Community Collaboration Model for School Improvement 'Filling in the Boxes'

This packet is intended to help pilot liaisons assess where each school is starting in the Ohio Community Collaboration Model (OCCM) for School Improvement. The assessment represents a baseline that we will then use as a comparison point at the end of the pilot to gauge the school's progress in model implementation.

It is important that we 'fill in the boxes' as completely as possible as soon as possible. To that end, we ask that you use this packet to guide your discussions with the school's pilot workgroup. We think the discussions required to collect information will be beneficial in a couple of ways. First, they will get us the information we need. Second, they will be a good way to help educate the pilot workgroup about the model and how the pieces fit together.

The forms in the packet correspond to various components of the model. We ask that you fill in each form. You will note that the boxes in the forms may not provide enough space for your assessments, observations, and comments – please feel free to use additional forms or paper (flip charts, etc.) to capture that information.

As you collect this information, it is crucial that you think 'systemically' about the data. That is, we need to have an appraisal not only about the content of each box but also about how the current pieces fit (i.e., the degree to which the school community integrates the components; as opposed to operates each component in isolation from the others). For example, it would be important to get a sense about how current programming meaningfully links to student/family conditions and barriers; or how youth development activities substantively links with teachers and life in classrooms. Further, we would like to know how various programs and services connect to each other to ensure that they are not duplicative or working at cross-purposes.

As you develop your strategy for collecting these data, be sure to use the 'Key Questions within the OCCM Framework' document to guide your thinking. In fact, some of these questions are specifically referenced on some worksheets.

Academic Learning

This includes programs and service strategies related to traditional school improvement (i.e., curriculum alignment priorities, strategies to improve classroom instruction and teaching, classroom management, school climate initiatives, etc); as well as those focused on extended learning time supports (i.e., tutoring programs, homework assistance supports, proficiency preparation activities; GED programs, etc).

What programs and services are you doing to address academic learning	Why are you doing each?	Is it working, and if so, how?	
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Describe how these programs/services and the people working in them link both within the academic learning arena and across other program and service areas (i.e., youth development, parent/family, etc).			
Are these program and service strategies efficiently and effectively managed and implemented (i.e., quality, clarity of accountabilities, use of design principles/strategies, etc.)?			

Youth Development

This includes programs and service strategies such as after-school programs, mentoring, peer counseling, social recreation, arts, sports, community service, leadership development, extracurricular activities, life skills and prevention programs, youth employment, career counseling/job skills training, and academic enrichment.

What programs and services are you doing to address youth development	Why are you doing each?	Is it working, and if so, how?

Describe how these programs/services and the people we development arena and across other program and services	
Are these program and service strategies efficiently and clarity of accountabilities, use of design principles, etc)?	plemented (i.e., quality,

Parent/Family Engagement and Support

This includes program and services strategies such as parent/teacher organizations, Parent Academy work, family support groups, parent education classes, parent liaison activities, home visiting programs, family resource centers, employment of parents, etc.

What programs and services are you doing to address parent/family engagement	Why are you doing each?	Is it working, and if so, how?
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Describe how these programs/services and the people we learning arena and across other program and service area		
Are these program and service strategies efficiently and clarity of accountabilities, use of design principles, etc)?	effectively managed and im	plemented (i.e., quality,

Health and Social Services

This includes programs and service strategies related to health and social services that are both school- and community-based supports that are utilized within the school community; such as school counseling, school social workers, school-based mental health programs; health centers; nursing services, supports for pregnant students; immunizations, teacher wellness checks, food banks, etc.

What programs and services are you doing to address health and social services	Why are you doing each?	Is it working, and if so, how?

Describe how these programs/services and the people working in them connect and link both within the health/social services arena and across other program and service areas (i.e., academic learning, parent/family, etc).
Are health and social services connected to teachers in classrooms? If so, in what ways?
Are these program and service strategies efficiently and effectively managed and implemented (i.e., quality, clarity of accountabilities, use of design principles, etc)?

Community Partnerships

This includes program and services that emerge as a result of community partnerships with businesses, faith-based organizations, neighborhood development initiatives, block watches, community action networks, community events, etc.

What programs and services are you doing to address community partnerships	Why are you doing each?	Is it working, and if so, how?

Describe how these programs/services and the people working in them connect and link both within the community partnership arena and across other program and service areas (i.e., academic learning, parent/family, etc).		
Are these program and service strategies efficiently and clarity of accountabilities, use of design principles, etc)?		plemented (i.e., quality,

Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkowski, A., et al. (2004). Implementation guide: The Ohio Community Collaboration Model (OCCM) for school improvement. Columbus, OH: The Ohio Department of Education.