



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

# Anacostia Community Working Group

## *Meeting #5*

April 22, 2019



# Agenda



## Welcome

*Review agenda, introductions, and share norms*



CONNECTED  
SCHOOLS

## Connected Schools

*Introduce Connected Schools model and highlight how it will meet our students' needs.*



## ESSA Redesign Pathway

*Provide an overview of the proposed ESSA Redesign Pathway and opportunities for ongoing engagement.*



# Welcome and Introductions

- Name
- School(s) with which you affiliated and how (age/grade of kid(s), role in community, etc.)?



# Norms for CWG Meetings



- Take a **collaborative** approach
- Focus on common **purpose** and **goals**
- Lean into **difficult conversations**
- Presume a **positive intent**
- Go **hard on issues** and **soft on people**
- Acknowledge multiple **perspectives**

# Agenda



## Welcome

*Review agenda, introductions, and share norms*



## Connected Schools

*Introduce Connected Schools model and highlight how it will meet our students' needs.*



## ESSA Redesign Pathway

*Provide an overview of the proposed ESSA Redesign Pathway and opportunities for ongoing engagement.*



# Connected Schools is the DCPS version of the Full-Service Community School model.

- City-wide initiative to transform schools into neighborhood hubs;
- Builds off of national research and local best practice around community schools;
- Leverages city-wide agencies to increase community access to government and community services, open beyond typical school day.



# What is a Full-Service Community School?

Full-Service Community Schools **partner with the community** in order to provide an **integrated approach** to academics, health and social services, youth and community development, and community engagement in order to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life.

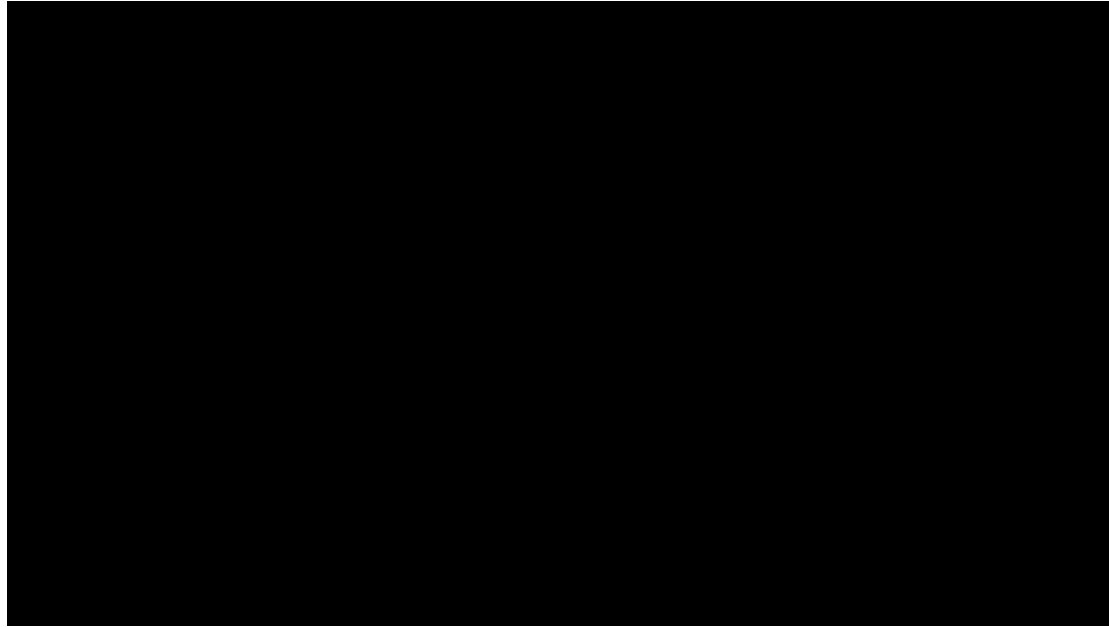


Conventional School  
Model



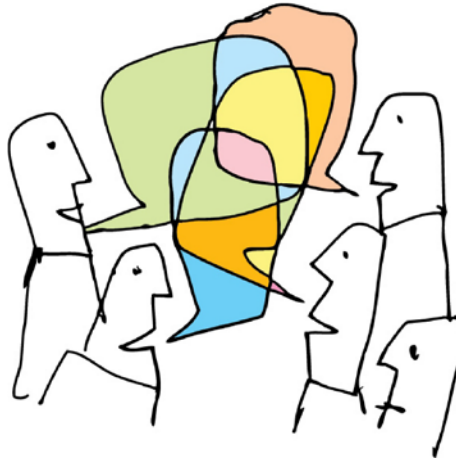
Community Schools

# What is a Full-Service Community School?





# Discussion - Part 1



**What stuck with you from the video?**

# Why DCPS Connected Schools?

## Themes we heard:

- Stronger community and family engagement
- Investment in partnerships
- Student engagement
- Healing-centered practices
- Shared leadership and decision making
- Equitable distribution of resources



# DCPS Connected Schools: The Model

1

Schools leverage **Connected Schools Manager**, a FTE employed by DCPS, towards school-wide goals.

2

Schools **authentically partner with community** to ensure student, staff and family voice drives school strategy.

3

Schools formalize comprehensive **Student Support Systems** so that all students can access resources and opportunities.

4

Schools become **Neighborhood Hubs** to serve as a “one-stop shop” for families to connect to services.

5

Schools are **Healing Centered** and have the structures and culture in place to recognize and heal trauma.

# What do Connected Schools look and feel like in schools?



We work as a group, **everyone is at the table** and together we create a support plan that brings in services, involves parents, and makes sure students get the help and support they need.

The **tight coordination** has been one of the key benefits of moving to a community school model. In a large high school like Tech, it is all about **organizing the services and partners** and making sure everyone is talking to each other.

That's how you are able to see the gaps and make sure we are serving students.

- Ms. Humphrey, Community School Manager, Oakland Technical High School (*Oakland Unified School District*)

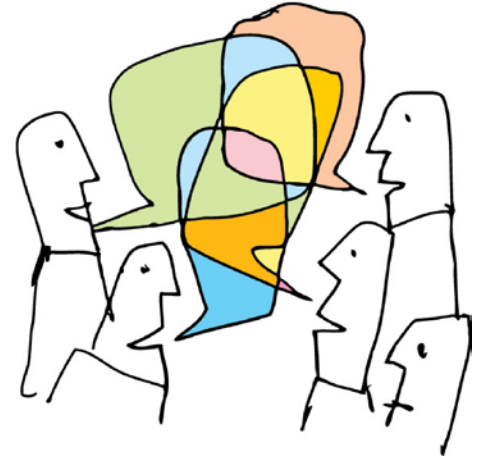
# DCPS Connected Schools: How will schools be supported?

- **Connected School Manager**—full time, school-based capacity
- **Funding for Services & Programs**— focus on students and families, as determined by each school's unique context (needs assessments, asset maps, goals etc.)
- **Funding for Professional Development**—school-based and cohort learning, such as trauma responsive PD and communities of practice



## Discussion - Part 2

1. What might you want to **learn more about** in the future?
2. What kinds of **services and programs** would help our young people make the most of their educational opportunities?
3. If we could offer programs and services in the school that would make the school a valuable **resource for families**, what kinds of programs and services do you think we should try to offer?



# Agenda



## Welcome

*Review agenda, introductions, and share norms*



## Connected Schools

*Introduce Connected Schools model and highlight how it will meet our students' needs.*



## ESSA Redesign Pathway

*Provide an overview of the proposed ESSA Redesign Pathway and opportunities for ongoing engagement.*



# School Redesign in DCPS

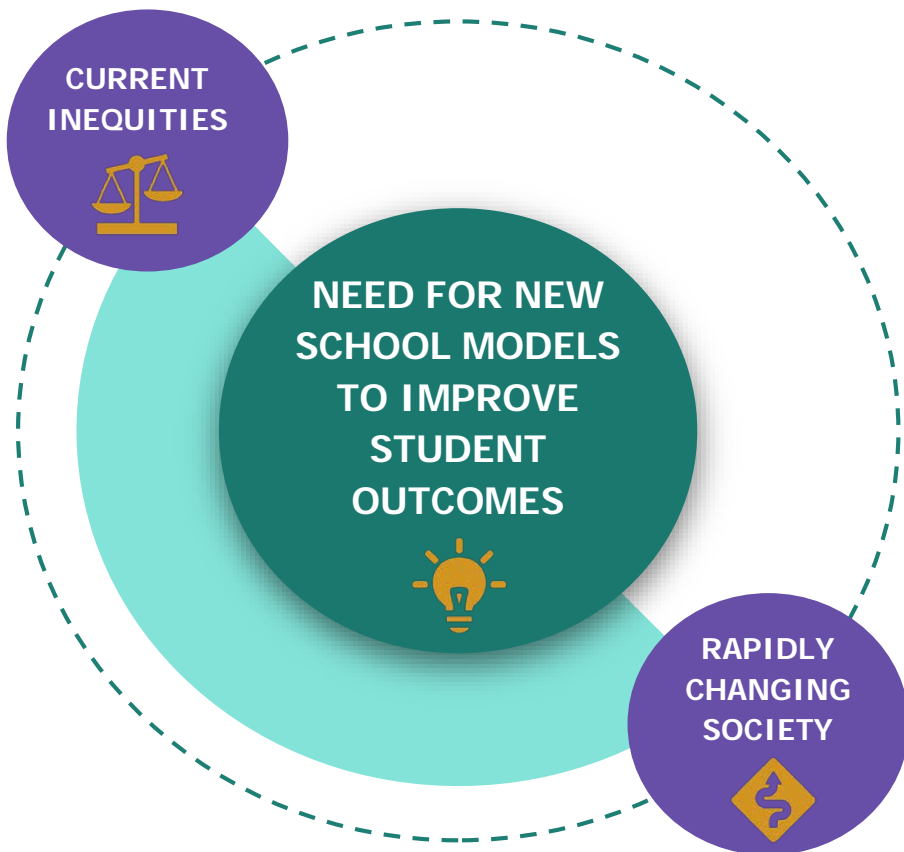
- WHAT IS REDESIGN?
- HOW WERE REDESIGN SCHOOLS SELECTED?
- WHAT ADDITIONAL SUPPORTS AND RESOURCES WILL BE PROVIDED?
- WHAT DOES THIS MEAN FOR MEMBERS OF THE SCHOOL COMMUNITY IN SY19-20?





# WHAT IS REDESIGN?

Redesign is responsive to both current inequities and to our rapidly changing society.



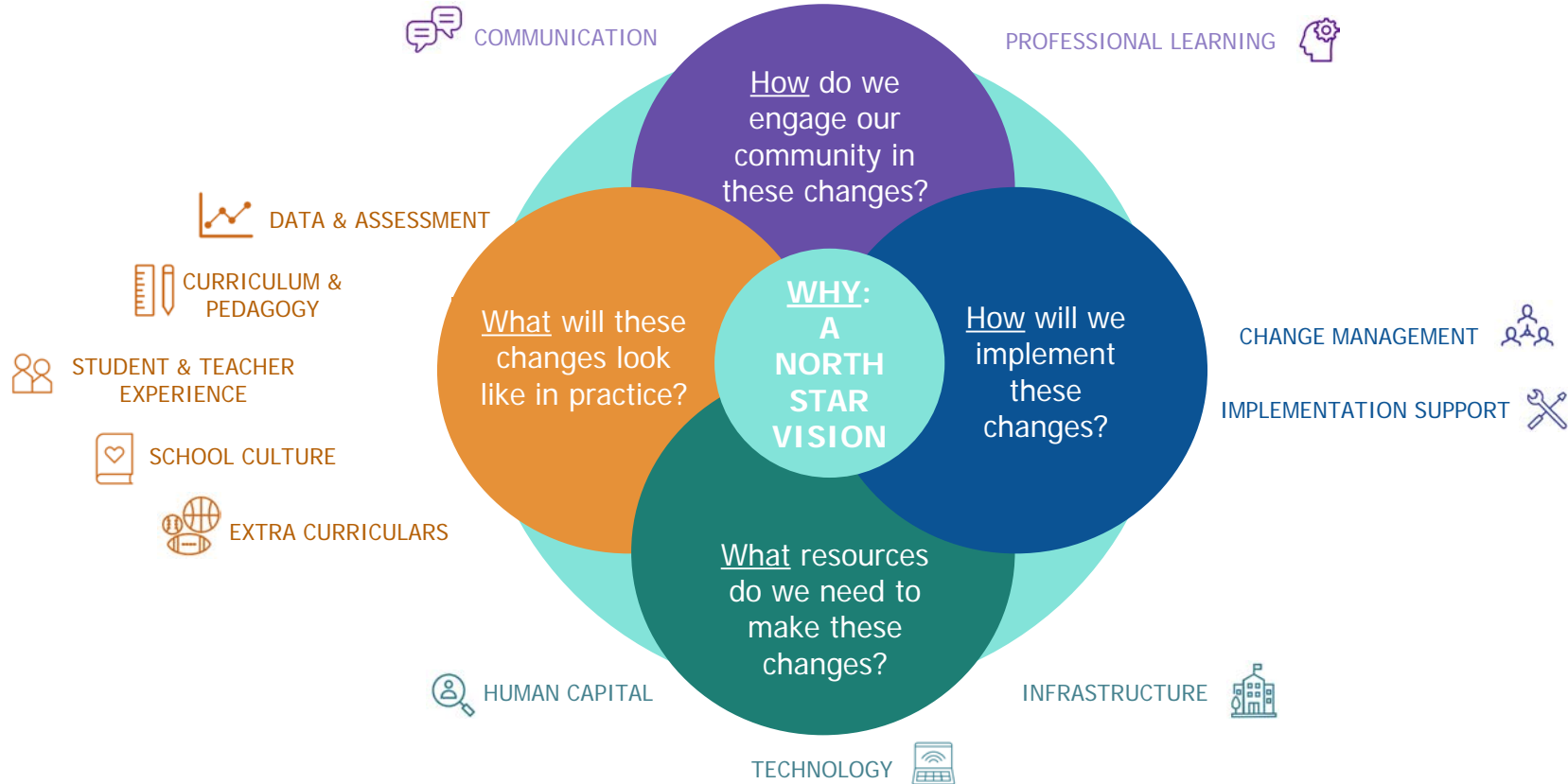
Despite DCPS's steady, incremental improvements, persistent gaps along racial and socioeconomic lines remain. **At the current pace of change, it will take decades to close the gap for our students furthest from opportunity.**

To further complicate the challenge, the **rapid pace of social, economic, and technological change** means that preparing all students with what is considered a "good" education today may still be insufficient to prepare them for the demands of the 21st century.

To both address stark educational inequities and better prepare students with a broad range of 21st century skills, **new and innovative models of teaching and learning** are required.

# WHAT IS REDESIGN?

Redesign is comprehensive and includes the why, what, and how.



# SCHOOL EXAMPLE: NEW YORK HARBOR SCHOOL

Schools that adopt a career-oriented design believe that real world internships are an integral part of a student's education; thus, a big portion of school time is spent on career and technical skills.



## *The Urban Assembly New York Harbor School:*

- Opened in 2003, NYHS offers a maritime-themed academic program grounded in Career and Technical Education and Work-Based Learning.
- Students are provided with exposure to new careers, workplace skills development, paid internships, service learning opportunities, and presentations in conferences.

## *Example Projects:*

- Support marine restoration efforts by growing, monitoring and researching oysters.
- Design, build, and operate submersible vehicles.
- Gain diving certification and engage in internships in the professional diving industry, including educating the public at the New York Aquarium, and organizing and supervising Billion Oyster Project dives.

# WHAT MIGHT REDESIGN LOOK LIKE FOR OUR STUDENTS?

## *EXAMPLE: Anacostia Environmental High School (AEHS): A Green Hub for the Anacostia Community.*

Developed in partnership with the DC Department of Energy and the Environment, AEHS might offer:

- **Sustainability-themed academic program tracks**, such as: aquaculture, environmental policy and advocacy, environmental engineering, vessel operations, etc.;
- **Work-based learning and internships** designed to prepare students to take advantage of the emerging Green Jobs in the DC area;
- Students and their families would also have **unique access to the Anacostia River for educational and recreational purposes** such as motorboat tours, close encounters with local aquatic animals, and family fishing clinic.

Students would graduate with a deep knowledge and understanding of environmental issues as well as in-demand career skills.



# WHAT MIGHT REDESIGN LOOK LIKE FOR OUR STUDENTS?

## *EXAMPLE: Anacostia Smithsonian High School*

Launched in collaboration with the Smithsonian, the school would provide Anacostia students with unprecedented access to the 20 Smithsonian museums, galleries, and the Zoo.

