)	How well did we do it? (Quality)		Is anyone better off? (Impact)		
Number of parent leadership opportunities.	Number of families that participated		Increased family participation and voice in school leadership and decision-making.		
Strategic Supports (MTSS)					
Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Provide family outreach, attendance meetings, and resource referrals to address barriers affecting student attendance and well-being.	Tier 1	Targeted students and families.	Ongoing	Stronger family-school partnerships and improved attendance outcomes.	Family Engagement, Attendance, Community Schools.
Family workshops, SSC/ELAC meetings, parent engagement events, and ongoing school-home communication.	Tier 1	All students/all families	Monthly and ongoing	Increased family participation, leadership, and family-school partnerships	SPSA Goal 6: Parent Engagement; Community Schools Family Engagement & Collaborative Leadership
Family engagement and leadership opportunities (SSC, ELAC,	Tier 1	All families	Monthly/Ongoing	Increased family engagement and voice in school decision-making	Parent Engagement & Community Schools

workshops, events)				ing	
Family surveys, ParentSquare communication, social media updates, and informational flyers	Tier 1	All families	Ongoing throughout the year	Increased family engagement, communication, leadership participation, and access to school and community resources	Parent Engagement & Community Schools

Priority 2: *Insert Priority Area*

Priority 2 Snapshot	
Priority (What are we improving?)	Goal (By when? For whom?)
Improve student attendance, connectedness, wellness, and access to integrated supports that address academic, social-emotional, behavioral, and family needs.	By June 2027, Taft Elementary students will improve attendance, well-being, school connectedness, and access to supports as measured by AERIES and datahub.

Measures of Success		
How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of attendance review meetings conducted.	Timely identification and support for students experiencing attendance concerns.	Improved attendance rates and reduced chronic absenteeism.

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Implement schoolwide attendance monitoring, PBIS, SEL, and wellness initiatives to promote student engagement and belonging.	Tier 1	All students	Daily/Ongoing	Improved attendance, engagement, and school climate.	MTSS, PBIS, Positive School Climate, Whole Child Supports
Provide targeted attendance interventions, mentoring, counseling groups, check-in/check-out systems, and family outreach for students at risk of chronic absenteeism.	Tier 2	Students identified through attendance and intervention data.	Weekly/Ongoing	Improved attendance and increased student connection to school.	Attendance, Counseling, COST, MTSS
Coordinate intensive supports through COST, counseling services, community partners, and individualized attendance plans.	Tier 3	Chronically absent students and students with significant academic, behavioral, or wellness needs.	As needed	Removal of barriers to attendance and increased access to services.	Integrated Student Supports, Community Partnerships, Whole Child Supports

Priority 3: *Insert Priority Area*

Priority 3 Snapshot

Priority (What are we improving?)	Goal (By when? For whom?)
Increase student engagement in CBL.	By June 2027, 100% of grade levels will implement at least one community-based learning experience as measured by staff surveys.

Measures of Success

How much did we do? (Effort)	How well did we do it? (Quality)	Is anyone better off? (Impact)
Number of community-based learning experiences implemented.	Student participation and engagement rates.	Increased student engagement and motivation to learn.

Strategic Supports (MTSS)

Strategy/Action	Tier of Support	Who is Served	Frequency	Expected Outcome	Alignment
Provide STEAM, project-based learning, arts integration, and community-connected learning opportunities during the school day.	Tier 1	All students.	Ongoing throughout the school year.	Ongoing throughout the school year	Community-Based Learning, Expanded Learning Opportunities, Student Engagement
Expand partnerships	Tier 1	All students and families	Monthly/Ongoing	Expanded access to	Expanded access to

with organizations such as OC Deaf, Deafinitely4K ids, Child Creativity Lab, Segerstrom Center for the Arts, Farm to School, and community enrichment providers.				authentic learning experiences and community resources.	authentic learning experiences and community resources.
Provide targeted enrichment opportunities including STEAM Lab, Garden Club, Cooking Club, Running Club, ASL classes, and student leadership experiences.	Tier 2	Interested and targeted student groups	Weekly	Increased participation, engagement, and skill development.	Facilitate student exhibitions, performances, showcases, and presentations that allow students to demonstrate learning to authentic audiences.
Facilitate student exhibitions, performances, showcases, and presentations that allow students to demonstrate learning to authentic audiences.	Tier 1	All students	Each trimester and throughout the year	Increased student voice, confidence, and real-world application of learning.	Community-Based Learning, Family Engagement, Positive School Climate

The following capacity-building strategies outline how our site will continue to strengthen the systems and practices that support the successful implementation of these priorities. Together, these strategies ensure that our work is sustainable, aligned, and continuously improving.

Strategy 2: Centering Community-Based Learning

Centering community-based learning ensures that instruction is relevant, culturally responsive, and connected to the lived experiences of students and the broader community. This approach strengthens student engagement, deepens learning, and builds meaningful connections between the classroom and the real world.

Connecting Community-Based Learning to Site Priorities

Community-Based Learning most directly supports **Priority 3: Community-Based Learning and Student Engagement**. By connecting learning to students' interests, cultures, and community experiences, students become more engaged, develop real-world skills, and build stronger connections between classroom learning and their everyday lives.

Reflection on Current Practice

Taft has implemented community-based learning through STEAM activities, Garden Club, Cooking Club, Running Club, ASL programs, cultural awareness events, and partnerships with organizations such as OC Deaf and Deafinitely4Kids. These experiences have increased student engagement and provided meaningful opportunities for hands-on learning. Moving forward, we aim to increase integration of community-based learning into core instruction and expand opportunities for students to showcase their learning.

Identifying the Focus for Growth

Through stakeholder feedback, Needs and Assets Assessments, Panorama survey results, and student engagement data, we identified a need for more authentic learning experiences that connect academic content to real-world applications and community resources. Families, students, and staff expressed interest in expanding project-based learning and community partnerships to strengthen student engagement and belonging.

Goal for Community-Based Learning

By June 2026, all grade levels will implement at least one community-based learning experience, project-based learning activity, or student showcase that connects classroom learning to community assets, student interests, and real-world experiences.

Strategy 3: Collaborative Leadership

Collaborative leadership ensures that students, families, staff, and community partners share in decision-making and collectively shape the direction of the school. Through shared governance structures—such as the Community School Leadership Council (CSLC)—schools build trust, strengthen relationships, and create systems where decisions are informed by diverse perspectives and sustained over time.

In a community school, collaborative leadership extends beyond a single team. It is embedded across all structures where decisions are made, ensuring alignment, transparency, and shared ownership throughout the school community.

Reflection on Current Collaborative Leadership Structures

Taft Elementary uses several shared leadership structures, including the Community School Leadership Council (CSLC), School Site Council (SSC), ELAC, PBIS, COST, PTA, Student Council, and the Instructional Leadership Team (ILT). These groups provide opportunities for students, families, staff, administrators, and community partners to participate in decision-making and school improvement efforts. While collaboration and stakeholder engagement are strengths, opportunities remain to increase student voice, expand family participation, and strengthen communication across teams.

System of Shared Governance and Leadership Structures

The CSLC serves as the central leadership team and works collaboratively with SSC, ELAC, PTA, ILT, PBIS, COST, Student Council, and community partners to review data, monitor progress, and guide Community School implementation. Information and recommendations are shared across teams to ensure alignment with school goals and priorities.

Identifying the Focus for Strengthening Collaborative Leadership

Through stakeholder feedback, surveys, and needs assessment activities, Taft identified the need to increase representation and participation in decision-making, particularly among families, students, and historically marginalized groups. Feedback also highlighted the importance of strengthening communication and collaboration across leadership teams.

Goal for Strengthening Collaborative Leadership

By June 2026, Taft Elementary will increase stakeholder participation and representation in shared leadership structures while improving communication and collaboration among school leadership teams.

Goal

Action Steps

By June 2027, Taft Elementary will increase stakeholder participation and representation in shared leadership structures while improving communication and collaboration among school leadership teams.	● <i>Recruit and support additional family, student, staff, and community partner representatives to participate in leadership groups.</i> ● <i>Provide leadership development opportunities for students, families, and staff.</i> ● <i>Establish regular opportunities for leadership teams to share updates, review data, and align efforts.</i> ● <i>Use surveys, meetings, and stakeholder feedback to strengthen communication and shared decision-making.</i>
--	---

Strategy 4: Sustaining Staff and Resources

Sustaining staff and resources ensures that the Community School Strategy is supported by the people, structures, and funding necessary for long-term success. This includes building staff capacity, aligning resources to priorities, and developing systems that allow the work to continue beyond initial funding.

