

# Landscape Scan & Rubric Framework



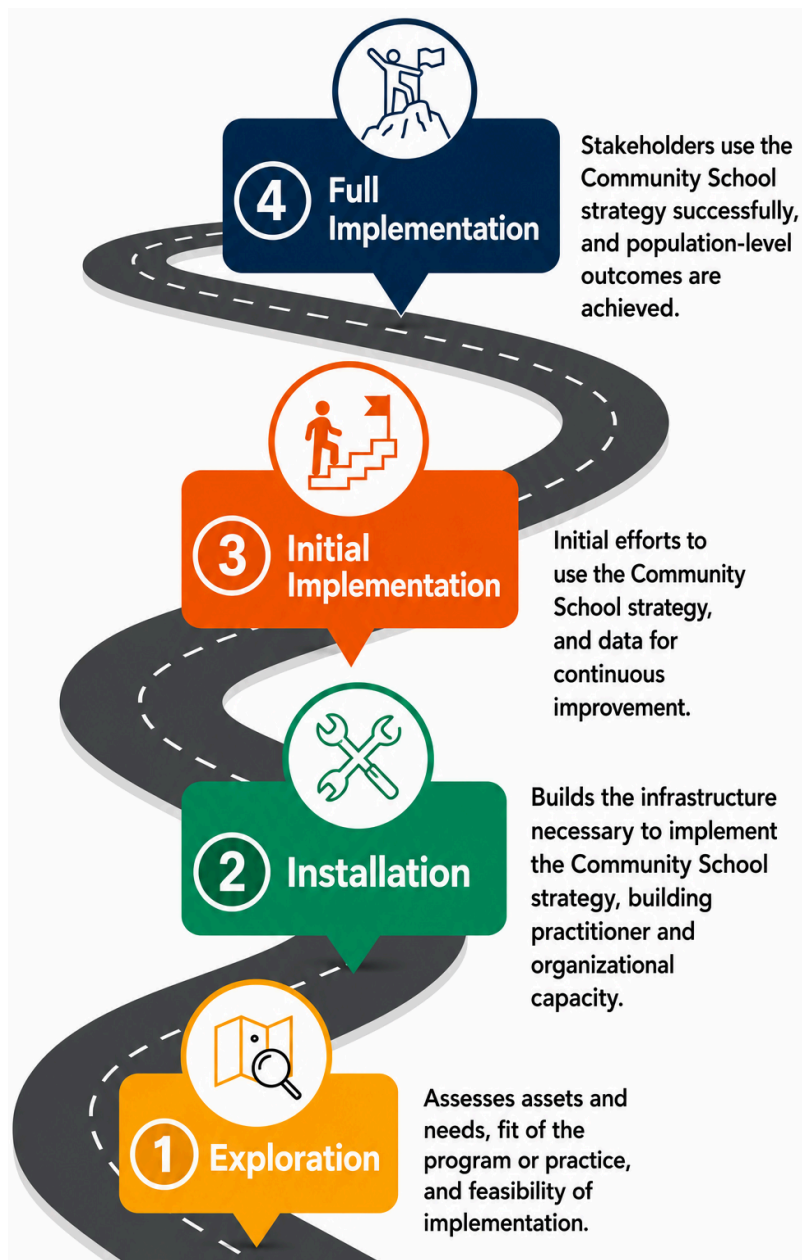
Family, School, and Community Partnerships



## Lead Partner Readiness Rubric

### Introduction

Assessing existing practices, strategies, and initiatives is a critical step in determining readiness for change because it creates an opportunity for leaders to approach the community schools strategy with strategic integration in mind and avoid initiative overload. **The District, School, and Lead Partner Agency Readiness Rubrics** were developed to take stock of what is already in place in a school, district, or lead partner agency that will ultimately support or align with the community schools strategy. Recognizing current strategies that are already working helps build a culture of success and strengthens relational trust among stakeholders.



Descriptions of current strategies and practices are provided across the rubrics. These descriptions show what these strategies and practices look like at an ‘excelling’ level of performance, emphasizing a commitment to educational equity and improving youth, family, and community outcomes ([CDE, 2020](#)). Schools, districts, and agencies with excelling strategies and practices will demonstrate high levels of implementation across the [Essentials for Community School Transformation Framework](#) (CDE, 2020; Community Schools Forward, 2023).

