* **This form has been updated for the 2021-22 school year.**
* The Department ***will not*** use the 2021-22 school year results to make Demonstrable Improvement (DI) determinations for schools under Receivership, place any schools under independent Receivership, or remove the designation of any school as Struggling.
* For schools that complete and submit this form, the Department will score and provide the results **for informational purposes only** to inform and guide strategic planning for the 2022-23 school year.
* New York’s [Community Schools Technical Assistance Centers](https://www.nyscommunityschools.org) (TACs) are available and ready to provide additional resources and supports for schools and districts in response to the COVID-19 crisis.

**2021-2022**

**District:**

**School:**       **BEDS Code:**

**Person Completing Report:**       **Title:**

**Phone:**       **Email:**

**Receivership Cohort:**

 **Cohort 1 (year 3 & continuation)** [ ]  **or**

 **Cohort 2 (year 1) [ ]**

**Part I: Implementation Report**

**Directions:** Please answer the following questions in accordance with 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 the district 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 the district has partnered to implement an integrated focus on rigorous academics and foster 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 supporting artifacts, 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.

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

[ ]  Families\*

[ ]  Teachers\*\*

[ ]  School Principal\*\*

[ ]  Relevant Community Agencies\*

[ ]  Other school staff assigned to the school\*\*

[ ]  Parents of or persons in parental relation to students attending the school\*\*

[ ]  Students attending the school\*\* (not required for schools that do not serve students in grade 7 and above)

[ ]  F/T personnel whose sole responsibility is to manage the development of the community school’s strategy\*

[ ]  Lead Partner Agency

[ ]  Champions (Advocates)

[ ]  Other Community Members

[ ]  Other School Leaders or Key Staff

[ ] Community-Based Funders, current or potential

[ ]  Social Services and Youth-Serving Agencies, including Health and Behavioral Health Services

[ ]  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 artifacts, i.e., meeting dates, agendas or minutes.

1. 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.

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

[ ]  Selected a recognized needs assessment model? Please identify:

[ ]  Developed questions for surveys, interviews and focus groups

[ ]  Developed surveys for key constituent groups: (e.g., students, parents & teachers)

[ ]  Convened the Community Engagement Team to review archival data/identify high priority needs

[ ]  Conducted focus groups or community forums with key constituents: (e.g., students, parents and teachers)

[ ]  Administered the surveys

[ ]  Compiled survey results

[ ]  Summarized findings

[ ]  Identified key informants\*

[ ]  Conducted key informant interviews

[ ]  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 comprehensive school and community needs/assets 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.

1. What steps have been 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.

1. During the reporting period, please describe the Community Engagement Team’s efforts to:
2. 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.)

1. 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.

1. 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.

1. 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.

1. How were short-term strategies to improve student learning during the establishment of the community school incorporated into your school intervention plan? How have in-classroom instructional strategies, such as targeted 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?

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

1. Administering school climate surveys to students, school personnel, and families

1. Other

1. Describe how the district has incorporated a three-year strategy for meeting the requirements of a community school into the school intervention plan. Please attach the relevant portion(s) of the school intervention plan.

Please describe each item below. Include the date services were implemented. In accordance with Commissioner’s Regulation §100.19(a)(8), all must be addressed.

*In some cases, a needs assessment may indicate that a particular component is not a high need area in the school or community. If such 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.*

1. 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:

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

 Implementation Date:

1. Encouraging family and community engagement to promote stronger home-school relationships and increase families’ investment in the school community;

 Implementation Date:

1. 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:

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

 Implementation Date:

1. 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:

1. 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:

1. Is the district 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>.

***Attestation***

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

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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.

|  |
| --- |
| *SED Use Only* |
| Part I Score | Highly Effective | Effective  | Developing | Ineffective |  |
| Question 1: Partnerships  |  |  |  |  |  |
| Question 2: Community Engagement Team  |  |  |  |  |  |
| Question 3: Full time staff person to manage community school strategy  |  |  |  |  |  |
| Question 4: Steps to conduct a comprehensive school and community needs assessment  |  |  |  |  |  |
| Question 5: Steps to analyze the results of the needs assessment  |  |  |  |  |  |
| Question 6: Data-driven decision-making  |  |  |  |  |  |
| Question 7: Short-term strategies to improve student learning  |  |  |  |  |  |
| Question 8: Three-year strategy  |  |  |  |  |  |
| Question 9: Using same criteria to enroll students  |  |  |  |  |  |
| **Total:** |  |
| Questions rated as “Developing”  |  |
| Questions rated as “Ineffective” (none (0) permitted) |  |
| Program elements of a community school pursuant to paragraph (8) of subdivision (a) of §100.19 implemented to date? (Q8**)** |  |

**Scoring Key: To establish demonstrable improvement, schools must meet the following standards.[[1]](#footnote-2)**

|  |  |  |  |
| --- | --- | --- | --- |
| Implementation Stage | Questions rated “Developing” | Questions rated “Ineffective” | CS program elements implemented (Question 8) |
| **Year 1** | 3 or fewer | None (0) | At least 3 |
| **Year 2** | 2 or fewer | None (0) | At least 5 |
| **Year 3 & Continuation** | 2 or fewer | None (0) | All 7 |

1. Beginning with the 2021-22 school year results, the requirement of receiving a minimum of 55 points was removed for all implementation stages. [↑](#footnote-ref-2)