

DCPS-BUDGET MATTERS: DEVELOPMENT OF THE FY16 BUDGET

TABLE FACILITATOR NOTES BALLOU MEETING JANUARY 27, 2015

The following notes were taken during the Chancellor-LSAT Budget Engagement Meetings held at Ballou Senior High School on Tuesday, January 27, 2015.

3 meetings were held over the course of 2 weeks between January 20th and 27th (meeting schedule included below). All principals, LSAT Chairs, and parent organization leaders from each school in DCPS received invitations to attend one meeting based on the geographic region and feeder high school (for instance, all schools including ES, EC, MS that feed into Coolidge High School attended the meeting on 1/22/15). Schools were seated with each other at round tables to facilitate feeder discussions as well as cross-school conversations. Table facilitators were located at each table to ensure notes of the discussion were captured. Specialty, selective, citywide schools attended meetings that were the closest to their respective school locations (i.e. McKinley Tech HS attended the meeting held at Cardozo EC).

Discussions centered on the Chancellor's 3 budget priorities for SY15-16; Improving High Schools, Equity in Academic Rigor, and Empowering Males of Color. There was a 4th discussion area added that allowed participants to share feedback that could not be captured within the 3 budget priority areas – the questions included: 1) What else would you prioritize at your school to improve student achievement? and 2) What should we stop doing?

While each table facilitator paid careful attention to record the conversation at each table, every note taker's style is different, which is reflected in the varying formats of the notes. In addition, participants at each table were able to select which questions they prioritized for discussion, so each table's notes will reflect this variance. Lastly, for privacy purposes, names of individuals have been redacted.

DCPS Budget Meeting Schedule

Meeting Date	Meeting Location
1/20/15	Cardozo Education Campus
1/22/15	Coolidge High School
1/27/15	Ballou Senior High School

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BEERS ES

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Creation of cross curricular lessons that have an English/ Language Arts, Science, and Math component. An assignment where students would have to make a claim, provide evidence to support, and then present the claim. This can be done through the creation of a video, essay or presentation. Schools need the opportunity to do research and develop other Common Core skills.
 - Project should be something that is real and tangible. Something that children and parents are interested in, so that everyone would do their best. It should also be connected to the real world application of skills. Students must see how this can help them and how it is worthwhile.
 - An option around student choice- this is where student and parent buy-in comes into action.
 - Family Engagement – opportunities should be aligned to family engagement and discussed in APTT meetings. Students could even present information to families at a “Cornerstone Night”.
 - Our students live in nation’s capital; schools can do so much more. Students should live and breathe the politics of where they live. Create a 3rd grade unit on DC history across the grade. Social studies could be a big part of the cornerstone. A 5th grade unit on reconstruction and the neighborhood unit for younger grades could be linked to the DC History theme. DCPS could start at Early Childhood and build upon each year (vertical alignment). As students increase in grade levels one looks forward to the next project and/or areas of collaboration.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - The assignments have to be something of interest for students – cannot be uniform for all students.
 - More professional development. However, schools need more training and support around math. Teachers have pedagogy piece understood with TLF, but many lack deep content knowledge.
 - Expectations around Common Core and PARCC have increased tremendously along with the expectations around writing. Teachers need deeper content knowledge in writing as well (similar to math).
 - Our school would need a definition of rigor.
 - Assignments would definitely need to be vetted by teachers across the city. Our school would have to make sure that equity is present.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - What is the learning from the Anchor assignments? Our school completed the assignments but didn’t receive any feedback. Nothing ever came from the assignments. What are teachers expected to learn?
 - Our school will have to increase buy-in (some teachers will say their students don’t have the background knowledge). Building and supporting will have to go in at one school that may not be needed in another school.
 - Must be shared with parents in meaningful way – something parents would be interested in coming out to see. It can’t be like a science project, where it is February and you rush the project. You want families to realize the importance that everyone in the city is doing this project.
 - Schools will need enough components to the project so there is work for everybody.
 - Our school needs time to implement. Our schedule is already running over; the students are already doing so much.

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?
 - Schools need to find men who look like them but who are also different – there is a need for a variety of men from different cultures, and economic backgrounds. This will help students get exposure that is not found in their neighborhoods. Young men will then learn how to relate to all kinds of people and not just people that look like them.
 - Boys need to learn that it starts with knowing yourself. There is need to have a basic acceptance of one's self. It takes peeling back layers and creating an identity of acceptance. Boys need to develop self-awareness, self-knowledge and self-identity (key distinction from self-esteem)
 - There is a need for cultural sensitivity training for teachers!
 - Our school would like to have a forum to plan and address issues of culture, race and identity. The school has a tendency to focus on a superficial thing- what does someone look like? There is a need to move beyond that.

2. If you had \$100,000, what would you do with it to support this work?
 - Once a week, young men at our school should wear a tie with their uniforms. Simply wearing a tie, makes you act different. There is a lot you can do to change the image of a black male student and their self-image.
 - Boys see African Americans in sports and music, but how often do you see doctors, dentists, men on Capitol Hill? Our school needs to take the students to see African American politicians, business owners, men that go to work in a suit and tie, and those that don't.
 - Creation of a Rites of Passage program – students will focus on culture, history, and expectations for being a young African American male. This is a good way to create cohorts of males that bond together. Students will see that if they can unify with a greater group, how much more powerful they can be.
 - Many students may not know where they come from; the school needs to draw parallels to Egyptians and our great history. Let's rewrite history as it is currently taught. Let's expose it and pull out what is relevant. Help boys know who they are. Schools have to build people who are responsible for one another.
 - Schools need to address mental health – anger management and crisis management. Our school has a lot of kids in crisis. School is a safe place, but it can be difficult when you are bringing so much in. Social workers have to deal with egregious situations. There must be a mental health component, where a student who gets angry and doesn't know what to do. They took counselors out of the building. Social workers have defined role and therapy is conducted based on IEP. Social workers also work with attendance and that is draining and a job in itself. Our school has art therapy, music therapy, but teachers are not trained and do not have time to do this justice. Our school needs personnel to address mental health issues and the needs of parents. There must be a shift in mind set for parents, so that the lives of black male students do not have a dichotomy between school life and home life.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Funding for ECE – if our school had the room, the program would grow. Our school wants to fully outfit the program.
 - Extended Day – our school wants to use the money going towards afterschool programming to extend our school day. If teachers don't want an extended day, they should be able to go elsewhere. School leaders don't want to vote. Extended day will help with all of the outcomes of the Chancellor. Some parents prefer school day teachers teaching rather than others teaching in the afterschool program. Extended day could change what homework looks like. It may be more review (sight words, fluencies, reading for 30 min). Our

school wants to be compliant to provide the time for instruction, recess, lunch, etc. But don't have time to do Lexia and ST Math – one always lags. Extended day would help with this. The school could also pull groups of teachers to work with them, but currently there is no time for PD and for lesson planning.

BALLOU STAY / YOUTH SERVICE CENTER / INCARCERATED YOUTH PROGRAM

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Creating opportunities for students to be involved in non-traditional sports (wrestling, rowing, etc.) There is need for mentors to follow them and follow-up weekly. Students need consistency. Our schools are attempting to work with probation officers but they have so many students.
 - RTI and tier three solutions. There are a lot of students who are severely behind and our schools need resources or interventions to get them caught up. Boys to Men. Young men will tell you they want a mentor and the experience.
 - Ballou STAY would like to see an advisory program for 45 minutes where teachers separate the entire student body and host workshops on life skills. Our school needs something different for our students. The young men need exposure.

Empowering Males of Color

1. Collective Discussion
 - YSC/IYP: Will this school (Urban Prep) be for the proficient students or the basic/below basics? Will this be an application school? What will the selection process look like? Has anyone other than central office gone to visit the school (in Chicago)? How much professional training did the teachers receive?
 - The students will be from a diverse pool. One thinks our school should start with a 9/10 model. UP starts the schools year – 3 weeks out – with PD. Teachers and students will have PD together. Aside from Eagle Academy, there are only two schools that have 'figured it out'. Urban Prep uses a college prep focus and takes all types of students who don't necessarily come from a middle-class background. They have a lot of norms and practices focused on college and career. Urban Prep understands that some of their students may not want to go to college but they are focused on making sure the students are able to do the things students want to do. It's real. Is it something that will take time? Of course but Urban Prep has been open to 'figuring it out' and thus going to college is cool. Urban Prep has incentives unique to the experience.
 - YSC/IYP have formally incarcerated students. If you don't train the students, the program may not be successful.
 - YSC/IYP: The biggest challenge is motivating the young males and helping them understand the importance of education.
 - Ballou STAY: Trips do work. One of our teachers took our students on an overnight trip. The group had a bus accident and the kids played hide-n-go-seek and other games and had a blast. These are good kids, who just need exposure
 - YSC/IYP: Teachers need professional development to help them deal with some of the challenges males of color face.

KIMBALL ES

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Need to address school culture. Students need to feel safe and supported by both the adults and students in the building
 - Create or partner with something like Flamboyant for high school?
 - Our schools need to have more focus on tutoring hours. This should be tutoring for students and tutoring for parents. Parents don't always know what their children are learning or understand it (advanced math, AP classes, etc.). Schools need to provide supports that encourage parents to have an active presence in their children's academic careers.
2. Which of the proposed funding areas is most important to your high school?
 - Our school would like to see a common language, curriculum, and PD for high-risk children. There should be common instructional language to address issues like grief, chronic stress and trauma. Teachers should receive training and there should be student benchmarks (for example: in second grade all students are learning to positively process emotions) so that by high school staff aren't trying to triage issues that started in early childhood.
 - There is a need for counselors in elementary schools to address some of these issues. Social workers and psychologists need to meet specific regulations and needs but students need a full-time staff member (particularly in high-need schools) to address more common issues - processing emotions, handling school culture, etc.

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?
 - There a need for (at least at high-need schools) a full-time person dedicated to addressing "other" needs. This will likely mainly focus on helping students and families navigate other DC agencies to connect wraparound services and family needs. At some schools this would also mean helping with all the logistic coordination required of getting great partnerships, grants, and extra opportunities. School proposed putting additional school support staff currently based out of Central into schools they serve. Since school staff has to wear so many hats, can school support staff wear multiple hats (supporting a specific school's logistic needs as well as SPED, partnership, wraparound, etc. needs)?
 - Social-emotional needs MUST be addressed with greater staff and funds.

Equity in Academic Rigor

1. How can we position your school to be successful with Cornerstone Assignments next school year?
 - Need to consider the resource implications of the Cornerstone Assignments. Great example: unit called for all students to read "A Snowy Day." Some schools had copies purchased for all students, Kimball did not. So one copy had to be copied so students could read it. If all schools must complete one lesson per unit, schools need to have the funds to purchase the same resources. If a lesson requires a certain resource - textbook, microscope, bus fees to get to and from the watershed - all schools need to have the same resources.

- How will this affect IMPACT? Does this become part of a score?
- Will teachers get PD to help them craft and implement these new lessons?
- Want to have greater inter-school competitions that don't solely focus on athletics - robotics, geography, spelling bees, even scrabble tournaments to promote academics the same as athletics.
- Technology is a major hindrance. Need to have greater equipment, broadband, and staff (to provide PD) computer science, and maintain equipment) available.
- There is an assumption that all students have comparable exposure to technology. In high-need schools it may be useful to have something like 60-90 minutes of computer science every week to have kids become PARCC-ready and to have basic computer skills at the same level as their peers
- Schools would really like a dedicated bus and driver to help kids get to school when parents can't take them and to increase the amount of time kids can go on field trips, excursions, etc.

KRAMER MS/ ANACOSTIA HS

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Rollover in SIS system - makes it difficult to track students and hurts ACGR.

Equity in Academic Rigor

1. Collective Discussion
 - Want students to be able to connect learning with the community through Cornerstone Assignment s - make real-world connections, want them to be active citizens in society.
 - Cornerstones will allow for more consistency across classrooms.
 - It will allow students to reflect on their work and compare work across the city.
 - The key will be messaging coming from the adults/leadership in the building.
 - Cornerstone Assignment s will build community by building a common language.
 - There must be training of teachers!
 - Articulation with elementary schools and high schools - make connection during the summer, have a deeper conversation re: students on individual levels, open lines of communication besides student records.
 - Common time for PD - subs, time to allow exploration of other schools in other districts (best practices) to see what others are doing it well.
 - There are resources needed to support Cornerstone Assignment s if there are texts specified.
 - Modifications for special needs populations and supporting resources.
 - Don't put schools in a position to decide between Cornerstone Assignment s and Tier 3 interventions (consider trade-offs) - ex: currently have to decide between repeater courses or AP courses at Anacostia and other comprehensive high schools.
 - Can students be adventurous and make up their own Cornerstones as long as it's aligned? Has pacing been taken into consideration?
 - Cross-content collaboration in school assignments.
 - CTE courses in high schools - 4 courses in sequence, then 4 preps, repeater vs. CTE choice, scheduling gaps, internships, funding positions for CTE
 - Our schools would like reading and math specialists at secondary levels if students are below a certain literacy/math levels.
 - Achieve3000 for reading intervention at HS level.

- Resources to support Cornerstone Assignment s - intervention programs with outlined plan for using them and measuring them.
- Our schools need four Sped teachers with reading specialist backgrounds and gear instruction towards data.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Student's First designation that comes with additional resources (mental health, trauma, social workers) at Kramer Middle School.
 - Development of a twilight program at Anacostia (5 teachers) but need support on positions - isn't this a Tier 3 intervention? Can't it be funded that way? Leadership as well?
 - 9th grade academies
 - Need to be "pure" academies if applying to higher grades
 - Partnership with Turning the Page (reading intervention and parent involvement) at Kramer Middle School.
 - Partnership with Collaborative (Far Southeast Family Strengthening Collaborative) at Kramer Middle School.
 - EMT instructor is need.

BURRVILLE ES / CW. HARRIS ES

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - There should be an investment in Career and technical education while avoiding tracking of certain populations of students.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Mini society- students are put into teams and complete various activities related to their role in society (for example if you are the Baker you would complete a math project using measuring skills).
 - Students learning about civics could work with lawyers and other court staff to see the process up close. The culminating experience would be a trip to the court house.
 - Students could take a walking tour of their neighborhood to learn about history.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Teachers would need extensive PD in project based learning.
 - Coaches would also need training in project based learning.
 - Our school needs more time to make it possible to do Cornerstone Assignment s.
 - Projects should be scaled. There are different levels of cornerstone projects, schools can start off smaller and move toward more involved projects once they gain skills and experience. Or schools can pick what pieces of a larger project they want to complete to receive a certain number of points.
 - Elements of the project should be able to be customized for the students and teacher, with a clear indicator of what parts of the projects are nonnegotiable and what parts are customization.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?

- Teachers not having the enough or the right training.
- Not having enough time to implement the Cornerstone Assignment s.
- Ensuring that the right supports are in place to help all schools start from the same baseline if their end product is the same. Ex- transportation, supplies, staff.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Cultural competency and openness training for school staff.
 - People looking at preconceived notions and stereotypes about young men of color.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Leveraging the mentors already in these young men's lives (Uncles, fathers, brothers, grandfathers). Our schools could offer training to help empower these men to make an impact.
 - Offer programs to broaden their horizons (sports like lacrosse and rugby, trips to different parts of the city and even other states)
 - Diversifying methods of academic outreach to help best serve young males of color to promote learning.
3. If you had \$100,000, what would you do with it to support this work?
 - Professional Development for teachers on cultural competency.
 - Offer a Parent/Student retreat on a Saturday. Families would learn ways to support student learning along with parenting skills. Students would participate in enrichment activities at the same time.
 - Not 'Empowering Males of Color' but would be an incredible add to have more staff who have interest, passion, and skills working with males of color.

KELLY MILLER MS / WOODSON HS

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?
 - Credit recovery program which drives student performance and increase GPAs and graduation rates.
 - Male student academic performance is something worth expanding.
 - STEM Programs
 - Advanced Placement and College Readiness options are really important.
 - There needs to be an expansion of electives options in the schools.
 - If you gave each school additional \$500,000 our schools would hire more teachers.
 - Our school would love to see Mental Health Clinicians working in the schools and partnering with wraparound services.
 - High school students mentoring students in the middle school.
 - High school should host middle school during the school hours.
 - Trying to find ways to create some type of uniform database system so high school can track the student academics and attendance trends.

2. What two investments in your high school should be made to support its continued improvement?
 - More teachers and support staff. This will allow a larger offering of electives.
 - An opportunity to improve and cultivate teacher innovation.
 - Improvements in school technology (laptops and virtual classrooms)
 - Making Summer Bridge programs to be mandatory for all new 9th graders
 - Attendance- there needs to be an investment in ways to help students get to school regularly.
 - Find ways to invest in the MS that feeds into the HS.
 - Tapping into students that will be at the school for the next 4 years.
 - Possibility of giving special attention to the 8th graders ensuring that resources to follow them.
 - Implementing a system wide truancy program that actually works.
3. Which of the proposed funding areas is most important to your high school?
 - Creating equity across the school system.
 - Increasing academic rigor.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Opportunities for students to see what's going on across DCPS.
 - Norming the rigor throughout DCPS. Everyone needs to all be on the same page.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Getting a team of teachers to work on this, whoever is interested can be a part of this committee.
 - Pulling together some exemplars from other places.
 - There should be a pilot for the upcoming school year.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - No multiple choice assessment
 - Making it optional
 - Have Cornerstone Assignment s roll out now!! Oppose to the last minute.
 - Teachers buy-in to ensure that this is successful.
 - Will help schools define rigor throughout the DCPS.
 - The ability to see how students measured up against their peers across the district.
 - This is a potential opportunity for distance learning.
 - Video conference from school to school.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Showing where young men are academically. These students need to know what the future will hold for them.
 - Students that are often not on the correct academic level.
 - Providing supports to the teacher in the classroom.

- Having the real conversation about their academic level.
- Some young men of color have social emotional and anger issues.
- Families often have financial issues; as a result some students are not eating.
- Reading and Math skills do not connect to real life issue. Student work is often too abstract.
- More Career technology opportunities.

2. What is one thing you believe can improve outcomes at your school for young males of color?

- Vocational technology programs potentially having a dual enrollment (Vocational Program). Working with the career academies to support the work. This could start as early as middle school.
- Someone on staff that serves as support system for the trouble students.
- Preparing nontraditional students with opportunities outside of the high school.
- Reading Intervention Coaches will improve outcomes.
- Adult Literacy classes.
- Kinetic opportunities to support learning.
- Creating opportunities for Civil services employment trainings and certificates.
- Creating tighter systems of accountability.
- Making sure there are opportunities for students to check in with adults throughout the building. Students that have challenges can work on replacement behaviors.
- Working on high level skills with students.
- What is the appropriate behavior when they feel aggression?
- Ability to have separate academy's designed for their needs (helping them to get back on grade level)
- Students reading on grade level.
- Reading teachers and reading support staff.
- Students having to work to help out at home.
- Students need mentoring and buddy system. This will approve their academics.
- Having people at the school that can actually relate to them.
- A serious support system from home and school that work together.

3. If you had \$100,000, what would you do with it to support this work?

- Focus on physical education as an engagement tool.
- Find paid internship opportunities.
- Use the money to allow students to take high school classes at the feeder school.
- Take trips up and down the East coast.
- Hire a reading teacher.
- Allow schools to use incentives ex: pay for grades.
- Setting up expeditionary learning opportunities.

HART MS/ BALLOU HS

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?

- Access to technology & moving towards integrating it into the classroom
- Really good gains within AVID kids. Our school would like AVID at middle grades level.

