



Floral Park Bellerose School PTA

School of Excellence Survey Results

SHARE OUT

Wednesday, April 17th

AGENDA



SCHOOL OF
EXCELLENCE

Celebrating
125
YEARS

National
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School of Excellence and FPBSPTA Purpose

Our Approach

Insight Discovery [Feedback]

Rubrics Review

Qualitative Results Comparison

Summary

Next Steps

Share Out Discussion



PURPOSE



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The School of Excellence Program aims to:

- Provide a framework for PTAs to **identify and implement best practices in family engagement** to strengthen family-school partnerships.
- **Build inclusive and welcoming school communities** where all families enrich all students' educational experience and overall well-being.
- Help PTAs **attract new, action-oriented PTA members** who want to focus on the issues that affect our children the most.
- **Provide step-by-step guidance and networking opportunities** for PTAs to gain support and feedback, identify and reach goals, and earn recognition.
- **Celebrate designees** and top **Phoebe Apperson Hearst awardees** as national leaders in building effective family-school partnerships, which opens up additional honors and opportunities.



APPROACH



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Distributed Surveys to all communication channels.

Identified areas of improvement from survey feedback.

Created an Action Plan with an Excellence Team.

Mr. Dekams, Mrs. Stegmeier, Ms. Engelman, Ms. Myones, Mrs. Donello, Mrs. Ferrante,
Mr. Saint-Joy, Mrs. Saint-Joy





Standard 6: Collaborate with Community

Goal 2: Connect the School with Community Partners: Do family and school leaders work closely with community organizations, businesses, and institutions of higher education?

School & PTA indicators:

- Understand issues affecting the community and contribute to community-wide solutions
- Address student and family basic needs through community resources
- Build staffs' cultural competence through community partnerships
- Act as a hub of community life





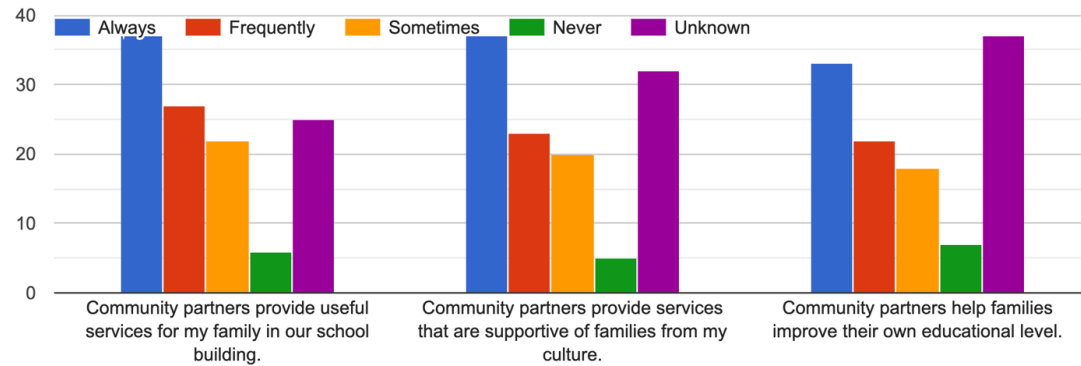
GOAL 2 Connecting the School with Community Partners: Do family and school leaders work closely with community organizations, businesses and institutions of higher education?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Understand issues affecting the community and contribute to community-wide solutions	Conduct independent research on your school community to gain an understanding of issues that have affected the community historically and how those issues manifest in the current time	Informally ask families about issues affecting the community and how the school can contribute to community-wide solutions Conduct focus groups, listening sessions and/or dialogue circles with families and community organizations to gain understanding of issues affecting the community	Implement Liberatory Design with staff, families and community partners to gain deep understanding of issues affecting the community and to co-design solutions
Address student and family basic needs through community resources	Create a guidance document that outlines community partners who families can connect with to have basic needs met (food assistance; tutoring assistance; faith-based organizations; healthcare; legal assistance; rent assistance; FEMA natural disaster relief; etc.)	Identify personnel on staff tasked with building relationships and partnerships between the school and community organizations Identify personnel on staff who can serve as a point of contact to connect families with community resources	Invite community partners to have a physical presence (office space, information desk, participation in school etc.) in the school community so that families can make connections and build relationships
Build staffs' cultural competence through community partnerships	Examine the research-based on the concepts of cultural relevance, cultural competence and cultural humility Examine the research-base that describes the role that implicit bias may play in building relationships, particularly across lines of difference (racial, ethnic, linguistic, socio-economic, geographic, etc.) Encourage relationship building between staff and community members, particularly across lines of difference	Share and discuss with staff the research-based on the concepts of cultural relevance, cultural competence and cultural humility Invite members of community-based organizations to participate in staff professional development and/or meetings so staff can learn about community organizations and hear first-hand from the lived experience of community members	Create opportunities for staff to immerse themselves in the community by walking the community; attending community events; and frequenting community businesses Provide staff continuous learning credits for attendance and participation in community events
Act as a hub of community life	Identify "official" and "unofficial" community leaders	Engage identified leaders and express interest in learning more about their priorities for community improvements Learn from identified leaders how the school can be a better partner to the community at large, and co-design strategic actions aligned to feedback from community leader Consult with district personnel, including legal counsel, to obtain funding and other resources to take actions on guidance from community leaders	Implement strategic actions aligned to feedback from community leaders Engage in continuous feedback cycles with community leaders to evaluate the impact of strategic actions

