Indicators	Quality of Implementation			Your Current Level
	Level 3: **Excelling**	Level 2: **Progressing**	Level 1: **Emerging**	
Organizing support from community partners	Community and business representatives work with school and parent leaders to assess needs and develop programs to support student success and find creative ways to provide funding and staff. *For example, the local Rotary Club collaborates with the school and parents to create a Student Leadership Academy.*	School staff and parents reach out to community organizations and businesses about offering donations and sponsoring scholarship programs. *For example, the PTA/parent group appeals to local businesses to sponsor a family science program.*	The PTA/parent group invites community leaders to make presentations on programs available to children and families outside of school. *For example, the PTA/parent group plans an After-school or Summer Camp Resource Fair.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet
Turning the school into a hub of community life	School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use. *For example, PTA/parent group members work with community members to run micro-enterprises such as party planning, Web design, and computer programming.*	Adult education, recreation, and GED programs are offered after hours at the school. *For example, based on a survey, classes are offered in creative writing, Web design, English as a Second Language, storytelling, cooking, computer repair, plumbing, hair braiding, and playing the drums.*	A variety of community groups use school facilities for events and activities during the school year. *For example, the PTA/parent group approaches scout groups and 4-H clubs about organizing chapters that can meet at the school.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet