Communities In Schools

School Principal Introduction & Guide

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History

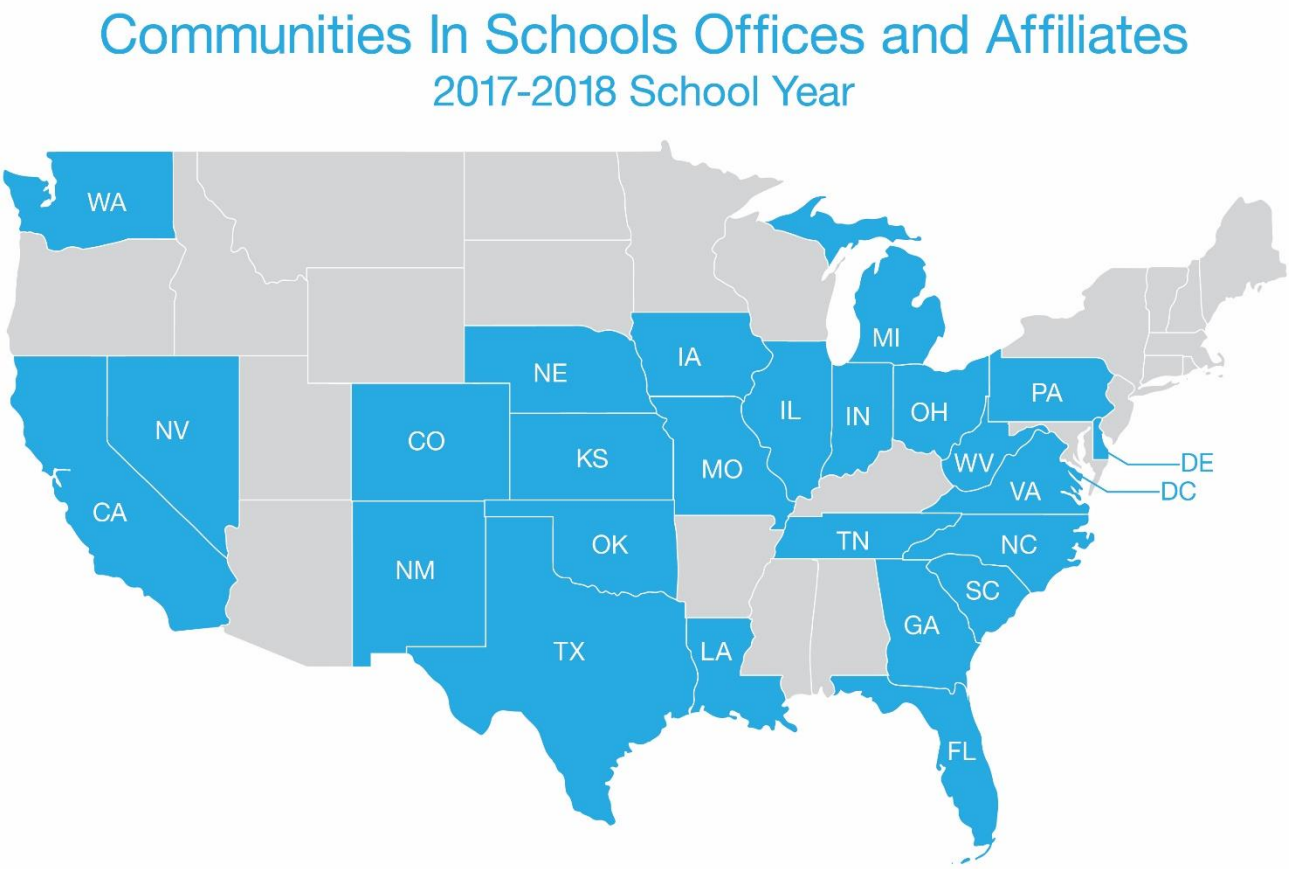
Founder Bill Milliken began CIS in New York City in the 1970's. He came up with the idea of bringing community resources inside public schools-where they are accessible, coordinated and accountable. "It's relationships, not programs, that change children," Bill once said. "A great program simply creates the environment for healthy relationships to form between adults and children. Young people thrive when adults care about them on a one-to-one level and when they also have a sense of belonging to a caring community."

Forty years into our mission of surrounding students with communities of support, Bill's principle continues to guide our work and serves as a beacon for the next chapter in our history.

