

EXAMPLE



CIS School Needs Assessment

Organization: CIS of Eastern Pennsylvania

School Name: Allentown ReEngagement Center

Model Type: CIS Model

School Year: 2021/2022 SY

Communities In Schools (CIS) will coordinate and provide tiers of support to surround students with a community of support, empowering them to stay in school and achieve in life. Our goal is to contribute to the school's progress as identified by the school improvement plan in addition to addressing the needs that were identified in the CIS Annual Needs Assessment. Each support in this plan is intended to meet objectives specific to individual student and school-wide outcomes, which may include the following:

- Improvement in academic performance
- Improvement in attendance
- Improvement in behavior
- Improvement in school climate (school only)

School Summary

School Information	
School District	Allentown School District
Principal	William Seng
School Address	1233 South Roth Avenue Allentown, PA 18102
Primary Contact/Liaison: (identified in written agreement)	Emanuel Torres
Primary Contact Phone:	484-425-2582
Primary Contact Email:	torrese@allentownsd.org
Signed School Agreement:	Yes



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School Demographics Summary

School Demographics			
Is this a Title I Eligible School? (Y/N)	Yes	Receive Title I funding? (Y/N)	Yes
Total Student Population			500
Male Students (%)	50.00	Economically Disadvantaged (%)	92.00
Female Students (%)	50.00	English Language Learners (%)	11.00
American Indian/Alaska Native (%)	0.00	Special Education enrollment (%)	15.00
Asian/Pacific Islander (%)	0.00	Homeless Students (%)	
Black/African-American (%)	30.00	Immigrant (%)	
Hispanic/Latino (%)	40.00	Migrant (%)	
White (%)	10.00	Per Student Spending (\$)	
Multi-Racial (%)	20.00	Student/Teacher Ratio	
Other Race:	0.00	Teacher Turnover (%)	
Other Race:	0.00	Student Mobility Rate (%)	
Other Race:	0.00		
Standard Schoolwide Metrics			
Average Daily Attendance Rate	91.00	% of Students Chronically Absent (missing 10% or more of the school year)	20.00
Annual Graduation Rate		Overall Suspension Rate (ISS & OSS)	
4-Year Cohort Graduation Rate	87.00	In-School Suspension Rate	20.00
5-Year Cohort Graduation Rate		Out-of-School Suspension Rate	
Promotion Rate	95.00	Annual Drop Out Rate	
Retention Rate		Expulsion Rate	
% of Students Proficient in Reading	85.00	% of Students Proficient in Math	84.00
Other Disciplinary Actions:			
Level of Parental Engagement:			
Describe level of parent engagement in the school			
School has an active PTO that includes about 12 families who regularly participate. They primarily raise funds for school/class field trips. Attendance at parent/teacher conferences is less than 50%			
Notes:			
Demographics and rates were obtained from the most recent data on the PA Future Ready website. (2019/2020 school year) or Demographics and data obtained using Sapphire reports for the 20/21 school year.			

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School Information Summary

A needs assessment should include information from multiple sources. Use the charts below to capture the top findings from surveys, interviews, and focus groups with the following required stakeholders.

Source(s)
Interviews, Focus Groups
School Administrative Staff- Top Findings
1. Administrators believe students social emotional health will be biggest concern for returning students post pandemic
2. Administrators identify re-engaging "lost students post pandemic is a need and a priority
3. Family engagement will be a high priority especially in an effort to bring families "back to school"
School Teachers - Top Findings
1. Teachers have had minimal behavioral issues last school year due to low classroom sizes, but are concerned about the full back to
2. Teachers are concerned about academic "learning loss" due to the pandemic
3. Two way communication with families has always been a challenge due to language barriers.
School Support Staff - Top Findings
1. Guidance team indicate more than 20% of students have over to full online learning, and how to keep them engaged with the school
2. Parents lack access and or knowledge of resources outside of school
3.
Parents - Top Findings
1. Parents are unsure of who to go to when there is a challenge. SAP process is confusing
2. Parents/families are facing financial hardship due to loss of income due to pandemic
3. Parents want their children to return to in-person learning, but fear getting sick.
Students - Top Findings
1. Students want to return to in person learning, but are fearful of getting sick.
2. Students indicate, they like the ability to lay in bed, sit on the couch during classes during the pandemic.
3. Students are looking for programs and supports that represent their interests, including GSA or affinity groups.
In-School Service Providers - Top Findings
1.
2.
3.

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School Improvement Plan Summary

An annual needs assessment should include information from the school improvement plan. Use the charts below to capture the top findings from the improvement plan and include the role that CIS may play in supporting it.

School Improvement Plan Findings
Key Priorities
School improvement Plan indicates Family & community engagement as a priority for the school. School improvement identifies social emotional learning as a key element of implementation to school climate
Notes
Information garnered from accessing 9th grade health classrooms and CIS case managed students, attending the PTA meeting, and interviews with school administrators and guidance counselors.

Community Data Summary

An annual needs assessment should include information from verifiable and published community data. Use the charts below to capture data sources and highlights.

Community Data Findings	
Summary of Community Data	Data Source(s)
Local community health assessment indicated that members of the community who identify as ESL have hard time accessing resources in the community, as many providers do not have bi-lingual staff or interpretive services.	LEhigh Valley Health NEtwork, Community Health Assessment 2019 Northampton & Lehigh County

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Existing School-based Supports & Providers for Students

Existing supports and programs provided to individualized students by school staff. Note: staff members without the exact titles below who are focused on providing these types of supports should be included in this list.

