



2022 SCHOOL UPDATE

Your school's Action Team for Partnerships (ATP) should talk together to complete this **UPDATE**. The questions will help your ATP reflect on this year's progress and challenges and will provide ideas for your school's next **One-Year Action Plan for Partnerships** for the 22-23 school year.

By returning UPDATE, your school shows that it is important to EVALUATE progress. By renewing membership in NNPS for the 2022-23 school year, your school will receive a copy of the new E-book *Promising Partnership Practices 2022*, monthly *E-Briefs*, website updates with member-only access to prior books of *Promising Partnership Practices* and all NNPS *Samplers*, free webinars during the year, on-call consultations from NNPS at any time, and the *Annual Report of 2022 UPDATE* data from all NNPS schools. These resources will support your work as a national leader on partnerships.

NNPS requires a \$250 RENEWAL FEE sent WITH this UPDATE. NOTE that NNPS pays a matching sum of \$250 to process and report *UPDATE* data and to continue your school's membership benefits for the next school year.

I. NETWORK CONTACTS. Please update the NNPS files with the correct information.

SCHOOL _____

District _____

Name of School Key Contact(s) for 21-22 (THIS YEAR) _____

Position(s) and E-mail address(es) _____

Will the same Key Contact(s) continue in 22-23 (NEXT YEAR)? _____ YES _____ NO

If NO, provide new name(s) _____

Position(s) and E-mail address(es) _____

Phone (____) _____ School Website _____

Principal for 21-22 (THIS YEAR) _____ Principal's E-mail _____

How many principals has this school had in the past 3 years? _____ Principals over the past 3 years

II. SCHOOL INFORMATION

a) Please **estimate** the following for the 21-22 school year (THIS YEAR).

School's total enrollment? _____ Number of Students

% Free and Reduced-Price Meals (FARMS)? _____ % FARMS

% English Language Learners (ELL)? _____ % ELL

% Average Daily Attendance (ADA)? _____ % ADA

b) Where is your school located? _____ Large, central city _____ Small city _____ Suburb _____ Rural area

c) Grade levels (circle **all** in this school): PK K 1 2 3 4 5 6 7 8 9 10 11 12 Adult Ed

d) About what percent of the students in this school are:

_____ % African American _____ % American Indian _____ % Asian American

_____ % Latino/Hispanic American _____ % White (non-Hispanic) _____ % Other

e) About how many **languages other than English** are spoken by the students' families? _____ languages

f) Did this school receive Title I funds in the 21-22 school year? _____ NO _____ YES

g) What % of teachers were **new to this school** in 21-22? About _____ % teachers

III. PROGRAM COMPONENTS

1. Which components of a program of school, family, and community partnerships were **IN PLACE** at this school for the 21-22 school year? (Check all that apply **this year**.)

- a) We have an **Action Team for Partnerships (ATP)** with 6 or more members (i.e., parents, teachers, principal).
- b) We wrote a **One-Year Action Plan for Partnerships** for the 21-22 school year.
- c) We conducted **ATP meetings for the whole team at least once a month** (online or in person).
- d) We identified a **budget** to cover costs of activities in our **One-Year Action Plan for Partnerships**.
- e) We **wrote (or WILL write)** a **One-Year Action Plan for Partnerships** for the 22-23 school year.
- f) We **replaced (or WILL replace)** members of the Action Team for Partnerships who are leaving.

2. **HOW WELL** did this school's ATP do the following **this year**? **Circle ONE** on each line.

	Did NOT Do This	Need to Improve	OK	Very Well
a) We implemented the activities in our <i>One-Year Action Plan</i> .	1	2	3	4
b) We scheduled partnership activities throughout the school year.	1	2	3	4
c) We involved ALL families in at least some partnership activities.	1	2	3	4
d) We implemented partnership activities linked to goals for students in our <i>School Improvement Plan</i> .	1	2	3	4
e) We evaluated each engagement activity after it was implemented.	1	2	3	4
f) We reported our plans and progress to the SIT or school council .	1	2	3	4
We shared plans and progress on partnerships with:				
g) - PTA or PTO or parent organization.	1	2	3	4
h) - ALL families.	1	2	3	4
i) - School faculty and staff.	1	2	3	4

IV. PROGRAM SUPPORT AND DEVELOPMENT

1. How much support did your ATP receive **THIS YEAR** for your school's program of school, family, and community partnerships from the following? Circle ONE on each line.

	HOW MUCH COOPERATION?			
	NONE	A LITTLE	SOME	A LOT
a) Principal	1	2	3	4
b) Other school administrators	1	2	3	4
c) Most teachers at this school	1	2	3	4
d) Parent organization (e.g., PTA, PTO)	1	2	3	4

2. How helpful were the following services from YOUR DISTRICT leader for partnerships in 21-22? Circle ONE on each line.

	Not Provided	Not Helpful	Helpful	Very Helpful
a) Conducted workshops or information sessions on partnerships	1	2	3	4
b) Shared our and other schools' good work on partnerships	1	2	3	4
c) Helped our school evaluate our partnership program	1	2	3	4
d) Met with our principal to discuss our partnership program	1	2	3	4
e) Communicated with our ATP at least monthly	1	2	3	4

3. How many parents at this school are "good partners" with teachers in their children's education?

A Few Some Many Most All

4. How many teachers at this school support the ATP's program of family and community engagement?

A Few Some Many Most All

5. How many parents know that the school has an ATP and is working to improve family engagement?

A Few Some Many Most All

6. Principals support partnership programs in various ways. How much support did your principal provide in the 21-22 school year? Circle ONE on each line.

PRINCIPAL'S ACTIONS ON PARTNERSHIPS	Never	Sometimes	Always
a) Attended the Action Team for Partnerships (ATP) meetings	1	2	3
b) Provided time for the ATP to meet and work	1	2	3
c) Allocated funds for ATP activities	1	2	3
d) Attended partnership events and activities	1	2	3
e) Encouraged teachers and staff to participate in involvement activities	1	2	3
f) Encouraged families to participate in involvement activities	1	2	3
g) Communicated a clear vision of family and community involvement	1	2	3
h) Supported all teachers' efforts to communicate with families	1	2	3
i) Brought community partners and resources to the school	1	2	3

V. QUALITY OF THE SCHOOL'S PARTNERSHIP PROGRAM

1. How would you rate the OVERALL QUALITY of the school, family, and community partnership program in this school at the end of the 21-22 school year? Please check ✓ the summary that comes closest to a "portrait" of this school's program this year.

- _____ **PLANNING YEAR – No Action Team for Partnerships was formed this year.**
Our school will begin its work on partnerships with NNPS **next year**—in the **22-23** school year.
- _____ **START-UP PROGRAM – An Action Team for Partnerships was formed. A One-Year Action Plan was not written for 21-22, but will be written for 22-23.** At this school, **some teachers engage some families** at some grade levels. **Most** teachers do **not** know that our school is a member of the National Network of Partnership Schools (NNPS).
- _____ **FAIR / AVERAGE PROGRAM – An Action Team for Partnerships (ATP) was formed and a One-Year Action Plan for Partnerships was written for 21-22. A few activities** were implemented for **some** of the six types of involvement. The school's program **solved at least one challenge** to engage all families. **Several teachers** at several grade levels involve their students' families. **Some** teachers know that our school is working to improve school, family, and community partnerships, and that our school is a member of NNPS.
- _____ **GOOD PROGRAM – An Action Team was formed, and a One-Year Action Plan for Partnerships was written for 21-22. Several activities were implemented which included most or all of the six types of involvement.** The school's program **met a few challenges** to engage all families. **Most** teachers at most grade levels involve their students' families. **Most** teachers know that our school has an ATP, a program of partnerships, and that our school is a member of NNPS.
- _____ **VERY GOOD PROGRAM – An Action Team was formed, and a One-Year Action Plan was written for 21-22.** Several activities were implemented for all six types of involvement. **These activities were linked to school improvement goals for student achievement and other indicators of success.** Our school's program **met many challenges** to reach all families. **All** teachers at all grade levels involve most or all of their students' families. **Just about all** teachers know that we have an ATP, a program of partnerships, and that our school is a member of NNPS. **There is creative and enthusiastic participation in partnership activities school wide.**
- _____ **EXCELLENT PROGRAM – ALL components of a VERY GOOD PROGRAM (above) are present in our school. PLUS: Action Team members who leave are replaced with new members. New One-Year Action Plans are written each year. This is a permanent program at the school that is likely to continue even if there were changes in school leadership.**