CIS Founder, Bill Milliken

Fast Facts about CIS

In 2016-2017, Communities In Schools operated in 25 states and the District of Columbia. In total, CIS served 1.56 million students working in 2,300 schools and 364 school districts across the country. Our network is comprised of 137 organizations including state offices and licensed partners.



School Year 2016-17 By the Numbers

2,300
schools and community sites were served by Communities In Schools

4,400
staff members carried out the CIS mission

1.56 MILLION
students were reached with CIS supports and resources

153,000
students were case-managed

92%
of case-managed students were eligible for free or reduced-price lunch

85%
of case-managed students served were students of color

246,000
parents and guardians participated in their children's education

8,700
community partner organizations worked with CIS to support students

43,000
community volunteers donated their time

$19 MILLION
worth of volunteer time was contributed

137
CIS organizations and licensees operated in 25 states and the District of Columbia

$197 MILLION
in local network revenue was generated

School Year 2016-17 By the Outcomes*

99%
of students remained in school through the end of the 2016-17 school year

94%
of K-11 students were promoted to the next grade

93%
of seniors graduated or received a GED

7,700
graduates went on to some form of postsecondary education

78%
of students with an attendance goal met or made progress towards their goal

88%
of students with an academic goal met or made progress towards their goal

90%
of students with a behavior goal met or made progress towards their goal

92%
of students with a social and emotional learning (SEL) goal met or made progress towards their goal

*Outcomes refer to case-managed students

Our Unique Model

The CIS Model of Integrated Student Supports, illustrated here, is our evidence-based approach, adapted to meet each community's unique needs, and is the basis for our success. A deeper dive of the model can be found in Appendix A.

Site coordinators are charged with establishing and implementing a process within a school to effectively deliver or broker integrated student supports.

This is called Site Coordination and includes the actions associated with:

1. The *needs assessment* process done in collaboration with school leadership, families, and community partners
2. *Support Planning* is created to formalize the school support team, determine goals, and set up accountability
3. Coordinating the *Three Tiers of Support*
4. *Monitoring, Adjusting and Reporting* progress; and
5. *Evaluating* Progress Against Goals

Unpacking the Model

The model is an evidence based, research informed set of practices that gets results! However, this model must be implemented with fidelity and alignment to the school wide goals. Below we will unpack the model, however the first priority of setting a school up for success is ensuring alignment with school improvement plan. Below is an example of how that can be done:

School improvement plan goals of decreasing increasing reading proficiency → informs → CIS School Support Plan of includes tutoring supports and/or after school reading clubs with volunteers → informs → Site Coordinator Supports & Caseload: students on caseload will have a reading proficiency need/goal and participate in tutoring faciliated by CIS

1. Needs Assessment

- Analyze multiple sources of data to identify the key needs of the school and individual students.
- Addressing both the academic and nonacademic needs of students.
- Working with school leadership and staff, prioritize the needs of the school, determine which supports need to be increased or improved

2. Support Plan

- Site Coordinators meets with their school support team to put together a plan to address these needs through school-wide, targeted group, and individualized supports.
- They then collaborate with local providers to put these plans into action.
- They attach measurable goals to the plans and track progress against defined metrics to ensure they provide the best possible supports, producing positive results for schools and students.

3. Integrated Student Supports

- **Tier 1**: Widely available services designed to foster a positive school climate and address school-level risk factors.
- **Tier 2**: Targeted services typically provided in a group setting to students with a common need.
- **Tier 3**: Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs

4. Monitoring & Adjusting

- Once the school support team have identified needs and put a plan in place, they continue to meet with students, families, teachers, and providers to make sure the supports are working.
- By setting goals with students and the school, they are able to monitor progress and adjust support accordingly.
- Consistent reporting of progress is imparative for the success of school support plan.

5. Evaluation

- CIS conducts evaluations of the entire CIS model – both at the school-wide and individual student level.
- End of year results are measured against goals from support plans and reported out to administrators

Unpacking Three Tiers of Support

The site coordinator and partners deliver tiers of support to the school, students, and their families.

The CIS site coordinator and case manager works with volunteers, partners and the local community to provide students with the supports they need to succeed both inside and outside the classroom.

Tier 1 - 75% of the school should be receive Tier 1 supports
Tier 2 & 3 – 5% of the school should be case managed receiving Tier 2 & 3 supports for schools more than 1,000 students or 10% of schools with less than 1,000 students

Supports are delivered in three different tiers to serve most students in a school and also focus attention on targeted students that have significant needs. By differentiating our supports, we are able to serve most students in a school and also focus attention on targeted students that have significant needs. All supports provide in any of the three tiers fall under one of the ten below supports.