In addition, the school would offer:

- **New curricular opportunities** enhanced by access to the artifact collections;
- Students would also be able to engage in **four internship rotations** over the course of their high school experience, providing invaluable workplace learning experiences;
- Example internship opportunities might include **opportunities to catalog and research artifacts, support exhibit curation**, and leverage design-thinking skills to support the museum in making exhibits more user-centered.



# School Redesign in DCPS

- WHAT IS REDESIGN?
- HOW WERE REDESIGN SCHOOLS SELECTED?
- WHAT ADDITIONAL SUPPORTS AND RESOURCES WILL BE PROVIDED?
- WHAT DOES THIS MEAN FOR MEMBERS OF THE SCHOOL COMMUNITY IN SY19-20?





# HOW WERE REDESIGN SCHOOLS SELECTED?

Based on a Needs Assessment process and Redesign Readiness Reports, Anacostia HS was selected by the Chancellor for Redesign.



# HOW WERE REDESIGN SCHOOLS SELECTED?

Key readiness factors are enabling conditions for Redesign.

Key factors — including capacity and leadership, climate and culture, a coalition of stakeholders, and appetite for change — are recognized as **enabling conditions** for redesign. These factors, along with other considerations such as alignment with district priorities and the opportunity for greatest impact.

While we recognize that all comprehensive schools need additional support in each of these key areas, some schools, despite room for growth, have demonstrated **steady improvement in these domains** — signaling that they are better positioned for redesign.

Capacity and Leadership

Climate and Culture

Coalition of Stakeholders

Readiness for Change



# HOW WERE REDESIGN SCHOOLS SELECTED?

Input from students, families, teachers, school leaders, and district leaders informed the final selection.

Dec 2018	Student Focus Groups	<ul style="list-style-type: none"><li>Engaged a diverse group of students at all grade levels to discuss the lived experiences and dreams of students at the school</li><li>Determined student priority areas for redesign</li><li>Identified root causes and other underlying data points to provide a more well-rounded view of the school</li></ul>
Jan 2019	CSP Data Reviews and School Walkthroughs	<ul style="list-style-type: none"><li>Gathered historical trends in school performance across school leadership, engagement, culture, academics, and equity</li><li>Conducted focus groups with teachers, staff, and school leaders to understand root causes for historical trends</li></ul>
Feb 2019	Community Engagement Sessions --- SEAD Redesign Recommendation	<ul style="list-style-type: none"><li>Shared key trends from data reviews and student engagement sessions</li><li>Determined community priority areas, and collected feedback on school models and interventions</li><li>Redesign Readiness Reports were created for each school based on data collected during the Needs Assessment process. SEAD submitted recommended redesign schools to Chancellor.</li></ul>
Mar 2019	Chancellor Briefing and School Selection	<ul style="list-style-type: none"><li>Chancellor reviewed key reports and SEAD recommendation to make final decision:<ul style="list-style-type: none"><li>Anacostia SHS</li><li>Ballou SHS</li></ul></li></ul>

# School Redesign in DCPS

- WHAT IS REDESIGN?
- HOW WERE REDESIGN SCHOOLS SELECTED?
- WHAT ADDITIONAL SUPPORTS AND RESOURCES WILL BE PROVIDED?
- WHAT DOES THIS MEAN FOR MEMBERS OF THE SCHOOL COMMUNITY IN SY19-20?