- Our schools would like to grow college prep work. Electives are also appealing – Band + CTE. These should also be used as a tool to recruit students
- Hospitality Academy is exciting. But need to do more middle school recruiting.
- College exposure trips – University of Richmond, VSU/VCU, Villanova & Lincoln
- Alumni from Ballou are good at giving back to our school.
- Would like more money to hold these trips \$3500-\$5000 for 55 students
- Our school has a great art department
- Our schools would like to leave the building more to see plays/theater.
- PWP is a great idea, but is it sustainable?
- Mentoring program for males & females has resulted in great improvement in behavior.

2. What two investments in your high school should be made to support continued improvement?

- Getting more guidance on recognized vendors, currently schools do not get much guidance.
- As a 40/40 school, unclear if these schools get anything special. If not, 40/40 schools should get extra support.
- Conducting Professional Development on DCPS funds is VERY difficult unless schools plan months in advance.
- More electives; not ones that we've randomly chosen, but electives that students want to take. Sign Language (this is a life skill)
- Further investments are needed for advanced placement.
- PWP is more of a headache than it's worth.
- Service Learning Opportunities are worth the investment.
- Interventions need improvement. Interventions must be fun & engaging.
- Reduced class size especially for 9th grade – should be 20:1
- Internships for students.
- There need to be more funding for dual enrollment (UDC, Trinity and Georgetown).
- Creating an alternative school East Side of River (middle and high school). If a student is 16 and not on track to graduate, there should be more options.
- Parent engagement. Funding for parent engagement coordinators at high schools. This person could help with enrollment.
- Cross-enrollment. Hart students should be able to take advanced courses at Ballou. There could also be an option to take courses at other high schools (Real World History) after school and on weekends – Center for Inspired Teaching (Cardozo)
- Keep computer labs open after the school day.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?

- Engagements, having young males of color see the value of education beyond the traditional school day.
- Many young men don't understand the value of school.
- Building trust is difficult. Schools are largely staffed by women. Thus getting more male teachers is important.
- Identify black males in the school whom can be primed to become future educators? Fund their education provide them with education internships at the schools. After graduation, these young men then come back and teach/serve as counselors/leaders. Young men can apply in high school; one would be required to major in education.
- Many of young men of color are teen dads. New Heights should do more outreach to Teen Dads.

- At Ballou there are students from YSC students who come in to the space. Transition meetings needed for YSC transfers to High Schools along with improved connections between schools and YSC.
- All students should be required take Street Law in 9th grade.
- Violence/dropout prevention specialists needed for all schools.
- Something to address social/emotional support for young black males. Change schedules? Give moment to decompress?
- Eagle Academy in NYC – starts morning with emotional wellness activity. Different approach from detention/suspension for infractions that works for males' needs. Camp Akili (Oakland)

THOMAS ES /SMOTHERS ES

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?
 - STEM- work to provide resources to the middle and elementary schools. Providing opportunities for scientist to come to our elementary schools.
 - Get the swimming pool fixed at Woodson.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Lack of mentors in elementary years.
 - Following the child from elementary, middle, to high school that allows them to help stay on track from the beginning.
 - Keeping them off the street.
 - Lack of support to help them all the way through to high school.
 - Lack of positive black men images in the school; lack of consistency and continuity.
 - Seeing beyond the immediate community.
 - Help them share their story.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Interacting positively with the black students (mentors).
 - Parental involvement
 - Mentorship starting in elementary and staying with them throughout the trajectory of high school.
 - Positive black role models who can come and share and relate to what the children are going through- with consistency and commitment to stay.
3. If you had \$100,000 what would you do with it to support this work?
 - Have a core group of people present all the time that are there and can support students all the time.
 - Field trips that show successful African American and Latino males
 - Improve technology
 - Incentivize what is happening when students are doing something positive
 - Male technology club/ robotics
 - Taking students out to restaurants

- Culinary classes in the school with chefs of color
- Trade classes that show positivity
- Entrepreneurship club- could be yearlong with technology infusion
- Businesses and agencies to adopt the schools

