



# *Miami-Dade County Public Schools*

## *Office of Community Services*

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**FIVE STAR SCHOOL AWARD GUIDELINES**

## INTRODUCTION

### HISTORY

This award was first offered by the Florida Department of Education (FLDOE) in 1994-95, designed to recognize schools with exemplary community involvement programs.

### CATEGORIES

Many schools may have strong programs in one of the area, but **outstanding schools develop strong programs in all five areas**. When these five components collaborate, they paint a picture-perfect successful program that reflects a school's commitment to the pursuit of educational excellence! These are the five stars of the award.

1. Business Partners;
2. Families/PTA;
3. Volunteers;
4. Student Community Service;
5. **Educational Excellence School Advisory Councils (EESAC)**.

### WHY APPLY

► The award serves additional purposes including:

- Identifies schools with model programs.
- Serves as an assessment instrument to measure the success of community involvement activities and programs.
- Builds teamwork among staff and community.
- Great public relations and marketing tool.

### PLANNING MAKES IT EASIER:

Most schools are in the habit of monitoring their progress through their School Improvement Plan (SIP). If schools approach the Five Star preparation in the same manner and as part of their EESAC documentation, it becomes a very manageable task.

1. Solicit support and assistance from the Office of Community Services. 305- 995- 2995
2. Establish a team approach and share the documentation responsibilities.
3. Select a reliable, task-oriented staff member to serve as committee chair.
4. Review progress regularly.
5. Ask a detail oriented colleague to critique the document for each category.
6. Utilize previous winners as a model.

### THREE OF THE MOST IMPORTANT CRITERIA YOU MUST ACCOMPLISH AND DOCUMENT ARE:

1. Achieving Golden School Award designation.
2. Having a minimum of 60% of families being positively involved more than once during the school year.
3. Ensuring that EESAC meeting and attendance minimums **are met and documented**.

## Community/Business Partnerships

The purpose of this section is to demonstrate that the school has formed true partnerships with the local community. Your business partners must be registered as a Dade Partner via intranet WDPV and the school and business are each giving and receiving. Civic clubs, non-profit or government agencies, and colleges can also be partners. An agreement is not needed for a one-time small donation. Most partnerships are ongoing relationships.

| <b>Criterion Requirement</b> |   | <b>Required/Suggested Documentation</b>   |
|------------------------------|---|---|
| <b>CBP 1</b>                 | <b>Each community/business/agency enters into an annual, jointly developed plan of partnership activities.</b>  | Suggested documentation for CBP 1 & CBP 2: <ul style="list-style-type: none"> <li>• A list of the partners and a synopsis of their school activities from WDPV database.</li> <li>• Copies of Dade partner proposals OR</li> <li>• Correspondence or newsletter articles describing activities, or communications to renew partnership activities.</li> </ul> |
| <b>CBP 2</b>                 | <b>Community/business/agency maintains an on-going relationship with the school.</b>  |   |
| <b>CBP 3</b>                 | <b>Community/business/agency is involved in the development and implementation of the School Improvement Plan.</b> (This must be the person named on the official composition form. State Statute does not allow proxy EESAC attendance.) | Suggested documentation: <ul style="list-style-type: none"> <li>• Highlighted EESAC minutes and/or attendance roster showing the partner's role as an Official EESAC Member. This person must be named on the EESAC Composition form OR</li> <li>• Ensure that the Business Community Representative (BCR) member is on your school website.</li> </ul>       |
| <b>CBP 4</b>                 | <b>Community/business/agency partnership supports teaching and learning through the donation of human resources and goods/services or financial resources.</b>  | Suggested documentation: <ul style="list-style-type: none"> <li>• WDPV report of in-kind and monetary contributions.</li> <li>• Copies of DP proposal forms with donations.</li> <li>• Correspondence or newsletter articles highlighting specific contributions.</li> </ul>  |
| <b>CBP 5</b>                 | <b>School designates a community/business partnership coordinator.</b>  | Required documentation (include all items listed): <ul style="list-style-type: none"> <li>• Completed designation Form (Briefing# 4977 )</li> <li>• Memorandum from Principal designating liaison.</li> </ul>   |
| <b>CBP 6</b>                 | <b>School provides opportunities for community/business partners to receive orientation and training.</b> (This can be done in a group or individually.)  | Suggested documentation: <ul style="list-style-type: none"> <li>• Correspondence, invitation, agenda, and/or program for orientation and training of partners.</li> </ul>   |

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| <p><b>CBP<br/>7</b></p> | <p><b>Community/business partnership coordinator AND school staff receive training during the year on effective use of services by business partners.</b> (This requires two separate training activities.)</p> | <p>Required documentation (include all items listed):</p> <ul style="list-style-type: none"> <li>• Documentation of attendance at Five Star Leadership Conference AND</li> <li>• Faculty/staff meeting agendas/attendance rosters/handouts to document staff training on effective use of partner services.</li> </ul>   |
| <p><b>CBP<br/>8</b></p> | <p><b>School provides recognition of community/business partners.</b></p>   | <p>Suggested documentation:</p> <ul style="list-style-type: none"> <li>• Copy of partner award nominations or certificates or listing of nominees/winners.</li> <li>• Dade Partners Exemplary Awards OR</li> <li>• Thank you letters from the school and/or students invitation/program/sign-in sheets of recognition events OR</li> <li>• School newsletter or other press acknowledging partners.</li> </ul> |

**Family Involvement** This section will demonstrate that the school has involved families of its students in the educational process. Research continues to show that parental involvement has a definite, positive effect on student performance. The Parent Academy offers variety activities and should be used as a resource for family involvement.

| <b>Criterion Requirement</b> |  | <b>Required/Suggested Documentation</b>   |
|------------------------------|--|---|
| <b>FI 1</b>                  | <b>Active parent organization.</b> (PTA/PTO/PTSA, Boosters, etc.)  | Suggested documentation: <ul style="list-style-type: none"> <li>• Schedule of organization’s activities for the year OR</li> <li>• Membership invitation flyer or roster of officers for year OR</li> <li>• Copy of the minutes, agenda, or sign-in sheet of one meeting.</li> </ul>  |
| <b>FI 2</b>                  | <b>Education opportunities YOUR SCHOOL offered to families.</b> (This must focus on <b>helping parents to improve themselves</b> , and must be a school activity)  | Suggested documentation: <b><u>The Parent Academy</u></b> <ul style="list-style-type: none"> <li>• Highlighted newsletter or flyer announcing courses offered by your school to your families OR</li> <li>• Connect Ed. dated scripts OR</li> <li>• Pictures of parents in support or discussion groups.</li> </ul>   |
| <b>FI 3</b>                  | <b>Focus/discussion/support groups YOUR SCHOOL offered to families.</b> These must focus on the school’s activities to <b>help parents in coping with family problems that may impact the education of the student</b> , such as drug and alcohol, domestic violence, raising grandchildren, setting limits, ESE support, divorce, etc. (FCAT RELATED TRAINING IS NOT APPROPRIATE FOR THIS CRITERION.) | Suggested documentation: <b><u>The Parent Academy</u></b> <ul style="list-style-type: none"> <li>• Highlighted newsletter article or flyer announcing discussion event or group meeting hosted by YOUR school OR</li> <li>• Meeting agenda, program, and sign-in sheets of the workshop hosted by YOUR school OR</li> <li>• Counselor/student services agenda.</li> </ul> |
| <b>FI 4</b>                  | <b>Joint parent and student training.</b> (At least one session of the training must include students and parents learning together in the same activity.)   | Suggested documentation: <b><u>The Parent Academy</u></b> ; Family Reading/Science/Math Night, Doughnuts with Dads <ul style="list-style-type: none"> <li>• Highlighted newsletter article or flyer clearly indicating parents <b>and</b> students OR</li> <li>• Agenda, program, handouts or sign-in sheets clearly showing both parents <b>and</b> students.</li> </ul> |

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| <b>FI 5</b> | <b>Family outreach activities offered by YOUR SCHOOL through collaborative or facilitated activities.</b> (This criterion focuses on the considerations your school gives to families who do not desire to attend activities at the school due to personal schedules, transportation issues, or personal attitudes. Activities should be primarily held away from the school.) | Suggested documentation: <b><u>The Parent Academy, Family Learning Events</u></b> <ul style="list-style-type: none"> <li>Highlighted newsletter article or flyer from a Family Learning Event hosted by TPA OR</li> <li>Agenda, program, handouts, or sign-in sheets.</li> </ul>  |
| <b>FI 6</b> | <b>A minimum of 60 percent of families are involved in a positive way in the school more than once during the school year.</b> (A data collection method that can be shown and that result in an actual percentage is required. The school might use a parent survey, teacher roster or sign-in sheets to collect the data.)   | Required documentation <u>Sign-In Sheets</u> derived from: <i>teacher parent conferences, The Parent Academy Workshops, a school event, Open House, volunteers &amp; chaperones</i>   |
| <b>FI 7</b> | <b>Evidence of a variety of communication techniques with families by teachers and school staff.</b> (Documentation should show regular, two-way communication, using a variety of mediums.)   | Suggested documentation: (show at least 3 varieties) <ul style="list-style-type: none"> <li>Roster of communication methods used by the school, with examples of several.</li> <li>Parent-Teacher Conference request forms OR</li> <li>Newsletters, weekly bulletins and flyers OR</li> <li>Connect Ed. scripts OR</li> <li>Bilingual editions of printed bulletins, etc. OR</li> <li>A copy of the school web page giving parent information.</li> </ul> |
| <b>FI 8</b> | <b>Ensure that welcome signage is near the entrance and \any other interaction with parents creates a climate in which parents feel valued and welcome.</b>  | Required documentation (include all items listed): <ul style="list-style-type: none"> <li>Photograph of welcome signage and other family friendly displays.</li> <li>Parent Resource Center.</li> </ul>   |
| <b>FI 9</b> | <b>Provide parents with current information regarding school policies, practices, and both school and student performance.</b>   | Suggested documentation: <ul style="list-style-type: none"> <li>A list the types of information sent home during the year, with some examples.</li> </ul> Please do not include samples of standard District-issued information. Naming these documents is adequate (i.e. student code of conduct, SIP on website, student progress reports and report cards, etc.)   |

**Volunteers** – Documentation **must include** a copy of the completed Golden School Award application form or a copy of the Golden School Award certificate for the current year OR prior year a copy of the listing in the annual district wide School Volunteer Program Recognition Ceremony awards program in addition to attending the Fall Leaders Conference.

| <b>Criterion Requirement</b> |  | <b>Required/Suggested Documentation</b>  |
|------------------------------|--|--|
| <b>VO 1</b>                  | <b>A minimum of 80% of the school staff has participated in school-based volunteer training or faculty meeting during the school year.</b> | Required Documentation: <ul style="list-style-type: none"> <li>• Copy of faculty meeting agenda showing where orientation took place AND</li> <li>• Copy of faculty sign in roster for this meeting.</li> </ul>  |
| <b>VO 2</b>                  | <b>School volunteer coordinator has been designated to provide leadership for the school volunteer program.</b>                            | Suggested Documentation (include all items listed): <ul style="list-style-type: none"> <li>• Completed designation form (briefing # 4612) OR</li> <li>• A memo/ statement signed by the principal that provides the name of the liaison designated to attend the Fall Leaders Conference.</li> </ul>   |
| <b>VO 3</b>                  | <b>Total number of documented volunteer service hours equals two times the number of students attending the school.</b>                    | Required Documentation: <ul style="list-style-type: none"> <li>• Copy of Golden School Award application, certificate or notification letter.</li> </ul>   |
| <b>VO 4</b>                  | <b>School provides recognition of volunteers.</b>  | Suggested documentation: <ul style="list-style-type: none"> <li>• Copy of School Volunteer Award nomination submitted OR</li> <li>• Highlighted newsletter article describing activity OR</li> <li>• Invitation and program from a special recognition event OR</li> <li>• Specimen of thank you letters or appreciation certificates OR</li> <li>• Copy of Invitation inviting volunteers to DP/SVP awards ceremony.</li> </ul> |

