



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 Award designates and recognizes schools that have total community involvement. There are five separate areas which cumulatively create a school deserving of this recognition. The areas that encompass this award are: Community/Business Partnership, Family Involvement, Volunteers, Student Community Service, and School Advisory Council. The criteria set out in each area are reasonable, although some are tougher than others. However, all requirements set high expectations for exemplary achievement. The Five Star School Award is a prestigious distinction that is highly desirable in the community and in all school districts throughout the State

What is the incentive for the Five Star School Award?



Schools that receive the Five Star School Award will be designated annually, in the fall, reflecting the achievement of the preceding year. 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. The Five Star School Award designation spotlights the value the school places on community involvement and the school's commitment to such. Further, recipients of the Five Star School Award will always receive a certificate of designation from the state, along with the prestige of the highest possible rating from the Department of Education. Palm Beach County holds a "Five Star Reception" to honor school recipients where they are presented with a certificate and a Five Star flag to display proudly at their school.



Who will oversee the certification process?



Other frequently asked questions are "Who will audit?" and "Who will check the portfolios?" The individuals who sign on the back of the form should exercise extreme caution in verifying the contents of the application and the portfolio. The "audit team" includes the person preparing the application, the School Advisory Chairperson, school Principal, Area Superintendent, District Volunteer Coordinator, and the Superintendent.

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 five people who are responsible for each section of the award criteria (i.e. Business Partnership Coordinator, Volunteer Coordinator, PTA/PTO President and/or Parent Liaison, School Advisory Council Chairperson, and someone who works with student community service at your school.

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



The District Volunteer Coordinator and the Area Volunteer Coordinators have been and will continue to be consultants for the Five Star School Award. It is important to communicate with the VIPS 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 earlier the VIPS Coordinator is brought into a school's Five Star processes, the better. Please see the bulletin for this year's deadline in applying for this year's award.



What about the School Impact Data section of the Five Star School Award?



This section was included with the intent that it would give schools cause to assess what improvements occurred at the school due to community involvement in the educational process. After achieving the Five Star School Award standards, did anything improve? Is there a relationship between the strength of the school and the strength of the community's involvement with the school? The School Impact Data section is not to be interpreted as a place to take credit from teachers for student achievement. The classroom teacher creates the learning environment that influences student outcomes. The components of the Five Star are only a part of that learning environment.

- Some examples of information that could be used as impact data documentation can be found at the back of this booklet. (Please note: **Data needs to be present to prove actual improvement.** Improvement does not need to be for the entire school, but can show improvement by a certain number or sampling of students.) Be certain that all confidential information pertaining to students, such as names, student identification, or telephone numbers does not appear.

What about the Community Involvement Best Practice section of the Five Star School Award?



The summary of this information should be **concise and brief enough to fit on** the application. No data needs to be included. Some good samples of this documentation can be found at the back of this booklet.

Note: Please **do not use the same idea** for School Impact Data and Community Involvement Best Practice. Two separate ideas need to be shown.

Community service and service learning -
How to tell the difference



- Community service is volunteering time and talents to serve the community.
- Service learning is a teaching and learning method that connects meaningful community service with academics, personal growth, and civic responsibility. Students learn by doing; through a clear application of skills and knowledge, while helping to meet needs in the school or greater community. *Service learning differs from community service in that it has a strong learning component.*

The service-learning plan consists of the following steps:

- identification of a social problem in the community
- preparation of an action plan to address the problem and integration into the curriculum
- implementation of the plan (actual service by the students)
- observation and analysis of the experience.



Community/Business
Partnerships



Volunteers



School Advisory
Councils



Family Involvement



Student Community
Service

Five Star Checklist

_____Appoint/Select Volunteer Coordinator and Business Partnership Coordinator and send to the annual Fall Leadership training workshop for new and returning volunteer and business partnership coordinators.

_____Form a Five Star Committee to oversee the award process. (This Committee should include 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 on Five Star Award criteria. These orientations should be noted on Agendas showing training. The Agendas should then be placed in the proper sections of the portfolio.

