



Office of Community Schools

Assets & Needs Assessment Tool and Process

"New Yorkers always dream big, and do big things. You do not shy away from a challenge, but instead fight to preserve and protect the people, communities, and things you cherish. Education is the great equalizer. It is the great empower-er of the next generation."

**- Chancellor Richard A. Carranza
Moving Toward a More Equitable School System**

Introduction

Educating a child to be successful in college and career requires a holistic approach. Community Schools help students find their passion by integrating academics, health, youth development, and family engagement. By bringing schools and partners together to create new opportunities and real results, Community Schools foster collaboration within a community to achieve student results.

Every Community School is different and reflects the strengths and needs of its students, families, and local community. However, the best and most successful Community Schools all share common features which support student learning.

To determine whether your school is ready to become a Community School, complete this “NYCDOE Office of Community Schools Assets and Needs Assessment”. This tool will show you how well and how much your school and community are doing in providing support to students and families. You will identify the scope of risk factors in your school and community, if you are addressing your critical gaps, and how well your interventions are working and effectively targeting the needs of your school community. The tool will also help you identify your SMART goals for your school. You may include these SMART goals in your Comprehensive Education Plan (CEP) over the course of the year.

This assessment includes four sections:

1. Programs and Services Review
2. Community Mapping

Complete each section of this assessment in order. Follow the instructions at the top of each section. Some items of note:

Who should complete this online tool?

- Principal
- The School Leadership Team (includes parents, teachers, school staff, union and Parent Association representatives, and students or community members.)
- Community School Director (CSD)
- Community-Based Organization (CBO) with knowledge and expertise in each section of assessment.

How long will it take?

- Six to eight hours over several days (roughly one to two hours per day).

What resources will you need to have on hand (optional)?

- School Quality Report ([Link](#))
- Attendance Dashboard from Principal's Portal ([Link](#))
- Other inventory or assessment that may help you assess your school and its resources and supports.

How should you complete it?

- Meet as a group to complete the tool (in hardcopy) and answer questions based on consensus.
- Then identify an "owner" to enter results into the online survey, available here: ([Link Forthcoming](#))

Instructions for completing the form online.

- With your paper forms filled out, click this link ([hyperlink this](#)) to get to the Qualtrics survey ([hyperlink this](#)).
- Answer all questions in Qualtrics.
- Once complete, you will receive a report with your scores and recommendations.

Phase One: School Based Services and Practices

Assess the broad range of practices and services that are in place in your school. Use the checklists to ascertain the extent to which practices and services are in place and how satisfied you are as a school community with those practices and services. Complete this Phase with members of the School Leadership Team and your school's CSD and CBO staff.

Use this list to track your progress

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SCHOOL CULTURE AND CLIMATE

Community Schools create a positive school culture by educating the whole student, collaborating with families and leveraging robust partnerships with community-based organizations (CBOs). In addition to academic learning, there is an explicit focus on fostering social emotional learning among students, while establishing healthy habits that last a lifetime. Our schools provide a welcoming, supportive and safe environment that promote respect and diversity throughout the building – a place where all students can grow and thrive academically and socially. By taking a detailed look into current services and practices, this section will help school leadership to focus on, assess, and improve the quality of their school culture and climate.

Instructions: Based on your observations and experiences, please respond to the following:

Social Environment				
Open, honest, active communication occurs (between teachers and students, teachers and families, school community, etc.).	Not at all	Small Extent	Moderate Extent	Large Extent
There are positive dynamics among staff, between staff and students and between staff and parents. School community is able to establish and maintain healthy and rewarding relationships. Staff are caring, responsive, supportive and respectful. Teamwork is evident among different stakeholders.	Not at all	Small Extent	Moderate Extent	Large Extent
Curriculum, resources and visual displays throughout the building promote diversity and inclusion every day. There is a Respect for All liaison at your school.	Not at all	Small Extent	Moderate Extent	Large Extent
Social-emotional learning (SEL) is integrated into instructional content. Staff receive PD and guidance on SEL practices. Students and staff use growth-mindset language.	Not at all	Small Extent	Moderate Extent	Large Extent
There are opportunities for youth to share their voice in student councils, clubs and leadership programs.	Not at all	Small Extent	Moderate Extent	Large Extent
School staff create a welcoming environment that is culturally responsive, emphasizing Equity and Excellence for All (i.e. security and office staff are welcoming and helpful, translators are provided at events).	Not at all	Small Extent	Moderate Extent	Large Extent
Physical Environment				
The school is clean and inviting. Space is shared and accessible to everyone.	Not at all	Small Extent	Moderate Extent	Large Extent