**Student Community Service** Not every student in the school needs to participate in a service learning project, but this type of opportunity needs to be offered to more than one classroom. The key phrase in this criterion is **“focus on an identified community need.”** The service learning could be part of a club project, but **there must be a learning/research component where the community need is studied and reported on by students.**

| <b><i>Criterion Requirement</i></b>  | <b><i>Required/Suggested Documentation</i></b>  |
|--|---|
| <p><b>SCS 1</b><br/> <b>School provides opportunities to students for service learning that focus on an identified community need.</b></p> <ul style="list-style-type: none"> <li>• identification of a local or global community need,</li> <li>• an action plan to address the problem and its integration into the curriculum,</li> <li>• implementation of the plan (actual service by the students), and</li> <li>• observation and analysis of the experience (reflection).</li> </ul> | <p>Required documentation:</p> <ul style="list-style-type: none"> <li>• Complete service learning planning form for one community project. (<i>See elementary, middle, and senior high examples</i>). AND</li> <li>• Newspaper/newsletter article or other evidence of project completion.</li> </ul>   |
| <p><b>SCS 2</b><br/> <b>A minimum of fifty percent of students are involved in community service activities.</b> (A data collection method that can be shown and that result in an actual percentage is required. The school might use a student survey, teacher roster or sign-in sheets to collect the data.)</p>  | <p>Suggested documentation (include all items listed):</p> <ul style="list-style-type: none"> <li>• United Way Campaign Student Final Report.</li> </ul> <p><b>Data Collection Formula:</b></p> <ul style="list-style-type: none"> <li>• Number of students participating in community service activity_____.</li> <li>• Number of enrolled students _____ .</li> <li>• Divide the number of participating students by the number of enrolled students to get your %.</li> <li>• Canned food drive.</li> <li>• Graduation requirement.</li> </ul> |

**School Advisory Councils –The EESAC must maintain statutory compliance throughout the year. (EESAC)** The key is careful selection of the “official” EESAC and communicating the importance of attendance to them. Problems can be avoided by making potential members aware of the importance of attending at least 4 required meetings during the year. The attendance requirements apply to the official list sent in to the District EESAC office.

| <b>Criterion Requirement</b> |  | <b>Required/Suggested Documentation</b>  |
|------------------------------|--|--|
| <b>SAC 1</b>                 | <b>Minimum of four (4) meetings per year. Average 80 percent annual attendance of members.</b>   | Required documentation (include all items listed below): <ul style="list-style-type: none"> <li>• <b>ALL</b> Official EESAC Composition forms, approved for the year OR</li> <li>• Copy of sign-in sheets for each meeting (must be legible) OR</li> <li>• Copy of the official minutes for each EESAC meeting.</li> </ul>   |
| <b>SAC 2</b>                 | <b>Annual presentation of School Improvement Plan to school community after public notice to all stakeholders.</b> (Prior public notice to various groups is important. All notices invitations inform the public of the “SIP Presentation” specifically. Only announcing the SAC meeting will not qualify as informing the public. Only advising parents will not qualify as informing all stakeholders.) | Suggested documentation: <ul style="list-style-type: none"> <li>• Dated flyer or highlighted newsletter announcing SIP presentation and supplemented with information as to the parties who received the flyer or newsletter OR</li> <li>• Connect Ed. Message (provide date and groups called) OR</li> <li>• Telephone system narrative (provide date and groups called) OR</li> <li>• Photo of school marquee indicating date, time and “School Improvement Plan Presentation”.</li> </ul> |
| <b>SAC 3</b>                 | <b>Evidence of ongoing training and/or development of the EESAC.</b> (Training must be ongoing and apply to a large portion of the Council, not just the chairperson.)   | Suggested documentation: <ul style="list-style-type: none"> <li>• Highlighted EESAC agendas and/or minutes documenting training presentation o Training agendas/programs OR</li> <li>• Procedures or update in agenda reflecting training OR</li> <li>• Weekly briefing.</li> </ul>  |

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| <p><b>SAC<br/>4</b></p> | <p><b>School Improvement Plan reflects one new idea that involves the community in its implementation.</b> (This idea must be new, for the current school year, listed in the current SIP, and must include the community in its implementation (i.e. volunteers, mentors, business partners, outside organizations, etc.)</p> | <p>Required documentation:</p> <ul style="list-style-type: none"> <li>• Copy of appropriate SIP page, with the new idea highlighted. If the community is not named as the responsible party, information should be added as to how the <b>community was involved in implementing</b> the idea OR</li> <li>• One strategy from your Parental Involvement goal.</li> </ul> |
| <p><b>SAC<br/>5</b></p> | <p><b>EESAC participated in the development and/or interpretation of the needs assessment data.</b></p>  | <p>Suggested documentation:</p> <ul style="list-style-type: none"> <li>• One set of highlighted EESAC minutes proving that the Needs Assessment was addressed OR</li> <li>• Agenda(s) reflecting progress of needs.</li> </ul>   |
| <p><b>SAC<br/>6</b></p> | <p><b>Provide training for staff and EESAC members on collaborative partnering and shared decision-making.</b> (Training must be presented to <b>two separate groups</b>, the EESAC members and the complete school staff.)</p>  | <p>Suggested documentation:</p> <ul style="list-style-type: none"> <li>• Highlighted EESAC and staff training agendas, program, or minutes documenting both training presentations. The presentations may include information on team building, communication, cultural sensitivity, etc.)</li> </ul>  |

## Preparation and Submission

### Preparation:

#### Option# 1

1. Complete Five Star application and obtain required signatures (Office of Community Services will obtain the Superintendent's signature).
2. Maintain labeled organized file system at your school site for random audit review.
3. Submit your completed application to the District documenting criterion has been met.
4. A review committee will schedule with your principal and Regional Center to review 5 days prior to audit date.

#### Option#2

1. Complete Five Star application and obtain required signatures (Office of Community Services will obtain the Superintendent's signature).
2. Provide supporting documentation in a Portfolio Three-ring binder, no larger than 5-inches in width. **(you may use multiple binders if needed)**
3. School name and Region on the front.
4. Tabbed dividers should be used to separate each of the five categories.
5. Documentation must be in sequence with the application.
6. Each document must be clearly labeled with the one criterion it is documenting. If a document is used for multiple criteria, photocopy it. Do NOT use multiple labels on the same piece.

### Submission options:

- Submit your completed application to the District documenting criterion has been met. **OR**
- Submit your completed application and Portfolio to the District documenting criterion has been met.

### Five Star School Award Submission

- Submit the following to the Office of Community Services ,WL 9619 Suite 202 :

### Due date: Friday, May 22, 2009.

- The completed and signed application **(option1)** OR
- The Portfolio(s) correctly organized and labeled with signed application **(option2)**

For Five Star School Award Assistance,  
Please Contact:  
Office of Community Services  
Telephone: 305-995-2995  
Email: [vsdawkins@dadeschools.net](mailto:vsdawkins@dadeschools.net)

