* **This form has been updated for the 2025-26 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 successfully implementing the Community School Model.
* For additional resources that may be helpful in addressing the required components, see:
	+ <https://www.nysed.gov/student-support-services/community-schools>
	+ <https://www.nysed.gov/innovation-school-reform>

|  |  |
| --- | --- |
| **District:**      **School:**       **BEDS Code:**       | **Person Completing Report:**       **Title:**       **Phone:**       **Email:**       |

**Please check the applicable option for the Community School Model DI indicator:**

|  |  |
| --- | --- |
| **[ ]  Year 1: Indicator was newly selected for 2025-26** [ ]  **Year 2: Indicator was first selected for 2024-25 and re-selected for 2025-26** [ ]  **Year 3 & continuation: Indicator was selected for 2023-24, 2024-25, and 2025-26** |  |

**Implementation Report**

**Directions:** Please answer the following questions in accordance with the requirements of Commissioner’s Regulation §100.19 (f)(8). **Be specific and comprehensive. Answers and supporting evidence should be complete, detailed, and clearly articulate how the criteria are met. A highly rated rubric will have well-conceived and thoroughly developed ideas and be rich with school-specific details. Please make sure that files shared via Google Drive folders are clearly labeled, organized, and accessible outside your organization.**

Successfully implementing the Community School Model is a process that is expected to take multiple years. The Department recognizes that certain rubric items may have less relevance depending on the implementation stage of the Community School Model.

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.

Attach supporting artifacts, e.g., 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. Stakeholders should regularly attend CET meetings. If a stakeholder represents more than one category, 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 (CET) during this reporting period? Attach supporting artifacts, e.g., meeting minutes, agendas, and attendance lists that demonstrate regular attendance and how families and community agencies are integrated into the CET.

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. Indicate specific meetings and dates. Attach relevant supporting materials, e.g., the individual’s job description, meeting minutes and agendas.

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

[ ]  Childcare

[ ]  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 relevant supporting materials (e.g., survey results, assessment summary reports, or the NYC Community Schools Assets and Needs Assessment) that demonstrate relevant findings, as well as the depth and breadth of the community needs assessment.

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.)

List all dates and times of meetings held during the reporting period where the results of the community needs assessment were analyzed, and attach all 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, quarterly reports). Attach relevant supporting materials (e.g., meeting agendas and minutes, needs assessment results, identification or priorities, targets, implementation of services, or quarterly reports) that demonstrate the CET reviewing community school implementation data.

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 relevant supporting materials (e.g., meeting agendas and minutes, measures of climate, students’ academic progress, student social and emotional well-being, discipline referrals, or attendance reports) that demonstrate the CET reviewing community school program data.

1. Revise strategies, annual goals, and/or benchmarks as necessary during the reporting period based on these reviews? Attach relevant supporting materials (e.g., meeting agendas or minutes, strategies, goals, or benchmarks) that demonstrate the CET revising and adjusting based upon community school implementation and program data.

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 relevant supporting materials, e.g., meeting agendas or minutes that demonstrate the CET consulting with the school community, CBOs, and other stakeholders regarding program implementation.

1. How were short-term strategies to improve student learning during the establishment of the community school incorporated into your school improvement 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? How do your strategies integrate with the overall school improvement plan? Attach the relevant portion(s) of your school improvement 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 relevant school-specific components.

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

Please describe each item below. Include the date services were first 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, 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 (e.g., partnering with local early childhood providers; creating mentorship or volunteer programs for students to support early learning; engaging families with younger children through resources, workshops, or referrals; and collaborating with feeder schools to support a continuum of learning);

 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. Supporting evidence

is complete and organized.

**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. Supporting evidence is mostly complete and detailed.

**Developing** Unclear and non-specific. Criteria are minimally met, but limited information is provided about

approach and strategies. Lacks focus and detail. Supporting evidence is minimal or only partially relevant.

**Ineffective** Does not meet the criteria, fails to provide information, or the provided information is inaccurate or requires substantial clarification as to how the criteria are met. Supporting evidence is missing or not relevant.

***This section for SED Use Only***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 meet the annual Progress Target, schools must meet the following criteria.**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |