# Community Schools Self-Reflection Activity

With the input from the Community Schools Exploration Team, please complete the following self-reflection activity. The purpose is to illuminate potential areas of growth that can be targeted by your action plan and supported by requested funding. This is an optional activity and does not need to be attached to the application.

**Score each indicator using the following scale:**

* ***0- Not Occurring***
* ***1- Initial Phase or Occurring in a Limited Scope***
* ***2- Mostly Occurring***
* ***3- Occurring Consistently (at both the school and division level)***

## Collaborative Leadership

| **SCORE**  **(0 to 3)** | ***Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility.*** |
| --- | --- |
|  | **School and division leadership teams have access to and use data sources such as:**   * Student Surveys, Parent/Caregiver Surveys, and Staff Surveys * Student Outcome Data (e.g., academic, behavioral, attendance) * Community Health Data * Community Data (e.g., crime rates, employment, homelessness) |
|  | **School and division leadership teams understand and utilize the following techniques to identify barriers and unmet needs of their student population.**   * Root-cause analysis techniques * Needs Assessments * Resource Mapping |
|  | **There is shared understanding and ownership among community and school leadership of the goals and vision for the school.** |
|  | **There is a designated Community School Coordinator within the division and/or building to coordinate and organize community school efforts. Leadership roles and responsibilities are clearly defined within the team.** |
|  | **There is an Advisory Board at the school and division level that includes representation of multiple stakeholder groups; such as:**   * Families, students, teachers, administrators, school-based mental health professionals * Community leaders or organizations, local government or agencies such as Community Services Board or local Department of Social Services |

### Collaborative Leadership Reflection Questions:

1. **Reflecting on our responses to the rubric above, where are opportunities for growth in our division or targeted schools?**
2. **How could funding support projects or initiatives aimed at advancing our collaborative leadership efforts?**

**Potential Initiatives for Collaborative Leadership:**

* Dedicated community school coordinator for each school included in the proposal
* Use of rigorous and equitable evaluation systems to assess student and school outcomes and overall effectiveness of the community school initiative
* Identification of a lead partner agency, including a public or private agency or community-based organization, to help coordinate programs and services
* SEL Screener
* Consultative services or professional development offerings on community schools, data-informed decision making, root-cause analysis, resource mapping, needs assessment techniques.
* Tools for administering surveys
* Data collection tools
* Enhancement of student information systems

For more information on best practices surrounding collaborative leadership, please refer to the *Application Resource Document*, located on the [Virginia Community Schools](https://www.doe.virginia.gov/support/prevention/community-schools/index.shtml) webpage.

## Student Engagement and Motivation

| SCORE  (0 to 3) | ***Equal access to enrichment activities, instruction that emphasizes real-world learning, post-secondary success, and service learning.*** |
| --- | --- |
|  | Partner organizations, in collaboration with teachers, support learning during the school day and beyond. |
|  | Schools offer equal access to opportunities for:   * Service learning * High Quality Work-Based Learning * Enrichment Programs (e.g., STEAM, Cultural Arts, and Music. * Extended learning time (before/after school, weekend, and summer programs) * College/University Visits * Career Exploration * Field Trips |
|  | Individual Academic and Career Plans and Portfolios are developed, discussed, revised and explored on a regular basis. |
|  | Staff receive routine professional development on best practices around student engagement. |
|  | Attention is given to student recruitment and ensuring that families have information about available resources and voluntary activities. |
|  | Funding is allocated to support school system partnerships with community-based  organizations and professional learning opportunities for both educators and community staff. |

### Student Engagement and Motivation Reflection Questions:

1. **Reflecting on our responses to the rubric above, where are opportunities for growth in our division or targeted schools?**
2. **How could funding support projects or initiatives aimed at advancing student engagement and motivation?**

**Potential Initiatives for Student Engagement and Motivation:**

* Field trip to colleges and universities
* Career fairs
* Apprenticeships
* Certificate programs
* Service learning
* After-school clubs
* Project-based learning
* Work-based learning coordinator
* Career exploration software
* Student-selected speakers
* Field trips to connect learning to the real world
* STEAM lab materials
* Waiver of associated fees for clubs or electives
* Mentor program

For more information on best practices, surrounding student engagement and motivation please refer to the *Application Resource Document*, located on the Virginia Community Schools webpage.

