

District Record

Facilitators Help Develop Strong Action Teams

A well-functioning Action Team for School, Family, and Community Partnerships is essential for the success of a school's partnership program. The action team approach ensures that work is shared among parents, teachers, administrators and others, and reduces the likelihood that partnerships will end if one active person leaves the school.

Baltimore Area Facilitators Marsha Powell-Johnson, Brenda Thomas, and Paula Williams guide the work of about 80 Action Teams in the Baltimore City Public Schools (BCPS). They conduct meetings with the schools in their areas, quarterly cluster meetings with groups of schools, End-of-Year Celebrations to share best practices, and help the schools with their plans and programs.

Recently, the district-level facilitators, the Fund for Educational Excellence, and the National Network of Partnership-2000 Schools conducted a 3-hour workshop for Chairs of all BCPS Action Teams. The goal was to help the chairpersons understand the skills and actions needed for effective leadership of their teams, including delegating tasks, motivating team

members, and ensuring that progress is made on partnership activities. One product of the workshop was the "ABCs of Action Team Leadership," added to Chapter 4 of the *Partnership-2000 Schools Manual*.

The workshop for the Action Team leaders was a great success. It helped Action Team leaders see what Powell-Johnson of the Northwest Area of BCPS often says: "There is no T in TEAM." Strong Action Teams have leaders and members who share responsibility for implementing a comprehensive program of partnerships.

One team leader explained: "Before joining Partnership-2000, the parent liaison alone was responsible for family and community involvement. Now, the Action Team members share responsibilities. We're all turning to each other. It [the Action Team for School, Family, and Community Partnerships] has made my job so much easier."

New for 1997-98!

Action Teams and district facilitators now may choose a "matched set" of Form A or B for the Three-Year Outline and One-Year Action Plan. Form A focuses on the six types of involvement, activities to be improved, maintained, or added, and the desired results from each activity. Form B requires a page for each major school improvement goal and focuses on measurable results and the partnership activities that will help produce desired results for each major goal.

Both forms help produce a comprehensive, results-oriented program. Schools that have a School Improvement Team may find Form B more consistent with their overall School Improvement Plans. Schools that are beginning a program of partnerships might find Form A more helpful. Look in Chapter 5 of the *Partnership-2000 Schools Manual* to find the forms that best suit your partnership program for 1997-98. If you need copies of the forms, contact Karen Salinas at 410-516-8818.

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**National Network of
Partnership-2000 Schools**



PARTNERSHIP SCHOOLS

Double Check for Districts

How is your district-level leadership developing? This spring have you...

- ☐ Continued visits to facilitate the work of individual schools?
- ☐ Continued quarterly cluster meetings to enable schools to share information?
- ☐ Planned and conducted an End-of-Year Celebration to help schools in your district share best practices, progress, and plans?
- ☐ Increased the number of schools (up to all schools in the district) who are members of the National Network of Partnership-2000 Schools?
- ☐ Made district plans for the summer and for the 1997-98 school year to continue to help schools develop their programs of school, family, and community partnerships?

IF YOU HAVE NOT DONE THESE THINGS YET, check your *Partnership-2000 Schools Manual* for guidelines and explanations. Or, e-mail p2000@csos.jhu.edu and we will answer your questions.