ACADEMIC ASSISTANCE

Tier 1 Academic Assistance Supports Examples: Incentive for homework completion
Tier 2 & 3 Academic Assistance Supports Examples: Individual & Group Tutoring

ENRICHMENT

Tier 1 Enrichment Supports Examples: Cultural Awareness Events
Tier 2 & 3 Enrichment Supports Examples: Sports Clubs

BASIC NEEDS

Tier 1 Basic Needs Supports Examples: Clothing closet available entire school
Tier 2 & 3 Basic Needs Supports Examples: Weekend backpack program

FAMILY ENGAGEMENT

Tier 1 Family Engagement Supports Examples: Parent Education Presentations (Stress and Anxiety, academic engagement, etc.)
Tier 2 & 3 Family Engagement Supports Examples: Home Visits

BEHAVIORAL INTERVENTIONS

Tier 1 Behavioral Interventions Examples: School wide anti-bullying campaign
Tier 2 & 3 Behavioral Interventions Examples: Bi-weekly anti-bullying groups

LIFE SKILLS

Tier 1 Life Skills Supports Examples: Positive discipline education
Tier 2 & 3 Life Skills Supports Examples: Anxiety coping groups, individual restorative justice sessions

COLLEGE & CAREER PREP

Tier 1 College & Career Prep Supports Examples: Career Fairs or College Tours
Tier 2 & 3 College & Career Prep Supports Examples: FAFSA & application assistance

MENTAL HEALTH

Tier 1 Mental Health Supports Examples: Suicide prevention program
Tier 2 & 3 Mental Health Supports Examples: Individual professional counseling

COMMUNITY & SERVICE LEARNING

Tier 1 Community Service Supports Examples: Coordinated park clean-up day
Tier 2 & 3 Community Service Supports Examples: Peer to peer mentoring program

PHYSICAL HEALTH

Tier 1 Physical Health Supports Examples: Coordinating Health Fairs
Tier 2 & 3 Physical Health Supports Examples: Sports clubs for case managed students

*Appendix B includes a more detailed breakout of examples under each type of support.

Building a Caseload

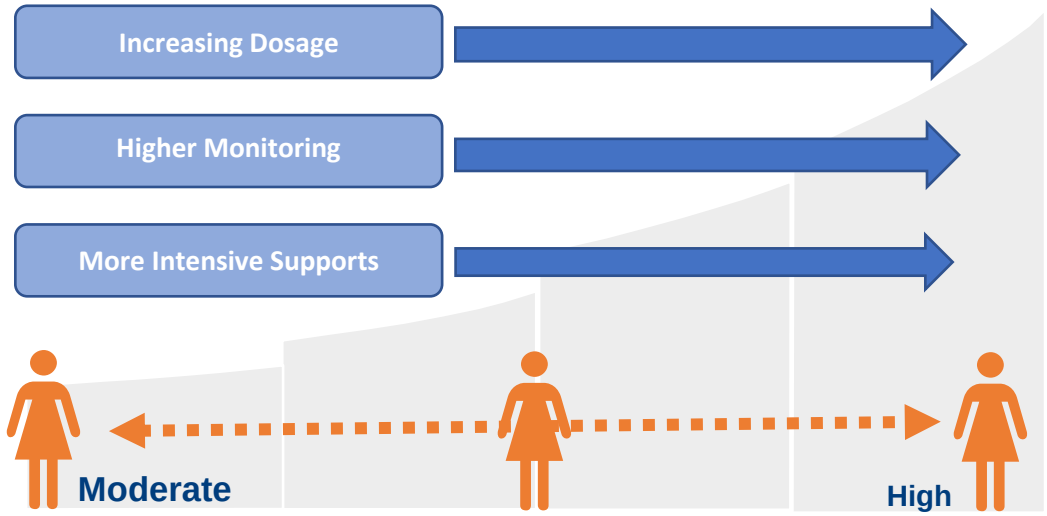
Case Management: A collaborative process to 1.) Establish a system of services provided to individual students; and 2.) Identify and partner with individual students who are at risk of dropping out of school to:

- Assess needs and assets
- Create individualized plans
- Provide/coordinate and monitor and adjust service delivery
- Evaluate student progress against established goals

For impact, 5% of the school should be case managed for schools with more than 1,000 students of 10% of schools with less than 1,000 students.

