

FiveStarAward

2016 - 2017

Five Star Tip Sheet

Here are the answers to some frequently asked questions about the Five Star School Award that should more clearly explain the program's purpose, incentives, and requirements.

What is the purpose of the Five Star School Award?



The Five Star School Award designates and recognizes schools that have exemplary community involvement. The purpose of this award program is to provide a yardstick for schools to use in an annual self-analysis of their level of community involvement. Should a school fall short of 100% achievement, the standards can serve the school as a road map to their destination of community involvement in the school improvement process and in their quest for Five Star status. The Five Star Award program can be compared to an annual road check. In some schools, all of the community involvement parts are working at 100%. Some schools will need to re-tool things a bit while others may need all new parts and still others may need a whole new vehicle. The requirements are reasonable. Some are tougher than others, but they set high expectations for "top of the mountain" achievement.

What is the incentive for the Five Star School Award?



Schools that receive the Five Star School Award will be recognized annually by the St. Johns County School Board. It is intended that the celebration of this achievement at the beginning of the traditional school year be a positive way to start the year. It spotlights the value the school places on community involvement and the school's commitment to such. Recipients of the Five Star School Award will always receive a certificate of designation.

Five Star school status can also be included in a school's public relations information, such as media releases, community information packets, etc. Portfolios are often very impressive to share with community individuals and groups.

Who will oversee the certification process?



Other frequently asked questions are “Who will audit?” and “Who will check the portfolios?” On the school level, the individuals who sign the back of the form should exercise extreme caution in verifying the contents of the application and the portfolio. At the district level, a trained individual(s) will review the portfolio, and deem an application complete or incomplete.

It is highly recommended that each school form a “Five Star Committee” to work on the award during the year. This committee should consist of at least the five people who are responsible for each section of the award criteria - Business Partnership Coordinator, Volunteer Coordinator, PTA/PTO President and/or Parent Liaison, School Advisory Chairperson or designee, and someone who works with Student Community Service at the school.

How can we prepare to work toward the Five Star School Award for the next year?



The District Volunteer Coordinator will be a consultant for the Five Star School Award. It is important to communicate with the Volunteer Services office of the ongoing process of award achievement and documentation. This insures that your school is on the right track, and that there is no confusion about qualifying as the deadline for submitting documentation draws near. The District Volunteer Coordinator can be reached by email, phone, or FAX. Scheduled meetings can be arranged during the school year between the school and Five Star designee/s for clarification of questions arising from the Five Star application. Sessions can be scheduled with the District Volunteer Coordinator or designee to determine if the application is close to completion and if/how changes will be made. The due date for applying for this year’s award is **May 6, 2017**. The Five Star portfolio and application are due on that day.

Planning Makes It Easier

Many eligible schools have not applied for the Five Star Award because they felt that preparation of the portfolio was too difficult and time consuming. In reality, most schools are already in the habit of planning for school improvement through their School Improvement Plan. They are also in the habit of monitoring their progress toward those goals throughout the year. If schools approach the portfolio preparation in the same manner and as part of their SIP documentation, it becomes a very manageable task.

Following are suggestions in making the Five Star Award application process run smoothly.

- Decide in the first six weeks of the school year that you will apply.
- Gather a Five Star Committee and designate a coordinator.
- Review the criteria and make a list of planned activities that will meet each of them. List the documentation you will need for each activity. Make the documentation part of the activity plan. Utilize the time line given by the St. Johns County School District for reference.
- Plan early for any activities necessary to meet all criteria.
- Divide responsibility for collecting documentation among several people on the committee. Give each of them a list with the criteria and its number, the planned activities and documentation, a folder, and a supply of self-adhesive dots to be used to label documentation with the criteria numbers. As they collect documentation, it should be labeled and checked off the list. Engage the assistance of others who will be directly involved with each of the activities.
- Meet periodically to check the progress and to add new activities to lists.
- Gather the documentation periodically during the year and place in numerical order. Go through the criteria to see if you have sufficient documentation listed under each criterion. This allows for time to plan additional activities or locate documentation.
- Complete compilation of the portfolio in late April, and submit with the application form, containing all needed signatures, in mid-May.