All student and adults feel safe throughout the school and understand procedures for reporting and responding to concerns about safety and well-being.	Not at all	Small Extent	Moderate Extent	Large Extent
School safety plan is up to date and shared with partners.	Not at all	Small Extent	Moderate Extent	Large Extent
School entry, main office and common areas are welcoming, well maintained and promote a sense of community.	Not at all	Small Extent	Moderate Extent	Large Extent
Behavioral Environment				
Classroom atmosphere is cheerful, welcoming, and organized. Teachers handle individual behavior problems quickly, discreetly, respectfully. Minor behavior problems are effectively addressed in the classroom. Teachers use proactive classroom management tools such as Positive Behavior Intervention and Supports (PBIS).	Not at all	Small Extent	Moderate Extent	Large Extent
School uses Progressive Discipline to seek concurrent accountability and behavioral change. School utilizes incremental interventions to address inappropriate behavior with the goal of teaching pro-social behavior.	Not at all	Small Extent	Moderate Extent	Large Extent
School employs the Restorative Approach so that educators can prevent conflicts before they arise, better manage incidents, and restore the culture of their classrooms quickly. Students take ownership of their school culture.	Not at all	Small Extent	Moderate Extent	Large Extent
School creates a culture that promotes good attendance. Students, families, and staff are motivated and informed about the importance of good attendance and the Every Student, Every Day campaign	Not at all	Small Extent	Moderate Extent	Large Extent
Students move through the building in a safe and orderly manner and have efficient routines for arrival and dismissal.	Not at all	Small Extent	Moderate Extent	Large Extent
Clear rules and norms regarding safety and behavior are displayed throughout the school.	Not at all	Small Extent	Moderate Extent	Large Extent
Please use the data from the School Performance Dashboard to respond to the following:				
What was the school's Supportive Environment Score in School Year 2017-18?				
What was your school's Trust score in School Year 2017-18?				

EVERY STUDENT, EVERY DAY: ATTENDANCE PRACTICES

A strong indicator of a Community School is where students feel welcome and the school has a strong attendance rate. Community Schools work with CBO partners to actively focus on reducing chronic absenteeism. Roughly one in five students in New York City is chronically absent each year, which is defined as having missed 10% or more days in a single school year. By developing and executing attendance improvement strategies and services, Community Schools help to improve student outcomes. This section will help school leadership to assess their current attendance practices and will illuminate attendance improvement strategies that can and should be implemented for continued improvement.

Instructions: Based on your observations and experiences, please respond to the following:

Leadership				
School Attendance Plan and policies describe actions to reduce chronic absenteeism, are clear to all staff, and are widely distributed.	Not at all	Small Extent	Moderate Extent	Large Extent
There is an attendance team comprised of designated school leaders and staff who are responsible for attendance improvement.	Not at all	Small Extent	Moderate Extent	Large Extent
School Wide Policies				
Principal and SLT host regular attendance meetings and use a set agenda.	Not at all	Small Extent	Moderate Extent	Large Extent
School has a routine of collecting and reviewing classroom- and school- level attendance data, tracking daily attendance and chronic absence rates, and monitoring progress and making adjustments as necessary.	Not at all	Small Extent	Moderate Extent	Large Extent
School has a weekly Student Success Summit with the principal, CSD, guidance counselor, social workers, lead teachers, and other staff to. Meetings utilize data from the Attendance Heat Map to drive inquiry and monitor for impact of interventions.	Not at all	Small Extent	Moderate Extent	Large Extent
School had a system to reward 100% and improved attendance.	Not at all	Small Extent	Moderate Extent	Large Extent
Personalized Support				
Schools sends letters home to families about student attendance at regular intervals over course of school year.	Not at all	Small Extent	Moderate Extent	Large Extent
Differentiated activities and supports are in place and successfully target chronically absent youth - students on track to miss a month or more of school a year.	Not at all	Small Extent	Moderate Extent	Large Extent
Each student is known well by at least one adult on staff.	Not at all	Small Extent	Moderate Extent	Large Extent