Caseloads on a continuum:

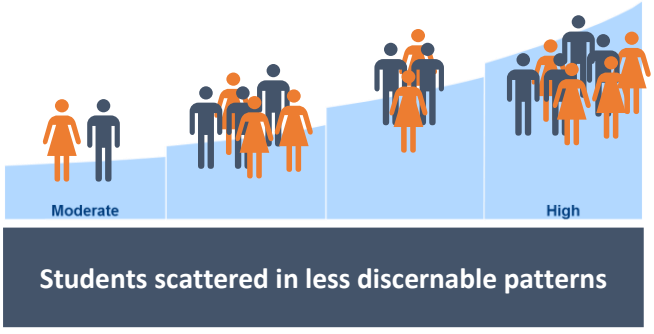
Envision students on a continuum, with the students at one end needing more moderate support and on the other end requiring more intensive support.



While on a CIS caseload, a student may move along the continuum depending on circumstances, environmental changes or new info about his or her needs.

Caseloads will vary:

Decreasing numbers along the continuum



Students scattered in less discernable patterns

How a caseload falls along the continuum will be different at different schools based on the needs of individual students and the school population as a whole.

Data Collection

Communities In Schools is committed to continuous learning and uses evaluation findings to enhance and modify services that support students at-risk of dropping out. The CIS model is data driven and informed throughout the process. The CIS site coordinator utilizes data to conduct a needs assessment and create an individualized student support plan for each case managed student. All CIS supports provided, case managed students monitoring, and goal achievement is collected in a robust database called CISDM. This database adheres to all FERPA requirements. It is used because of its unique ability to monitor progress and measure success specific to the CIS model.

Below are some of the student data points collected on case managed students:

- Report Cards
- Attendance Records
- Standardized Test Scores
- Benchmark Data
- Disciplinary Referrals
- Free/Reduced Lunch Status
- Unique student attributes (at-risk qualification, homeless, child of incarcerated parent, etc.)
- Pertinent health-related information needed to serve and protect
- Information collected in the student's case documents

At the end of the year we can produce below reporting for Principals to compare the CIS work and the school wide goals.

Here is an example report for a Title 1 elementary campus:

Improve Attendance	Improve Behavior		Increase Family Engagement
School-wide Goal: Improve attendance by 2%, increasing overall rate from 93% (16/17SY) to 95% or above.	**School-wide Goal:** Reduce disciplinary actions by 15%, from 75 incidents in 16/17 SY to 60 incidents in 17/18SY.	**School-wide Goal:** Reduce suspensions from 17 in 16/17 SY to 10 in 17/18SY.	**School-wide Goal:** Provide 18 opportunities for parents to come to the school and be part of our Paris community.
% of Case-Managed Students w/Assoc. Goal			
85%	45%	30%	N/A
Case-Managed Student Goal Achievement			
75% Met Goal	50% Met Goal	75% Met Goal	N/A
2017/18 EOY School Goal Achievement			
95% school-wide ADA	37 total incidents	10 total suspensions	23 total opportunities
Goal Met	Goal Met	Goal Met	Goal Met

What is the Principal's role?

The principal plays a key role in the development and implementation of the Communities In Schools program. As the building leader, they must set the direction of what the focus area CIS will focus their work. Additionally, the principal will set the culture for the campus on how the teachers and staff can use CIS to support students.

Aligning with the model, the first component the principal must engage with is identifying the needs of the campus that the site coordinator can use to focus their work. **These identified needs should align with the school's improvement plan or strategic plan**. An important part of this alignment plan includes identifying in the school's strategic plan how CIS will integrate into existing programs, staff and systems in the school. An example of a Needs Assessment is found in the appendix C. As a part of this process the school-wide goals must be established. Site coordinators will be provided training on how to set realistic, measurable goals; however, the principal is who finalizes and approves the goals. It is imperative that the goals include outcomes, not just outputs.

Once the school-wide goals are determined through the needs assessment, it is time to begin planning the supports that the site coordinator will coordinate, broker and deliver throughout the year. This is done through the School Support plan. The creation of a school support plan is most successful when done in collaboration with a School Support Team. Example of School Support plan is found in the appendix D.

