

## Stage 5: Implement Systemically

	Community	Intermediary	Site
<b>Collaborative Leadership</b>			<input type="checkbox"/> Leadership development opportunities for parents/family members and residents enable them to carry out their leadership tasks.
<b>Results-Based Vision</b>			<input type="checkbox"/> Planning and implementation at every school site are aligned with the community-wide vision. <input type="checkbox"/> To organize its work, every site develops a results and indicators framework based on the community wide framework. <input type="checkbox"/> Priority is given to specific results based on site needs, with indicators used to track progress.
<b>Data and Evaluation</b>			<input type="checkbox"/> Based on results and indicator frameworks, site teams make decisions about which data are most relevant and useful to collect. <input type="checkbox"/> Policy barriers based on confidentiality and other requirements are communicated to community-wide leaders for action (Stage 6).
<b>Finance and Resource Development</b>	<input type="checkbox"/> Reliable funding streams are coordinated and sustain priority programs and services at community schools.		
<b>Alignment and Integration</b>	<input type="checkbox"/> Partners enact policies and provide resources to ensure that sites targeted by the initiative’s rollout strategy work together to achieve results.	<input type="checkbox"/> Technical assistance aligns policies and integrates practices across sites in order to build functioning networks of community schools. <input type="checkbox"/> Regular review of MOUs and results and indicator frameworks ensures that the staffing and delivery of all partners’ activities at each site are	<input type="checkbox"/> Sites connected by the initiative’s rollout strategy collaborate with each other in planning, implementing, and evaluating activities. <input type="checkbox"/> Site partners, within and across linked sites, participate in developing the school improvement plan that reflects each site’s results framework.

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		integrated with school plans and the priority results of community schools.	<input type="checkbox"/> Sites integrate the activities of other community reform initiatives aimed at achieving similar results. <input type="checkbox"/> The school and its partners integrate academic and non-academic supports, services, and opportunities to attain agreed-upon results. <input type="checkbox"/> Instructional content and methods, during and after school hours, reflect community school principles in support of selected indicators.
<b>Supportive Policy</b>	<input type="checkbox"/> The district has set forth administrative guidelines enabling the effective operation of community schools. <input type="checkbox"/> Partners, including the school board, enact specific policies to support and sustain community schools. <input type="checkbox"/> Partners act to change policies within their own organizations to support scale-up. <input type="checkbox"/> School board and/or district policy allows community partners to use school facilities at no charge to implement activities aligned with site-level results.		<input type="checkbox"/> A clear and coherent set of practices and policies with respect to site-level implementation guides both school staff and community partners and fosters integration between in-school and after-school activities. <input type="checkbox"/> Personnel policies of school sites, lead agencies, and partner agencies are aligned and reviewed regularly to foster positive working relationships across shared staff.
<b>Professional Development and Technical Assistance</b>	<input type="checkbox"/> The principles and practices of community schools are incorporated into higher education and district-run educator preparation professional development for principals, teachers, paraprofessionals, counselors, nurses, and others. <input type="checkbox"/> The principles and practices of community schools are incorporated	<input type="checkbox"/> Technical assistance helps sites develop a results and evaluation framework. <input type="checkbox"/> Staff organize pre-service training for community school coordinators and facilitate their continued training in appropriate, district-led professional development. <input type="checkbox"/> Technical assistance and professional	<input type="checkbox"/> School staff and site-level partners participate in joint professional development and planning time designed to deepen integration between in-school and after-school teaching and learning. <input type="checkbox"/> Community school coordinators receive pre-service training from the initiative, and site-level partners participate in relevant school-run professional development activities.

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	<p>into professional development for partner staff.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Joint, ongoing professional development for school and partner staff is available; policies encourage and enable participation.</li> </ul>	<p>development respond to needs identified by participants.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff ensure that participants and technical assistance providers jointly design, implement, and evaluate training.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technical assistance facilitates the work of school-site teams.</li> <li><input type="checkbox"/> Participants and technical assistance providers jointly design, implement, and evaluate training.</li> </ul>
<b>Broad Community Engagement</b>			<ul style="list-style-type: none"> <li><input type="checkbox"/> The community school promotes itself as the hub of the neighborhood and uses the name and logo of the initiative to build its own identity.</li> <li><input type="checkbox"/> Expansion sites host visits for elected officials, partners, family members, neighborhood residents, and representatives of other schools to showcase accomplishments, recruit champions, and develop peer networks.</li> <li><input type="checkbox"/> Community issues that affect schools (e.g., safety, housing, immigration policy) are tracked, evaluated for their impact on the initiative’s work, and considered for local action.</li> <li><input type="checkbox"/> Parents and residents represent the concerns of community schools and their neighborhoods in decision-making forums at all levels (e.g., neighborhood associations, housing commissions, city council, and school board).</li> </ul>