



# Stages of Development in a Community School

	<b>Stage 1 : Exploring</b>	<b>Stage 2: Emerging</b>	<b>Stage 3: Maturing</b>	<b>Stage 4: Excelling</b>
<b>Summary of key features of stages</b>	<p>This period is marked by discontent with the current ways the school operates and desire for improvement or change. 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 more timely, relevant and of higher quality. Relationships between the CBO &amp; school are deepened, administrative and programmatic integration becomes more natural, 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>