Existing School-based Supports & Providers		
Type of Support/Provider	Exists at School?	Name of Lead
Multi-Tiered System of Supports (MTSS)	Yes	SEif, Wendy
Positive Behavioral Interventions and Supports (PBIS)	Yes	McCote, Mike
School Counselor(s)	Yes	Pat, Tammy
Community School model (in addition to CIS)	No	No Lead
School Social Worker(s)	Yes	Garcia, Maggy
Family Engagement Liaison	Yes	Par, Phil
Trauma-Informed Specialist	No	No Lead
Social-Emotional Learning Specialist	No	No Lead
School Nurse	Yes	Heck, Kathy
School Health Clinic	No	No Lead

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School & Community Characteristic Assessment

To complete this section, please work with school leadership and your school support team and review any relevant information from surveys, interviews, school improvement plans and external data. Please also consider your own implicit biases and how they may impact your interpretation of these characteristics .

School & Community Characteristics		
School Characteristics	Describe the degree to which each of the following statements is accurate	Priority
Restorative practices are incorporated into the school discipline process.	Exactly like this school	Both School and CIS Priorities
The demographic make-up of school leadership and teachers closely matches that of the students. School leadership, teachers, and students have similar racial, ethnic, and linguistic diversity.	Not at all like this school	School Priority
Rules and policies are applied equitably for students of all races, ethnicities and backgrounds.	A little like this school	School Priority
Generally, the same school leadership and teachers return to this school year after year.	Exactly like this school	None
Generally, the same students attend this school year after year until moving on to the next school level.	Not at all like this school	School Priority
Parents regularly engage with the school (e.g., parent/teacher conferences, PTO, sports booster programs, etc.)	Not at all like this school	Both School and CIS Priorities
Students' academic expectations are consistent high for students of all races, ethnicities, and backgrounds.	Not at all like this school	School Priority
Staff academic expectations are consistent for students of all races, ethnicities, and backgrounds.	A little like this school	School Priority
Parent/guardian academic expectations are consistent for students of all races, ethnicities, and backgrounds.	A little like this school	School Priority
School performance is at or above average based on state standards.	Not at all like this school	School Priority
Students generally feel safe on campus.	A lot like this school	School Priority
Issues related to bullying are effectively addressed.	A little like this school	CIS Priority

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School & Community Characteristics		
Community Characteristics	Describe the degree to which each of the following statements is accurate	Priority
Dangerous substances and weapons are uncommon in the community.	A little like this school	None
Individuals of all races, ethnicities, sexual orientations, gender identity, religions and backgrounds are likely to have the same opportunities in the community.	Not at all like this school	School Priority
The crime rate in the community is at or below the state average.	A little like this school	None
Individuals in the community have the basic necessities they need to live comfortably.	Not at all like this school	CIS Priority
There is a strong sense of community (for example, neighbors know one another, existence of community groups, etc.).	A lot like this school	CIS Priority
Gangs and gang activity are uncommon in the community.	Information unavailable	None
Unemployment in the community is at or below the state average.	Not at all like this school	None

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School Needs Summary

Based on the information collected in previous pages, identify the needs that CIS will address. This assessment will be used to inform the goals and planned supports in the CIS School Support Plan.

CIS will focus on the following needs in the upcoming school year:	
Description of Prioritized Need	If addressed, these area(s) should improve:
Improved Parent/Family Engagement to address academic and non academic challenges	<input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> School Climate
Improved Attendance, especially those disengaged during COVID	<input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> School Climate
Create opportunities for Social Emotional Learning supports to increase school climate and address behavior	<input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> School Climate
	<input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Academics <input type="checkbox"/> School Climate
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Basic Needs Assessment

Based on information from surveys, interviews, school improvement plans and external data, assess which basic needs need to be addressed and which program/partners are supporting this work.

Basic Needs		
Basic Need	Yes/No/Unknown	Existing Program/Provider (if applicable)
Child Care	No	
Clothing	Yes	CIS has uniform items available for anyone in need
Crisis Intervention	Yes	Lehigh County Crisis Hotline
Emergency Housing/Shelter	No	
Food	Yes	Back Pack Weekend Food Program by Helping Harvest
Legal/Immigration Assistance	Unknown	
Public/Financial Assistance	Yes	Catholic Charities is managing rental and utility assistance
School Supplies	Yes	CIS can access in-kind donations
Transportation	Yes	District transportation, Lanta, and bus passes from CIS
Other Assistance	Yes	CIS on the Go

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School Resource Map

CIS' presence in a school can enhance and fill gaps in student supports. Therefore, it is important to capture and understand what services are already available within the school. Use the charts below to identify and assess the resources and programs provided by school staff that are not already listed in the 'Existing School-Based Supports & Providers for Students' section of the School Needs Assessment and/or supports provided by external service providers. This list should also help CIS determine available services, programs and extra-curricular activities for students

Provider Name	Description of Service(s)	Location	Frequency
<i>Example: Big Brothers Big Sisters</i>	<i>Provide mentors to 50 identified students</i>	<i>School Gym and Library</i>	<i>Once a week</i>
Pinebrook Family Answers	Mental Health Counseling	Room 105	Daily
Center for Humasntici Change	Small Group Social Skills Provider	CS Office	1x weekly/8 week cohorts
Recovery Revolutions	DNA Counsling	CIS Office	Mondays
Boy Scouts	OST Program	CS Office	weekly after school
Lehigh Valley Health Network	Behavioral HEalth SErVICES	Counseling Office	2x week
St. Lukes Dental Van	Dental services	Nurses Office	2x a month
Sight for Students	Vision Voucher services	CS Office	as needed