CULTIVATING
HOPE
STEP BY STEP

School Year Report 2016
One day at a time and over the course of a school year, Communities In Schools of Richmond keeps students in school and on track for graduation.

The ABC’s of Outcome Measurement:
The CIS Model for delivering services to students is based on student outcomes for Attendance, Behavior and Course Performance goals. CIS implements a data-driven identification process combined with referrals to target students who show warning signs for straying off the graduation path. The process captures students more at risk and offers a proactive pathway for staying on course. It includes:

• Identification of students who are underserved
• Interventions targeted to students’ immediate and long-term needs
• Daily and weekly monitoring of the impact of each intervention
• Modification of interventions
• Shared learning from outcomes

Real Results
During the 2016 school year, **18,238 students** were connected to resources and **2,882 students** received intensive case-managed services. Among the group receiving intensive services, we tracked their ABC’s:

- 63% of CIS students improved ATTENDANCE
- 78% of CIS students improved BEHAVIOR
- 74% of CIS students improved COURSE PERFORMANCE
- 87% of CIS students were promoted to the next grade

**1,200 volunteers** shared time with K-12 students; **134 partners** supported Richmond and Henrico students; **125 students** graduated from Performance Learning Centers; **44 CIS Site Coordinators** worked inside K-12 schools.

Communities In Schools of Richmond surrounds students with a community of support, empowering them to stay in school and achieve in life.
Letter from President

Hope is a positive emotion about the future. That positivity is a key ingredient for the work of Communities In Schools of Richmond. It becomes the foundation that allows CIS Site Coordinators to help kids conceptualize goals and develop specific strategies to reach those goals.

At CIS, we start with small steps. A student may begin by setting a goal to arrive on-time for school on a Monday morning. And on a Tuesday. And build throughout the week. The work is incremental with celebrations and setbacks along the way, but the important thing is that the goal has value to our students and the pathway is clear to them.

While the goals are set by students, CIS is responsible for delivering meaningful strategies—the Integrated Student Support (ISS) model—to every student at the school. CIS Site Coordinators work with volunteers, partners and the local community to provide students with the tools they need to reach their goals inside and outside the classroom.

We provide these supports in three different tiers. By differentiating our supports, we are able to serve the greatest number of students while also maintaining capacity to focus intensively on targeted students with significant needs.

**Tier 1:** School-wide services
**Tier 2:** Targeted programs
**Tier 3:** Individualized support

In our 2016 School Year Report, we unpack the ISS model in some of our school sites. By offering specific examples of the how each Tier supports a school community, I hope you will gain some insight into both the complex needs of our students and the engaged Richmond community that come together to offer hope.

Harold Fitrer
President and CEO

What You Can Expect at a CIS School Site

At every school in the CIS of Richmond network you will find:

1. **Attendance Initiatives:** CIS Site Coordinators work alongside schools to promote strong attendance.
2. **School Readiness:** Ensuring that a student’s basic needs are met is fundamental to a student’s ability to learn each day. CIS addresses basic needs like food, clothing and school supplies.
3. **Transition:** We help students manage smooth transitions at kindergarten, sixth grade and ninth grade — or during a move to a new school in our network.
4. **Mentors:** CIS matches students with mentors across our sites in one-on-one relationships as well as group mentoring activities.
5. **Parent Engagement:** CIS Site Coordinators work daily to build relationships with parents and encourage strong home-school engagement.
6. **Literacy Support:** CIS celebrates Read Across America Day, One-School, One-Book events, grade-level book clubs and specialized reading outreach.
7. **Enrichment:** In addition to school events like career fairs and guest speakers, CIS connects hundreds of students to out-of-school time programming and access to summer camps and summer camp scholarships.
8. **Life Skills Building:** Speakers, summits and workshops range from topics like prejudice awareness, financial literacy, self-advocacy, to leadership.
WOODVILLE ELEMENTARY
Tier One School-Wide Support

What may seem like a small obstacle can easily lead a student off track. A student cannot focus in the classroom if he or she is hungry, cold or tired, or cannot see the board. Woodville Site Coordinator Jonti Simmons manages a wide network of groups and individuals, addressing gaps to support students and families.

The CIS commitment to schools takes a holistic approach—delivering a balance of basic needs for our students and also offering enrichment activities. Many of our kids have a limited frame of reference, so an important part of our job is making them aware of possibilities and encouraging them to dream big.