School hosts PD for teachers on attendance improvement practices and on reducing chronic absence.	Not at all	Small Extent	Moderate Extent	Large Extent
School has a functioning Success Mentor Corps.	Not at all	Small Extent	Moderate Extent	Large Extent
Draw on Community Partners				
School hosts a Partnership Fair in the first eight weeks of school and invites local partners to attend and share information with families.	Not at all	Small Extent	Moderate Extent	Large Extent
School hosts a Community School Forum in the spring to prevent the May/June attendance slump.	Not at all	Small Extent	Moderate Extent	Large Extent
School connects families with community partnerships and local resources to help students and families get their children to school.	Not at all	Small Extent	Moderate Extent	Large Extent
Please use the data from the School Performance Dashboard to respond to the following:				
What was the school's end of year attendance rate in school year 2017-18 (note: find in the Student Achievement Metrics section of the dashboard)?				
What was your school's end of year chronic absence rate in school year 2017-18 (note: all students with 89% or less attendance at the end of the year found in this file)?				

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EXPANDED LEARNING TIME

Consistent with NYC’s equity agenda, Community Schools help bridge the achievement gap by offering Expanded Learning Time (ELT) services - opportunities to learn beyond the traditional school day. Research has shown that when used well, more learning time can lead to higher achievement, better attendance, and healthier attitudes and habits that put students on the path for success. Community Schools work with partners to align their resources and provide academic, enrichment, SEL, health and physical education programs that meet the individual needs of every student. By taking a detailed look into current services and practices, this section will help school leadership to focus on, assess, and improve the quality of their Expanded Learning Time programming.

Instructions: Based on your observations and experiences, please respond to the following:

Programming				
The school provides programs and learning opportunities during ELT hours – before school, after school, in school, weekends, and summer.	Not at all	Small Extent	Moderate Extent	Large Extent
There is a balance of diverse program offerings during ELT hours, including academic, SEL, arts, enrichment and / or physical activities.	Not at all	Small Extent	Moderate Extent	Large Extent
ELT programs are linked to academic content and curricula.	Not at all	Small Extent	Moderate Extent	Large Extent
Administration and Organization				
The school has an updated schedule of weekly programs and activities.	Not at all	Small Extent	Moderate Extent	Large Extent
Students and staff are aware of the ELT enrollment process. Staff regularly use agreed upon systems to monitor and improve ELT attendance.	Not at all	Small Extent	Moderate Extent	Large Extent
ELT staff follow school protocols to enter and monitor program data and effectiveness.	Not at all	Small Extent	Moderate Extent	Large Extent
Staff are able to use program data to improve ELT programming.	Not at all	Small Extent	Moderate Extent	Large Extent
School administrators and ELT staff meet regularly to assess and monitor program quality.	Not at all	Small Extent	Moderate Extent	Large Extent
Staffing and Professional Development				
ELT programs are staffed by both teachers and CBO partners.	Not at all	Small Extent	Moderate Extent	Large Extent
There is a safe and age-appropriate student-teacher ratio.	Not at all	Small Extent	Moderate Extent	Large Extent
There are opportunities for joint PD and teambuilding for school and CBO staff.	Not at all	Small Extent	Moderate Extent	Large Extent