Five Star Checklist

_____ Form a Five Star Committee to oversee the award process. This committee should include the Business Partnership Coordinator, Volunteer Coordinator, PTA/PTO President and/or Parent Liaison, SAC Chairperson, and someone who works with student community service activities.

_____ Provide orientation to school staff and School Advisory Council regarding Five Star Award criteria. This should include the process and the need for documentation assistance and support.

_____ Make sure that you are meeting the criteria for the Golden School Award. You must receive the Golden School Award in order to apply for the Five Star Award. Remember that this requires a coordinator and staff training for the volunteer program.

_____ Get your Business Partnership Agreement Forms completed and signed. One copy is given to the business partner, and one is to be kept at the school. A school copy is put in the Five Star portfolio.

_____ Keep copies of school newsletters, sample letters sent to parents, fliers with program information, meeting agendas, etc. Highlight the activities for the criteria that it meets.

_____ Keep track of all family involvement activities offered, how they were promoted, and attendance at each event by families.

_____ Keep track of SAC member attendance. This criterion is tough and requires an average 80% attendance by the SAC voting membership. SAC members should be informed of this criteria and commitment.

_____ Portfolio is set up with five (5) sections, criteria documentation in each section in the proper sequence (as on application form) and all necessary signatures on the application form. Submit portfolio and application to the district volunteer office by the deadline date.

Five Star Documentation Process



The following suggestions are provided in an effort to give schools a better understanding of the documentation required for the Five Star School application:

- 1) Establish a portfolio with five (5) sections, one for each category on the application – Community/Business Partnerships, Family Involvement, Volunteers, Student Community Service, School Advisory Councils.
- 2) Complete all criteria standards in each category.
- 3) Place documentation in sequence according to section and criteria. Business Partnerships I-a through I-h; Family Involvement II-a through II-i; Volunteers III-a through III-d; Student Community Service IV-a and IV-b; School Advisory Council V-a through V-f.
- 4) Provide at least two examples related to each criterion listed, unless the criterion makes it clear that only one example is necessary.
- 5) Be sure that all required signatures are on the application form when submitted to the district volunteer office, and that the application and portfolio is turned in by the deadline. The Principal should review the portfolio before signing to make sure that all sections are clear and complete.
- 6) Be sure that material is clear. Someone who is unfamiliar with your school may review the portfolio. Do not include any confidential student information in the portfolio.
- 7) Highlight the applicable section on a document such as a newsletter, agenda or minutes. The highlighted document needs to be placed in each appropriate section.
- 8) The appropriate highlighted document needs to be placed in each section requiring that information.
- 9) Insert (if you wish for clarity) a list of activities and a brief explanation, if needed, at the beginning of a section. This page is to clarify the documentation for the reviewer who may not be familiar with your schools' activities. It cannot replace documentation, but can enhance it.

FIVE-STAR APPLICATION FORM

Section I – Complete the front page (please type).

Section II - Place an “x” in the blank next to each criteria your school has documented in the portfolio. Each blank in this section must be marked to be eligible for the five star award.

Documentation of Accomplishment

A portfolio documenting the accomplishment of each of the criteria is available at the school site.

Yes

No

Check “Yes” on the application form. The portfolio will be turned in to the District Volunteer Coordinator along with a copy of the application.

The Portfolio – Please Refer To “Five Star Documentation Process” Sheet

Community/ Business Partnership

I. Community/Business Partnership

I-a Each Community/business/agency signs an annual, jointly developed plan of partnership activities.

Timeframe: All returning partner agreements complete by end of October, and within two weeks after partnerships are established.

Assure that each plan contains School/Program Information, Partner Information, Proposed Projects/Activities, and signatures from both community partner and school representative. The agreement should be updated annually.

REQUIRED DOCUMENTATION:

Two completed and signed school-community partnership agreements (remaining signed agreements must be kept on file at school)

Please see Attachment A.

I-b Community/business/agency maintains an ongoing, active relationship with school.

Timeframe: On-going

School representative(s) should maintain consistent contact with community representative(s), so that involvement continues throughout the year, and in the future. Save all correspondence for documentation. Assure that documentation shows examples of involvement activities held several times during the year.