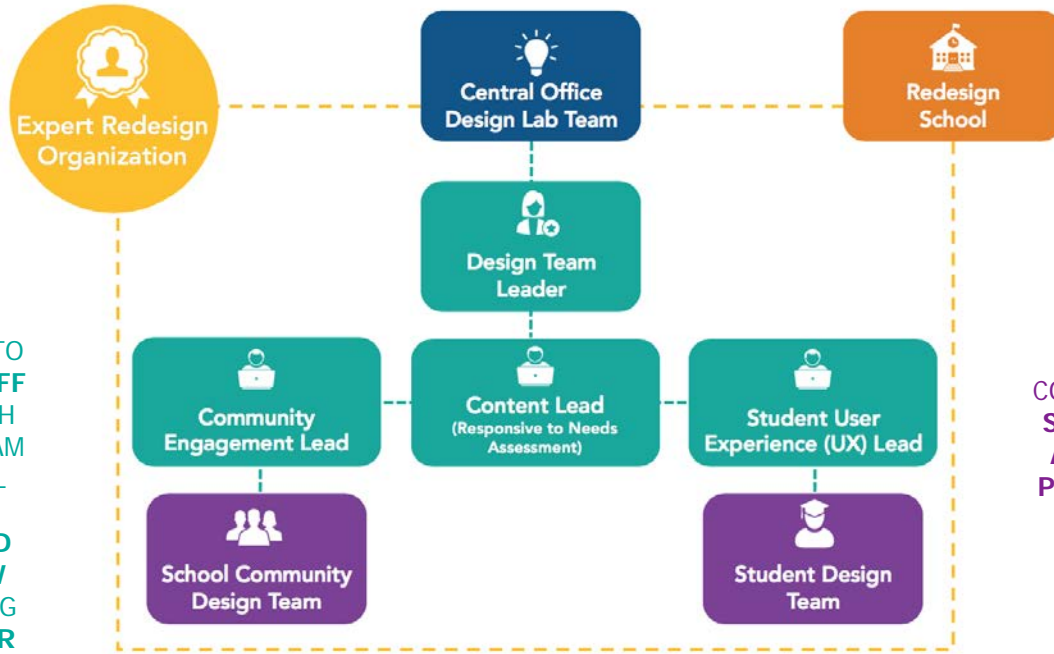


# WHO LEADS REDESIGN?

Schools won't lead Redesign alone. There are plans to add additional staff and training to develop the best model for our community.

THE DCPS DESIGN LAB PROVIDES **TIME, SPACE, RESOURCES, AND CAPACITY-BUILDING** TO SUPPORT REDESIGN

A PROVEN REDESIGN PARTNER ORGANIZATION PROVIDES **EXPERTISE IN NEW SCHOOL MODELS, AND DESIGN AND IMPLEMENTATION SUPPORT**



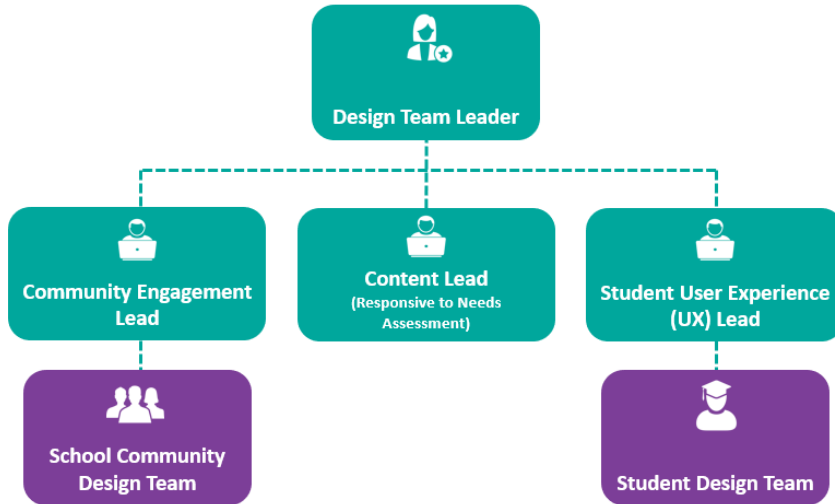
CURRENT SCHOOL LEADERSHIP **RECEIVES COACHING AND BUILDS CAPACITY** TO LEAD CHANGE, WHILE PROVIDING **ON-THE-GROUND SUPPORT FOR PILOTS**

CORE DESIGN TEAMS OF UP TO FOUR, **NEW FULL TIME STAFF** WILL BE DEDICATED TO EACH REDESIGN SCHOOL. THIS TEAM WILL PROVIDE ADDITIONAL CONTENT EXPERTISE AND DESIGN CAPACITY TO **BUILD AND INCUBATE THE NEW SCHOOL MODEL**, INCLUDING **DEDICATED CAPACITY FOR COMMUNITY AND STUDENT ENGAGEMENT**

STUDENT AND SCHOOL COMMUNITY DESIGN TEAMS **KEEP STUDENT AND FAMILY NEEDS AT THE HEART OF REDESIGN PROCESS**, AND WILL REGULARLY PROVIDE INPUT TO THE CORE DESIGN TEAM WHILE ALSO ENGAGING THE BROADER STUDENT AND SCHOOL COMMUNITIES.