__School Support Teams__ are a pivotal part of a school's success. They should be made up of key leaders in the school to collaborate on the type of supports CIS provides, monitor progress towards achieving school wide goals, and provide an avenue for monitoring individual students as they work towards achievement. They need to meet more frequently at the beginning of the year and then a minimum of each progress period throughout the year for monitoring and adjusting.

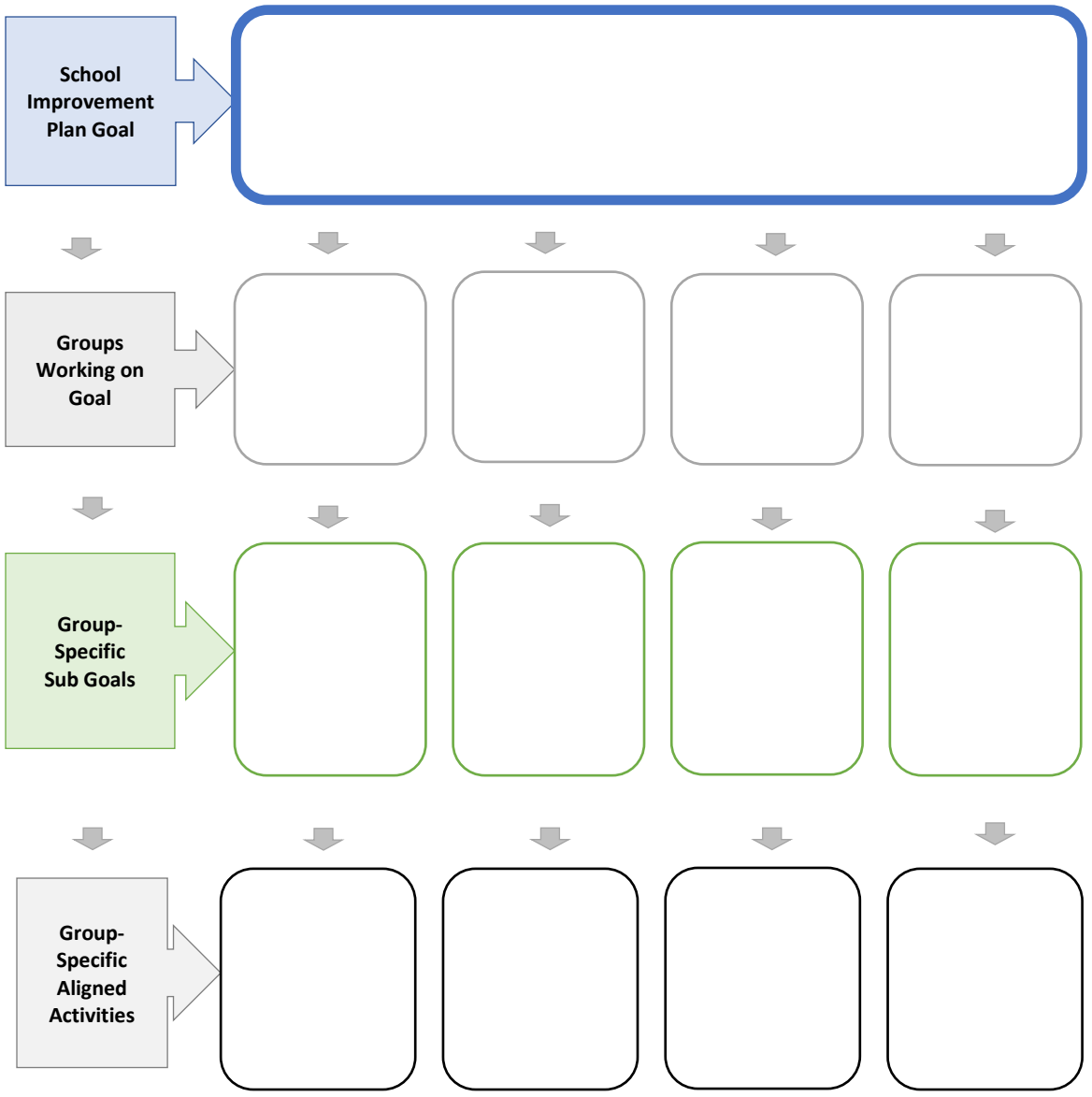
The school support plan should include the following elements:

1. Annual school-wide measurable goals that CIS will focus on
2. The types of support CIS will coordinate that align with the goals, including how students on a caseload will be case managed
3. How CIS will integrate into existing programs, staff, and systems in the school
4. The types of students and families the
5. How progress toward achieving your goals will be tracked, measured, and reported, including frequency of reports.