## Readiness

### **Know Before You Go!**

*Before entering the Exploration phase, consider the following:*

- **Why is that destination where you want to go?**  
Your “why” and data snapshot
- **Who is helping you plan the trip?**  
Your team
- **What do you already know about your destination?**  
*What more do you need to learn?*  
Learning about CSs
- **What do you already have that will help you get there?**  
Your landscape analysis and data snapshot
- **Who needs to know your travel plans?**  
Engaging stakeholders and building awareness

## Key Actions

We recommend moving through the **Landscape Scan** in a process of self-reflection and guided discussion:

- **Step One:** The Readiness Team meets. Team leads outline the process of completing the rubrics/self-reflections.
- **Step Two:** Each individual team member establishes their own reflections on the different components of the **Essentials for Community School Transformation Framework** for their specific system (school, district, partner agency). Individuals may be “assigned” colleagues to interview in order to collect needed information while avoiding overwhelming colleagues with interview requests.

- **Step Three:** Individuals complete the rubric summary sheet before the next team meeting.
- **Step Four: The Readiness Team** meets for a collaborative discussion about their reflections and findings.
  - ◆ We encourage members to be honest and transparent, which may mean engaging in hard conversations that lead to uncomfortable truths. It is crucial that all members feel comfortable, seen, heard, and safe.
  - ◆ Whether your team is large or small, consider inviting key internal and external stakeholders to this specific meeting as thought partners.
- **Step Five:** The team comes to a consensus regarding the community schools strategy being a good “fit” for their school, district, or agency and decides on next steps for building readiness.
  - ◆ Recommendations for next steps will vary based on the site/system, team make-up, and findings of the rubrics. We have provided examples of next steps for school-based, district-based, and lead partner agency-based teams on each associated rubric.

## Key Outputs

Completing this Landscape Scan is a crucial step in understanding how ready your system may or may not be for exploring and implementing the community schools strategy. Completing the Landscape Scan will lead to a short summary that pulls together the most important readiness considerations for your team. This summary sheet will be useful during the collaborative discussion as members discuss their individual reflections and findings. Whether your team is school-based, district-based, or agency-based, the Landscape Scan will provide a comprehensive overview of how current initiatives, existing teams, community partnerships, and staff roles and responsibilities align with the community schools strategy. With this information in hand, your **Readiness Team** will make a well-informed plan for the team’s next steps.

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## Lead Partner Agency Readiness Rubric

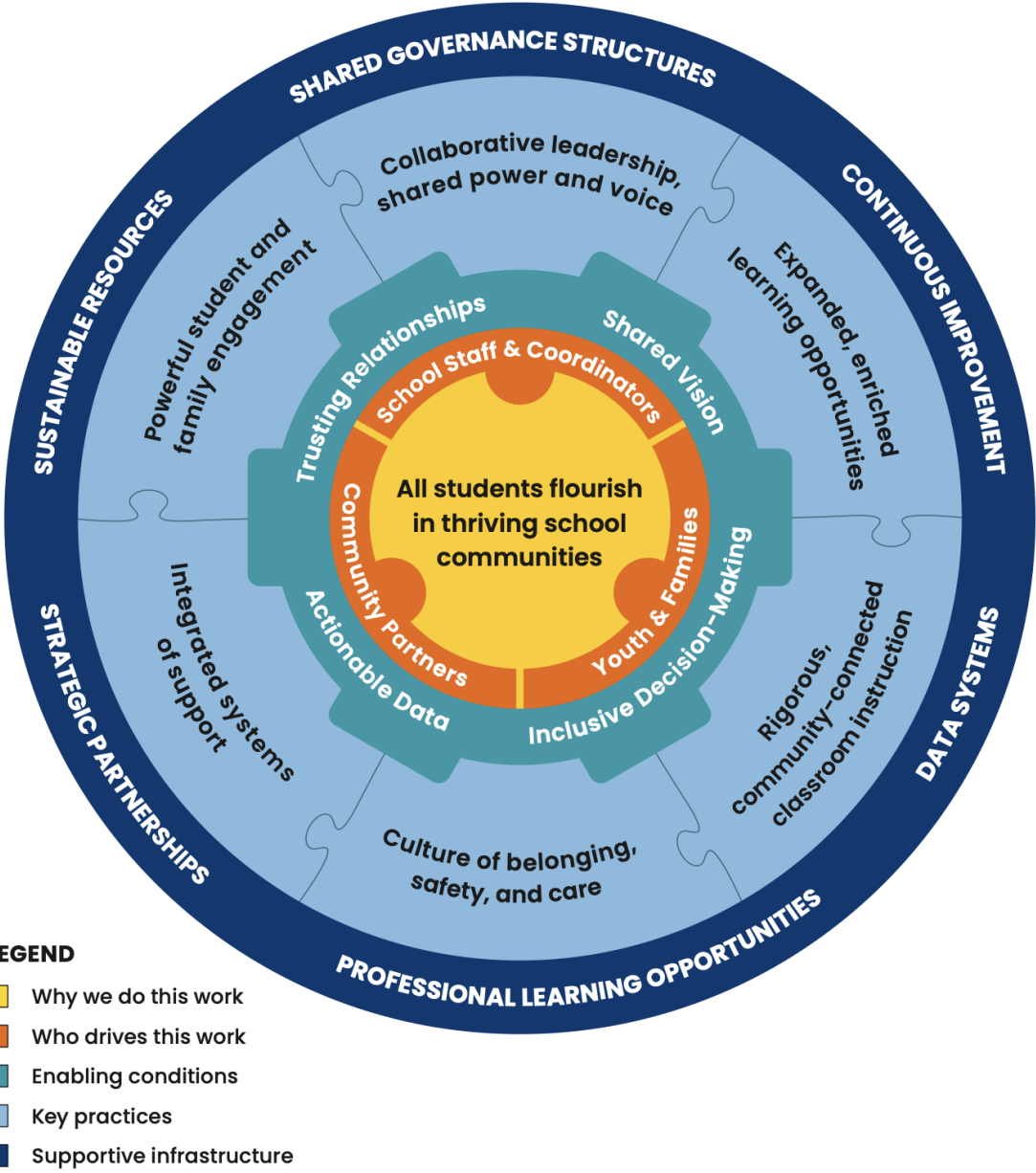
Building on the [Essentials for Community School Transformation](#) Framework (Community Schools Forward, 2023), this rubric provides lead partner agency staff an opportunity to consider how the components of the framework may already be in place within their agency. The first section is on the [Enabling Conditions](#): *Trusting Relationships, Actionable Data, Shared Vision, and Inclusive Decision-Making*. When fully realized, the enabling conditions create a system within which lead partner agencies can support school- and district-level transformation.

The second section of the Lead Partner Agency Readiness Rubric explores the Supportive Infrastructure currently in place, as organized by the Essentials for Community School Transformation framework: *Shared Governance Structures, Continuous Improvement, Data Systems, Strategic Partnerships, Professional Learning Opportunities, and Sustainable Resources*. This section may require deeper exploration into the systems and processes within the agency and local community through artifact reviews and one-on-one conversations with colleagues. Later activities in this guide will help you connect these conditions and infrastructure to community mapping and assets and needs assessments that typically happen once an agency decides to move forward with this strategy.

The descriptions provided for the components are written to a high standard with examples considered to be *excelling*. It is not expected that the lead partner agency utilizing the rubrics would be meeting this high-level of performance for each component. They are written this way so that through self-reflection, users can identify to what extent their agency aligns with that description. Along with self-reflection questions, a continuum is included.

**Completing the rubrics is an iterative process - not a one-time activity. Individual team members, and the team as a whole, can and should return to the readiness rubrics to track progress and build towards sustainability.**

**Figure 1. Essentials for Community School Transformation**

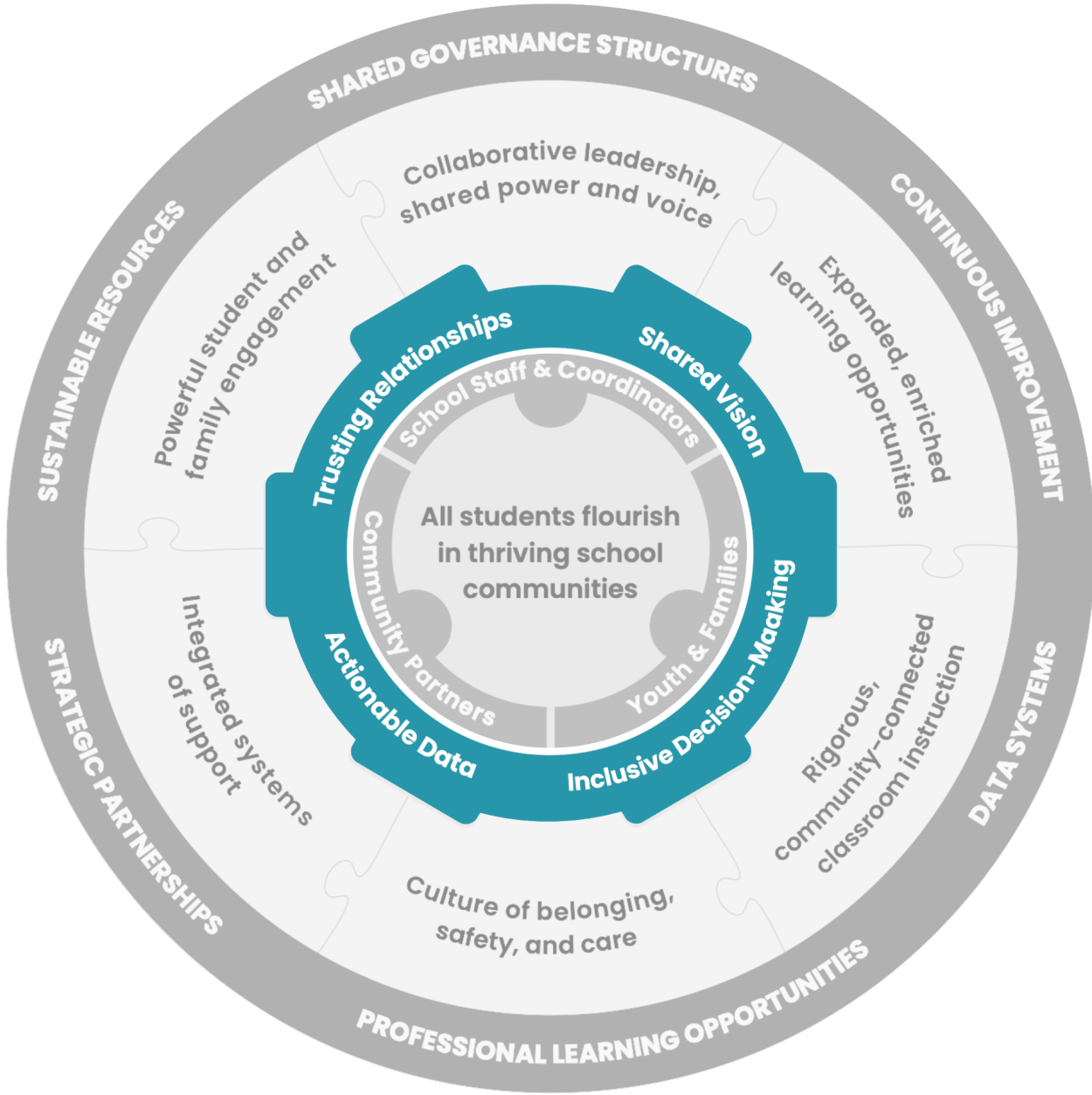


Source: Community Schools Forward. (2023).

**Enabling Conditions**

The enabling conditions of the community schools strategy—trusting relationships, actionable data, shared vision, and inclusive decision-making—create a foundational ecosystem that supports a lead partner agency to be an adaptive, collaborative partner in a community schools initiative. These conditions are represented in the **teal layer** of the

Essentials of Community Schools Transformation framework ([Community Schools Forward, 2023](#)). Instead of functioning as an independent silo, these four conditions act as a self-reinforcing system that drives transformation.



## Trusting Relationships

Trusting relationships are formed through social interactions within communities and environments. Elements that make up trusting relationships include competence, respect, integrity, care, shared vision, culture of listening, and interactions ([Brookings, 2024](#)). The following description shows a high standard of trusting relationship practices between lead partner agencies and local schools and school districts with examples considered to be *excelling*:

