

Lancaster School District
2024–25 Community Schools Implementation Plan

Mariposa Elementary School (Principal: Eric Gold)

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 25% African-American, 65% Hispanic, 1% Native American
- 94% eligible for free or reduced lunch
- 23% English learners
- 19% students with IEPs
- 3% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- All students from UTK - 6th grade learn about computer science and coding, building upon skills learned during the previous grade.
- All teachers are being trained in Early Literacy Skills, cognitive science, and instructional strategies that support the Science of Reading.
- All students from UTK - 6th grade engage in daily explicit instruction in phonics and phonemic awareness.
- 80% of our teachers have been trained in Capturing Kids' Hearts, and all teachers are currently utilizing Capturing Kids' Hearts methods in their classrooms.
- All instructional staff are being trained and coached in restorative practices to increase time spent in the classroom.
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Two Full-time counselors support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Chronic absenteeism is a hindrance to providing consistent academic, behavioral, and social/emotional support to students.
- Lack of school-based mental health support hinders our efforts to support our students with severe mental health needs.
- Families require at-home support to meet their children's social/emotional, behavioral and academic needs.
- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning continues to be a challenge for our students, which has been identified by counselor referrals that have been initiated by the classroom teachers.
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing

- Students scored themselves a 2.86 / 4 overall on Self-Awareness (according to Sown to Grow)
- Students scored themselves a 2.88 / 4 overall on Self-Management (according to Sown to Grow)

Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. As we progress through this school year and the upcoming years, our teachers will become specialists in early literacy skills, supporting our students' academic needs. Also, we are able to support our students by providing all of our students with computer science and coding skills, which helps build critical thinking and problem solving skills, along with increasing their perseverance to solve complex problems.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. Almost all of our instructional staff has been trained in Capturing Kids' Heart, so they are fully implementing those practices in and out of school. Our teachers have been trained in restorative practices. As of December 2024, our school has two suspensions.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 27% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners. Also, with the implementation of early literacy skills, our teachers are building up culturally relevant classroom libraries and learning how a student's culture can affect their mastery of phonics skills and how to address this concern.
- ***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council, English Language Advisory Committee, African-American Advisory Committee, and official volunteers to support our students. All stake holders in the school, including certificated and classified staff, are sought out to provide input that supports our students' needs.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five year plan:

- Full-time social worker to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by an SEL Screener (Sown to Grow). 90% of students will show improvement or high levels of capacity (score of 3.5+ / 4) in Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Principal
- Leadership Team = Principal, Assistant Principal, Instructional Coach, Counselor, 6 Teachers
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections:

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students, homeless students, and students identified as having SEL and/or behavioral needs to ensure their needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.