Designated
COMMUNITY SCHOOL
Application

Dear School Leader,

As you know, many of our children face complex issues that prevent them from fully engaging in school. As educators, these issues often challenge our ability to improve a child's academic outcomes and help them develop into successful and engaged learners. In Pittsburgh Public Schools, we are facing these challenges head on, and we are fortunate to have a Board of Directors that understands and passed a Community Schools Policy. The policy aims to establish and enhance connections between schools, families and the community to better assure that all of our students are safe, supported and successful. My charge as your Superintendent is to work with you to successfully build a system of support and ensure our 5-year strategic plan includes strategies to advance student and teacher success.

The Community Schools work is guided by a Steering Committee representing parents and families, the Pittsburgh Public School Board, and a wealth of community partners. A full list of the Steering committee members is included. Our commitment is to create partnerships between our schools and community resources that focus on academics, enrichment, health and social services, and family engagement and support.

We are taking a phased approach to implementing Community Schools. First, we plan to make investments in all schools to increase holistic support for all students. In addition, the Steering Committee has developed an application process through which selected schools may become Designated Community Schools. The application is attached, and **we encourage you to apply**. Please submit your application via email by **February 17, 2017** to LouAnn Ross, our Coordinator of Community Schools. Should you have any questions, please contact her directly at (412) 529-3083, or by email at lross1@pghboe.net.

By working together, we can transform PPS.
Sincerely,

Dr. Anthony Hamlet
Superintendent

Community Schools
Steering Committee

Dr. Anthony Hamlet
Pittsburgh Public Schools

Dr. Dara Ware Allen
Pittsburgh Public Schools

Carol Barone-Martin
Pittsburgh Public Schools

Fred Brown
Homewood Children's Village

Marc Cherna
Allegheny County
Department of Human Services

Bridget Clement
Communities In Schools

Melvin Hubbard El
Office of State Representative
Ed Gainey

Nina Esposito-Visgitis
Pittsburgh Federation of Teachers

Michelle Figlar
The Heinz Endowments

Amy Filipowski
Pittsburgh Public Schools

Saleem Ghubril
Pittsburgh Promise

Angel Gober
One Pittsburgh

LaTrenda Leonard Shirrell
Office of the Mayor
City of Pittsburgh

Dr. Karen Hacker
Allegheny County
Health Department

Pam Harbin
Education Rights Network

Dr. Regina Holley
Pittsburgh Public Schools

Ruth Howze
Doctoral Student

Errika Fearbry Jones
Pittsburgh Public Schools

Moira Kaleida
Pittsburgh Public Schools

Evans Moore
Pittsburgh Interfaith
Impact Network

John O'Connell
Pittsburgh Public Schools

Jeanne Pearlman
Pittsburgh Foundation

LouAnn Ross
Pittsburgh Public Schools

Camara Watkins
Pittsburgh Public Schools

Sylvia Wilson
Pittsburgh Public Schools

Sandra Wooley
Pittsburgh Interfaith
Impact Network

The Pittsburgh Public Schools Community Schools policy states that "formal designation of a community school shall occur through an application process…" that is managed by a central District Community School Steering Committee. This application was designed by the Committee with input from national Community School best practices with the intention of understanding a school and school community's interest, readiness and commitment to the Community School strategy.

This is an information-gathering application. Your honest answers enable the review committee to determine what support your school will need and your team's vision for your school. Responses do not need to be longer than 250 words.

1 **Identifying Information**

School name_____ Primary contact name_____

Primary contact role_____ e-mail_____ phone_____

2 **Team Member Names**

Please provide the names of the team members completing this application and their roles in or with your school. Team membership should be determined by the principal. We recommend representation from classroom teacher(s), other school staff, community partner(s), student(s), and parent(s); and it is required to have at least 3 different role groups represented, aside from the Principal.

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Name:_____ Role:_____

Please include a PDF attachment with the name, role and signature of each team member.

3 **Data**

This section will help demonstrate the need for the Community School strategy in your school.

a. School:

i. Please provide last year's and this year's absentee rate. 15/16 SY_____ 16/17 SY_____

ii. Please provide last year's and this year's suspension rate. 15/16 SY_____16/17 SY_____

iii. What is your percentage of students with disabilities?_____

iv. What is your percentage of students who are English Language Learners?_____

v. Who are some of the key partners in your school and what services do they provide?

vi. Optional – If there is another key data point you think illustrates the need for a Community School, please provide that data here.

b. Community:

i. How do violence, poverty and health conditions in the community where your school is located and in the communities where your students live affect your students?

4 **What do you seek to achieve by becoming a Community School?**
Explain your vision for your Community School.

5 One outcome for Community Schools is to have a school with strong academic programming at its core.

    a. What are your school's current academic offerings, programs or focus areas?

    b. What is your vision for your school's academic offerings, programs or focus areas?

6 Please answer the following questions on your initial ideas regarding the services you would like your Community School to provide.

    a. What services do you want to provide to students, staff, parents, families and/or community members?

    b. Are there plans to use the building for extended hours/days/weekends? If so, describe those plans.

    c. Is space currently available in your school to provide these services?_____

    d. Are there any barriers you foresee to providing these services?

    e. What support will you need to provide these services?

    f. How did you arrive at these conclusions?

7 Where in your school will the Community School Site Manager be located? Be specific: include on what floor, room number, description of the space, current use, and if this will be a shared space.

STAKEHOLDER ENGAGEMENT

8 How did you determine that school staff is in favor of the Community Schools model? Of those not in favor, or not sure, what are the concerns?

9 How did you determine that the school community is in favor of the Community Schools model? Of those not in favor, or not sure, what are the concerns?

10 Community Schools build on what is working well and address existing needs. Please complete the School Continuum Analysis on the next page.

a. Based on your assessment using the School Continuum Analysis, what are the top 2 strengths and assets of your school?

b. What are the top 2 areas in which you believe the Community School strategy will be effective in helping your school community's needs (school community is defined as: students, parents, educators, community members) using the School Continuum Analysis?

This tool should be used to guide your conversation on your school's current and next level state on each element of thriving Community Schools. The review committee is interested in your team's honest and thoughtful analysis of your school's strengths and areas needing focused improvement. You are not expected to demonstrate current capability in each of these areas. The application committee should respond to these items jointly.

Element	What does it look like now?	What does the next level look like?
1. The school leadership team is aware of the partners working in our school, what services they provide, and which students they serve.		
2. Teachers, staff, students, parents and families know what's available and how to access services.		
3. We utilize a shared ownership model at our school site that intentionally engages and builds the leadership capacities of a range of stakeholders (e.g., students, educators, staff, administrators, community).		
4. We intentionally build relational trust between school staff and teachers, district leadership, parents, students and the community.		
5. We create a welcoming environment for parents that includes regular contact with teachers and school leadership and regular communication about relevant school information and events.		
6. We have opportunities for parents to engage in site planning and shared decision making.		
7. We use comprehensive school and community data to drive decisions regarding available supports and services.		
8. Teachers and school staff have two-way communication with families about the child's strengths and growth areas and how students can be supported at home and through outside supports.		
9. We have structured and organized opportunities for families and the community to support school climate.		
10. We provide crisis intervention and conflict mediation services to all students and families.		
11. We utilize Response to Intervention, Restorative Justice, Multi-Tiered System of Support and/or Positive Behavioral Intervention to support students' and families' behavioral health.		
12. There are multiple ways for students to engage in school governance and decision making throughout the school year.		

SCHOOL CONTINUUM ANALYSIS *continued*

Element	What does it look like now?	What does the next level look like?
13. We provide a range of inclusive out of school time programming to meet the unique needs of our students and families.		
14. We seek out and align partners to address barriers to learning and enable students and families to access instructional programs.		
15. We have systems in place to connect students to health services (e.g., physicals, immunization, and reproductive health).		
16. We have a continuum of behavioral and/or mental health supports available from prevention to treatment.		

OPTIONAL QUESTIONS IF APPLICABLE

1 Are you currently operating as a Community School? Please describe briefly.

2 Will you collaborate with any other schools to implement the Community Schools model?
If yes, which school(s)? In what manner are you planning to collaborate?

3 The District will have a process to name lead agencies as partners with the selected Community Schools. Lead agencies are a single agency recognized by school administration and other partners to guide the development of the Community School. They can include higher education institutions, non-profits, faith based partners, etc. Please indicate any agency that you have a current partnership with that should be considered for this opportunity and/or an organization that you would like to ensure receives this information. These agencies will receive information on the process to be named a lead agency.

Pittsburgh Public Schools

Email completed application and signature page to LROSS1@PGHBOE.NET.