Trusting relationships for a lead partner agency mean the agency operates as an embedded, collaborative partner with local schools and school districts. These relationships and practices include:

- Building collaborative and intentional relationships with community partners that schools and districts may not already have access to
- Centering the questions, “What do youth and families in our local schools need, and how can we co-create solutions?”
- Coordinating programs that align with the identified needs of youth and families and demonstrate reliability to school and district leaders
- Identifying unmet needs that existing funding cannot support and aligning resources and opportunities to fill gaps and reduce operational burdens on schools and districts
- Providing a single point of contact to streamline communication between the agency and school or district administrators
- Organizing activities, such as community walks, that help school staff better understand the neighborhoods and communities their students and families come from



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding *trusting relationships* between your agency and local school districts/schools?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's trusting relationships with local schools/districts.



What are some areas where strong trusting relationships currently exist, and what are the opportunities where trusting relationships can be or need to be built?

Existing Trusting Relationships	Opportunities for Building Trusting Relationships
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## Actionable Data

Actionable data is defined as information that is clear, specific, and timely enough to lead directly to a decision. It provides the context necessary to determine next steps. The following description shows a high standard of actionable data practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency intentionally collects, analyzes, and shares information with stakeholders to support continuous improvement and inclusive decision-making (Learning Policy Institute, 2023). The agency's data practices include:

- Collecting both quantitative data (e.g., attendance, behavior, resource tracking) and qualitative data (e.g., surveys, empathy interviews, home visits)
- Making data available in real time, or frequently enough to allow for course corrections rather than only end-of-year reflections
- Presenting data through user-friendly and accessible dashboards
- Disaggregating data by student and family groups to identify gaps and inequities ([Burch & Miller, 2022](#))