All staff are competent in the areas they teach.	Not at all	Small Extent	Moderate Extent	Large Extent
All staff receive regular support and supervision from a supervisor.	Not at all	Small Extent	Moderate Extent	Large Extent
Environment, Climate and Relationships				
Programs provide a stimulating, welcoming and supportive environment for young people.	Not at all	Small Extent	Moderate Extent	Large Extent
Program space for ELT programs are always safe and clean.	Not at all	Small Extent	Moderate Extent	Large Extent
Safety plans and procedures are in place. Students, staff and families are aware of these procedures.	Not at all	Small Extent	Moderate Extent	Large Extent
Participants have voice and choice both in choosing activities and during activities.	Not at all	Small Extent	Moderate Extent	Large Extent
Please use the data from the <u>School Performance Dashboard</u> to respond to the following:				
What was the school's score for Rigorous Instruction in school year 2017-18?				
What was the school's Student Achievement Score in school year 2017-18?				
If you have an afterschool program in 2018-19:				
<ul style="list-style-type: none"> What is your enrollment? A: _____ What is your rate of participation? A: _____ 				

FAMILY EMPOWERMENT

Successful Community Schools are anchored in transformative family engagement. When schools, families, and community groups work together to support learning, children do better in school, stay in school longer, and like school more. Community Schools welcome and empower families to participate, collaborate and take leadership roles in the school community. Adequate training and support is provided to families and school staff to achieve this vision. This section will help school leadership to assess their current “Family Engagement and Empowerment” practices and will illuminate effective strategies for continuous family engagement.

Instructions: Based on your observations and experiences, please respond to the following:

Mindset, Beliefs and School Environment				
School staff build on asset- based assumptions when working with parents / caregivers. Staff believe all families have dreams for their children, want the best for them, and have the capacity to support them to excel.	Not at all	Small Extent	Moderate Extent	Large Extent
The Parent Coordinator meets regularly with the principal and School Leadership Team (SLT) to strategize, assess and boost parent engagement.	Not at all	Small Extent	Moderate Extent	Large Extent
There is a family resource center stocked with books, games and educational information that families can borrow and where parents can meet.	Not at all	Small Extent	Moderate Extent	Large Extent
Family Engagement Approach				
The school utilizes an approach designed to move families from observers at the school to engaged participants, by actively recruiting families to participate in the school and offering opportunities to become volunteers and leaders (e.g. PTA, School Wellness Councils).	Not at all	Small Extent	Moderate Extent	Large Extent
Parent Teacher Conferences (PTC) occur at least three times a year with all parents, and there is comprehensive, personalized outreach to ensure they are well attended.	Not at all	Small Extent	Moderate Extent	Large Extent
School employs PTCs, or other linked to learning approaches to provide information and data to families on student performance as well as tools for families to support learning at home.	Not at all	Small Extent	Moderate Extent	Large Extent
School hosts an Annual Community School Forum.	Not at all	Small Extent	Moderate Extent	Large Extent
Family Leadership				
There is a functioning PA / PTA group, with at least three elected mandatory officers, that meets regularly.	Not at all	Small Extent	Moderate Extent	Large Extent
Training and workshops are offered to families focused on building knowledge, skillsets and leadership potential.	Not at all	Small Extent	Moderate Extent	Large Extent
School invites parents and caregivers to volunteer and take a leadership role in the school's events and programs to engage them in meaningful ways.	Not at all	Small Extent	Moderate Extent	Large Extent
Please use the data from the <u>School Performance Dashboard</u> to respond to the following:				
What was the school's score for Strong Family-Community Ties in school year 2017-18?				

HEALTH AND WELLNESS

Community Schools coordinate comprehensive health and wellness initiatives that can help boost students' quality of life, increase academic achievement and help students build healthy habits for a lifetime. Health services complement the physical and health education students need and deserve, and provide students with access to the essential community resources in and outside of school. Students who are physically active and learn how to take care of themselves have greater readiness to learn and engage fully in the school community. By taking a detailed look into current services and practices, this section will help school leadership to focus on, assess, and improve the quality of their Health and Wellness initiatives.

