



Is Your School a Community School?

This brief questionnaire is intended to help individual schools assess where they are in their effort to become a community school. Experience tells us that many schools have the characteristics of community schools, but do not know about our vision, and are not connected to our learning community. Complete the questionnaire and assess whether you believe you are already a community school.

Definition of a Community School

Community schools are both places and partnerships that bring together the school and community to provide an engaging academic experience, enriched opportunities to help students see positive futures, and services designed to remove barriers to learning. Students engage in real-world problem solving as part of their curriculum. Community schools involve and support families and residents in the school community and organize the wealth of assets that all communities have to focus on our youth and strengthen our families and communities. Schools become centers of the community and are open to everyone – all day, every day.

PART I: WHAT'S HAPPENING AT YOUR SCHOOL?

Listed below are examples of what community schools are doing across the country for students, families and community residents. Activities will vary based on need and circumstances. A fully developed community school will be doing work in each of the areas listed. We have organized possible activities by the core results that community schools should strive for.

1. Children are ready to enter school.

Listed below are some possible activities that might go on in your school to ensure that children are ready to enter school. Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Early Learning and Development Opportunities | <input type="checkbox"/> Teacher Home Visits |
| <input type="checkbox"/> Headstart | <input type="checkbox"/> Childcare |
| <input type="checkbox"/> On-Site Health Clinic | <input type="checkbox"/> Pre-K |
| <input type="checkbox"/> Transition Services from Early Childhood to School | <input type="checkbox"/> Prenatal care |
| <input type="checkbox"/> Parent education | |

Overall, I feel my school helps ensure that children are ready to enter school.

- Not at all
 Needs work
 Somewhat
 This is an area of strength

2. Young people succeed academically

Listed below are some possible activities that might go on in your school to ensure that young people succeed academically. Check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> High Quality Core Instruction | <input type="checkbox"/> College Access and Support |
| <input type="checkbox"/> Enriched/extended learning (after school) | <input type="checkbox"/> Active Family Involvement |
| <input type="checkbox"/> Opportunities for learning in the real world and community problem solving | <input type="checkbox"/> Mentoring |

Overall, I feel my school helps ensure that young people succeed academically.

- Not at all
 Needs work
 Somewhat
 This is an area of strength

3. Students are engaged and motivated to learn, and involved in their community

Listed below are some possible activities that might go on in your school to ensure that engaged and motivated to learn, and involved in their community. Check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> High Quality Core Instruction |
| <input type="checkbox"/> Family Involvement Activities | <input type="checkbox"/> Job Training |
| <input type="checkbox"/> Home Visits | <input type="checkbox"/> Youth Leadership Development |
| <input type="checkbox"/> College Access and Support | <input type="checkbox"/> Youth Organizing |
| <input type="checkbox"/> Opportunities for learning in the real world and community problem solving | <input type="checkbox"/> School as Center for community problem solving |
| <input type="checkbox"/> Enriched/extended learning (after school) | |

Overall, I feel my school helps ensure that young people are engaged and motivated to learn, and involved in their community

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all | Needs work | Somewhat | This is an area of strength |

4. Students live, learn and thrive in stable and supportive environments

Listed below are some possible activities that might go on in your school to ensure that students live, learn and thrive in stable and supportive environments. Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Health Promotion and Prevention |
| <input type="checkbox"/> Peer Mediation/ Conflict/Resolution | <input type="checkbox"/> Vision/Hearing Screening |
| <input type="checkbox"/> Student Support Team (Student Assistance Center) | <input type="checkbox"/> Violence Prevention |
| <input type="checkbox"/> Mental Health Services | <input type="checkbox"/> Crisis Intervention (Food, Clothing, Housing) |
| <input type="checkbox"/> On-Site health clinic | <input type="checkbox"/> Case Management |
| <input type="checkbox"/> Pregnancy Prevention | <input type="checkbox"/> Social and Emotional Learning Opportunities |

Overall, I feel my school helps ensure that Students live, learn and thrive in stable and supportive environments.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all | Needs work | Somewhat | This is an area of strength |

5. Families are actively involved in their children's education

Listed below are some possible activities that might go on in your school to ensure that families are actively involved in their children's education. Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Parent Leadership Dev. | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Teacher Home Visits | <input type="checkbox"/> Family Involvement Activities |
| <input type="checkbox"/> Family Night | <input type="checkbox"/> Community Events |

Overall, I feel my school creates the conditions to ensure that families are actively involved in their children's education.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all | Needs work | Somewhat | This is an area of strength |

6. Communities are desirable places to live

Listed below are some possible activities that might go on in your school to ensure that communities are desirable places to live. Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> On-Site health clinic | <input type="checkbox"/> Counseling/Mental Health Services |
| <input type="checkbox"/> Health Education | <input type="checkbox"/> Adult Education (ESL, GED etc) |
| <input type="checkbox"/> Violence Prevention | <input type="checkbox"/> Job Training |
| <input type="checkbox"/> Crisis Intervention (Food, Clothing, Housing) | <input type="checkbox"/> Community Organizing |
| <input type="checkbox"/> Community Events | <input type="checkbox"/> Community Leadership Dev. |
| <input type="checkbox"/> School as Center for community problem solving | <input type="checkbox"/> Youth Leadership Development |
| <input type="checkbox"/> Youth Organizing | |

Overall, I feel my school creates the conditions to ensure that communities are desirable places to live.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all | Needs work | Somewhat | This is an area of strength |

PART II: HOW IS THE COMMUNITY SCHOOL ORGANIZED AND MANAGED?

- | | | | | | |
|-----|--|-------------------|-------------------|-----------------|------------------------------------|
| 1. | The school is open after school, evenings and on Saturday. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 2. | The principal provide strong and supportive leadership. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 3. | Teachers see the community as a resource. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 4. | Community partners bring assets and expertise into the school. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 5. | A Full-Time Coordinator mobilizes and coordinates community resources and integrates the work of community partners into the life of the school. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 6. | A Planning Team, including key stakeholders (parents, school staff, community residents, partner organizations and youth), makes key decisions affecting the community school. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 7. | Data and desired results drive the work of the community school. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 8. | School staff, partners and families work collaboratively to achieve desired results. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 9. | A clear plan –integrated with the school improvement plan – defines the work of the community school. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |
| 10. | A plan to sustain the work of the community school is in place. | <i>Not at all</i> | <i>Needs work</i> | <i>Somewhat</i> | <i>This is an area of strength</i> |