_____Make sure that training sessions are conducted for the front office staff on family friendly communications and the staff & SAC members on collaborative partnering and shared decision-making techniques. Use Proof of Implementations which are provided herein.

_____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 VIPS program.)

_____Be sure to get your Business Partnership Agreement forms completed and signed. (One copy is sent to the District business partnership office, one copy is given to the business partner, and one kept at the school. Make a copy to 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.

_____Make sure that: 1) the portfolio is set up with five (5) sections, 2) documentation in each section is in the proper sequence (as on application form), and 3) all necessary signatures are on the application form. **Submit to VIPS office by 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/School Decision Making★

2) Complete all criteria standards in each category.

3) Place documentation in sequence according to section and criteria. Business Partnerships BP-A/1 through BP-H/8; Family Involvement FI-A/1 through FI-I/9; Volunteers V-A/1 through V-D/4; Student Community Service SC-A/1 and SC-B/2; School Advisory Council SAC-A/1 through SAC-F/6.

4) Provide at least two to three examples related to each criterion listed, (as sufficient documentation.) **Please do not include more.**

5) Be sure that all required signatures are on application form when submitted to the VIPS office by deadline date. The Principal should review portfolio before signing to make sure that all sections are clear and complete. **The Area Superintendent must also sign prior to submission** to the VIPS office.

6) Be sure material is clear. Someone who is unfamiliar with your school will review the portfolio. **Please 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 must be placed in each appropriate section.** Do not put documentation in one section and reference that section.

8) It helps to **clarify the criteria by adding a brief explanation** at the beginning of a section. This page is very helpful to help identify the documentation for the reviewer who is not familiar with your school's activities. Also, a **"blurb" or small summation of an entry can be "cut and pasted" to criteria** in sections for easy review. These items cannot replace documentation, only enhance it.

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. **It is easier if you do a little bit of work on it monthly.**

Two of the most important criteria you must plan to accomplish and document are Golden School volunteer hours and School Advisory Council meetings. Attendance minimums must be met and documented. These two criteria are inflexible and care must be taken to document them throughout the year! If these criteria are not met, you will not achieve the Five Star School Award.

- ❖ Decide in the fall that you will apply.
- ❖ Establish an official SAC to meet the requirements for the award.
- ❖ **Gather a Five Star Committee and designate a coordinator** in the fall.
- ❖ 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.
- ❖ **Plan now to schedule any additional 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. It is helpful to put the completed information in your actual portfolio. 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 in March, and put it in numerical order. Go through the criteria to see if you have sufficient documentation listed under each one. There will still be time to plan activities or locate documentation.
- ❖ Finish putting together the portfolio in early April, and submit with the application form, containing all needed signatures, by the deadline.
- ❖ **Include only documentation that gives clear evidence of the specific criteria addressed!**

Five Star School Award Interpretation Tip Sheet

Community/Business Partnerships

BP-A/1★ Each community/business/agency signs an annual, jointly developed plan of partnership activities.

A partner jointly plans objectives and makes an annual, on-going commitment to your school, a classroom, team or department. Partnerships may include money, manpower, or materials/services. A partner can be from a business, professional group, civic group, or other community organization.

Required Documentation: Fully completed and signed Agreement with each partner mentioned in *BP-A/2* through *BP-H/8*. These **section criteria can be met by using 2-3 strong business partnerships as examples. Please do not include more.**

BP-B/2★ Community/business/agency maintains an on-going, active relationship with school.

Partnership relationships will have differing levels and frequencies of involvement. Document what each of you did for the other. Save all correspondence for possible documentation. Make sure you have at least one partner who is involved **several times** during the year. Make sure that documentation shows **2-3 times** of involvement.

Suggested Documentation: Correspondence, highlighted meeting minutes, photos, news articles, attendance rosters, etc. **Be sure that documentation shows examples of activities of involvement held several times (at least 2 - 3 times during the year).**

BP-C/3★ Community/business/agency is involved in development and implementation of the School Improvement Plan.

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 SAC.

