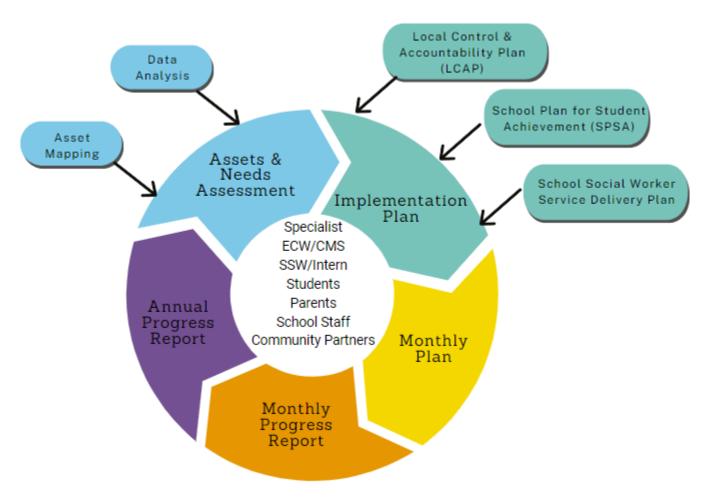
Community School Council Implementation Plan (CSCIP) for 2024 – 2025

School Site Name: Morningside High School

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



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Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the <u>Capacity Building Strategies document</u>. You can refer to your optional <u>self-assessment</u> and summarize the information you provided there.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
				In the APR, you will
Shared Commitment, Understanding and Priorities	_	Develop a diverse community school council to solicit voice/input on Community School implementation effort	EPS-documented (Shared Decision Making)	reflect on your team's progress in strengthening and
Centering Community-Based Learning		Lend support to the admin team by facilitating the school's SST/COST efforts to provide (Tier 1, 2 and 3) academic, socio-emotional and behavioral supports for Morningside students	EPS-documented (Shared Decision Making)	building the capacity of all interest-holders in implementing the community school's
Collaborative Leadership		Collaborate with school administration in working with the newly-formed Student Advisory Committee (SAC) to help bring voice to student concerns and needs	EPS-documented (Shared Decision Making)	approach.
Sustaining Staff and Resources		Partner with school admin team to lead professional development activities to share Community school efforts in order to increase staff engagement.	EPS-documented (Outreach/presentation)	
Strategic Community Partnerships		Convene a regular 'partnerships' meeting with community agencies in order to design/implement programs and services that support the needs of the Morningside community	EPS-documented (Shared Decision Making)	

Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this Deep Assets and Needs Assessment or this Condensed Assets and Needs Assessment for guidance.

What groups will you engage in your school site's asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	30111111111111111111111111111111111111	Please elaborate on the selected engagement strategies.	End of Year Reflection
		•		In the APR, you will reflect on the extent

				to which you have
Administrators	• <i>Yes</i> • No	 Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	Initiate regular check-in meetings with school admin to engage school leadership in needs assessment activities as well as activity planning Make a focused effort to increase the response rate for the annual Community Schools survey	engaged different school community groups and the processes you used to engage them.
Educators	 Yes No	 Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	Make a concerted effort (with school admin) to publicize and encourage staff participation in annual Community School survey efforts Create opportunities to present at regular staff meetings to support the academic goals of the District and school admin	
Classified staff	• <i>Yes</i> • No	 Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	Make a concerted effort (with school admin) to publicize and encourage staff participation in annual Community School survey efforts Create opportunities to present at regular staff meetings to support the academic goals of the District and school admin	
Students	• <i>Yes</i> • No	 Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 	Make a concerted effort (with school admin) to publicize and encourage student participation in annual Community School survey efforts Create opportunities to support on-campus student leadership groups in the planning and execution of student engagement activities	
Family members	• <i>Yes</i> • No	• Surveys	Make a concerted effort (with school admin) to publicize and encourage parent/guardian participation in annual Community School survey efforts Increase meaningful family engagement opportunities with parents/guardians by offering more high-interest workshops and engagement activities	
Community Members	YesNo	 Surveys One-on-one interviews Focus groups Visioning exercises Meetings and forums Other: (Write in) 		