# ANACOSTIA'S REDESIGN TEAM

WE PLAN TO HAVE A DEDICATED, FULL-TIME, CORE DESIGN TEAM WILL PROVIDE THE CAPACITY NEEDED TO DESIGN, INCUBATE, AND IMPLEMENT THE NEW MODEL AT EACH REDESIGN SCHOOL



A core Design Team of four members will include:

- A **team leader** who will guide the redesign process; liaise closely with the redesign school leader, redesign partner organization, and central office teams; ensure effective project management; and oversee the other design team members.
- A **community engagement specialist** who will be responsible for the School Community Design Team and establishing community partnerships
- A **content lead** who will be responsive to the specific priorities that emerged from Anacostia's needs assessment (e.g. Special Education)
- A **student user experience lead** who will be responsible for the Student Design Team and coordinating pilots and prototypes

# School Redesign in DCPS

- WHAT IS REDESIGN?
- HOW WERE REDESIGN SCHOOLS SELECTED?
- WHAT ADDITIONAL SUPPORTS AND RESOURCES WILL BE PROVIDED?
- WHAT DOES THIS MEAN FOR MEMBERS OF THE SCHOOL COMMUNITY IN SY19-20?



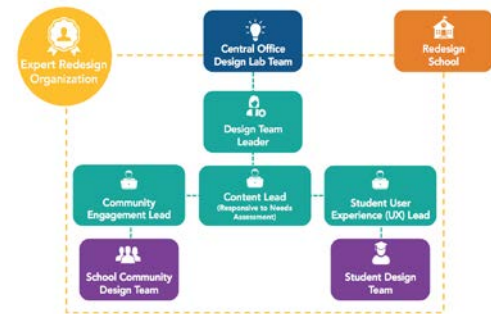
# HOW WILL THE SCHOOL COMMUNITY CONTRIBUTE TO REDESIGN?

We plan to provide all stakeholders with opportunities to deepen their understanding of new school models and provide input and feedback throughout the design incubation year.

SCHOOL STAFF	STUDENTS	FAMILIES & COMMUNITY MEMBERS
Opt-in to support Core Design Team with pilots or prototypes, giving input and feedback on design and implementation	Opt-in to participate in pilots and prototypes and share feedback on experience	Attend open house events to become immersed in new school model
Attend staff meetings to hear updates and share feedback on redesign	Hear redesign updates and share feedback during advisory, assemblies, and other opportunities	Attend town hall convenings to hear updates and share feedback on redesign
Attend film screenings and discussions to build understanding of new school models		
Attend inspiration visits to see innovative school models in action		
Participate in vision-setting engagements and focus groups to share hopes and dreams for the school community		

# HOW MIGHT THE SCHOOL COMMUNITY CONTRIBUTE TO REDESIGN?

We propose launching School Community and Student Design Teams to promote an equitable Redesign process grounded in the needs and priorities of our most important stakeholders.



## School Community Design Team

- Made up of 8-12 parents (including parents from local feeder schools), school staff, and other community stakeholders;
- Provides input on the Redesign approach, joins learning opportunities such as inspiration visits;
- Supports and/or leaders outreach strategy to other families and community members,
- Leads the creation of a long-term community engagement plan for the school.
- While voluntary, a modest stipend may be available for members of this team.\*

## Student Design Team

- Made up of 8-12 students (current and from feeder schools)
- Provides input on the Redesign approach, joins learning opportunities such as inspiration visits;
- Support and/or leaders outreach strategy to their peers;
- Leads the creation of a long-term plan to promote student voice at the school in alignment with the new model;
- While voluntary, the time dedicated by members of the Student Design Team to this work will count toward their community service graduation requirement.\*