2. What changed most this year because of your school's attention to family and community engagement?

3. What is one improvement to your partnership program that your ATP would like to make in the next school year (22-23)?

VI. NNPS BENEFITS AND SERVICES

In 21-22, how helpful were these NNPS benefits and services? Circle ONE on each line.

	Not Helpful	A Little Helpful	Helpful	Very Helpful	Did Not Use
a) NNPS <i>Handbook for Action</i>	1	2	3	4	5
b) <i>Promising Partnership Practices</i> (annual E Book)	1	2	3	4	5
c) NNPS website, www.partnershipschoools.org	1	2	3	4	5
d) Monthly E-Briefs <u>from</u> NNPS facilitators	1	2	3	4	5
e) YOUR E-mail or phone calls <u>to</u> NNPS staff	1	2	3	4	5
f) This UPDATE Survey to evaluate progress	1	2	3	4	5
g) Poster on Six Types of Involvement	1	2	3	4	5

VII. LOOK BACK/LOOK AHEAD. For the past two years NNPS has asked *UPDATE* questions on how ATPs are meeting COVID-19 challenges. Here are a few follow-up questions to complete the *UPDATE* series.

1. COVID-19 affected schools and families in different ways in the 2021-22 school year.

- a) At this school, where did students have classes at the start of this school year? (Check one)
- All students had face-to-face classes at the start of the 2021-22 school year.
- All students started with a hybrid schedule—some face-to-face and some days learning from home.
- All students started this year with online learning from home.
- Mixed. Some students started face-to-face classes and others started online learning this year.
- b) How many times did the location for students' classes change during the 2021-22 school year?
- Never Once Twice or more times
- c) This year, where did your ATP and teachers conduct family engagement meetings and activities (e.g., open house, parent-teacher conferences, student presentations/performances, etc.)? (Check one)
- All meetings and activities with families were conducted face-to-face, just as before COVID-19.
- All meetings and activities gave families a choice of attending face-to-face or online.
- All meetings and activities with families were online this year.
- Mixed. Some meetings and activities were only in person and some were only online.
- d) What is one change made to solve a COVID-19 challenge to family engagement that your ATP will maintain, even after COVID-19 disappears? _____
- Why does your ATP want to maintain this strategy? _____

VIII. IMPLEMENTATION PATTERNS. Please estimate the extent of participation by families and teachers in the following family engagement activities in the 2021-22 (THIS year).

1. THIS YEAR, about how many FAMILIES in this school participated in these engagement activities in person or online? Circle ONE on each line.

	None	A few	Many	Most or All
a) Attended a Back-to-School Night or Open House	1	2	3	4
b) Attended at least ONE parent-teacher conference	1	2	3	4
c) Volunteered to help the school or individual teachers	1	2	3	4
d) Attended an event at school as a member of the audience	1	2	3	4
e) Monitored and discussed homework with their child at home	1	2	3	4

2. THIS YEAR, how many teachers conducted outreach activities to engage families in person or online? Circle ONE on each line

	None	A few	Many	Most or All
a) Communicated frequently with all of their students' parents	1	2	3	4
b) Conducted at least ONE parent-teacher conference with EACH student's family	1	2	3	4
c) Utilized parent volunteers in class, at school, or at home	1	2	3	4
d) Invited parents to events as members of the audience	1	2	3	4
e) Guided parents in how to monitor and discuss homework	1	2	3	4

IX. OPINIONS and IDEAS. Please provide your ATP’s views on these questions.

SPECIAL TOPIC 2022: Toward Equity—How Can Schools Engage All Families as Partners in Education?

