



# School and Community

## Engagement

### **Today's Facilitators**

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# Outcomes

- **Build** a shared understanding of authentic school-community engagement
- **Articulate** the rationale for school-community engagement in schools and districts
- **Explore** entry points for school-community engagement work and planning in districts and schools.
- **Develop** a draft plan for next steps in school-community engagement in your school or district.

# START

HOW GREAT LEADERS INSPIRE  
EVERYONE TO TAKE ACTION

# WITH

SIMON SINEK

# WHY

WITH A NEW  
PREFACE  
AND  
AFTERWORD



# Knowing Your Why

“When you know your why, your what has more impact because you’re walking in or towards your purpose.”

— Michael Jr.

# Turn + Talk



Why are community engagement and communications important?

Why do we need or want a community engagement and communications plan?

# Successful School- Community Engagement



# Principles of Successful School-Community Engagement

1. Inclusive and equitable
2. Intentional
3. Connected to decision-making and change



# What Do People Want?

1. To belong
2. To have a legitimate voice
3. To have an impact

# Positive Outcomes

Stronger and more trusting relationships



# Positive Outcomes

New youth, family, and community leaders



# Positive Outcomes

Increased student achievement and aspirations



# Positive Outcomes

Greater community support for change and innovative solutions to vexing problems



# Engagement = Inclusion



# Engagement and Us

**Review** “School-Community Engagement History, Challenges, and Vision” document on your table

**Jot** notes to yourself about each aspect of school-community engagement.

**Create** a diverse group of two or three people to share your responses.

**Key Questions to  
Consider When  
Developing Community  
Engagement Strategies**

# Conditions to look for...

- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, and others.
- It can influence governance, authority, and decision-making.

# Conditions to look for...

- Impact can be achieved without significant investments of time, money, resources.
- The change will be visible to and felt by people inside and outside of the school.

# Feasibility

- Is short-term success likely? Can success be achieved in a manageable period of time?
- Will the change be supported by school leaders, families, and the community?
- Can the district/school find or allocate the capacity required to coordinate the work?
- Is “a coalition of the willing” already in place?  
Can a coalition be assembled?
- Can community assets be leveraged to increase necessary capacity or resources?

# Relevance

- Does the entry point impact multiple constituencies and stakeholders?
- Will the entry point influence governance, authority, and decision-making?
- Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?
- What might the consequences be if the reengineering work is unsuccessful?

# Affordability

- What level of time, funding, human resources, or political capital will be required to achieve the desired impact?
- Is the investment worth the potential gain?  
What is the likely return on the investment?
- Can the change be sustained with a reallocation of existing time, funding, and resources?
- Or will sustainability require new, additional, and/or permanent resourcing?

# Influence

- Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
- Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
- Could it lead to significant changes in school culture and governance?
- Will improvements lead to positive changes in learning experiences and pedagogy?

# Narrative

- Is the rationale for the change compelling and easy to understand?
- What rationale will appeal to busy educators and their needs, interests, and aspirations?
- Does the change have the potential to inspire and motivate?
- Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
- Will it positively impact internal and external perceptions?

# School-Community Engagement Spectrum



Informing



Seeking Input



Deciding Together



**More** school  
directed

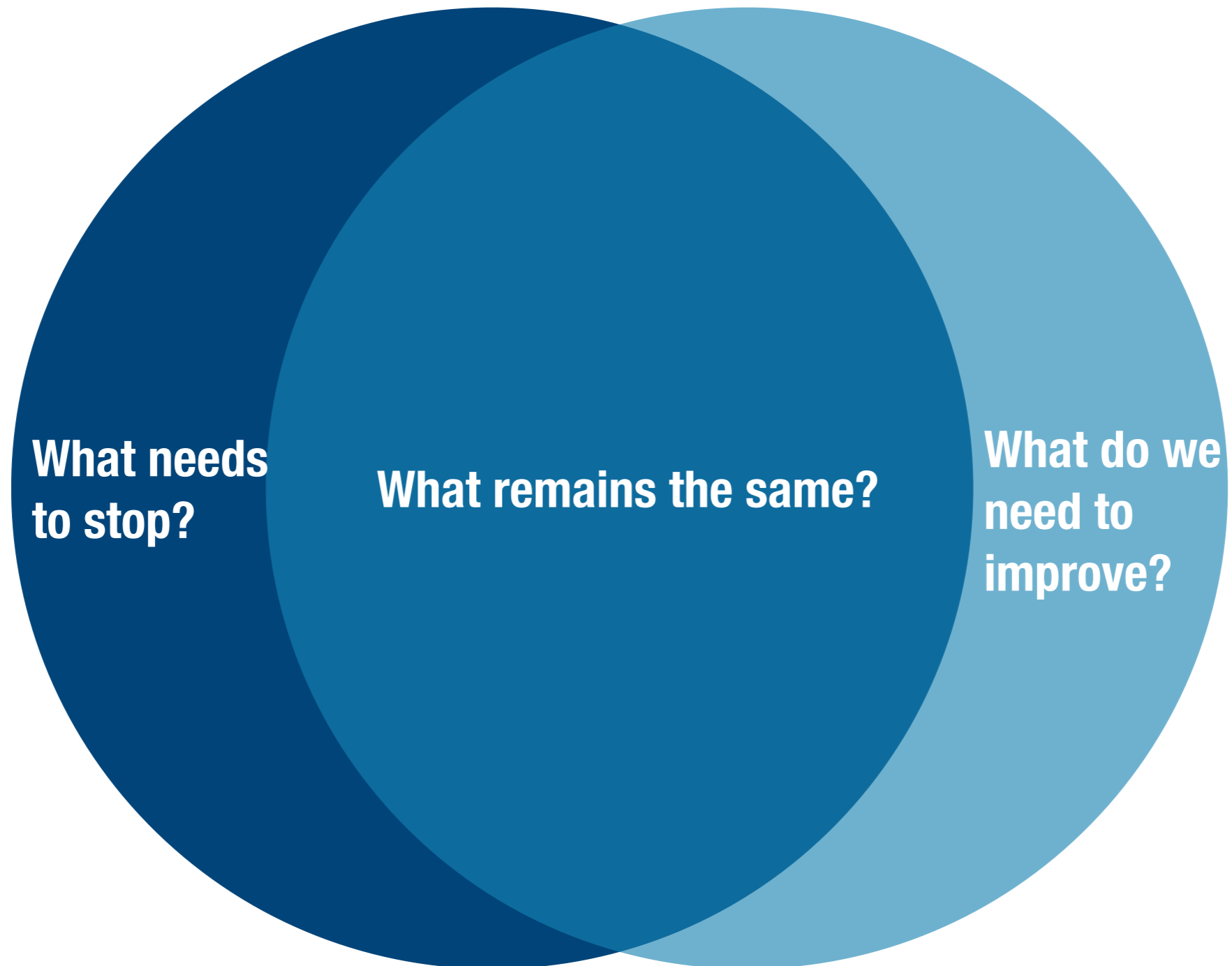
**Less** community  
involvement

**Less** school  
directed

**More** community  
involvement

# **Developing a Plan for Next Steps for School- Community Engagement**

# Shifting Concepts



# Shifting Concepts

## \* Explore current system and possibilities

How could a proficiency-based system help us provide timely supports to our students and verify the skills of our graduates?

## \* Create graduation standards

What are the essential subject-area and cross-content skills and knowledge that we want all graduates to have?

## \* Map curriculum

How can we ensure the work students do aligns with the performance indicators we hope to teach?

## \* Review existing policies

How might we change our policies to support proficiency-based practices?

## \* Engage School Board

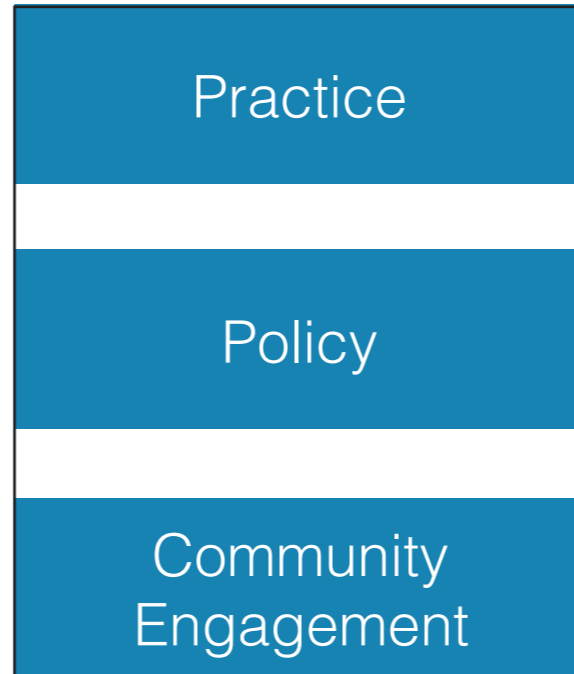
How can we develop conceptual understanding among the Board and provide answers for their questions?

## \* Engage the external community

How might we engage students, parents, and the public in the PBL journey? What are ways for them to participate in the development of a reporting system?

## \* Engage the internal community

How might we engage principals, faculty, and staff in the PBL journey? What resources do they need to understand the concept?



# Entry Points for Engagement

**An existing policy, program, or practice that can be modified to:**

- Amplify stakeholder voice and involvement in district and school decision-making.
- Enhance understanding of the principles and value of authentic school-community engagement.
- Help people see the transformative potential of larger school-community engagement driven systems change.

# Potential Entry Points

- Parent-teacher conferences
- Exhibitions of learning
- Student governance
- Surveys (family, teacher, student, community)
- Open houses + orientation programs
- Community-based/service learning projects
- School board meetings

**Use Handout: Entry Points Planning**

# Action Planning

**ACTION STEPS.** Describe the specific action steps that will be implemented to support of the goal and strategy above (inform or engage).

**EVIDENCE.** Indicate the data and evidence that will be collected and how it will be tracked and analyzed.

**TIMELINE.** Indicate when the proposed action steps will be carried out and when they will be completed.

**COORDINATOR.** Name the lead coordinator and supply any relevant information about the role.

**PARTICIPANTS.** List the names of additional participants and describe their roles in the process.

**EXTERNAL SUPPORT.** Indicate what role (if applicable) any external support provider will play in carrying out the action step.

**RESOURCES.** List the financial and material resources that will be needed to carry out the action step.



# THANK YOU

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