School support plans should be comprehensive, covering all planned supports: Tier I, II and III supports.

Summary of Principal Role's in Planning	Summary of Principal Role's in Impmentation	Summary of Principal Role's in Evaluation
• Sign MOU • Share school assessments, priorities, and goals • Collaborate on creation of CIS school support plan • Integrate and align CIS goals and services into school improvement plan • Provide work space • Provide student support team as liaison and ongoing meeting schedules • Support CIS sustainability efforts and take advantage of joint funding opportunities	• Introduction of CIS and services to all staff and students. • Clarify and reinforce Site Coordinator's boundaries and expectations • Maintain ongoing and open communication • Ensure CIS is integrated into school operations • Trouble-shoot as needed • Maintain CIS leadership informed and involved around any needs or concerns • Serve as CIS champion with district leaders and peers	• Provide access and system for data sharing • Share school needs and adjust plans as needed • Engage CIS as a partner in addressing school needs and challenges • Engage CIS team with continuous improvement efforts to maximize impact • Incorporate CIS outputs and outcomes into school and/or district reports

Activity: Establishing Annual School-wide Goals for CIS



Role of Site Coordinator: How to get results!

Site coordinators are professional staff that have in-depth training on the CIS evidence-based model and are sometimes mental health professionals. They provide, case management and manage community partners to broker services into the school. Site coordinators will be evaluated by their ability to achieve the goals in the school support plan and, therefore, must be able to provide the supports outlined in the plan to students and families. CIS site coordinators should not be utilized *on a regular basis* for non-CIS activities and are not allowed to be scheduled into activities/duties normally performed by paraprofessionals such as before or after school supervision, lunch monitoring, hall monitoring, and assessment monitoring. Site coordinators are partners working alongside campus administration to reach campus goals.

Repositioned Staff

If you are utilizing repositioned staff at your campus as a CIS Site Coordinator, that previously had a different role on your campus, it is imperative that the parameters of their new role be clearly explained to the rest of the school staff. Ideally, this would happen at the beginning of the school year and the handout would be provided of what the role of CIS and how staff can access CIS supports. The upside of having a repositioned staff is that they already have relationships with students and families at the school campus. The challenge is that it will be difficult for staff to see them as a different role and may put expectations on them they cannot meet because of their new role.

Questions to Consider for Repositioned Staff that may alleviate challenges:
Is their previous role backfilled?
How can you communicate their new role to the staff?
How do you help them hold their boundaries of their new role?

Referral to CIS

Another successful key to implementing CIS at your campus is ensuring the campus, including staff, students and families, know how to access the Site Coordinator and supports of CIS. One way to achieve this is through a referral form. This form would identify who was being referred, what CIS supports they would need, and why the person referring them identified them. Appendix E is a sample referral form. You can use this or create one for your campus. This form also helps ensure silos of support are not being created on campus and that there is collaboration across service providers on campus for all student's success.

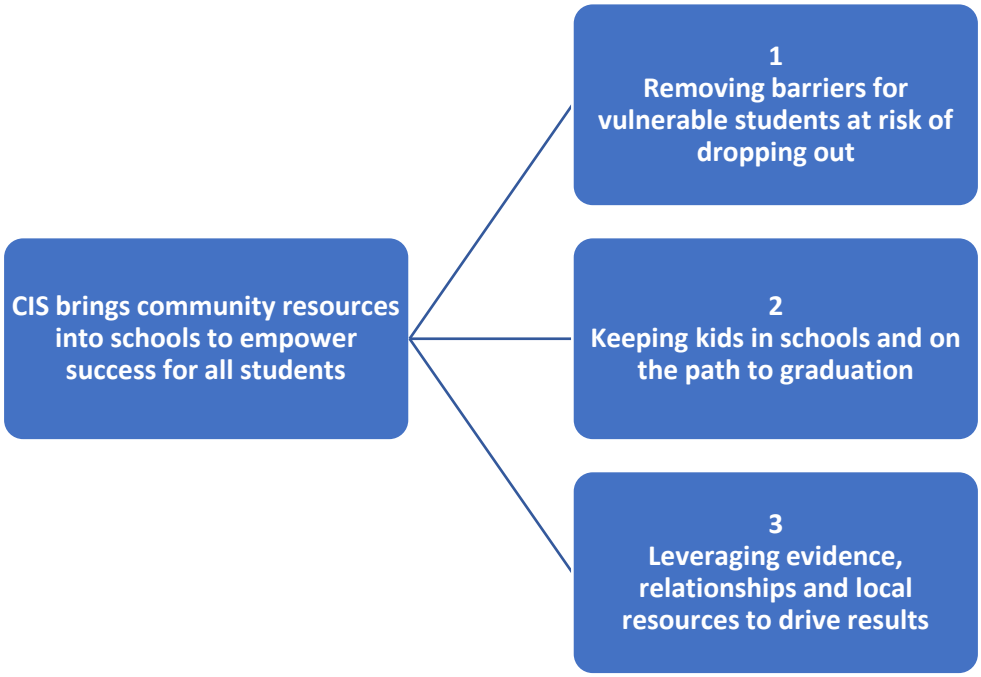
Troubleshooting: What to do if there are challenges?

