



EVERY STUDENT SUCCEEDS ACT: SUPPORTING ALL STUDENTS

To Ensure Safety For All Students, New York State will:

Work with districts and schools to build positive school climates that are based on inclusive, equitable school cultures that recognize and foster student diversity

Other Sections:

- Strong Home-School Partnerships
- Robust School-Community Partnerships
- Access to a Well-Rounded Education
- Support for Migratory Students, Neglected and Delinquent Students, Youth in Foster Care or Homeless Youth

Embedded Throughout the ESSA Plan

Environments and Educators are Culturally and Linguistically Responsive



NYS *DRAFT*ESSA PLAN

INDICATORS RELATED TO TASK FORCE RECOMMENDATIONS

Tier I State Reported Used for ESSA Accountability	• Chronic Absenteeism
Tier II State Reported Used for Diagnosis and Improvement	• School Safety (violent incident counts or safety surveys) • Student Suspension Rates
Tier III State Supported – Used by the School to Support Improvement	• School Climate Surveys • Measures of Parent and Community Involvement

STRATEGIES THAT SUPPORT STUDENTS AND THEIR FAMILIES

™Social Emotional Learning

™Community Schools

™Restorative Practices

™Trauma-Informed Care

™Positive Behavioral Interventions and Supports

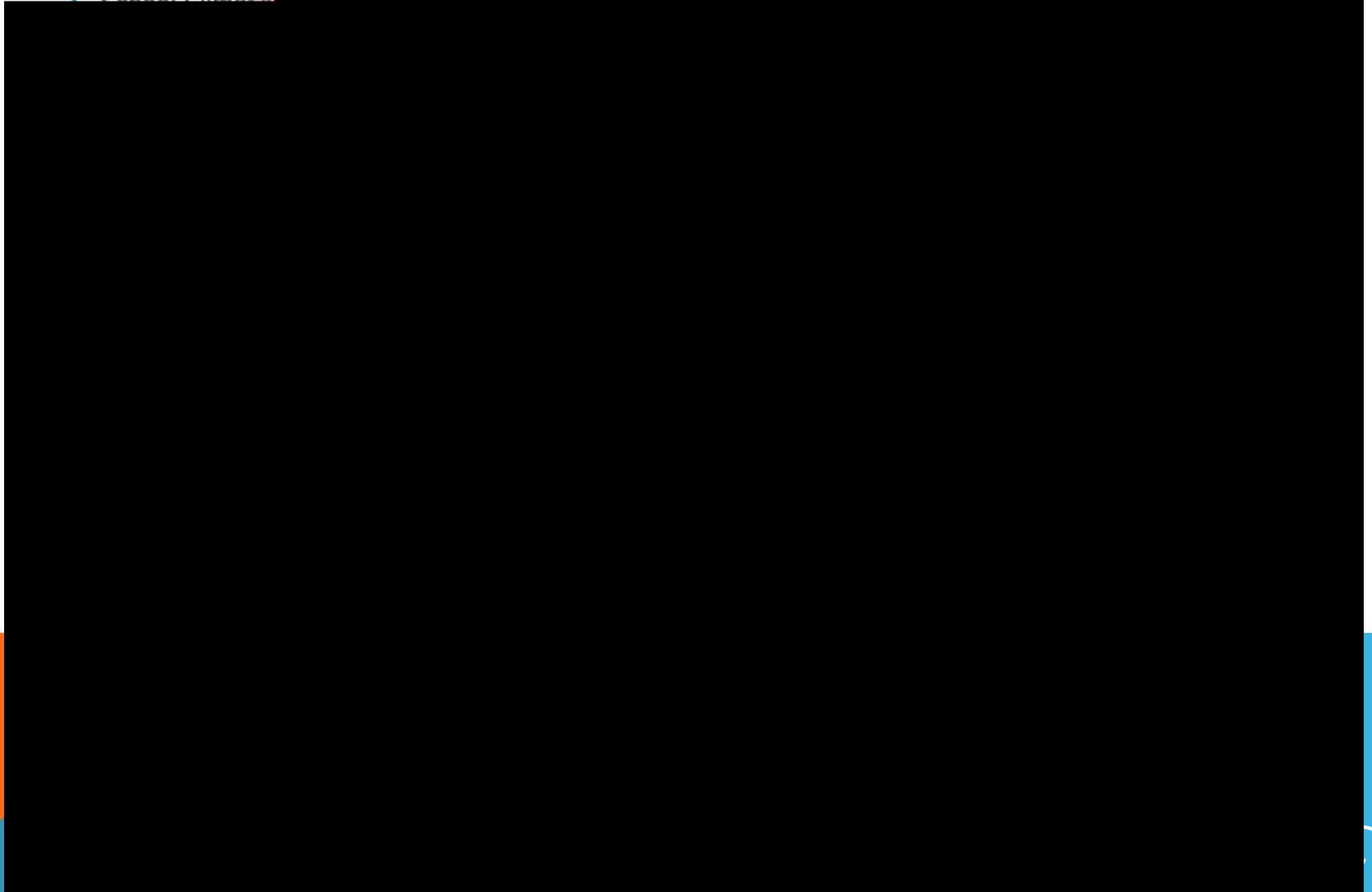


US Department of Education (USDE) Resources



School Climate

Exit



RESEARCH ON MEASURING SCHOOL CLIMATE

Research suggests that:

- the quality of the climate may be the single most predictive factor in any school's capacity to promote student achievement, and
- if we want achievement gains, we need to begin by improving the climate.

Shindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development* 1(1), 9-16.

PROMOTING A SAFE & SUPPORTIVE SCHOOL CLIMATE





EFFORTS TO REDUCE CHRONIC ABSENCE

Best practices for school-level interventions to reduce chronic absenteeism include, but are not limited to:

- positive, prevention-focused attendance policies and strategies that promote a culture of good attendance;
- recognize and reward improved attendance through tiered prevention strategies;
- ongoing monitoring of attendance data by staff dedicated to this function;
- use of weekly or bi-weekly attendance teams directed to reduce absences among students who are chronically absent (miss ten percent or more of enrolled days) or at risk of becoming chronically absent (miss between five and nine percent of enrolled days);
- reach out to families when their children begin to show patterns of excessive absence;
- integration of school mentors; and
- ongoing, communitywide public awareness to increase parents' understanding about the detrimental impact of excessive absences.



EFFORTS TO REDUCE CHRONIC ABSENCE



When I miss school,
my opportunities disappear...

Actions Needed to Solve Chronic Absence

Early Supports and Interventions

Key Concepts

- **Focus is on chronically absent students:** Early supports and interventions are focused on students who are chronically absent or at risk of being so.
- **SIRS is used to identify students:** These students are identified using the New York State Education Department chronic absence reports available to school staff through SIRS.
- **A data-guided approach is used:** Supports and interventions are guided, not driven, by the data.

Build awareness

- Engage and recognize successes
- Use early supports/interventions

SOCIAL EMOTIONAL LEARNING (SEL)

Collaborative for Academic, Social, and Emotional Learning (CASEL):

The Department received a grant that provides opportunities for states to establish SEL as a key component of meeting the State learning standards.

Students Learn Skills through the following Five Competencies:

- y self-management,
- y increasing self-awareness,
- y building positive relationships,
- y making responsible decisions,
- y increasing social awareness

SEL has had a significant impact on reducing at-risk behaviors including substance use, emotional distress, anxiety, social withdrawal, and mental health problems

Liberty Partnerships Program:

Students complete a social emotional assessment which is used to develop a personal learning plan that encompasses short and long term goals for the student's journey to high school graduation and then on to college or career pursuits.

MENTAL HEALTH AND WELL-BEING

- Resources for Schools:
<http://p1232.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>, including warning signs for mental health problems and what educators should look for in student behavior, as well as local, state and national resources.
- School-Based Health Centers : operated by NYSDOH, provide a wide range of health services that, in partnership with schools, can result in improved academic outcomes.
- School-Based Mental Health Centers : operated by NYSOMH, provide mental health services that can result in improved academic outcomes. Services may include:
 - Identification of children with behavioral and emotional health needs,
 - Individual, Group and/or Family Therapy;
 - Consultation with parents, teachers and providing crisis interventions;
 - Parent and Teacher trainings on mental health issues
 - Referrals to other community mental health programs/resources



COMMUNITY SCHOOL

AN EVIDENCE-BASED STRATEGY FOR EQUITABLE SCHOOL IMPROVEMENT

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THE FOUR PILLARS OF COMMUNITY SCHOOLS



**Integrated
student
supports**

**Expanded
learning time &
opportunities**

**Family &
community
engagement**

**Collaborative
leadership &
practices**



OUR RESEARCH REVIEW



OVERALL FINDINGS

- Community schools meet the ESSA evidence standard for
 - comprehensive evaluations AND individual pillars
 - All four tiers of evidence
- A wide range of models yield benefits, including...
 - Increased academic achievement
 - Better attendance and high school graduation rates
 - Improved peer/adult relationships and attitudes toward school
 - Reductions in racial and economic achievement gaps
- Cost-Benefit savings of \$10 to \$15 for every dollar invested

COMMUNITY SCHOOLS: NEW YORK STATE FUNDING

NY State has invested millions of dollars in Community Schools:

- The 2013-2014 and 2014-15 enacted State budgets provided funding for three years each for Community Schools - a total of 62 programs.
- The 2016-2017 enacted State Budget created a \$75 million set-aside for Community Schools Grants for Struggling and Persistently Struggling Schools
- The 2017-18 enacted State Budget includes \$150 million of Foundation Aid Set-Aside funds for Community Schools in approximately 230 school districts.
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