Instructions: Based on your observations and experiences, please respond to the following:

Administration and Organization				
There is a clear process for referrals to clinics or social services as needed.	Not at all	Small Extent	Moderate Extent	Large Extent
The School Wellness Council supports the school community while adhering to the Citywide wellness policy .	Not at all	Small Extent	Moderate Extent	Large Extent
A variety of physical activities or sports are offered before and after school.	Not at all	Small Extent	Moderate Extent	Large Extent
The school has at least one certified health education teacher.	Not at all	Small Extent	Moderate Extent	Large Extent
Initiatives and Events				
The school organizes events for vision screenings and services, including optometric exams and glasses.	Not at all	Small Extent	Moderate Extent	Large Extent
On-site dental services are provided, such as Operation Smile and dental vans.	Not at all	Small Extent	Moderate Extent	Large Extent
The school has reproductive health services.	Not at all	Small Extent	Moderate Extent	Large Extent
The school has comprehensive asthma prevention services.	Not at all	Small Extent	Moderate Extent	Large Extent
The school's wellness workshops and events are for the entire school community. Students, families, and staff are urged to participate in activities and learn about health and wellness.	Not at all	Small Extent	Moderate Extent	Large Extent
Partnerships and Resources				
The school's wellness council is registered on the School Wellness Portal to explore and build partnerships and resources for additional support.	Not at all	Small Extent	Moderate Extent	Large Extent
The school has partnerships with health clinics, community mental health providers and hospitals.	Not at all	Small Extent	Moderate Extent	Large Extent
School has an on-site school based health center (SBHC).	Not at all	Small Extent	Moderate Extent	Large Extent
School onsite mental health services include mental health assessments, counseling and treatment for students and families.	Not at all	Small Extent	Moderate Extent	Large Extent
School actively connects families to social services, and health, mental health and wellness events are provided for families and community members.	Not at all	Small Extent	Moderate Extent	Large Extent

Collaborative Leadership

Building and maintaining effective Community School partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist focuses on the process of bringing partners together and working to achieve desired results. This checklist can help leadership to focus on, assess, and improve the quality of their collaborative efforts.

Commented [VSCI]: Use Continuum Improvement Guide to inform this section. Make sure to mention CSD. Neutral facilitation, using data to inform decisions.

Instructions: Based on your observations and experiences, please respond to the following:

Collaborative Strategy				
The School Leadership Team and CBO partners have developed a clear vision for the school.	Not at all	Small Extent	Moderate Extent	Large Extent
There is trust among the principal and CSD.	Not at all	Small Extent	Moderate Extent	Large Extent
The school clearly communicates their budget and fiscal timeline to the CSD and CBO partners.	Not at all	Small Extent	Moderate Extent	Large Extent
The CBO partners clearly communicate their budget and fiscal timeline to the school.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leadership collaborates to identify achievable results for children, youth, families, and the community.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leadership engage a broad base of organizations and partners from a range of individuals and organizations representing the school and the community.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leadership strategizes on coordinating and linking supports and opportunities for children, youth, families, and community members that are available at or connected to the school.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leadership have established a clear organizational structure with agreed upon roles that individual partners will play.	Not at all	Small Extent	Moderate Extent	Large Extent
The Community School Team and CBO staff have regular meetings to discuss challenges and successes.	Not at all	Small Extent	Moderate Extent	Large Extent
The Community School Team utilizes Neutral Facilitation during collaborative meetings.	Not at all	Small Extent	Moderate Extent	Large Extent
The Community School Team and CBO staff collaboratively developed the Community School budget.	Not at all	Small Extent	Moderate Extent	Large Extent