## Family and Community Engagement

| SCORE  (0 to 3) | ***Families, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility. Schools function as neighborhood hubs. There are educational opportunities for adults, and family members to serve as equal partners in promoting student success.*** |
| --- | --- |
|  | Families and community members feel welcome, supported, and valued as essential partners. School and division leadership include families and community members in vision setting, decision-making, planning, asset and needs assessments, evaluations, and implementations. |
|  | There are regular, consistent, and bidirectional channels of communication between families and school staff to make sure families know how their children are doing and are aware of school programs, events, and opportunities. |
|  | Families have easy access to information about student learning and how the school system works. Engagement opportunities are offered in accessible formats, time slots, and locations to remove barriers for families that may otherwise be unable to participate. |
|  | Structures and practices in schools support a continuum of family and community engagement practices, such as help for parents in supporting the needs of students, classes for families and community members, volunteer opportunities, inclusion on school leadership teams, and leadership coaching to support their full participation. |
|  | Structures and practices exist at the school and district level for prioritizing building trusting relationships with families and community members. |
|  | There is a coordinated approach to family and community engagement efforts at both the school and district levels, including providing needed professional development for teachers and school staff on best practices for active family and community engagement practices. |

### Family and Community Engagement Reflection Questions:

1. **Reflecting on our responses to the rubric above, where are opportunities for growth in our division or targeted schools?**
2. **How could funding support projects or initiatives aimed at advancing family and community engagement?**

**Potential Initiatives for Family and Community Engagement:**

* Translation and interpretation Services
* Adult courses offerings
* Funding for professional development focusing on family and community engagement, relationship building, cultural competency, etc.
* Family engagement information systems
* Funding for community events
* Information dissemination funding
* Social media campaigns to increase awareness of engagement/learning opportunities

For more information on best practices, surrounding Family and Community Engagement please refer to the *Application Resource Document*, located on the Virginia Community Schools webpage.

## Student Emotional, Mental Health Needs, and Basic Needs

| SCORE  (0 to 3) | ***Increased access to mental and physical health services support student success.*** |
| --- | --- |
|  | Student supports are integrated into and prioritized by division/school improvement plans in order to provide a positive climate in which students feel safe, valued, and connected. |
|  | Providers of student support (such as school counselors, school social workers, school psychologists, or school nurses) are recognized as a central part of the learning environment itself, rather than viewed as “extra.” |
|  | Supports and services are designed to meet observable or measurable indicators of success so that progress can be monitored and plans can be revised as needed. |
|  | In-school and community supports exist and are accessible to address student’s emotional and mental health needs at a tier 1, tier 2 and tier 3 level. |
|  | In-school and community supports exist and are accessible to address students' basic needs such as food and clothing. |
|  | In-school and community supports exist and are accessible to address students' physical health such as immunizations, dental care, eye exams/glasses, health care. |
|  | Professional development is offered to school staff, community partners, and families on supporting student needs, such as increasing feelings of safety, trauma-informed practices, mental health awareness, social emotional learning. |

### Student Emotional, Mental Health and Basic Needs Reflection Questions:

1. **Reflecting on our responses to the rubric above, where are opportunities for growth in our division or targeted schools?**
2. **How could funding support projects or initiatives aimed at advancing student’s emotional, mental health, and basic needs?**

**Potential Initiatives for Student Emotional, Mental Health and Basic Needs:**

* Social emotional learning initiatives
* In-school clinic (to address physical and/or mental health needs)
* Preventative and primary care for dental/vision
* Onsite vaccination clinics
* Clothing closet
* Food assistance program
* Laundry room
* Professional development for staff on mental health awareness, SEL, trauma-informed practices.
* Calming corners

For more information on best practices surrounding student emotional, mental health, and basic needs please refer to the *Application Resource Document*, located on the Virginia Community Schools webpage.