How will you engage historically marginalized student and family groups through your asset and needs assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Group	, , , , , , , , , , , , , , , , , , , ,	End of Year Reflection
Group 1: Students receiving Special Education Services	planned Community School activities and other school-initiated programs.	In the APR, you will rate the extent to which you have engaged members of these groups in
Group 2: Mckinney-Vento and foster families	populations. We will create a welcoming environment in the Parent/Community Schools office where we offer basic needs and resources support.	developing your community school and provide a brief description of how you have engaged them.

Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars, such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. The goals should align to your district's Local Control and Accountability Plan (LCAP) and school's School Plan for Student Achievement (SPSA). At least one student-centered goal should be identified.

Review your District's Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. Link them below:

Plan/Report	Link
LCAP	
SPSA	
APR (2023-24)	
SSW Service Delivery Plan	

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools' initiative. You can refer to this <u>SMART Goals</u>: How to <u>Guide</u> and <u>Creating SMARTIE Goals</u> resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals		End of Year Reflection
1. By June 3, 2025, Morningside High School will realize a 10% reduction in student chronic absenteeism rate (from 29.5 % to 19.5%) as measured and reported by 2024-25 SPSA Goal 3 (Culture and Climate) data.	Chronic Absenteeism Rate of 29.5 % . High absenteeism rates can reflect a lack of engagement in school activities due to an increased	In the APR, you will reflect on the actions taken to meet these goals.
2 By June 3, 2025, Morningside High School will realize an 8.5% increase in graduation rate (from 91.5% to 100%) as measured and reported by 2024-25 CDE Dashboard data report(s).	The California Department of Education (CDE) Dashboard indicates a graduation rate of 91.5 %. The school strives to ensure that all students graduate. Additionally, students will have access to academic courses that increase their 'A-G' readiness as well as prepare them for college and career.	
2. By June 3, 2025, Morningside High School will realize a 10% increase in the student stability rate (from 29.3% to 19.3%) as measured and reported by 2024-25 LCAP data reports.	The California Department of Education (CDE) Dashboard indicates an instability rate of 29.3%. Frequent student movement from school to school can have roots in family economic instability, homelessness and/or students not residing outside of the nuclear family home (foster care).	
the student stability rate (from 29.3% to 19.3%) as measured and	instability rate of 29.3%. Frequent student movement from school to school can have roots in family economic instability, homelessness and/or students not residing outside of the nuclear family home (foster	

Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2023-2024 school year and desired outcome for the 2024-2025 school year.

SMARTIE Goal 1: Addressing Chronic Absenteeism

Measurement of Effectiveness			End of Year Reflection
	'	,	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Convene a regular meeting of COST/SST	Beginning 9/2024-ongoing
	Provide leadership development training for at least three student affinity groups/clubs	Beginning 9/2024-ongoing
	Convene a regular meeting of community partners who provide services for MHS students	Beginning 9/2024-ongoing
	Plan high-interest student engagement activities to increase student connectedness	Beginning 8/2024-ongoing

Specialist (cont.)	Coordinate the distribution of basic needs items for students in need	Ongoing
ECW/CMS	n/a	
School Social Worker Create a calendar of awareness campaigns to increase student engagement Coordinate activities of the Student Wellness Center to meet student needs		Beginning 9/2024-ongoing
Intern	Assist SSW in providing mental health support (as needed)	Ongoing
Principal/Designee	ncipal/Designee Provide leadership and clarification of district policy regarding student matters	
School Nurse	Provide input on student cases involving known medical needs of student(s)	Ongoing
School Psychologist	Provide assistance in the area of testing students (i.e. 504 plans, Special Ed services, etc)	Ongoing
School Counselor Provide insight as it relates to students' academic schedule/program		Ongoing
Other key staff	Additional staff may be asked to provide insight in their area(s) of expertise	As needed

SMARTIE Goal 2: Increasing Graduation Rates/College and Career Readiness

Measurement of Effectiveness			End of Year Reflection
An increased graduation rate of MHS students	CDE Dashboard report on graduation rate	91.5% graduation rate	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	 Convene a regular meeting of COST/SST to identified academic, socio-emotional and behavior needs of MHS students 	
	 Provide leadership development training for at least three student affinity groups/clubs 	September 2024-ongoing
	 Convene a meeting of community partners who provide services for MHS students in order to increase student engagement 	September 2024-ongoing
	Plan high-interest student engagement activities to increase student connectedness	September 2024-ongoing
ECW/CMS	n/a	
School Social Worker	Assist in providing resources and guidance to identified student groups	Ongoing
Intern		
Student Group Advisors	Work with the group advisors (or identified groups) to help identify needed resources and skill-building opportunities with student leaders	Ongoing

Measurement of Effectiveness	Method of Evaluation		 End of Year Reflection
(agenda, sign in, etc.)	Review of meeting documentation Efforts to publicize available supports	N/A	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	 Convene a regular meeting of COST/SST to identified academic, socio-emotional and behavior needs of MHS students 	September 2024-ongoing
	 Provide leadership development training for at least three student affinity groups/clubs 	September 2024-ongoing
	 Convene a meeting of community partners who provide services for MHS students in order to increase student engagement 	September 2024-ongoing
	 Plan high-interest student engagement activities to increase student connectedness 	September 2024-ongoing
ECW/CMS	n/a	
School Social Worker	Provide feedback on referral process to the larger group	Ongoing
Intern		
School Staff Member 1		
School Staff Member 2		
Community Partner 1 (All)	Provide monthly reporting on number of referrals, active clients as well as declines to service	Monthly
Community Partner 2	Provide feedback on referral process and utilization of services	Ongoing

Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see Whole Child and Family Supports Inventory). For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)			In the APR, for the supports you answer "Yes" to,
Mental health Screening and Services (2)	Yes	Goal 1, 3:Providing needed supports	you will reflect on

Nutrition Services and Support (3)			the phase of	
Academic Support (tutoring, specialist, etc.) (4)			you end the year.	
Counseling Center (5)			Was the support: A. Previously	
Multi-Tiered System of Support (6)	Yes	Goal 1: Systemizing support delivery for students	implemented and now integrated into	
Coordination of Services Team (e.g., COST team) (7)	Yes	Goal 1: Systemizing support delivery for students	the community school work	
Before School (times/services) (8)	Yes	Goal 1, 3:Providing needed supports	B. Expanded partnership	
After School (times/services) (9)	Yes	Goal 1, 3:Providing needed supports	C. Provided training/PD	
Summer Programs (10)			D. Expanded capacity to offer	
During School (learning pathways, differentiated instruction, lab times, etc.) (11)			support E. Collecting data and tracking	
Teacher Leadership Development and Opportunities (12)			improvement.	
Parent Leadership Development and Opportunities (13)			You will also reflect	
Student Leadership Development and Opportunities (14)	Yes	Goal 2: Building collaborative leadership skills	on the funding source you are	
Shared Decision-Making Bodies that center the voices of students, families and community (15)	Yes	Goal 2, 3: Building collaborative leadership skills	exploring to ensure the sustainability of each support.	
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)				
Home Visits (17)				
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)				
Positive Behavioral Supports (19)				
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)				

Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	Yes	Goal 1: Providing needed supports
Project-Based Learning (22)		
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)		
Community-Based Curriculum, Pedagogy, and Projects (24)		
Personalized Learning Plans (25)		
Performance Assessments (e.g., capstones, portfolios, etc.) (26)		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)		
Other: (Write in) (28)		
Other: (Write in) (29)		
Other: (Write in) (30)		