SURVEY RESULTS

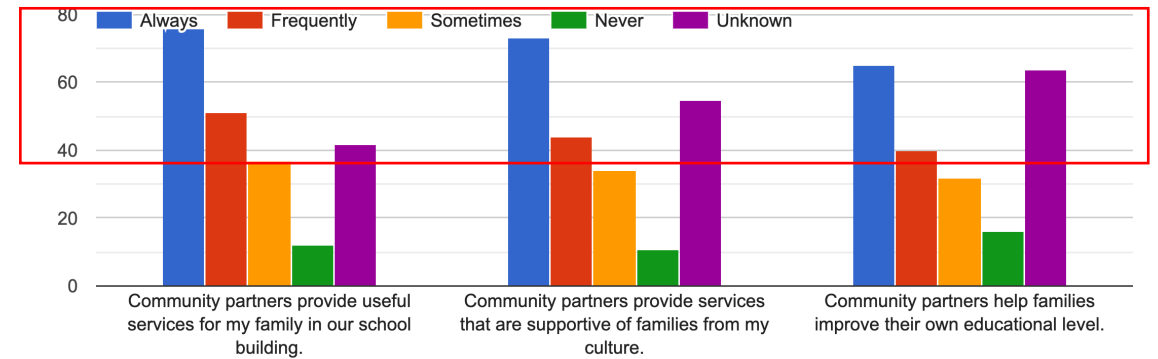
Survey 1

Goal 2: Connect the School with Community Partners: Do family and school leaders work closely with community organizations, businesses and insti...level of agreement with the following statements.



Survey 2

Goal 2: Connect the School with Community Partners: Do family and school leaders work closely with community organizations, businesses and insti...level of agreement with the following statements.



Note: Results Combined
— Survey 2

Goal 2: Connect the School with Community Partners: Do family and school leaders work closely with community organizations, businesses and institutions of higher education? Please rate your level of agreement with the following statements. [Community partners help families improve their own educational level.]

		<i>Note: Survey Ending 04/24/24. Submissions are still being taken as of 04/17/24.</i>	
Response	Survey 1	Survey 2	Change
Always	33	37	▲ 12%
Frequently	22	21	▼ -9%
Sometimes	18	15	▼ -17%
Never	7	9	▲ 29%
Unknown	37	28	▼ -28%
Total Completion	120	110	▼ -8%
Incomplete Surveys	2	4	
Total Survey Taken	122	114	

SUMMARY OF CHANGE



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- Expanded focus on school efforts to **collaborate with the community**
- Specified indicator on linking to community resources to **address family and student needs**
- Added goal on building a strong foundation for community partnerships, including indicators for mapping community assets and needs, **aligning community partners** to school improvement planning, and clarifying roles and responsibilities
- Added indicators on **building staff cultural competence** through community partners and understanding issues affecting the community



NEXT STEPS



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- Gather all the information from the meeting about what we did as an excellence team to increase our parent engagement.
- Submit it to the National PTA by April 25th.
- We will be notified in August if we are officially a School of Excellence.



OPEN DISCUSSION



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