SUGGESTED DOCUMENTATION:

Telephone logs

Newsletter articles

Copies of correspondence

Highlighted meeting minutes

Pictures

Attendance rosters

I-c Community /business/agency is involved in development and implementation of School Improvement Plan.

Timeframe: 1st SAC meeting – involvement in implementation after that time

A business or agency representative must be actively involved in the development and/or implementation of your school improvement plan by being a member of your School Advisory Council (SAC). An alternative is having a business partner **actively** involved in both development and implementation of the plan without being a member. Documentation in this instance will be more involved than having a business partner as a SAC member.

REQUIRED DOCUMENTATION:

Identify this SAC member and show that the person representing the business/agency has attended SAC meetings during the school year. Provide highlighted copy of SAC attendance forms and a copy of the signed business partnership agreement form.

I-d Community/business/agency partnership supports teaching and learning through the donation of human resources and goods/services or financial resources.

Timeframe: On-going

A variety of involvement from all partners is important – money, manpower and materials.

SUGGESTED DOCUMENTATION:

Business partnership agreement

Correspondence

Highlighted newsletter articles

Pictures

Thank you notes

News articles

I-e School designates a community/business partnership coordinator.

Timeframe: End of September

A community/business partnership coordinator has been designated to provide leadership for the program through recruitment, matching, training, and supervision of participants.

Your school must designate a person to coordinate business partnership activities. This person may delegate portions of the work if they continue to provide leadership.

REQUIRED DOCUMENTATION:

Letter or memo appointing the Community/Business Partnership Coordinator, signed by School Principal

I-f School provides opportunities for community/business partners to receive orientation and training.

Timeframe: End of October

Orientation/training for partners could be in a group setting or on an individual basis. If it is done individually, provide names of business attending and samples of handouts provided at the meeting. Correspondence and a packet of information provided during the meeting are sufficient. It is suggested that all partners be invited to at least one event at the school during the year.

SUGGESTED DOCUMENTATION:

Invitation to orientation

Meeting agenda

Meeting sign-in sheets

Signature of persons receiving training

Written training material

Correspondence

I-g Community/business partnership coordinator and school staff receive training during the year on effective use of services by business partners.

Timeframe: Beginning of year – by middle of October

The District Volunteer Coordinator provides training at the beginning of each year for School Business Partnership Coordinators, who should then train school staff members. The staff training should focus on the effective use of community/business partners at the school. Sharing a training packet followed by a discussion of policies and procedures for business partners at your school fulfills this criterion. This training can be done in a general faculty meeting, or in team or department meetings. Secondary schools could provide training during teachers' planning periods. Updated material including related information regarding particular community/business contacts should be shared with staff in a timely manner.

SUGGESTED DOCUMENTATION:

Statement of attendance at district training, signed by District Volunteer Coordinator

Training sign in sheet

Written training material

I-h School provides recognition of community/business partners.

Timeframe: On-going

SUGGETED DOCUMENTATION:

Highlighted newsletter articles

Invitation to an event

Program/agenda from recognition event

Fliers listing event sponsors

Thank you letters

Certificates

Photos

Family Involvement

II. Family Involvement

II –a Active parent organization (PTA, PTO, Boosters, etc.)

Timeframe: On-going

The parent organization needs to be active throughout the year. Documentation needs to be ongoing. Guest lists, pictures, and programs need to be saved. A schedule for the year would be helpful. Include meeting notices and/or articles from the newspaper or school newsletter. A newsletter report on the success of the membership drive should be included. If teachers are the only active members, you have a Teacher Association, not a PTA or parent organization.

If you have additional parent clubs such as band or sports boosters, Dads club, etc. include information about them, also.

SUGGESTED DOCUMENTATION:

Highlighted report on membership in minutes or newsletter

Highlighted newsletter articles on meeting and events

Schedule of activities for the year

Meeting minutes or agenda

Sign in sheets

Photographs

II-b Education opportunities are offered to families (i.e. Sunshine State Standards; literacy, career planning, parenting, homework assistance)

Timeframe: Throughout year – complete by February

Education opportunities offered to families such as literacy training, career planning, parenting, etc., should be your focal point. You must offer some opportunities at your school. These can be ongoing classes or single events. The educational opportunities could be programs at the PTA meetings or separate events. These sessions should focus on helping parents to improve themselves in areas such as parenting skills, helping their children to succeed at school, adult literacy, learning English, securing employment or getting a better job. They could include computer classes, CPR, good nutrition on a budget, budgeting, or other practical information. Not all parents are able to come to the school. Publicize information about educational opportunities offered in the satellite areas. Some schools devote an entire section in their newsletter to parenting tips.

SUGGESTED DOCUMENTATION:

Highlighted newsletters

PTA meeting agendas when applicable

Flyers announcing sessions

Handouts

Sign in sheets

Photographs

II-c Focus/discussion/support groups are offered to families (e.g., parenting, drug awareness, safety, and violence prevention, etc.)

Timeframe: First group: begin in mid October; Second group: begin in mid February

These multi-session groups are designed to help parents cope with problems. Some opportunities should be offered at the school site, but additional information about groups at other convenient sites should also be offered. These sessions might include meeting sites such as YMCA, Boys and Girls Club, local churches, etc. The on-site groups can be conducted by school personnel or by an outside agency. These groups are designed to meet the needs of parents. These are not sessions for students only. These should be informal gatherings, focusing on a single topic of interest. A single day parent workshop may be used if it consists of multi-sessions of various topics meeting the needs of parents. A parent survey might identify the topics that they need.

SUGGESTED ACTIVITIES/TOPICS:

Groups for parents of ESE or ESOL students
Coping with divorce, death or serious illness
Violence prevention
Drug abuse
Gang awareness
Counseling services

SUGGESTED DOCUMENTATION:

Highlighted newsletter articles
Flyers announcing events
Agenda/handouts
Sign in sheets (if confidentiality is not breached)
Photographs

II-d Joint parent and student training (i.e. academic skills, family reading, violence prevention, financial aid) is available.

Timeframe: 1st semester – by end of November; 2nd semester – by mid April

At least one session of the training must include students and parents. There can be additional sessions for parents or students.

SUGGESTED ACTIVITIES:

| | |
|--|-----------------------|
| Family reading night | Math Family Fun |
| Successful test taking strategies | Science Fair Projects |
| Violence prevention | Career/College Nights |
| Positive action, peer mediation, conflict resolution | |

SUGGESTED DOCUMENTATION:

Highlighted newsletter articles
Agendas/programs, handouts
Photographs
Sign in sheets
Fliers

II-e Family outreach activities are offered through collaborative or facilitated activities (e.g. neighborhood meetings, tutorial services, off-site programs).

Timeframe: 1st semester – by mid November; 2nd semester – by end of March

Collaborative efforts with the community to support families and stretch resources are a part of family outreach activities. These are things you offer to students/families in your satellite area, or who live a distance from the school. You could send a bus to pick up parents for conference night or another activity, or publicize and hold conferences or other activities at a site in their neighborhood. Activities presented by outside agencies are acceptable if they are done in collaboration with your school. Show how someone from your school was involved in conjunction with the activity, such as being involved in the presentation or transportation of families.

SUGGESTED ACTIVITIES

Community meetings for out-of-area families

Program of home visits by faculty members

SAC/PTA/PTO meetings in a neighborhood or at a community center

Family event in neighborhood – picnic or dinner

Interagency agreements and community sponsored programs for families

II-f A minimum of 60% of families are involved in a positive way in the school more than once during the year.

Timeframe: On-going

This requires documentation that shows numbers of parents attending. This could include attendance at several large events and/or participation in a variety of smaller ones.

SUGGESTED ACTIVITIES

Parent teacher conferences

Volunteer activities

PTA and SAC events

Back to school nights

Orientations

Sporting events, School programs,

Fundraising

Concerts

REQUIRED DOCUMENTATION

- Include the form in the portfolio to list the family events offered throughout the year and the approximate number of families in attendance at each of the school functions. This should then show a total of at least 60% involvement.

- Include back-up material of the activities such as fliers, newsletter articles, agendas, programs, photographs

II-g Evidence of a variety of communication techniques with families by teachers and school staff.

Timeframe: On-going; Assure completion by end of February

On-going communication with families should be varied. Include information from classroom teachers, as well as school administrators.

SUGGESTED DOCUMENTATION AND ACTIVITIES:

Newsletters (school and class)

Letters

Messages on school marquee

Website information

Periodic reports on progress

Fliers

II-h Ensure that welcome signage is near the entrance and any other interaction with parents creates a climate in which parents feel valued and welcome.

Timeframe: Early October, Late January

Impressions are made in the first few moments of entering a school. This criterion requires an inviting family friendly atmosphere at your school. Signs posted at the school entrance should be welcoming. Please include all languages spoken by families of students when possible. The school office should be open and friendly. The front office staff should be trained in greeting parents in a warm, courteous manner (including phone communication) and in providing appropriate, accurate information to parents. Make sure that material necessary for sign in (KeepnTrack) is close to the school's entrance and easily navigated. School staff should use parent-friendly language that is free of educational acronyms and providing translation services as appropriate.

REQUIRED DOCUMENTATION

Photographs of welcome signage

SUGGESTED DOCUMENTATION

School surveys

School calendars published for parents

Phone line and web availability for parents to receive teacher contact

Visitor/Volunteer badge

II-i Provide parents with current information regarding school policies, practices and both school and student performance.

Timeframe: On-going; collect documentation in November and March

Schools must provide parents with communication that is clear and frequent. The methods of communication should be in all languages appropriate for the parent population.

SUGGESTED DOCUMENTATION:

Parent letters

Policies/Procedures (if changes have been made that year)

School Reports

Press Releases

Blank report card
Student interim progress report form
School generated handbooks
Surveys
Newsletters
School website information

Volunteers

III – VOLUNTEERS

Meets criteria of Golden School Award. These include:

III-a A minimum of 80% of the school staff have participated in school- based volunteer training during the school year.

Timeframe: Beginning of year – by end of September

The staff training should focus on the effective use of volunteers at the school. Sharing a training packet followed by a discussion of policies and procedures for volunteers at your school fulfills this criterion. This training can be done in a general faculty meeting, or in team or department meetings. Secondary schools could provide training during teachers' planning periods. Experience has shown that the front office staff and individual classroom teachers are the key to retaining volunteers. Assure that school support staff members also receive training.

REQUIRED DOCUMENTATION:

Faculty/staff list with attendance indicated

Agenda

III-b School volunteer coordinator has been designated to provide leadership for the school volunteer program through recruitment, placement, training, and supervision of participants.

Timeframe: September

Your school must designate a person to coordinate volunteer activities. This person may delegate portions of the work if they continue to provide leadership. For example, some schools have a PTA member organize specific volunteer activities or tally the volunteer hours. The Booster clubs might also have their own volunteer assignment coordinators.

REQUIRED DOCUMENTATION:

Letter or memo appointing the School Volunteer Coordinator, signed by the School Principal

III-c Total number of hours in volunteer service equals twice the number of students enrolled in the school. (Any volunteer activity that contributes to student improvement may be counted.)

Timeframe: On-going; Golden School Application due in April

You must have documentation of these hours in the form of sign in sheets or computer generated totals available for possible audit. All of the following activities count toward this total number: fund-raising activities to purchase educational materials or materials to improve the physical setting of the school; speakers, classroom and media center assistance, mentoring, tutoring; volunteers assisting with special events; students volunteering to help other students; booster and other extracurricular club assistance; front office assistance; field trip chaperone assistance (up to 8 hours per day); health screenings; SAC involvement (except for work done during regular duty hours by school staff). This also includes documented work done at home by volunteers.

Work done by teachers that is not part of their regular duties or for which they receive no stipend or compensation time can be counted. Extra time spent by a teacher preparing lessons or grading papers does not count. Time spent by a club or activity sponsor who received a stipend for that work does not count. However, a teacher who comes in early or stays late to tutor students (receives no compensation time) may count those hours. A teacher who sponsors an after school club or activity with no compensation may count the time.

REQUIRED DOCUMENTATION:

Copy of the Golden School Application completed for that year

III-d School provides recognition of volunteers.

Timeframe: On-going; Assure completion by February

SUGGESTED DOCUMENTATION:

Highlighted newsletter articles

Thank you letters

Invitation to an event

Certificates

Program/agenda from recognition event

Photographs – school marquees, bulletin boards, etc

Student Community Service

IV – Student Community Service

IV-a: School provides opportunities to students for service learning that focus on identified community needs (e.g., renovating a park, working at election polls, feeding homeless)

Timeframe: 1) Present to staff (by end of September); 2) Get concrete programs by end of October; 3) Check status in December and February; 4) Obtain completed service learning documentation sheets in April.

Service learning requires that students learn about a community need and then develop and implement a project to address the need. Students must be the ones to develop the program.

Not every student in the school needs to participate in a service learning project, but this type of opportunity needs to be offered to as many classrooms as possible. The other key phrase in the criteria is “focus on identified community needs.” The service learning could be part of a club project, but there would need to be a learning/research component where the community need is studied.

REQUIRED DOCUMENTATION:

Service Learning Documentation Sheet for each project

SUGGESTED DOCUMENTATION:

Lesson plans

Highlighted newspaper/newsletter articles

Teacher bulletins

Pictures

Club agenda

Participant sign in sheets

Flyers

IV-b A minimum of 50% of students are involved in community activities (e.g., pen pals to shut-ins, food drives, cross school tutoring activities).

Timeframe: 1) Present to staff (by end of September) 2) Obtain list of activities held with number of students participating in November; 3) Procure all data and complete form by mid-April.

This criterion requires documentation that at least 50% of the school's students participated in a service oriented project during the year. The service needs to have been provided to people outside of the school. There is not a “service learning requirement” for this criterion.

REQUIRED DOCUMENTATION:

Student Community Service Chart

SUGGESTED DOCUMENTATION:

Highlighted newsletter articles

Project samples

Correspondence/thank you letters

Pictures

Teacher bulletins

School Advisory Councils

V – School Advisory Councils

School Advisory Councils/School Decision Making

V-a A minimum of 8 meetings are held per year. Average 80% attendance of members.

Timeframe: 1) Communicate need for SAC attendance to members at first meeting; 2) Check SAC attendance percentage and report to Five Star Coordinator in November, January, February, March and April; 3) Check SAC attendance percentage and complete attendance chart after last SAC meeting.

The keys to meeting this criterion are careful selection of the “official” SAC members and communicating the importance of attendance to them. Problems can be avoided by making potential members aware of the importance of attending meetings during the year. If they believe that this will be a problem due to work or personal obligations they could be “non-official members”. The attendance requirements apply to the official list sent in to the district office.

If a person is absent from a meeting they should be contacted immediately. If a problem seems to be developing in their attendance they may need to be called and reminded of meetings. Sometimes a person moves, experiences health problems, a job change or other things that make it impossible for them to attend the meetings. If the problem is identified early, the person can resign and a replacement appointed. Obviously a very large SAC may have more trouble meeting the attendance requirements than a smaller group. Likewise a SAC with 12 meetings may have more trouble than one with the minimum 8.

These standards for the criteria were set by the Department of Education because the authors of the form felt that they were the minimum needed for the group to become a true team. For purposes of this award you do not need to count meetings of the sub-committees. The documentation should include the official roster for the SAC that was submitted to the district office, plus the attendance form used, signed or initialed by members at each meeting.

REQUIRED DOCUMENTATION:

Attendance table

Form stating overall attendance percentage, signed by School Principal

V-b Annual presentation of School Improvement Plan to school community after public notice to all stakeholders (school marquee, flyers, etc.) is made.

Timeframe: 1) Presentation in fall; 2) Public notice 2 weeks before

Parents, faculty/staff, students, neighborhood are the main stakeholders. They need to know when the School Improvement Plan (SIP) will be presented. In notifying the stakeholders you must show that information was provided to the entire school community. The message may need to be spread in several ways to reach them all - for example, the marquee does not reach parents of students from satellite areas.

SUGGESTED DOCUMENTATION:

Fliers
Highlighted newsletter articles
Telephone system or personal calls (narrative)

School handbook
School marquee (include a picture)

V-c Evidence of ongoing training and/or development of the School Advisory Council is available.

Timeframe: Speakers in the following months: November and February

Our school district offers training for SAC. Representatives of your group should attend these sessions and then share the information with the other members at a meeting.

The key word is "evidence". Documentation/evidence should include proof of attendance at district training along with session topics, agendas/minutes from meeting where representatives shared what they learned. It also could include agenda/minutes where a speaker provided direct training or copies of materials sent to members. On-going training and development is needed for the members to be prepared to develop an effective SIP for the school.

SUGGESTED DOCUMENTATION:

Highlighted SAC agendas and/or minutes
Training records
Invitation/memo announcing workshop
Sign in sheets
Copies of material distributed at meetings

V-d School Improvement Plan reflects one new idea that involves the community in its implementation.

Timeframe: Upon completion of SIP (September, October)

The idea must be new for the current year, not an on-going idea repeated each year. Schools with multiple year plans must use a different idea each year. The idea also needs to involve the community. This can be via business partners, community volunteers, collaborative efforts with other groups/agencies, and/or partnerships with colleges or other schools.

REQUIRED DOCUMENTATION

Copy of the SIP with activity highlighted

SUGGESTED ACTIVITIES:

Rewards/incentives from business partners
Multicultural Fair
School Uniforms
Recognition assemblies
Science Fair Judging
Grants
Head Start activities
Parent involvement activities

SUGGESTED DOCUMENTATION:

Correspondence
Photographs

Highlighted newsletter articles
Flyers

V-e School Advisory Council participated in the development and/or interpretation of the needs assessment data.

Timeframe: Ongoing – mostly spring; assure documentation in March

“Participated in” are the key words in this criterion. If the SAC members reviewed the compiled data from the assessment and participated in drawing conclusions that led to the identification of needs to be addressed in the next year’s plan, they met the criterion. Needs assessment data can be interpreted as information that is used to formulate and evaluate your school improvement plan such as parent surveys, test data, etc.

SUGGESTED DOCUMENTATION:

Copy of survey
Survey results
Reporting instrument (newsletter)
Highlighted SAC minutes or agendas

V-f Training provided for staff and SAC members on collaborative partnering and shared decision-making.

Timeframe: Beginning of school year; together at first staff meeting or separately at first meetings – complete by end of October.

Training should focus on the need for staff and SAC to work together for the benefit of the students in the school. Although this training can be provided separately to staff and SAC members, it would be most beneficial to train when representatives from both are present. This will allow for implementation ideas to be shared together.

SUGGESTED DOCUMENTATION:

Staff/SAC list with attendance indicated
Training agenda
Minutes from meeting(s)

School Impact Data

What proof can you provide that the community's involvement with your school improved the student's academic work, attendance or behavior?

Timeframe: Choose target and plan by mid October; complete by end of March.

This criteria can be documented with a narrative statement. You must, however, have back-up documentation on file at your school in the event of an audit. The purpose of this criteria is to show that some of the community involvement that has been documented in the other criteria produced some kind of student improvement. This is not limited to improvement in scores on standardized tests. Examples of acceptable responses could include: McDonald's (our business partner), provided a free hamburger to each child with perfect attendance during the month. Attendance has improved 20% this year. Last year the average daily attendance was 75% and 5 students missed more than 20 days. This year the average is 95% and only 1 child missed more than 20 days.

Community Involvement Best Practice

Timeframe: School Choice – Can be any time of year

Summarize a community involvement best practice initiated by your school to increase student achievement.

List key participants from the school and community, describe the activity, and discuss the specific student achievement(s) that increased.

Certifications

The person preparing the form/portfolio, Principal and SAC Chairperson are to sign the form and fill in the pertinent lines. The form is then to be forwarded to the School District Volunteer Coordinator, who will assure that the remaining lines are completed, and the application is sent to The Department of Education by the due date.