The agency also uses data systems and planning processes to strengthen partnerships with schools and districts by:

- Using a backwards-design framework that begins with desired community outcomes and identifies the data needed to demonstrate measurable results to school and district leadership
- Co-creating data plans with local schools and districts to ensure data collection is mutually beneficial and transferable when appropriate
- Maintaining dashboards that layer school and community data to better understand connections between student outcomes and community conditions, such as attendance patterns and transportation access
- Establishing **Memorandums of Understanding (MOUs)** that clearly define what data will be shared and how it will be protected
- Implementing techniques to connect records across systems without revealing personally identifiable information
- Using disaggregated data to help schools and districts direct resources toward students and families with the greatest needs

- Creating maps that show where eligible families live in relation to available community assets and resources



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding *actionable data* for your agency?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's actionable data.



What are some areas where strong actionable data currently exists, and what are the opportunities where strong actionable data is needed?

### Existing Actionable Data

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### Needed Actionable Data

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## Shared Vision

A shared vision is a collective agreement outlining a lead partner agency's image of a desired future and may include core values and long-term goals for the local community. The following description shows a high standard of shared vision practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency's current vision is aligned with the local school district's vision and promotes collective responsibility for the experiences and outcomes of youth and families within the community. This shared vision:

- Is reflected in agency policy and the agency's strategic plan
- Is communicated consistently across the agency's communication platforms
- Is co-created by agency leaders, agency staff, youth, families, and community members
- Serves as an anchor for decision-making that impacts youth and families
- Ensures that interventions and programs across systems are aligned toward shared goals and outcomes



### Self-Reflection

Take a few minutes to reflect on the description above.



After reading the above description, what patterns or trends stand out to you regarding the **shared vision** within your agency?



### How Our Vision Aligns

Use the continuum below to reflect on how our agency's shared vision aligns with local school districts' visions for students.



How does the agency's shared vision align with the local school district's vision? How do they differ?



**Shared Vision Alignment**



**Shared Vision Difference**

## Inclusive Decision-Making

Inclusive decision-making is a process where those affected by a choice—especially people from underrepresented groups—have a meaningful opportunity to influence the outcome. It ensures diverse perspectives are not just heard, but actively integrated into the final decision to ensure equity and better results. The following description shows a high standard of inclusive decision-making practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency convenes a diverse group of stakeholders with direct connections to local youth and families to strengthen collaboration, improve decision-making, and increase shared ownership of community efforts. These practices include:

- Bringing together stakeholders to make solutions more relevant and effective, uncover inequities, increase trust, and strengthen ownership among agency staff, school and district staff, families, youth, and community members
- Ensuring agency leadership reflects the diversity of the local school districts and neighborhoods the agency serves
- Supporting community members in serving on committees and boards so policy decisions are informed by lived experience
- Using written charters to shift decision-making power from senior executives to subject matter experts who are closer to the issues
- Facilitating listening sessions where community members identify funding priorities
- Establishing steering committees that include school district leadership, out-of-school providers, and family advocates to jointly determine resource allocation
- Engaging local community members and subject matter experts in reviewing grant applications and recommending which community programs should receive funding
- Maintaining formal partnerships with school districts that define shared goals and responsibilities and ensure community voices are reflected in high-level budget and policy decisions



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding inclusive decision-making within your agency?



Decisions are only made by agency senior executives.



Agency staff are included in decision-making processes but external stakeholders are not.



Our agency intentionally includes stakeholders with diverse perspectives in our decision-making processes.



What are some areas where inclusive-decision making currently exists, and where are the opportunities for integrating stronger inclusive decision-making?



