New York State Education Department
Persistently Struggling and Struggling Schools Indicators
Indicator #2: Plan for and Implement Community School Model

School: **BEDS Code:**
Person Completing Report: **Title:**
Phone: **Email:**

Part I: Implementation Report

Directions: Please answer the following questions to meet the requirements of Commissioner's Regulation §100.19 (f)(8). **Scoring will be weighted to emphasize the most critical aspects in the current reporting period. It is not anticipated that you will have fully completed each item in the report.** For additional resources that may be helpful in addressing the required components, see: http://www.p12.nysed.gov/accountability/de/SchoolReceivership.html.

1. Please identify the following: a.) the agency/agencies with which you have partnered to implement an integrated focus on rigorous academics and fostering a positive and supportive learning environment, and b.) the range of school-based and school-linked programs and services that will lead to improved student learning, stronger families. It is critical that both academics and supporting a positive learning environment are addressed.

   Please attach any supporting materials, e.g. meeting agendas or minutes. Attach copies of current, signed Memoranda of Understanding or Partnership Agreements for each partner agency. MOU and Partnership Agreements should reflect a partnership to implement whole school reform, not just added services.

2. Please check all stakeholders currently represented on your community engagement team. If a stakeholder represents more than one category, please check all that apply.

   ☐ Lead Partner Agency
   ☐ School Principal**
   ☐ Other School Leaders or Key Staff
   ☐ Teachers**
   ☐ Other school staff assigned to the school**
   ☐ Relevant Community Agencies*
   ☐ Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services
   ☐ Parents of or persons in parental relation to students attending the school**
   ☐ Families*
   ☐ Full time staff person whose sole responsibility it is to manage the development of the community school's strategy*
   ☐ Other Community Members
   ☐ Students attending the school** (not required for schools that do not serve students in grade 7 and above)
   ☐ Community-Based Funders, current or potential
   ☐ Champions (Advocates)
   ☐ Other, please list:

   *Required pursuant to Commissioner's Regulation §100.19 (a)(8)
   **Required pursuant to Commissioner's Regulation §100.19 (c)(2)(i)

   Please describe how families and relevant community agencies have been integrated into the community engagement team during this reporting period? Attach any supporting materials, i.e. meeting dates, agendas or minutes.

3. Please identify the full-time staff person who reports to the school receiver (whether superintendent or independent) and whose sole job responsibility is to manage the development of the community school strategy for that school and subsequently ensure the maintenance and sustainability of the community school?
   Name: Title: Start Date:

   Please summarize this individual's coordination with the school principal and participation in school leadership and/or community engagement team meetings during the reporting period. Please indicate specific meetings and dates. Attach any supporting materials, e.g. meeting agendas or minutes.

4. Which of the following steps have you taken during the reporting period in conducting a comprehensive school and community needs/assets assessment? Check all that apply.

   ☐ Convened the Community Engagement Team to review archival data/identify high priority needs?
   ☐ Selected a recognized needs assessment model? Please identify:
   ☐ Developed questions for surveys, interviews and focus groups?
   ☐ Identified key informants?*
   ☐ Developed surveys for key constituent groups: (e.g. students, parents & teachers)
   ☐ Administered the surveys?
   ☐ Compiled survey results?
   ☐ Conducted key informant interviews?
   ☐ Summarized findings?
   ☐ Conducted focus groups or community forums with key constituents: (e.g. students, parents and teachers)
   ☐ Other (Please describe.)

   **Key informants are people who have specialized knowledge about the topic you wish to understand, i.e. students, teachers, parents, or more specifically, students who are chronically absent, Math and ELA teachers, parents of students with special needs, or community stakeholders representing community or faith based organizations, local businesses, etc. Key informants may vary depending on the specific topics in the survey, interview or focus group.*

   Did the assessment include the following components? Check all that apply.

   ☐ Academics
   ☐ Behavioral Health
   ☐ Child Care
   ☐ Dental Care
   ☐ Employment
   ☐ Health
   ☐ Housing
   ☐ Legal Services
   ☐ Safety
   ☐ School and Community Demographics
   ☐ School Climate
   ☐ Transportation
   ☐ Vision Care
   ☐ Youth Development
   ☐ Other (Please describe.)

   Please indicate any relevant findings from the reporting period. Attach any supporting materials, e.g., survey results or assessment summary reports.

5. What steps have you taken during the reporting period to thoroughly analyze the results of the needs assessment? Check all that apply.

   ☐ Convened the Community Engagement Team to review archival data/identify high priority needs?
   ☐ Convened the Community Engagement Team to review summaries of surveys, interviews and focus groups to determine priority need areas?
   ☐ Recommended solutions for how to address needs?
   ☐ Written a needs assessment report?

☐ Disseminated the report? If so, how, and to whom?
☐ Other (Please describe.)

How frequently has the Community Engagement Team met to review data from the needs assessment process?
☐ Weekly ☐ Bi-weekly ☐ Monthly
☐ Other (Please indicate frequency.)

Please list dates and times of meetings held during the reporting period and attach relevant agendas, minutes and participant lists.

6. During the reporting period, please describe the Community Engagement Team's efforts to:

   A. Conduct a review of the community school implementation data (e.g., needs assessment results, identification of priorities, development of targets, implementation of services)? Attach any supporting materials, e.g., meeting agendas or minutes.

      How frequently was the data reviewed?
      ☐ Weekly ☐ Bi-weekly ☐ Monthly
      ☐ Other (Please indicate frequency.)