Reflection on Current Staffing and Resource Alignment

Taft Elementary has aligned staffing and resources to support Community School priorities through the Community School Coordinator, school counselor, mental health social worker, FACE Liaison, administrators, teachers, and community partners. Resources have been used to support family engagement, student wellness, attendance improvement, expanded learning opportunities, and community-based learning. Existing partnerships and shared leadership structures have helped strengthen services and supports for students and families. Opportunities for growth include expanding staff capacity, strengthening role clarity, and ensuring long-term sustainability of programs and partnerships.

Identifying the Focus for Sustainability

Through stakeholder feedback, needs assessment data, and implementation planning, Taft identified the need to strengthen systems that sustain Community School practices beyond grant funding. Areas of focus include building staff capacity, aligning resources to school priorities, strengthening partnerships, and developing long-term plans for maintaining key supports and services.

Goal for Sustaining Staff and Resource

By June 2026, Taft Elementary will strengthen the sustainability of Community School implementation by increasing staff capacity, aligning resources to school priorities, and developing systems that support long-term continuation of key programs and services.

Goal	Action Steps
By June 2027, Taft Elementary will strengthen the sustainability of Community School implementation by increasing staff capacity, aligning resources to school priorities, and developing systems that support long-term continuation of key programs and services.	• <i>Provide ongoing professional learning and leadership related to Community School practices.</i> • <i>Align staffing, budgets, and resources to support identified priorities.</i> • <i>Strengthen partnerships that provide services, enrichment, and family supports.</i> • <i>Develop and regularly review a sustainability plan that addresses resources, staffing needs, and long-term implementation.</i>

Key Staff / Personnel

Principal – Provides overall leadership, oversees implementation, and ensures alignment with school goals and priorities.

Community School Coordinator – Coordinates Community School initiatives, partnerships, family engagement, and implementation activities.

School Counselor – Supports student wellness, attendance, social-emotional learning, and intervention services.

Mental Health Social Worker – Coordinates mental health supports, referrals, family resources, and crisis response services.

FACE Liaison/Family and Community Engagement Staff – Supports family outreach, communication, workshops, and engagement opportunities.

Teachers and Instructional Staff – Implement community-based learning, student supports, and family engagement strategies.

PBIS, MTSS, and COST Team Members – Monitor student needs, coordinate interventions, and support school climate and attendance efforts.

Community Partners – Provide enrichment programs, wellness services, family workshops, and community-based learning opportunities.

Support Team Title	Support Team Member Name
<i>Principal</i>	<i>Kimberly Garcia</i>
<i>Assistant Principal</i>	<i>Julie Choi</i>

Community Coordinator

Paulette Parkhouse

Planning for Long-Term Sustainability

Taft Elementary is planning for long-term sustainability by embedding Community School practices into existing school structures, including the SPSA, MTSS, PBIS, COST, SSC, ELAC, and CSLC. The school will continue to build staff capacity through professional learning, strengthen community partnerships, and align resources to support family engagement, student wellness, attendance, and community-based learning priorities. By leveraging district resources, community partnerships, and multiple funding sources, Taft will work to sustain key programs, services, and supports beyond the life of grant funding while continuously reviewing needs and adjusting resources to meet the needs of students and families.

Strategy 5: Strategic Community Partnerships

Strategic community partnerships expand the capacity of schools to support students and families by connecting them to relevant, culturally responsive resources and opportunities. Strong partnerships are aligned to school priorities, integrated into the school system, and actively contribute to continuous improvement.

Reflection on Current Partnerships

Taft Elementary has established strong partnerships with organizations such as OC Deaf, Deafinitely4Kids, Olive Crest, Latino Health Access, Segerstrom Center for the Arts, and Expanded Learning providers. These partnerships support our priorities of family engagement, student wellness, attendance, and community-based learning by providing enrichment opportunities, family workshops, wellness resources, and culturally responsive learning experiences.