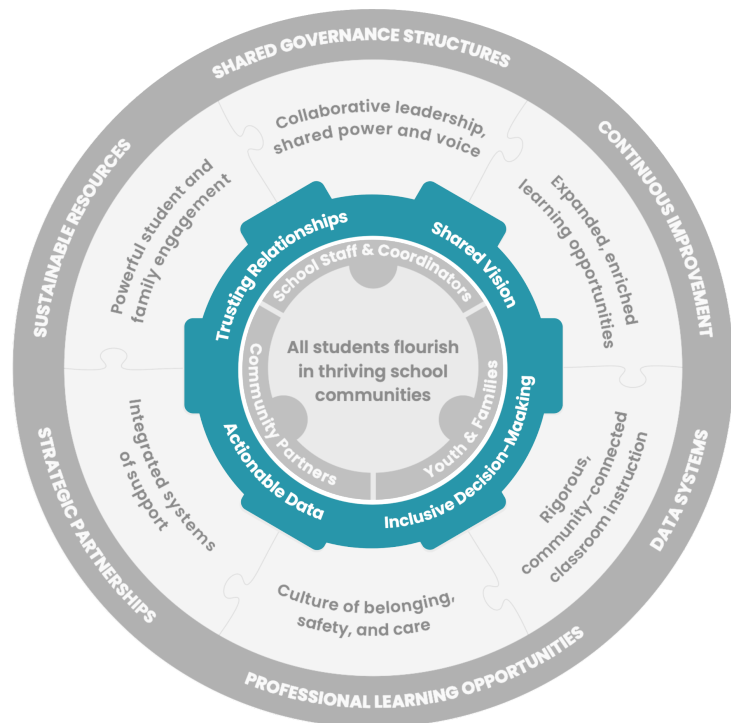
**Existing Inclusive Decision-Making**



**Opportunities to Integrate Inclusive Decision-Making**

## Supportive Infrastructure

The supportive infrastructure of the community schools strategy functions as a stabilizing and scaling mechanism that transitions an agency from a collection of "add-on" programs into a cohesive, transformational system. This infrastructure provides the "scaffolding" necessary to sustain the enabling conditions (trusting relationships, actionable data, shared vision, and inclusive decision-making) over time. These conditions are represented in the dark blue layer of the **Essentials of Community Schools Transformation framework** ([Community Schools Forward, 2023](#)). The interaction of these six elements creates a system that moves beyond temporary fixes toward permanent institutional change.



### Shared Governance Structures

Shared governance is when agencies, youth, families, staff, and community members work together as a formal team. They decide together on goals and budgets, and make sure everyone does their part to reach positive outcomes. The following description shows a high standard of shared governance structures for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The lead partner agency has established shared governance structures that support collaborative decision-making, community engagement, and systems-level coordination. These structures include:

- Governance councils that address high-level systems concerns and include representatives from major constituencies, such as agency staff, board members, and community members
- Standing committees that focus on specific areas such as policy or programming and are made up of both board and non-board members
- Advisory groups that provide specialized expertise or community perspectives without having direct authority
- Task forces that are temporary and address a specific issue or project
- Representative councils that represent the interests of specific departments or neighborhoods and ensure those closest to the work have a formal voice in decisions that impact them directly
- Implementation workgroups that translate board governance decisions into actionable plans and bring together the staff members who will execute the work

Local youth, families, community businesses, and community partners are regular participants in the shared governance structures the agency has in place.



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding **shared governance structures** within your agency? Do school and district representatives show up in any of these structures within your agency?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's shared governance structures.



What are some areas where shared governance structures currently exist, and what are the opportunities where shared governance structures can be or need to be built?

Existing Shared Governance Structures

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Opportunities for Building Shared Governance Structures

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## Continuous Improvement

Continuous improvement is the ongoing habit of making small, steady changes to do things better over time. Rather than waiting for a single "giant fix," it focuses on constantly looking for ways to spot mistakes, cut out waste, and make work or life a little smoother every day. The following description shows a high standard of continuous improvement practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

To maximize mission impact and ensure long-term sustainability, the agency engages in continuous improvement through ongoing assessment, reflection, and refinement of programs and operations. These practices include:

- Using structured improvement models, such as the Plan-Do-Check-Act (PDCA) Cycle, to guide continuous improvement efforts
- Involving service recipients, including youth and families, community members, and school and district staff, in the co-creation and evaluation of programs to ensure initiatives respond to real needs
- Using technology and software systems to track key performance indicators such as beneficiary satisfaction, volunteer retention, and program effectiveness
- Regularly conducting surveys, focus groups, and community forums to gather diverse perspectives and inform future strategies and improvements



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding *shared governance structures* within your agency? Do school and district representatives show up in any of these structures within your agency?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's shared governance structures.

**LIMITED PARTICIPATION / NOT INCLUSIVE**



Opportunities to participate in governance within our agency is limited to senior leadership roles.

**INTERNAL FOCUS / NOT INCLUSIVE**



Agency staff are included in governance structures, but external stakeholders are not.

**INCLUSIVE & MULTI-LEVEL**



Governance structures our agency intentionally include all levels of agency staff, as well as local youth, families, community businesses, and community members.



What are some areas where shared governance structures currently exist, and what are the opportunities where shared governance structures can be or need to be built?

**Existing Shared Governance Structures**

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**Opportunities for Building Shared Governance Structures**

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## Data Systems

Data systems are the digital tools and organized methods a group uses to collect, store, and find information. The following description shows a high standard of data systems for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency's data systems provide clear evidence of what youth and families in the local community need in order to succeed. These systems support informed decision-making and action planning by identifying problems or patterns before interventions are selected. The agency's data systems include:

- Continuous improvement systems (see: Continuous Improvement)
- Youth and family engagement data
- Youth and family support referral systems
- Needs assessments
- Visual tools, such as data dashboards that integrate ongoing progress and end-of-year outcomes
- Data-sharing agreements with school districts that maintain youth and family privacy

Data is used to guide decision-making and action planning by helping the agency better understand challenges, trends, and areas of need before implementing interventions.



## Self-Reflection



Refer back to your Data Snapshot (Section 4) and review the data systems in place in your agency.

Consider the following questions.

- What is not currently being tracked or collected that you feel is important?
- To what extent are the data systems in place accessible to key stakeholders beyond agency staff?
- What processes are in place to communicate local data to the community?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's data systems.

**LIMITED /  
VERY FEW**



Our agency has very few data systems in place and access to them is limited by agency role.

**DEVELOPING /  
INTERNAL USE**



Our agency has clear data systems in place. Data is available to agency staff but not external stakeholders.

**STRONG /  
SHARED**



Our agency utilizes all our data systems to inform decision-making and action planning. Systems are in place to share data with local schools and school districts.



What are your agency's existing strengths regarding data systems? What opportunities are there to strengthen these systems and practices?

### Existing Data System Strengths

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### Opportunities to Strengthen Data Systems and Practices

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## **Professional Learning Opportunities**

Professional learning opportunities are chances for people to gain new skills, knowledge, or ideas to do their jobs better. They include things like workshops, mentoring, or hands-on projects that help someone grow in their career and stay up-to-date in their field. The following description shows a high standard of professional learning practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency provides professional learning opportunities that connect staff growth to improved outcomes for youth and families. These opportunities and practices include:

- Training staff together to foster a safe, supportive, and collaborative culture where individuals feel comfortable being vulnerable, asking questions, and sharing successes and challenges
- Building stronger, safer, and more supportive communities for youth and families through collaborative staff development
- Providing professional learning focused on strengthening relationships between agency staff and youth and families
- Offering Professional Learning Communities (PLCs) that support staff performance, strengthen commitment to agency goals, and reduce professional isolation and burnout
- Investing in professional learning as part of a broader commitment to workforce culture, helping attract and retain individuals who are committed to positive community outcomes



## Self-Reflection



After reading the above description, what patterns or trends stand out to you regarding *professional learning* within your agency? Do school and district representatives show up in any of these processes within your agency?

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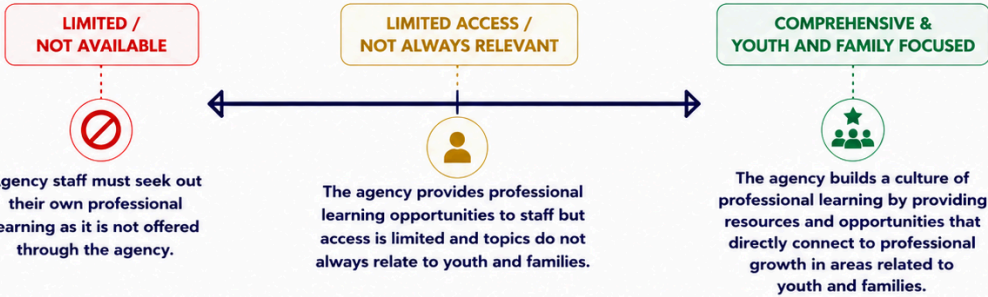
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## Where Do We Fall?

Use the continuum below to reflect on the current state of your agency's professional learning.



Does the agency offer professional learning opportunities focused on:

- Collaborative leadership
- Restorative practices
- Community engagement
- Positive youth development
- Education systems

If available, provide 2 examples.

### Example 1

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### Example 2

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## Strategic Partnerships

Strategic partnerships are long-term agreements where two or more groups team up to reach a goal that neither could easily achieve alone. Partners share their unique strengths, tools, or expertise to solve a specific problem or create something new. The following description shows a high standard of strategic partnership practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

The agency maintains strategic partnerships that are long-term, mutually beneficial alliances grounded in shared governance and pooled resources. These partnerships are characterized by:

- A shared vision that all partners agree is better achieved together
- Formal agreements, such as **Memorandums of Understanding (MOUs)**, that define roles, responsibilities, and conflict resolution processes
- Joint performance metrics that establish shared outcomes, impact goals, and collaborative data tracking practices

Strategic partnerships may be:

- Programmatic, where partners combine expertise to implement a specific initiative
- Resource-based, where partners share infrastructure such as office space, IT systems, or administrative staff

These partnerships are supported by a culture of shared responsibility across all partners.