Recruitment  
and Application  
Window Opens

Written or  
Video  
Applications

Interviews

Selection

Kickoff  
Convening

# PROPOSED REDESIGN TIMELINE

LAUNCH & ENGAGE Spring 2019	VISION & DESIGN Summer 2019	DEFINE & PILOT Fall 2019	SUPPORT & STAFFING Winter/Spring 2020	STRATEGIC PLANNING Summer 2020	IMPLEMENT & REFINE SY20-21
<p>Identify Core Design Team and establish School Community and Student Design Teams</p> <p>Build capacity in human-centered design and knowledge of new school models, including through <b>innovative school visits*</b></p> <p><b>Complete community asset mapping*</b></p> <p><b>Hold stakeholder listening sessions*</b></p> <p>Explore and establish potential partnerships to support new models</p>	<p>Synthesize results from initial engagement activities</p> <p>Research school models and attend innovative school visits</p> <p>Develop North Star (school vision, student graduate profile, and design principles)</p> <p><b>Prototype aspects of several models for student feedback*</b></p> <p>Create installation to present vision to community and solicit feedback</p> <p>Hold Town Hall</p>	<p>Incorporate North Star feedback to define the new school model, including core instructional components, vision for school culture, and student learning experiences</p> <p>Launch, assess, and capture learnings from 3-5 pilots to refine the new school model</p> <p>Create opportunities for broader school community to experience aspects of model (open houses, installations, etc)</p> <p><b>Attend innovative school visits*</b></p>	<p>Define teacher and leader profiles and launch staff</p> <p><b>Design and facilitate professional learning opportunities aligned to new model*</b></p> <p>Solidify practices for effective support and development, including coaching cycles and data reviews</p> <p>Launch strategic teacher hiring and retention processes</p> <p>Attend innovative school visits aligned to selected model</p>	<p>Establish 1-2 key focus areas for first year of implementation</p> <p>Develop phased change management and stakeholder engagement plan for implementation year</p> <p>Collaborate with central support teams to ensure infrastructure and technology are in place to support implementation at scale</p>	<p>Receive ongoing leadership and instructional coaching, along with project management support, for strong implementation</p> <p>Establish consistent cycles of data analysis and reflection to refine and improve model</p> <p>Provide consistent forums for students and community to share direct feedback on learning experiences</p>
ONGOING ENGAGEMENT WITH CURRENT SCHOOL STAFF					
ONGOING STAKEHOLDER ENGAGEMENT WITH SUPPORT OF SCHOOL COMMUNITY AND STUDENT DESIGN TEAMS					





**What does success look like?**



**One Change  
per Post-It**

## Step 1: Reflection

What have been the biggest changes in your community, however you define it, in the past 25 to 30 years?

## Step 2: Looking Ahead

Now look ahead 5 to 10 years. What are the biggest changes that are coming to your community?



## Step 3:

What do our students  
need to **know** and be  
able to **do**?



# DEBRIEF



## Share:

2-3 highlights from your discussion that if leveraged would have important and impactful changes in your school community

## **WE WANT YOUR FEEDBACK!**

Please share your thoughts on the questions below using the Post-it Notes on the table. If you would like us to follow up with you, include your name.

**What excites  
you about  
SY19-20?**

**What ideas do  
you have?**

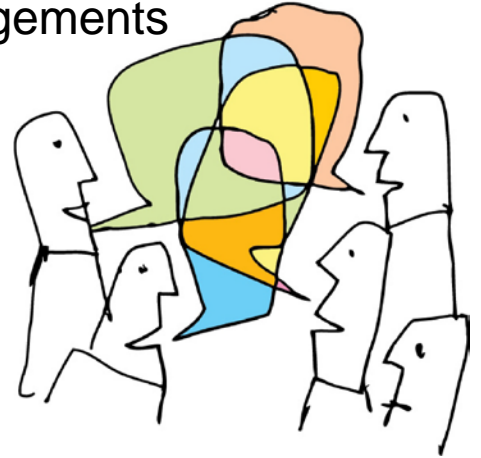
**What do you  
have  
questions  
about?**

**What additional  
ways might we  
keep our  
stakeholders  
involved  
throughout the  
process?**

# Next Steps

## Next Steps

- **Anacostia Community Meeting**—May 1<sup>st</sup> @ 6:30pm
- **Anacostia CWG Meeting #6 (Final Meeting) ON 5/22 at 6:00 pm**
- **SY19-20**
  - Redesign Community Team & Connected School Engagements



# Appendix

- **Link to Video Reviewed During the Meeting**
  - **Oakland Unified Community Schools** [https://www.youtube.com/watch?v=r\\_2zFFQxr7M&feature=youtu.be](https://www.youtube.com/watch?v=r_2zFFQxr7M&feature=youtu.be)