

# COMMUNITY SCHOOLS

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Developing The Internal “Student Success Model”

A Conversation with Harms Staff

August 28, 2013

# Presentation Goal

- The objective of the August 28th training is to present the Community Schools Model and understand the components of the internal “Student Success Model” that will be utilized at each site.

# What is a *Community School*?

- Both a ***place and set of partnerships*** connecting school, family, and community
- An ***integrated focus on*** academics, youth development, family support, health and social services, and community development
- Its curriculum emphasizes ***real-world learning through community problem-solving and service***
- A primary source of activities and resources that ***actively engage and serve both children and adults***

# Community Schools Essential Elements

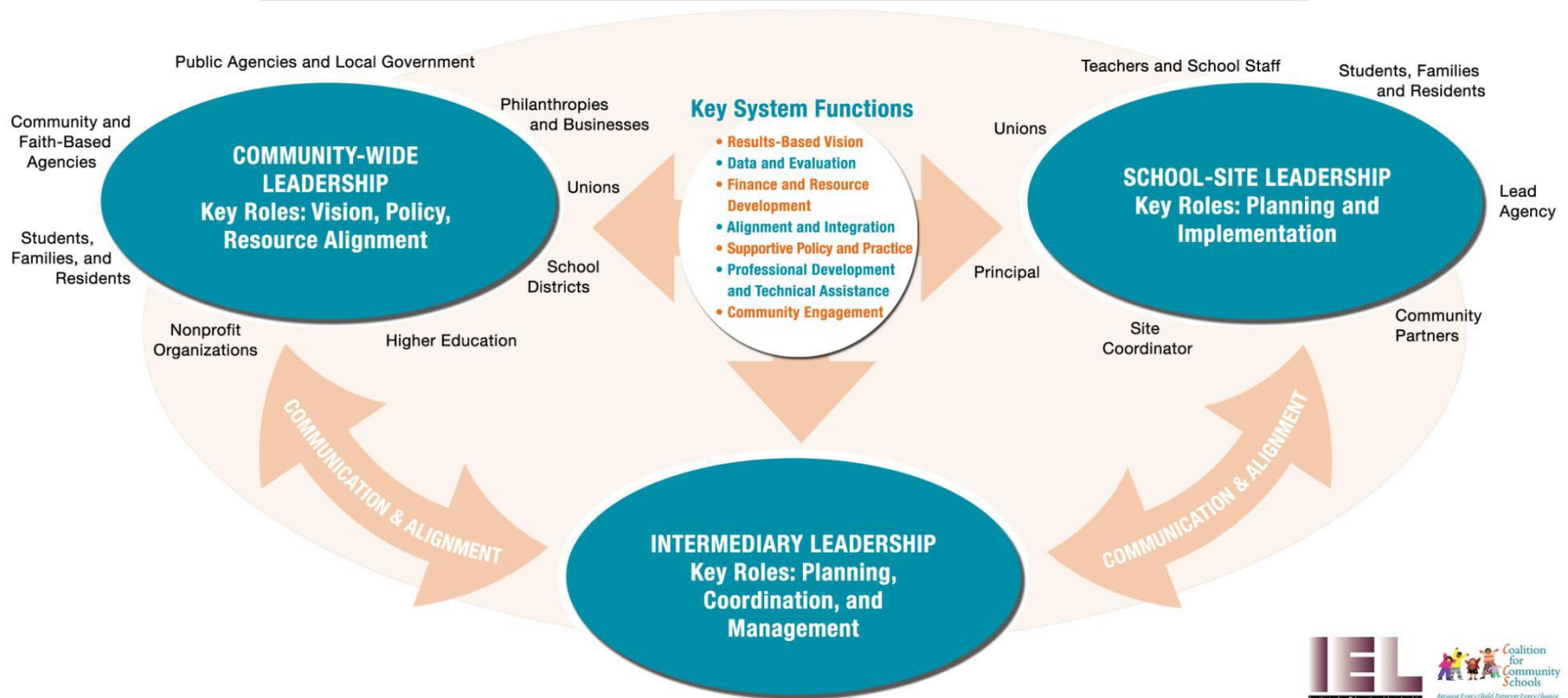
- High quality early childhood education programs
- Qualified teachers and a challenging curriculum
- Students motivated and engaged in learning year round
- Physical, mental and emotional needs of children, youth and families are addressed
- Parents, families and school staff are engaged in effective collaboration
- Community engagement and school efforts promotes a safe, supportive environment, connecting students to a broader learning community.

# Community School Core Principles

- Shared vision and accountability for results
- Strong partnerships
- High expectations for all
- Community strengths
- Respect for diversity
- Local decision making

# THEORY OF ACTION: A Scaled-Up System of Community Schools

## A Collaborative Leadership Structure for Community Schools



# Basic Essentials Step 1:

- **Early childhood development** programs are available to nurture growth and development.
  - Points to consider:
    - 1. Does your site have an embedded EC program?
    - 2. How can your site enhance this component?

# Basic Essentials Step 2:

- The school offers a **core instructional program** delivered by qualified teachers; instruction is organized around a challenging curriculum anchored by high standards and expectations for students.
- **Points to consider:**
  - 1. Does the curriculum and classroom instruction emphasize real world learning thorough community problem solving and service?
  - 2. Are students provided with a rigorous curriculum, meaningful hands-on instruction that takes into account their personal interests?

# Basic Essentials Step 3:

- Students are **motivated and engaged** in learning – both in school and community settings – before, during, and after school and in the summer.
  - **Points to consider:**
    - 1. What learning activities are in place before and after school and in the summer?
    - 2. What activities are available in the community that can provided these extended activities?
    - 3. How can activities become embedded in the school if not already there?

# Basic Essentials Step 4:

- The basic physical, mental, and emotional **health** needs of young people and their families are recognized and addressed.
- **Points to consider:**
  - 1. Does my school have an emphasis on physical, mental and emotional health?
  - 2. Are health needs recognized and addressed?
  - 3. If more emphasis is needed to address needs, how can this be embedded in the school?

# Basic Essentials Step 5:

- Parents, families, and school staff demonstrate mutual respect and engage in effective **collaboration**.
  - **Points to consider:**
    - 1.How does your school provide meaningful opportunities for staff, parents and families to engage effectively?
    - 2.What are additional opportunities for effective collaboration between your school staff, parents, and community?
    - 3.What's the most effective way to engage parents and families? Teachers and other staff?

# Basic Essentials Step 6:

- **Community engagement**, together with school efforts, promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.
- **Points to consider:**
  - 1. Discuss ways your school engages the community and the impact of that engagement on students.
  - 2. How does daily classroom instruction support and connects student to the community?
  - What community partnerships currently exist at your school that involve your students and their families? What additional partnerships are necessary?

# Role of Site Coordinator:

- Coordinates with principal, teachers, service providers and others ensuring that student & family needs are being met
- Builds relationships between their school and businesses, churches, and community leaders
- Connects children and families in need with resources at school or community
- Engages children and families through school sponsored events as well as community events
- Provides leadership & communication at school and community about CS concept
- Serves, participates and plays key role in critical school committees

# Role of Principal:

- Leader (leads the effort with teachers and staff, and both internal and external partners)
- Builds partnerships, seeks additional partners needed
- Communicator (communicates message and publicizes initiative)
- Collaborator (with community organizations, service providers)
- Promoter and Supporter (buy in...ownership)

# Build a site model

- Break into teams for the next 20 minutes and discuss what the “Student Success Model” will look like at your site.
- Assign a scribe to document your plan on the large paper
- Assign a “Presenter” to present your plan to the group
- Each team will provide a 2 minute overview of your site model.

# Ways to Learn More

- Visit Kent County
- Institute for Educational Leadership's (IEL) Coalition for Community Schools  
[http://www.communityschools.org/aboutschools/what\\_is\\_a\\_community\\_school.aspx](http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx)
- Bi-Annual IEL Community Schools National Forum (2014)
- The Children's Aid Society's National Center for Community Schools  
<http://nationalcenterforcommunityschools.childrensaidsociety.org/>

# DISCUSSION AND NEXT STEPS

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Group Conversation