

Martin County School District
Five-Star School Portfolio
Handbook

EXPLANATION OF CRITERIA

To qualify for the Five-Star School Award, 100% of the following criteria in the categories of Community/Business Partnerships, Family Involvement, Volunteers, Student Community Service, and School Advisory Councils must be met. Additionally, each school applying for the Five-Star School Award:

- must have a school grade of "C" or better,
- must qualify as a "Golden School,"
- and, its School Advisory Council must hold a minimum of 8 meetings per year with an average of 80% attendance of members.

I. COMMUNITY/BUSINESS PARTNERSHIPS

- a. **Each community/business/agency signs an annual, jointly developed plan of partnership activities.**
 - All partners need to sign an annual Partnership Agreement (form 84A). Partnerships include individuals or businesses that contribute funds, human resources, and/or materials or services; partners are businesses, Adopt-a-Class sponsors, and professional/civic groups or other community organizations.
 - Required documentation (*document a minimum of two/maximum of five partnerships*): For each community/business partner, include the Partnership Agreement (form 84A) that has been signed and dated by the community/business partner and the school community/business coordinator or principal.
- b. **Community/business/agency maintains an ongoing relationship with the school.**
 - Because each partnership relationship is different, be sure to document what each of you did for each other; save all correspondence - it can be used as additional documentation.
 - Documentation (*Make sure you have at least one partner that is involved with your school throughout the year* – you may want to document/spotlight this particular partnership): Correspondence, pictures, news articles, and highlighted SAC minutes or attendance rosters that show your on-going partnership in action
- c. **Community/business/agency is involved in the development and implementation of the School Improvement Plan.**

- Refers to a community/business partner who is a member of your School Advisory Council or other community/business partners who may be involved in the implementation of your SIP objectives
 - Documentation (*document at least one partnership*): Highlighted SAC minutes, agenda, attendance rosters, copies of partnership agreements, pictures, and news articles that clearly indicate this partner's special role in SAC.
- d. Community/business/agency partnership supports teaching and learning through the donation of human resources and goods/services or financial resources.**
- Suggestion: Be sure that some of your partners provide human resources, as well as partners who provide financial support – this might include speaking engagements by employees to classes, providing employees to tutor students on a regular basis, or offering educational field trips/activities/programs to students.
 - Documentation (*document two partners, including one partner that provides human resources*): Correspondence, thank you notes, highlighted copies of partnership agreements, pictures and news articles.
- e. School designates a community/business partnership coordinator.**
- Required documentation: A statement/letter that names your community/business partnership coordinator.
- f. School provides opportunities for community/business partners to receive orientation and training.**
- This orientation/training can be done individually or in a group; at a community/business partner orientation or included in the volunteer orientation; or through correspondence between the community/business partner coordinator and the community/business partner.
 - Documentation: Correspondence, training/orientation program or agenda
- g. Community/business partnership coordinator and school staff receive training during the year on effective use of services by business partners.**
- Documentation: Staff meeting agendas, attendance rosters and handouts to document on-going staff trainings; agendas, attendance rosters and handouts documenting participation in other county and statewide community/business partnership workshops
- h. School provides recognition of community/business partners.**
- One additional way to show appreciation to your community/business partners would be to include them in all volunteer recognition events and activities throughout the year.
 - Documentation: Thank you letters and other correspondence, school newsletter and local newspaper articles, and pictures and programs from school, district, and state recognition ceremonies

II. FAMILY INVOLVEMENT

- a. **Active parent organization (PTA, PTSA, PTO, Booster Clubs, etc.)**
 - o Documentation: *(Document a minimum of 2 different programs)*: Agendas, minutes and sign in sheets from parent organization/booster club meetings; organization/club newsletter, handouts, activity/program flyers
- b. **Education opportunities offered to families (i.e. Sunshine State Standards, literacy, career planning, parenting, homework assistance, etc.)**
 - o Suggested activities: Appropriate educational programs/activities dealing with literacy training, parenting skills, career planning, financial planning, and computer classes
 - o Documentation: *(Document a minimum of 2 different programs or activities)*: Newsletter inserts and articles, workshop agendas, programs, handouts, and pictures
- c. **Focus/discussion/support groups offered to families (parenting, drug awareness, safety, and violence prevention, etc.)**
 - o Topics might include: conflict resolution, Safe and Drug-free School programs, coping with divorce, death or serious illness, setting limits, or programs for parents of ESE or ESOL students
 - o Documentation *(Document a minimum of two different programs)*: Meeting agendas, programs, attendance sheets and pictures, and/or newsletter articles and flyers
- d. **Joint parent and student and student training (i.e. academic skills, family reading, violence prevention, financial aid, etc.)**
 - o Topics could include: Family Reading Night, transition into middle and/or high school, career or college fairs, or conflict resolution. *At least one session of an activity or program must include students and parents learning together.*
 - o Documentation *(Include one joint parent/student activity or program in your documentation)*: Meeting agendas, programs, attendance sheets and picture, and/or newsletter articles and flyers
- e. **Family outreach activities offered through collaborative or facilitated activities (neighborhood meetings, tutorial services, off-site programs, etc.)**
 - o Collaborative efforts with the community to support families and stretch resources are a part of family outreach activities. Very often these activities are held at off-campus sites. Some activities could include: Home visits by school staff, mentoring/tutoring, PTA/PTSA/SAC meeting at an off-campus location (community center), or a family/school event (picnic/pot luck dinner) at a local park or recreation area.
 - o Documentation: Newsletter articles, flyers, pictures, correspondence with collaborating groups

- f. **A minimum of 60% of families are involved in a positive way in the school more than once during the year.**
- o What they are looking for here is that your school offers families a variety of opportunities to be involved throughout the year. Examples include: PTA/PTSA/SAC meetings, Open House, Curriculum Nights, Parent/Teacher Conferences, Book Fair, school carnivals, booster clubs, and band, chorus, dance, drama and sporting events.
 - o Required documentation: Using sign-in sheets and attendance rosters, estimate the number of families that participated in each of your activities; then divide the number of families in your school by the total number of families that participated in all of your activities. *Record this % for your portfolio; document some of your activities with pictures, newsletter articles, sign-in sheets and attendance rosters.*
- g. **Evidence of a variety of communication techniques with families by teachers and school staff.**
- o Documentation (*Document a minimum of 3 different techniques*): Newsletters, program and activity flyers, pictures of banners and special signage, school and/or guidance informational pamphlets, newspaper articles and columns (School Digest, School News, etc.), student handbook, and general correspondence.
- h. **Ensure welcome signage is near the entrance and any other interaction with parents creates a climate in which parents feel valued and welcome.**
- o How do you promote your school as a “family-friendly” school? Do your parents feel welcome and comfortable visiting and participating in activities at your school? This is what you need to show for this criterion.
 - o Documentation: Pictures of “family-friendly” signs, banners, displays, or school marquee
- i. **Provide parents with current information regarding school policies, practices and both school and student performance.**
- o Documentation: Copy of student handbook, agendas and attendance rosters of Open House and Curriculum Nights

III. VOLUNTEERS

Note: Meets criteria of Golden School Award which include:

- a. **A minimum of 80% of the school staff have participated in school based volunteer training during the school year.**
- o Required documentation: Copy of Golden School Award or notification letter

- b. **School volunteer coordinator has been designated to provide leadership for the school volunteer program through recruitment, placement, training, and supervision of participants.**
 - o Required documentation: Copy of Golden School Award or notification letter
- 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.)**
 - o Required documentation: Copy of Golden School Award or notification letter
- d. **School provides recognition of volunteers.**
 - o Documentation: Pictures from recognition ceremonies/activities, program, invitation, thank you notes to volunteers, and volunteer appreciation certificate

IV. STUDENT COMMUNITY SERVICE

- a. **School provides opportunities to students for service learning that focus on an identified community need (i.e. renovating a park, working at election polls, feeding homeless, etc.)**
 - o Service learning involves students learning about a community need and then developing and implementing a project to address the need. Additional examples include: Participation in *Food for Families*, beach and road clean-ups, March of Dimes *WalkAmerica*, and mentoring/tutoring students at another school or off-campus site. A good place to start your documentation might be with your clubs - most likely, many of them are already participating in community service projects.
 - o Documentation: Pictures, newspaper and newsletter articles, flyers, and club agenda and sign-in sheets
- b. **A minimum of 50% of students are involved in community activities (i.e. pen pals to shut-ins, food drives, cross school tutoring activities, etc.)**
 - o At least 50% of your school's student population must participate in service-oriented projects (provided to individuals outside the school) during the year. Additional community activities include: Participation in beach/road clean-ups, Habitat for Humanity, White Doves Holiday Project, Toys for Tots, and March of Dimes *WalkAmerica*.
 - o Required documentation: Using sign-in sheets and attendance rosters, estimate the number of students that participated in each activity; then divide the number of students in your school by the total number of students participating in all of the activities. *Record this % for your portfolio; document some of your activities with pictures, newsletter articles, sign-in sheets and attendance rosters.*

V. SCHOOL ADVISORY COUNCILS

School Advisory Councils/School Decision Making

- a. **Minimum of 8 meetings per year. Average of 80% attendance of members.** ***IMPORTANT: THIS REQUIREMENT MUST BE MET TO QUALIFY FOR THE FIVE STAR SCHOOL AWARD.***
 - o Required documentation: SAC yearly attendance breakdown sheet and copies of monthly sign-in sheets.
- b. **Annual presentation of School Improvement Plan to school community after public notice to all stakeholders (school marquee, flyers, etc.).**
 - o *The notice to the entire school community must specify that the School Improvement Plan will be presented*
 - o Documentation (*Document at least 2 methods used*): Newsletter articles, flyers, picture of school marquee, and announcement at Open House and other general meetings
- c. **Evidence of ongoing training and/or development of the School Advisory Council.**
 - o *On-going training and/or development is a key requirement.* Most districts offer training for School Advisory Councils. Representatives of your SAC should attend these workshops and then share the information with the other members at a general meeting. Additional training could be provided by a speaker at one or more of your SAC meetings.
 - o Documentation (*Clearly document a minimum of 2 trainings*): SAC agendas and/or minutes documenting training presentations, invitation/memo announcing workshops, in-service records and handouts, sign-in sheets, training agendas
- d. **School Improvement Plan reflects one new idea that involves the community in its implementation.**
 - o Preferably, this idea should be included in your current School Improvement Plan but, if necessary, can be included in the plan you are writing for next year. However, the idea must involve the community (business partners, community volunteers, or a collaborative effort with other schools, groups, or colleges) in its implementation.
 - o Required documentation: Copy of your School Improvement Plan page documenting the new idea – please highlight the new idea.
- e. **School Advisory Council participated in the development and/or interpretation of the needs assessment data.**
 - o Documentation: Highlighted SAC minutes/agendas where the Needs Assessment was addressed
- f. **Provide training for staff and SAC members on collaborative partnering and shared decision-making.**
 - o Provide staff and SAC members with several opportunities to interact with the issues, work together, and monitor and evaluate

progress. Examples of training include: Mentoring and peer coaching, mini-presentations on organizational behavior, and other collaborative methods for professional development.

- o Documentation: Highlighted SAC agendas/minutes and sign-in sheets documenting training presentations, invitation/memo announcing team building and/or organizational behavior workshops, copies of handouts

VI. 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?

- o Briefly summarize how your improvement in overall FCAT scores and/or school grade, decrease in truancy and behavioral referrals, and/or improvement in individual students' academic work improved due to the involvement of the community (community/business partners, volunteers, etc.).

VII. COMMUNITY INVOLVEMENT BEST PRACTICE

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

- o Any creative program, which involves the community that your school practices to improve student achievement can be used.
- o Best practices might be programs and initiatives your school uses to increase parental and/or community (volunteer and community/business partners) involvement; creative recruitment and recognition practices; or projects used to train or educate parents, volunteers, and other community members.

For further explanation of the Five Star School Award contact:
Volunteer Services
(772) 219-1200, ext. 30351