   B. Conduct a review of the community school program data? (e.g., measures of climate, student academic progress, student social and emotional health, discipline referrals, individual attendance) Attach any supporting materials, e.g., meeting agendas or minutes.

   C. Revise strategies, annual goals and/or benchmarks as necessary during the reporting period based on these reviews? Attach any supporting materials, e.g., meeting agendas or minutes.

   D. Consult with the school community, including community based organizations providing services to the school, faith-based organizations, businesses and other stakeholders regarding program implementation? Include meeting dates and attach any relevant agendas and/or meeting notes. Attach any supporting materials, e.g., meeting agendas or minutes.

7. How have you incorporated short-term strategies to improve student learning during the establishment of the community school into your school intervention plan? How have in-classroom instructional strategies, like professional development, new teacher mentoring, common planning time, peer observations, coaching, etc., changed as a result of becoming a community school. Please attach the relevant portion(s) of your school intervention plan. How do your strategies integrate with the overall school intervention plan?

   How do these strategies address the following components?

   A.) Reviewing attendance data for opportunities to reduce chronic absenteeism and implementation of evidence based strategies for reducing such chronic absenteeism

   B.) Administering school climate surveys to students, school personnel, and families

C.) Other

8. Describe how you have incorporated a three-year strategy for meeting the requirements of a community school into your school intervention plan. Please attach the relevant portion(s) of your school intervention plan.

   Please describe each item below. Include the date services were implemented. In accordance to Commissioner's Regulation §100.19(a)(8), all must be addressed. At least three must be implemented in year 1.

   In some cases a needs assessment may indicate that a particular component is not a high need area in your school or community. If that is the case, please include relevant data from the needs assessment that led the Community Engagement Team to the conclusion that the component was not a priority area.

   A. addressing social service, health and mental health needs of students in the school and their families in order to help students arrive and remain at school ready to learn;

      Implementation Date:

   B. providing access to services in the school community to promote a safe and secure learning environment;

      Implementation Date:

   C. encouraging family and community engagement to promote stronger home-school relationships and increase families' investment in the school community;

      Implementation Date:

   D. providing access to nutrition services, resources or programs to ensure students have access to healthy food and understand how to make smart food choices;

      Implementation Date:

   E. providing access to early childhood education to ensure a continuum of learning that helps prepare students for success;

      Implementation Date:

   F. offering access to career and technical education as well as workforce development services to students in the school and their families in order to provide meaningful employment skills and opportunities;

      Implementation Date:

   G. offering expanded learning opportunities that include afterschool, summer school, Science, Technology, Engineering, Arts, and Math programs (STEAM) and mentoring and other youth development programs

      Implementation Date:

9. Are you continuing to use the same criteria and processes to enroll students in the school?*
   ☐ Yes ☐ No (If no, please indicate date Commissioner approval was received.)

   Commissioners Regulation 100.19(f)(8)(viii) requires that schools in receivership continue to use the same criteria and processes to enroll students in the school and to only make alterations to such criteria and processes with the prior written approval of the Commissioner.

*All schools must adhere to Commissioner's Regulation 100.2(y) pertaining to student enrollment. These regulations are available at: http://www.p12.nysed.gov/part100/pages/1002.html#y.

Certification

I, _____, certify that the above information is true and accurate to the best of my knowledge.

Signature: _____

Date: _____

Rating Guidelines:

Highly Effective	Specific and comprehensive. Complete, detailed, and clearly articulated information as to how the criteria are met. Well-conceived and thoroughly developed ideas.
Effective	General but sufficient detail. Adequate information as to how the criteria are met, but some areas are not fully explained and/or questions remain. Some minor inconsistencies and weaknesses.
Developing	Unclear and non-specific. Criteria appear to be minimally met, but limited information is provided about approach and strategies. Lacks focus and detail.
Ineffective	Does not meet the criteria, fails to provide information, provides inaccurate information, or provides information that requires substantial clarification as to how the criteria are met.

To establish demonstrable improvement, schools must:

- Receive a minimum score of 55;
- Have no more than three questions rated as "Developing;"
- Have no questions rated as "Ineffective;" ***AND***
- Have implemented at least three program elements of a community school pursuant to paragraph (8) of subdivision (a) of §100.19 implemented in year one.

SED Use Only					
Part I Score	Highly Effective	Effective	Developing	Ineffective	Score
Question 1: Partnerships (18 points)	14-18	9-13	4-8	0-3	
Question 2: Community Engagement Team (18 points)	14-18	9-13	4-8	0-3	
Question 3: Full time staff person to manage community school strategy (16 points)	13-16	9-12	5-8	0-4	
Question 4: Steps to conduct a comprehensive school and community needs assessment (12 points)	10-12	7-9	3-6	0-3	
Question 5: Steps to analyze the results of the needs assessment (6 points)	5-6	3-4	1-2	0	
Question 6: Data-driven decision-making(8 points)	7-8	5-6	3-4	0-2	
Question 7: Short-term strategies to improve student learning (12 points)	10-12	7-9	3-6	0-3	
Question 8: Three-year strategy (6 points)	5-6	3-4	1-2	0	
Question 9: Using same criteria to enroll students (4 points)	4	3	2	0-1	
				Total:	
Questions rated as "Developing" (up to three (3) permitted)					
Questions rated as "Ineffective" (none (0) permitted)					
Were at least three program elements of a community school pursuant to paragraph (8) of subdivision (a) of §100.19 implemented in year one? (Q8**)**					**Y/N**