

# Stages of Development in a Community School

|                                   | Stage 1: Exploring  | Stage 2: Emerging  | Stage 3: Maturing   | Stage 4: Excelling  |
|-----------------------------------|---|--|---|---|
| Summary of Key Features of Stages | <p>This period is marked by discontent with the ways schools operate. This stage is marked by very grandiose thinking, tremendous optimism and magical thinking that “if only” X was in place, things would be significantly different. All this should be encouraged because out of these dreams and desires will emerge a shared vision</p> | <p>This period is marked by a commitment to jump in and do something! A decision has been made to commence the transformation by introducing some level of services, securing some funding and beginning to develop partnerships. Programs are designed in a strength-based paradigm, based on data from a formal or informal needs assessment. This period is like a roller coaster ride, marked by highs and lows, progress and frustration. To succeed in this stage, there needs to be a commitment to the shared vision, clear goals, good communication processes, clarity of roles and responsibilities, responsiveness to the needs, regular celebration. This period lasts for about 2 years.</p> | <p>This period is marked by steady, intentional progress and the realization that this work requires a tremendous amount of effort. The vision of the CS becomes clearer to all, consequently there is likely to be broader support for it. Service utilization increases as interventions become timelier, more relevant and of higher quality. Relationships between the CBO &amp; school are deepened, administrative and programmatic integration becomes more natural, and CBO &amp; school jointly fund select programs. To succeed in this stage, one needs to keep the vision and programs fresh, tend the relationships, increase partnerships, continue to demonstrate added value, attend to sustainability.</p> | <p>At this level you are implementing quality programs that are fully integrated into the fabric of the school. You have influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education; you have established strong relationships within the school, community and school district; you are valued as a committed partner &amp; leader by the school. To succeed in this stage one needs to take smart risks in innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.</p> |

## The Capacities Across the Stages of Development

|                   | Exploring  | Emerging   | Maturing  | Excelling  |
|-------------------|--|--|---|--|
| Comprehensiveness | <p><input type="checkbox"/> Characterized by recognition that children and families have multiple needs that impact school climate and inhibit learning, and that schools cannot address them alone. Focus on how to get services and programs for children and families, both non-academic and academic enrichment.</p> | <p><input type="checkbox"/> Characterized by initial steps towards building relationship with a Lead Partner and other willing providers. School open extended hours for partners to provide services, as well as inviting programming and support services during the school day.</p> | <p><input type="checkbox"/> Characterized by opening school to multiple partner services and programs that respond to identified needs of students, school, families and community and that improve the overall conditions for learning.</p>  | <p><input type="checkbox"/> Characterized by a shift in role of schools as hubs of opportunity and civic engagement for students, families and neighborhoods residents. System in place for on-going comprehensiveness in response to need and demand.</p> |
| Collaboration     | <p><input type="checkbox"/> Characterized by interest in CS strategy as way to engage others in removing barriers and improving conditions for learning. Open to sharing leadership. Interested in increasing parental and community engagement.</p>   | <p><input type="checkbox"/> Characterized by increased efforts to engage parents and community in planning, implementation and oversight of academic and non-academic programs. Beginning to involve partners and parents in decision-making.</p>                                      | <p><input type="checkbox"/> Characterized by the regular involvement and leadership of wide range of stakeholders. Transparent agreements and mutual accountability underpin the ongoing development of partnerships.</p>   | <p><input type="checkbox"/> Characterized by permanent engagement across community, collaborative mode of community and program development, and policymaking.</p>   |
| Coherence         | <p><input type="checkbox"/> Characterized by a recognition that effective management of needed programs and services exceeds capacity of existing staffing and structures. Recognized need for program integration. Planning process engages all stakeholders.</p>   | <p><input type="checkbox"/> Characterized by efforts to develop effective coordination and system of monitoring and accountability for programs and services. Development of new resources for staffing, communication patterns, management.</p>                                       | <p><input type="checkbox"/> Characterized by the integration of CS structure/processes/programs into “normal” operations of schools. Site coordinator role is clearly understood and leadership is reliably shared. Effective, consistent management is a hallmark of this stage.</p> | <p><input type="checkbox"/> Characterized by policy shifts that make CS a permanent approach to school reform, service delivery, community-based education, and civic engagement.</p>  |
| Commitment        | <p><input type="checkbox"/> Characterized by an interest in building the CS for the long term, with policy changes, systems, resources and engagement geared towards permanency.</p>   | <p><input type="checkbox"/> Characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources and build support.</p>   | <p><input type="checkbox"/> Characterized by growing realization that CS can provide coordination and targeting for numerous child/family/community goals. Policy and funding decisions begin to reflect site successes.</p>  | <p><input type="checkbox"/> Characterized by permanent political commitment, designated funding, private and community support, alignment of related initiatives, using CS as coordinating strategy.</p>   |