These partnerships are integrated into the school through student programs, family engagement activities, leadership opportunities, and support services that address identified community needs. A strength of our partnership model is the alignment between partner services and school priorities. Moving forward, we will continue strengthening communication, collaboration, and evaluation processes to ensure partnerships remain responsive, coordinated, and impactful for students and families.

Identifying the Focus for Strengthening Partnerships

Through stakeholder feedback, Needs and Assets Assessment findings, and ongoing review of student and family needs, Taft identified opportunities to strengthen coordination among partners and increase alignment with school priorities. Feedback highlighted the importance of expanding supports related to family engagement, student wellness, attendance, and community-based learning. As a result, the school will focus on strengthening communication with partners, clarifying partner roles, regularly reviewing partnership impact, and ensuring services and programs are aligned to the needs of students and families.

Goal for Strategic Community Partnerships

Goal

Action Steps

By June 2027, Taft Elementary will strengthen strategic community partnerships by increasing collaboration, aligning partner services to school priorities, and expanding opportunities that support family engagement, student wellness, attendance, and community-based learning.

- Conduct regular meetings with community partners to review goals, coordinate services, and align supports with identified student and family needs.
- Increase partner involvement in family workshops, student enrichment programs, attendance initiatives, and community-based learning opportunities.
- Develop an annual partnership review process to assess impact, gather stakeholder feedback, and identify areas for improvement.
- Strengthen communication between school staff and partners to ensure services are coordinated, accessible, and integrated into the school's overall support system.

Progress Monitoring and Communication

Ongoing progress monitoring and transparent communication are essential to ensuring that the Community School Strategy remains responsive, accountable, and grounded in community voice. In SAUSD, this work is not only about implementing actions, but also about continuously reflecting on progress and sharing results with the broader school community.

Schools are expected to regularly monitor the implementation of their priorities, including reviewing actions taken, analyzing data, and determining the extent to which students are benefiting from these efforts. This includes using the guiding questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

In addition, schools commit to sharing progress with students, families, staff, and community partners at key points throughout the year. At a minimum, this includes three structured opportunities for communication:

- Beginning of the year (establishing priorities and goals)
- Mid-year (reflecting on progress and making adjustments)
- End of year (sharing outcomes and identifying next steps)

These opportunities may align with existing structures such as trimester updates, Community School Leadership Council meetings, family engagement events, or other school-wide communication platforms.

Site Plan for Progress Monitoring and Communication

Taft Elementary will monitor progress on its Community School priorities through quarterly reviews of attendance, academic, school climate, family engagement, and student support data. The Community School Leadership Council (CSLC), School Site Council (SSC), ELAC, PBIS, COST, administration, staff, families, students, and community partners will participate in reviewing data, monitoring implementation, and identifying areas for improvement. Progress will be measured by examining how much was accomplished, how well activities were implemented, and the impact on students and

families. Feedback from stakeholders will be used to make adjustments and guide continuous improvement.

Communication Plan

Beginning of the Year

- Audience: Students, families, staff, and community partners
- Format: Back-to-School Night, SSC, ELAC, CSLC meetings, ParentSquare, newsletters, and school website
- Purpose: Share Community School priorities, goals, and planned activities.

Mid-Year

- Audience: Students, families, staff, and community partners
- Format: Family meetings, SSC, ELAC, CSLC updates, ParentSquare communications, and school events
- Purpose: Review progress, share data, gather feedback, and make adjustments as needed.

End of the Year

- Audience: Students, families, staff, and community partners
- Format: End-of-year meetings, student showcases, SSC and CSLC presentations, ParentSquare, and school communications
- Purpose: Share outcomes, celebrate successes, review progress toward goals, and identify priorities for the following year.

Closing Reflection

This implementation plan represents more than a set of actions—it reflects a shared commitment to building something better, together. As a living document, it will continue to grow and evolve through cycles of reflection, learning, and improvement, grounded in the voices and experiences of our community.

Our work is anchored in the belief that **engagement leads to empowerment, and empowerment leads to equity**. By intentionally creating space for authentic engagement, we ensure that those most impacted by our systems have a voice in shaping them. By fostering empowerment, we build shared responsibility and collective leadership. And through this process, we move closer to achieving equitable outcomes for all students.

This is the work of transformation—where systems shift, voices are elevated, and every student is supported to thrive.