Required Documentation: Please provide a **copy of SAC attendance form** and **copy of signed business partnership agreement** form. **Highlight** the business partner who is the SAC member and **highlight their attendance** on the SAC attendance form.

BP-D/4★ Community/business/agency partnership supports teaching and learning through the donation of human resources and goods or services or financial resources.

Please select 2 - 3 businesses who donate to your school. Provide a **highlighted partnership agreement** with something such as a photo, correspondence, thank you note, and/or news article for each of the businesses. Please have this be a different business partner than those found in *BP-B/2* or *BP-C/3*.

BP- E/5★ School designates a community/Business Partnership Coordinator.

One person should be the official contact for the school. Individual teachers may recruit partners and work with them. However, one person needs to know who all the partners are, coordinate signing of agreements, make sure orientation takes place, and sees that they are all recognized.

Required Documentation: Letter or memo from Principal appointing the school's Community/Business Partnership Coordinator. Be certain that **the person who attended district training is listed as coordinator or co-coordinator** in the letter or memo from principal.

BP- F/6★ School provides opportunities for community/business partners to receive orientation and training.

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

Suggested Documentation: Invitation to orientation event, agenda or program of event, copies of handouts, correspondence (letters of thanks, invitation.)

BP- G/7★ Community/Business Partnership Coordinator and school staff receive training during the year on effective use of services by business partners.

The district business partnership coordinator provides training at the beginning of each year for school-based Business Partnership Coordinators, who should then provide this information to the school staff.

Required Documentation: **Agenda from the Fall Leadership training** provided by the Office of Community Involvement, **with a statement showing who attended** and confirmation **that the person is the coordinator or co-coordinator;** and school **faculty meeting agenda** showing when training was given to staff.

BP- H/8★ School provides recognition of business partners.

As part of the agreement, the school should provide public recognition for the business partner.

Suggested Documentation: Thank you letters, school newsletters, certificates, photos of school marquee, special recognition events, invitations, highlighted news articles, fliers listing sponsors of events, etc. Please provide only a **few** examples of ways that you recognize your partners.

Family Involvement

FI- A/1★ Active parent organization (PTA, PTO, Boosters, etc.)

The parent **organization needs to be active** throughout the year. Documentation needs to show ongoing activities. A schedule of planned activities or events for the year would be helpful. Include meeting notices, articles from a newsletter, or club minutes. If you do not have a PTA or PTO, you may use parent clubs, such as band or sports boosters, etc. Be sure to select only one parent group from your school and show a sampling of the activities held by that group during the year. This group doesn't need to meet monthly. It can be a group that gathers a few times throughout the year, such as sports boosters, Project Graduation parents, parents for art areas, etc.

Suggested Documentation: Meeting agendas or membership list, event fliers, highlighted articles on events, etc.

FI- B/2★ Education opportunities offered to families

Education opportunities offered to families such as literacy training, career planning, parenting, etc., should be your focal point. This must be achieved through events held at your school, not just information sent home. These can be ongoing classes or single events and can be held for students and parents or for parents only. The educational opportunities could be programs at the PTA meetings or single 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 financial planning. They could include computer classes, CPR, good nutrition on a budget, family banking or other practical information.

Suggested Documentation: Information showing dates of events for education opportunities offered to families. This might include newsletters or fliers notifying families and/or promoting the event. Education opportunities for families may be offered and marketed both on the school site, and in other community locations.

FI- C/3★ Focus/discussion/support groups offered to families

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, that meet off-site, should also be offered. 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.

Suggested Activities: Groups for parents of ESE or ESOL students, coping with divorce, death or serious illness, violence prevention, drug abuse, gang awareness, or counseling services, etc. **A single day parent workshop may be used;** provided it consists of multi-sessions of various topics meeting the needs of parents.

Suggested Documentation: Agendas or fliers indicating date of events, highlighted newsletter articles, etc. **Be sure to show at least 2 meetings of the parent group.**

FI- D/4★ Joint parent and student training

Joint parent/student training and focus groups could include various types of programs. These are activities that parents and students attend together.

Suggested Activities: Math family fun, science fair projects, successful test taking strategies, family reading night, drug awareness and/or prevention, alternatives to suspensions, career/college nights, peer mediation, conflict resolution, etc.

Suggested Documentation: Highlighted agendas, programs, fliers, newsletters, photos, and sign-in sheets, etc.

FI- E/5★ Family outreach activities offered through collaborative or facilitated activities (neighborhood, meetings, tutorial services, off-site programs, etc.)

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 **offer to send a bus to pick up parents** for a conference night, SAC meeting, or other activity; or publicize and **hold an event or activity at a site in their neighborhood.** **Activities presented by outside agencies are acceptable if someone from your school is involved in the presentation and collaborates with the agency.** Show how someone from your school was involved in conjunction with the activity, such as being involved in the presentation or transportation of families.

This criterion can be met easily by including information of home visits by faculty members.

Suggested activities: Community meetings for out-of-area families, a program of home visits by faculty members, SAC meeting in neighborhood, PTA/PTO meeting at a community center, family event in neighborhood - picnic or dinner, and community sponsored programs for families where staff collaborates with outside agencies, etc.

FI-F/6★ A minimum of 60% of families are involved in a positive way in the school more than once during the year.

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

Suggested Activities: Parent teacher conferences, volunteer program, PTA and SAC events, back to school nights, new student orientations, sporting events, school programs, fundraising, concerts, etc.

Required Documentation: Include **Family Involvement Chart** provided to list the family events offered throughout the year and the approximate number of families in attendance at each of the school functions. Calculations must show a total of at least 60% involvement. This form must be fully completed. Also **include backup material** of the activities offered such as fliers, newsletter articles, agendas, programs, agendas, photos, etc.

FI-G/7★ Evidence of a variety of communication techniques with families by teachers and school staff.

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, phone calls, messages on school marquee, websites, Edline, notes, fliers, etc.

FI-H/8★ Ensure that welcome signage is near the entrance and any other interaction with parents creates a climate in which parents feel valued and welcome.

This criterion requires an inviting family-friendly atmosphere at your school. Signs posted at the school entrance should be welcoming (possibly in all languages spoken by families of students). 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 communications), and in providing appropriate, accurate information to parents. School staff uses parent-friendly language that is free of educational acronyms and providing translations as appropriate.

Required Documentation: Photos of the welcome signage and proof of use of family-friendly techniques or training.

Suggested Documentation: Examples and/or copies of family-friendly communications that your school provides to parents/visitors. This might include **completed** family-friendly school climate surveys, phone line availability for parents to receive teacher contact information, assignments, activities, and agendas of any staff in-service training provided on family-friendly techniques, etc. An easy way to meet this criteria is to have your front office be trained, and **submit the Proof of Implementation** found at the back of this booklet.

FI-I/9★ Provide parents with current information regarding school policies, practices, and both school and student performances.

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

Suggested Documentation: This may include copies of your **school's handbook** (created by your school), not district handbooks. May include letters to parents regarding policies, newsletters, sample of blank report cards, surveys, and examples of various other forms you are using to communicate current school information to parents.

Family Involvement Chart

NAME OF SCHOOL:		
Total Number of Families in School:		
<i>Family Activities Offered During Year:</i>	# of Families Involved/ Total # of Families	<i>Percentage of Families Involved:</i>
<i>TOTAL</i> Number and Percentage of Families Involved:		

Volunteers

Must meet criteria of Golden School Award. Please provide one copy of Golden School Award application form, with required attachments. We will insert the copy of the current year's Golden School Award certificate.

V- A/1★ Staff training program for VIPS in which a minimum of 80% of the school staff have participated during the school year.

The staff training should focus on the effective use of volunteers at the school. This training is usually done in a general faculty meeting. Experience has shown that the front office staff and individual classroom teachers are the key to retaining volunteers.

Required Documentation: Copy of the Faculty Meeting Agenda to document when staff training was conducted on the effective use of volunteers.

V- B/2★ School volunteer coordinator has been designated to provide leadership for the school volunteer program through recruitment, placement, training and supervision of participants.

School must have a designated and trained person to coordinate volunteer activities.

Required Documentation: Letter or memo from principal on letterhead appointing the Volunteer Coordinator. Be certain that the **person who attended the district training is listed as coordinator or co-coordinator** in the letter or memo from principal. Also provide a copy of agenda from Fall Leadership training provided by the Office of Community Involvement. **Include a statement showing the name of the person who attended and confirming that they are the coordinator or co-coordinator.**

V-C/3★ 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.)

The VIPS Count Volunteer & Visitor Tracking System will provide documentation of all volunteer hours during the school year. Volunteer Coordinator can provide report for total number of hours contributed.

Required Documentation: Copy of total hours report from VIPS Count Volunteer & Visitor Tracking System. (Reports Section: Volunteers All Active (FIRST PAGE ONLY!!) and entire **School Community Involvement Report**).

V-D/4★ School provides recognition of volunteers.

Suggested Documentation: Thank you letters, certificates, school newsletters, school marquees, special recognition events. Show evidence of what was done (copies and/or photos, dates, etc.).

Student Community Service

SC-A/1★ School provides opportunities to students for service learning that focus on an identified community need.

Service learning requires that **students learn** about a community need and then develop and implement a project to address the need. **Not every student in the school needs to participate in the service-learning project.** The service learning plan consists of the following steps: 1) identification of a social problem in the community; 2) preparation of an action plan to address the problem and its integration into the curriculum; 3) implementation of the plan (actual service by the students); 4) observation and analysis of the experience.

Required Documentation: Please complete the Service Learning Documentation Sheet or follow the exact format. Photos, lesson plans, highlighted newspaper/newsletter articles, Project sign-in sheets, agendas, fliers, student reports, etc.

SC-B/2★ 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.)

This criterion requires documentation showing at least 50% of the school's students participated in service-oriented projects during the year. The service needs to have been provided to people outside the school. There is not a "service learning requirement" for this criterion. It does not have to have a learning and/or research component.

Required Documentation: Include Student Community Service Chart provided, listing the community service activities that students were involved in during the school year. This will show the approximate number of students that participated in each one and should reflect a total of at least 50% student participation for the year's activities, not per event. **Also, include copies** of highlighted news articles, project samples, fliers, photos, correspondence, thank you letters, etc., **to document activities.**

SERVICE LEARNING DOCUMENTATION SHEET

Identify a social problem in the community.

Prepare an action plan to address the problem/integration into the curriculum.

Implement the plan (actual service by the students).

Observe and analyze the experience (reflection).

School Advisory Councils/School Decision Making

SAC-A/1★ Minimum of eight (8) meetings per year. Average 80% attendance of members.

This is one of the most difficult criteria for most schools to meet.

The keys to success 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 the eight 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 your district office.

If a person is absent from a meeting, they should be contacted immediately. If a problem seems to be developing in his attendance, he 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 him/her to attend the meetings. If the problem is identified early, the person can resign and a replacement can be 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 of eight**. The State Department of Education set these standards for the criterion because it felt that they were the minimum needed for the group to become a true team. *For purposes of this award, meetings of the subcommittees need not be counted.*

You might consider having each **SAC member sign a statement** at the beginning of the year indicating that they understand the importance of attending every meeting and that they may be removed and become a "non-official" member if they miss 2 consecutive meetings or if attendance becomes a problem for them.

Note that it takes every SAC member's involvement to meet the overall 80% attendance. Note also that there can be no attendance by "proxy" or excused absences. Each member must physically attend the meeting to be counted.

Required Documentation: MUST include (a) an official SAC membership roster that matches the roster submitted via the e-form PBSO 1710 to the office of school improvement; (b) a SAC attendance chart, (c) agendas, minutes and sign-in sheets for each SAC meeting. Note: Only voting SAC members are included in this criterion. **Therefore, once SAC elections and appointments are completed and the e-form PBSO 1710 has been submitted for or by each voting member, the Principal and SAC Chair should print and retain an official membership roster throughout the year.**

SAC-B/2★ Annual presentation of School Improvement Plan to school community after public notice to all stakeholders.