In NNPS, schools across the country serve highly diverse families and students. Some ATPs have found ways to engage all families at school or at home in their child’s education. Others are working to solve this challenge. Please share some of this school’s experiences on these issues. NNPS will share ideas to solve challenges.

1. Please check (✓) if this school serves the following groups of families. (Check all that apply.)

- | | | |
|--|---|---|
| <input type="checkbox"/> diverse racial backgrounds | <input type="checkbox"/> new immigrant families | Other key family groups
at this school (please list)

_____ |
| <input type="checkbox"/> diverse linguistic backgrounds | <input type="checkbox"/> homeless families | |
| <input type="checkbox"/> families of children with special needs | <input type="checkbox"/> families in deep poverty | |
| <input type="checkbox"/> LGBTQ families | <input type="checkbox"/> military-connected families | |
| <input type="checkbox"/> grandparents raising children | <input type="checkbox"/> diverse economic backgrounds | |

2. Select three (3) groups of families from the list above who are the most challenging to engage as partners in education.	What is one factor that seems to limit this group’s engagement?
a)	a)
b)	b)
c)	c)

3. Select three (3) groups of families from the list above that the ATP and others have successfully engaged as partners in education.	Describe one strategy or activity that has been helpful in successfully engaging this group? Give a short description.
d)	d)
e)	e)
f)	f)

4. **Toward Equity in Engaging ALL Families:** How far along is this school in solving the challenge to engage ALL groups of families in their child’s education at school and/or at home. (Check one.)

Just starting, Some progress. Good progress. Very good progress. Solved this challenge.

X. Complete UPDATE

1. How can NNPS help your school strengthen its partnership program in 22-23?

Check the box if your ATP wants a phone call or Zoom meeting to talk about next steps with an NNPS Facilitator.

2. Who completed this UPDATE? (List positions, e.g., 2 teachers, principal, 2 parents, etc.)

Today’s date: _____

Please save a copy of the 2022 SCHOOL UPDATE for your files.

Send UPDATE with the ATTACHED INVOICE and renewal fee to NNPS.

Questions? Contact Rachell Chappell, NNPS Coordinator, nnps@jhu.edu or tel: 410-516-2318.

Need another copy? UPDATE will be posted at www.partnershipschoools.org. Follow the link from the homepage.

THANK YOU FOR YOUR SCHOOL’S LEADERSHIP ON PARTNERSHIPS!



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

2800 North Charles Street Suite 420
TEL: 410-516-2318 FAX: 410-516-5572

Baltimore MD 21218
E-mail: nnps@jhu.edu

- YES!** This SCHOOL will remain an active member of NNPS at Johns Hopkins University for the 22-23 school year (July 1, 2022-June 30, 2023) to receive on-going professional development, evaluation services, and benefits for improving our program of family and community engagement.

SCHOOL INVOICE

NAME OF SCHOOL _____

NAME OF KEY CONTACT _____

Street Address _____

City _____ State _____ ZIP _____

E-mail: _____

ITEM		COST
P22-RENEW SCHOOL 22-23 school year	Renew THIS SCHOOL's membership for professional development and evaluation services, and materials from the National Network of Partnership Schools (NNPS) for the 22-23 school year. (July 1, 2022-June 30, 2023)	\$250.

TOTAL DUE: \$250.

METHOD OF PAYMENT: Do not send cash.

Purchase Order # _____ (Attach a copy of P.O.)

Credit Card (circle one): **VISA** **Master Card** **DISCOVER**

Name on Card: _____

NOTE: Johns Hopkins University now requires additional security for credit card payments.

Your program may pay its renewal with a credit card by calling:

Rachel Chappell, NNPS Coordinator, 410-516-2318

Verify the Name on Card.

Have ready your Card Number and Expiration Date.

Rachel will complete the payment electronically with you online.

**E-MAIL the 2022 School UPDATE
with a copy of your P.O. to NNPS at:**

nnps@jhu.edu

If your school requires a different method of payment or if your ATP has any questions, contact Rachel Chappell, NNPS Coordinator, nnps@jhu.edu. Tel: 410-516-2318

or Dr. Joyce L. Epstein, Director, NNPS, jepstein@jhul.edu. Tel: 410-516-8807