If you experience challenges with your CIS personnel or implementation, please communicate that with the CIS Program Director designated for your school. They need to be a part of any mediation conversation or performance conversation. Remember that the CIS staff are not paraprofessionals, but rather professional employees and should be held to that standard.

Communicating Communities In Schools

As discussed in the Role of the Principal section, a principal will set the culture for the campus on how the teachers and staff can use CIS to support students. In addition, how the principal communicates about what CIS is and does may vary depending on the audience. The site coordinator will be trained and will have access to a number of resources on how to communicate CIS with respect to the audience.

However, as you get questions from those inside and outside of your school community, this is what you should use to help them understand CIS. We hope you claim CIS success as your school's success and not separate CIS.



Activity: Describe CIS in your school

Describe how the CIS model helps to combine evidence, relationships, and resources to support student success. Here are a few questions to consider:

1. What goals is CIS working towards achieving?
2. What services does CIS provide?
3. Is there something specific you need from the Site Coordinator/CIS to better communicate with stakeholders?

Branding

For clear identification the CIS logo should be displayed in the CIS offices, especially when potential funders visit for clarity of the program. CIS brand parameters and materials for your school will be provided by the Program Director and a branding manual can be provided at your request by the CIS National team.

Examples of what you can use to brand CIS at your campus include office signs, banners, name badges, posters, shirts, brochures, and handouts. Templates for each of these items can be accessed through CIS National team, so you do not have to create anything locally.

10 Tips to Ensure a Successful 1st Year

Now that you have the basics of CIS, you are ready to go! Below are ten tips for you to consider as you embark on your first year with Communities In Schools.

1. Decide who your School Support Team will be and dedicate regular time for them to meet. Weekly is ideal.
2. Determine the goals CIS will work on, aligned with the school's strategic plan.
3. Ensure the supports CIS will provide aligns with the goals and collaborates with existing resources to remove duplication in collaboration with the School Support Team.
4. Make time at the beginning of the school year for CIS to be introduced to the school staff. Ideally during a staff meeting or in-service. Make sure they know how they can access CIS and refer students.
5. CIS staff participates in regular CIS meetings and trainings. Get the schedule of those up front so you can plan for them to be off campus.
6. CIS is an evidence-based model. There must be uninterrupted time dedicated for site coordinators to complete data entry, monitoring, and evaluation every week to ensure the model is implemented with fidelity.
7. Create guardrails for the site coordinator to focus on providing the supports outlined in the School Support Plan.
8. As a leader you determine the school culture, ensure that CIS is integrated into other work in the school to reduce duplication and increase efficiencies.
9. Accountability is key to success! Ensure that reporting and evaluating progress of goals is done regularly. Each grading period, site coordinators will be monitoring the progress of their case managed students. This is a good time to discuss progress at a School Support Team meeting.
10. Don't expect a miracle. Research shows it takes at least two years of implementation for CIS with fidelity to make significant progress in school goals.

Next Steps

We encourage you to stay engaged with other Principals with CIS programs. If you have not yet, making a site visit to a similar campus to your own to see how they are implementing the CIS model. Your point of contact with CIS national office can help facilitate the site visit. Please stay in close contact with the designated Program Director for your district to ensure program management and goals are met.

Appendices

Appendix A: Full Model Example

Appendix B: Tiered Support Examples

Appendix C: Needs Assessment

Appendix D: School Support Plan

Appendix E: Referral Form Example