Since our district's timeline is for the SIP to be presented in the fall, provide proof that planning was conducted of how and when the 2012-2013 SIP will be presented in the fall, not when the 2011-2012 SIP was presented.

Suggested Documentation: Provide **highlighted SAC minutes** to indicate the discussion and planning of the SIP presentation date and explain how the SIP will be presented to community. **State or show how notice will be given or sent;** i.e., publication on Edline, in the school newsletter, on the school marquee, etc. **Complete the Proof of Implementation provided at the back of this booklet.**

SAC-C/3★ Evidence of ongoing training and/or development of the School Advisory Council.

The key words are "evidence" and "ongoing." Most districts offer training for SAC members. Representatives of your group should attend these sessions and then share the information with the other members at a meeting. This would be documented by SAC agendas highlighting training topics. Also, **provide other informal trainings/updates offered by Principal, staff and community members** to SAC members.

Suggested Documentation: Go through **monthly SAC meeting agendas or minutes and choose about 4-5 that show training.** **Highlight the training** and information provided to SAC members; i.e., budget or Bylaws discussions, discussion of safety, test data, or other reports.

SAC-D/4★ School Improvement Plan reflects one new idea that involves the community in its implementation.

The idea must be **new for the upcoming year**, not something implemented in the current year or an ongoing idea repeated each year. It must be something not already implemented by your school. The idea also **needs to involve the community.** Schools with multi-year plans must use a different idea each year. This can be via business partners, community volunteers, and collaborative efforts with other groups/agencies, partnerships with colleges or other schools. Make certain that the new idea involves group(s) from the community, not just teachers and students. This is usually a strategy in the SIP. **Make sure it is the plan for 2012-2013.**

Required Documentation: Provide **draft copy of new School Improvement Plan with the idea highlighted or provide information** as to what the new idea will be. If there is no draft copy at the time the Five Star Portfolio is submitted for review

(possibly because final SAC meeting has not occurred), complete the Proof of Implementation provided at the back of this booklet. The draft copy can be placed into the portfolio when it is completed.

SAC-E/5★ School Advisory Council participated in the development and/or interpretation of the needs assessment data.

"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 developed for 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, climate surveys, test data, etc.

Suggested Documentation: Provide information as to how the SAC helped develop or interpret by including **copies of surveys they developed or discussion of survey results from SAC minutes or agendas, discussion of test data**, such as SPAR or Gold reports, or other needs assessments.

SAC-F/6★ Provide training for staff and SAC members on collaborative partnering and shared decision-making.

Provide meeting agendas and/or minutes showing when training was held for staff and SAC members where they were taught how to collaborate and share the decision making process. **This criteria should show the training aspect, not examples of the practice of collaboration.**

Suggested Documentation: Complete the Proof of Implementation provided at the back of this booklet, and **attach highlighted SAC and faculty meeting agendas and/or minutes** of the training provided to staff and SAC members for collaborative partnering and shared decision-making. If they were trained at separate meetings, please provide agendas and/or minutes from both meetings.



Application Form

School Impact Data

Be sure that data is shown that involvement by the community has improved students' academic work, attendance, or behavior. Data recorded should show actual improvement. This does not need to be for the entire school, but can reflect improvement by a certain number or sampling of students. Be certain that all confidential information pertaining to students, such as names, student identification or telephone numbers does not appear.

Example: Due to the mentoring efforts provided by the Jewish Coalition mentors at our school, wherein they met with students who had a record of low attendance and tried to keep them motivated to come to school, five of our student's attendance records improved.

<u>Student</u>	<u>No. Days Absent</u> First Semester	<u>No. Days Absent</u> Second Semester
A	8	4
B	6	2
C	5	3
D	10	4
E	9	2

Community Involvement Best Practice

The summary should be concise and brief enough to fit into the space provided on the application form. No data or proof of improvement needs to be shown. This is merely an example of something that is done by your school, involving the community, to increase student achievement. This practice may be done solely within your school community.

**Please do not use the same idea for School Impact Data and Community Involvement Best Practice.*