- **Richmond Community Church** kicks-off the school year with a school supplies drive and rings in the holidays with holiday assistance.
- **FeedMore** delivers 90 backpacks every Friday with six weekend meals for students identified with chronic food needs.
- Over 100 volunteers from **MICAH** work as mentors and classroom assistants. They can also be found running book clubs and acting as chess club facilitators.
- **St. Paul’s Episcopal Church** summer outreach connects 200 campers with a summer experience. Their Scholar Role field trips occur every quarter for 3rd and 5th grade students and Kindergarten Welcome includes home visits and first day of school supplies and photos.
- **Virginia Bar Association** sponsors monthly behavior programs with guest speakers and field trips for the winners of the Woodville Paw Award, the best-behaved class.
- **PBS Kids and WCVE** host 4 book distributions for kids and 5 parent workshops a year. They support Woodville’s social-emotional growth, literacy, and school attendance goals and feature some of our families on PBS Kids!
- **Junior League of Richmond** hosts monthly family nights for 3rd and 4th grades.
Many of our students face and overcome difficult obstacles in their lives. However, their survival skills aren’t always effective in the classroom. Group programs offer students positive ways to cope with anger and impulse control so they can focus on school. From coaching, to guest speakers and role-playing exercises, a hands-on approach helps students recognize patterns of behavior, break those cycles and see tangible improvements.

At MLK Middle, Site Coordinators Tameka DePreist and LaShaun Greene offer a range of Tier Two behavioral interventions for an identified group of students and they track their progress.

- **Mirror Me** is a partnership with the Richmond Police Department. Twenty-five officers and civilian staff pair up with targeted MLK students each week for enrichment activities that range from games, kickboxing, karate, cupcake decorating to oil changes.

- **KICDRUM+ARTS** works with a group of students every Monday morning for African Drumming. Kids use drums to explore topics like bullying, harmony, self-esteem, leadership and teamwork.

- **First Things First** facilitates a girls group that deals with relationships – from friends to family to classmates. They explore topics in a safe space and help young women identify positive, asset building relationships that emphasize self-worth and respect.

- **Rights of Passage** is a facilitated conversation among young men who may not have a positive male role model. They discuss how best to present themselves as young men and how to make constructive decisions and choices.

- **Boys and Girls Club of Metro Richmond** is an after-school program that takes place five days a week and also provides dinner and transportation. Over 100 students attend daily and gain access to all the positive youth development activities offered by the Boys and Girl Club.
ARMSTRONG HIGH

Tier Three One-to-One Support

While CIS support largely focuses on the non-academic needs of students, school performance is the most significant measurement of ultimate school success and often the first indicator that there may be non-academic challenges impacting student performance. Tier Three support is squarely focused on an intensive, case-managed relationship that will help propel a student over a single or multiple hurdles and ultimately meet goals to guide them toward success in school.

Cezar Caravales is the Site Coordinator at Armstrong High School. Over the course of the 2016 school year, Cezar and CIS partners worked individually with 97 students to develop relationships – built on a deep level of trust, stability and responsiveness – to rebuild the stability missing in many young people’s lives. CIS engages in a holistic student review to identify barriers and determine available resources that include:

- Developing agreed upon attendance, behavior and course performance goals
- Daily student check-ins and check-outs
- Outreach to parents by phone, face-to-face school meetings, home visits
- Problem-solving with students and parents
- Eliminating barriers to attendance that may include access to food, clothing, transportation and developing attendance incentives
- Acting as an advocate among school administration, teachers, social workers
- Small group engagement
- Redirection, impulse control and modeling positive behaviors
- Grief, self-esteem, LGBTQ, substance abuse, anger management, leadership, pro-social skills, and gender specific group work
- Mentoring matches
- Physical activity like run clubs, cycling, dance, stepping and drumming
- Connecting with a mentor
- Connecting to Out-of-School-Time programming
- Offering organizational skills building
Giving

Our thanks to all the individuals, foundations, and organizations that generously support Communities In Schools of Richmond. Your continued investment ensures that urban youth have the tools they need to engage at school and graduate with a diploma and a plan for the future.

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2016 Revenue

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2016 Expenses

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Review CIS of Richmond 2016 audited financials at www.giverichmond.org
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moving on

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