There are defined data-driven benchmarks that guide the school.	Not at all	Small Extent	Moderate Extent	Large Extent
Community Engagement				
The Community School Team and CBO partners host activities for community members to become active participants in the school.	Not at all	Small Extent	Moderate Extent	Large Extent
The school and its lead CBO partner have cultivated community connections and partnerships with a variety of CBOs and agencies to meet the needs of their students.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leadership continuously identifies and mobilizes resources (financial and other) from organizations and other entities throughout the community.	Not at all	Small Extent	Moderate Extent	Large Extent
Community School Team				
There is a functioning Community School Team (CST) comprised of the principal, CSD, an equal number of school staff, CBO staff, and parents that meets monthly.	Not at all	Small Extent	Moderate Extent	Large Extent
The CEP (Comprehensive Education Plan) was collaboratively developed by the Community School.	Not at all	Small Extent	Moderate Extent	Large Extent
School takes a collaborative approach with the CST, PA/PTA and parent and caregiver leaders around school decision making and follows through on initiatives.	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO leaders actively solicit feedback from all school families (through meetings, surveys, etc.) to get ideas and direction for programs and policies.	Not at all	Small Extent	Moderate Extent	Large Extent
Please use the data from the School Performance Dashboard to respond to the following:				
What was the score for Collaborative Teachers in school year 2017-18?				
What was the score for Effective School Leadership school year 2017-18?				

Special Populations

A key feature of Community Schools is the support of Students in Temporary Housing and other Special Populations. The following section will give you the opportunity to see how your school is doing. It will help identify how many supports are already in place and how well you are doing in those key areas.

Instructions: Based on your observations and experiences, please respond to the following:

Does your school disaggregate data to identify and develop targeted interventions to the following populations?				
Students in Temporary Housing.	Yes	No		
Students and families who are doubled up.	Yes	No		
Students and families who have experienced relationship violence or families living in domestic violence shelters.	Yes	No		
Court-involved youth and families.	Yes	No		
Foster care/ child welfare involved youth and families.	Yes	No		
English Language Learners and Refugee or Newly Immigrated Families.	Yes	No		
Students with disabilities or students who have experienced trauma.	Yes	No		
Special Populations Supports				
School staff and partners ensure that students who need more support receive it in a culturally responsive way.	Not at all	Small Extent	Moderate Extent	Large Extent
Systems in the school are optimized to work for the most vulnerable students and families.	Not at all	Small Extent	Moderate Extent	Large Extent
The school utilizes a referral system to connect students and families to Eviction Prevention/Support services such as Homepage.	Not at all	Small Extent	Moderate Extent	Large Extent
Social work interns mentor chronically absent students in temporary housing.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports Students in Temporary Housing by connecting students and families with shelters, including providing workshops on site at shelters and connecting to family assistants at shelters.	Not at all	Small Extent	Moderate Extent	Large Extent

The school has a referral system to get doubled up students and families to housing other concrete services.	Not at all	Small Extent	Moderate Extent	Large Extent
The school provides trauma informed counseling or referrals to organizations such as 'Safe Horizons' for students and families who have experienced relationship violence or families living in domestic violence shelters.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports or partners with organizations to support court-involved youth and families.	Not at all	Small Extent	Moderate Extent	Large Extent
The school works with school SAPIS worker or provides referrals to outside CASAC providers for substance abuse treatment.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports foster care/ child welfare involved youth and families through its relationship with ACS and provides counseling or other supports to students.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports LGBT youth and has GSA programs or other LGBT student groups.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports English Language Learners and Refugee or Newly Immigrated Families through its connection with MOIA (Mayor's Office of Immigrant Affairs) and offers referrals to other support services or legal services.	Not at all	Small Extent	Moderate Extent	Large Extent
The school supports students with disabilities or students who have experienced trauma through counseling support or referrals to outside mental health support.	Not at all	Small Extent	Moderate Extent	Large Extent
Students and families have access to washers and dryers at the school.	Not at all	Small Extent	Moderate Extent	Large Extent
A team comprised of behavioral health support professionals meets regularly to make decisions on providing support to specific students with targeted SEL needs.	Not at all	Small Extent	Moderate Extent	Large Extent

Please use the data from the School Performance Dashboard to respond to the following:

What is your school's percentage of Students with Disabilities in school year 2018-19?	
What is the school's percentage of Students in Temporary Housing in school year 2018-19?	
What is the school's percentage of English Language Learners in school year 2018-19?	
What is the school's Economic Needs Index in school year 2018-19?	