## Self-Reflection



Are there formal partnerships in place between your agency and the local school districts? What identified student and family needs do these partnership agreements address?

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## Where Do We Fall?

Use the continuum below to reflect on the current state of partnerships between your agency and external groups.



What are some examples of formal partnerships that currently exist, and what are the opportunities where formal partnerships can be or need to be built?

### Existing Formal Partnerships

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### Opportunities to Build Formal Partnerships

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## **Sustainable Resources**

Sustainable resources are tools, money, or materials that are managed so they don't run out. It means having a steady supply of what is needed—like funding, staff, or energy—in a way that keeps the work going for the long haul without exhausting the people or the budget. The following description shows a high standard of sustainable resource practices for a lead partner agency who partners with local schools and school districts, with examples considered to be *excelling*:

Sustainable resources include braided and blended funding practices, long-term formal agreements with school districts, data systems that show a proven return on investment, human capital, and policy integration. Having sustainable resources in place means that when a leader of an intervention, program, or initiative leaves the agency, the systems and supports remain in place through the changes.



## Self-Reflection



Resources within and provided by our agency are limited and inconsistent. They frequently diminish when changes in staff occur.

Resources within and provided by our agency vary in scope and availability but efforts are generally made to procure what is needed and provide access to who needs it.

Resources within and provided by our agency are consistent and access is structured to meet immediate need. Resources are maintained despite changes within the agency.



How are initiatives launched, maintained, and sustained within your agency? What common barriers tend to show up?



How are grant funds designated through your agency?



What are the sources of grant funding for your agency and what are the allowable uses for those funds?

Funding Sources

Allowable Use of Funds



Does the agency employ community engagement staff?



What are some examples of sustainable resources that currently exist in your agency, and what opportunities are there to expand and add to the sustainable resources?

Existing Sustainable Resources

Opportunities to Expand and/or Add Sustainable Resources

## Recommendations for Next Steps

After completing the rubrics, the next steps for a lead-partner agency may include, but are not limited to, the following:

- Pausing to determine if there is more learning needed about the community schools strategy and returning to Section 3 of this guide;
- Re-starting the rubrics with newly invited team members;
- Creating a plan for addressing gaps or areas in need of improvement as revealed by the rubrics;
- Moving onto Section 6: Identifying Key Stakeholders and Section 7: Building Awareness;
- Developing a system for data tracking and progress monitoring focused on the agency's community schools strategy initiative;
- Determine if the agency has specific sets of requirements or eligibility criteria for potential school or district partners;
- Connecting with a technical assistance provider to deepen agency staff's expertise and consulting ability on the community schools strategy;
- Establishing a formal committee within the agency to support local development of community schools;
- Determine if the structure of future partnerships on the community schools strategy will be time-limited; and/or
- Contacting a local school district to gauge interest in collaborating on the strategy.

## Lead Partner Agency Readiness Rubric Summary

Review your responses on the previous self-reflection questions and summarize them in the below table.

Enabling Conditions	
<p><b>Trusting Relationships:</b> What patterns or trends stand out to you regarding trusting relationships for your agency?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>How might you elevate trusting relationships to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>Actionable Data:</b> What patterns or trends stand out to you regarding actionable data within your agency?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>How might you elevate your agency's approach to actionable data to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>Shared Vision:</b> What patterns or trends stand out to you regarding the shared vision for your agency?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>How might you elevate your agency's approach to a shared vision to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>

<p><b>Inclusive Decision-Making:</b> What patterns or trends stand out to you regarding inclusive decision-making within your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How might you elevate inclusive decision-making practices to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
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<b>Supportive Infrastructure</b>	
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<p><b>Shared Governance Structures:</b> What patterns or trends stand out to you regarding shared governance structures for your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How can you elevate your shared governance structures to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
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<p><b>Continuous Improvement:</b> What patterns or trends stand out to you regarding continuous improvement within your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How can you elevate your continuous improvement processes to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
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<p><b>Data Systems:</b> What patterns or trends stand out to you regarding data systems within your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How can you elevate your agency's data systems to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>Professional Learning Opportunities:</b> What patterns or trends stand out to you regarding professional learning opportunities within your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How can you elevate professional learning opportunities to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>Strategic Partnerships:</b> What patterns or trends stand out to you regarding strategic partnerships for your agency?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>How can you elevate your agency's strategic partnerships to align with the community school strategy?</b></p> <hr/> <hr/> <hr/> <hr/>

**Sustainable Resources:** What patterns or trends stand out to you regarding sustainable resources for your agency?

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**How can you elevate your agency's sustainable resources to align with the community school strategy?**

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