Equity in Academic Rigor

1. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - One Cornerstone Assignment for every unit- making sure teachers are clear on how this will be rolled out.
 - The instructional practice of keeping continuity behind it.
 - If there is an expectation to have hands on components, it should be spelled out.
 - Teachers can continue to create and implement more assignments like that within a particular unit.
 - Students are currently doing an outside of the teacher's door assignment where they try and do it themselves.
 - A mentor that can come in and support the unit.
 - Provide transportation and admission fees to various locations / events.
 - Bringing presenters to speak on various topics within the unit.
 - Resources to help teachers make it more rigorous.
 - Systemic rubric so everyone is looking for the same thing.
 - Small menu of activities that are common core and PARCC based.
 - Bring student work, so that teachers can see everyone's across the city to evaluate for rigor.
 - Smaller class sizes so that students have more individualized instruction.
2. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Living classrooms (all the content areas across the board)- hands on science activities.
 - Increased technology use—apart of how students are learning.
 - Virtual learning components.
 - Help them think critically about what they are learning.
 - Claymation movies
 - Improved engagement with students.
 - Bringing in experts, those in museum studies, curators, scientists, doctors, experts in their respective fields who can make presentations to students.
 - Museum visits with resources provided and opportunities for ALL students to be exposed.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - Teachers not being trained properly.
 - Identify the definition of rigor (make it clear and concise).
 - Exemplar on how the student work should look—how to move students to that point for the expected outcomes

SIMON ES

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?

- A big challenge is that students look forward to attending Ballou, especially with a brand new, attractive building; however charter schools begin recruiting students from Simon to attend their middle school years at a charter. For students who are interested in returning to DCPS to play sports at high schools, they are often penalized and given a period of time where they are deemed ineligible. Simon will attend a workshop on branding and plan to engage businesses in the community, and partner with Hart and Ballou.

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?
 - Lack of adequate mentors in the building. Most students are surrounded by females in their homes and yearn for male to male mentoring. The issue is when mentors are assigned to students and have no familiarity. This office becomes a wasted and uncomfortable opportunity for the child.
 - Simon would like to focus on mentoring with any additional funding to support programs for young men of color.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Summer planning to host quarterly activities with male students, including budgeting and outreach. Beginning on day 1 of school, all males bringing students to school will be greeted with respect and encouraged to participate throughout the school year. Simon staff believes that acknowledging all males that come into the building feel more valued, respected and eager/comfortable to come back.
 - Simon staff will begin working with male students in grades 3-5 by asking students who the most important male influence is in their lives. Whether it is a father, uncle, brother, sibling or coach, the team believes that by allowing the students to pick the person, they are sharing that they are comfortable with the person and eager to participate in school activities with them. The staff will also survey students for the types of activities they want to participate in. Some examples are: sporting events, meals prepared by males, literacy events (i.e. sleepover, Friday night events etc.)
 - What Simon staff would like for central office to consider: Working with Human Capital to see if incentives can be given to male teachers who are deemed highly effective and wish to work at their school.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
 - The Simon ES staff has several opportunities scheduled to visit other DCPS schools to share best practices (i.e. Blended Learning tour to Randle Highlands, school partnership/branding and community outreach with Hart MS and Ballou HS.)

KETCHAM ES / MALCOLM X ES @ GREEN

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?
 - It is important that mentoring programs develop a love of reading for boys of color in addition to the support for reading they will receive. It is not enough just to get them to read as an intervention strategy so the mentors really need to model their own passion for literacy and go beyond helping boys of color learn how to read better.

- DCPS should think more about Summer Reading Loss and look in to partnerships with organizations like Freedom School.
- Schools need to make sure the literature that is selected and used with boys of color is culturally relevant. Our boys of color need a variety of texts they can relate to in order to hook them into the process of reading as a strategy to establish a genuine love of reading.
- Reading connections should be deliberately made and connections to every single aspect of our lives should be shared with our boys of color.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Literature selected must be culturally relevant.
 - Align Cornerstone Projects with STEM Components.
 - Consider opportunities to develop projects aligned to external programs and organizations like Odyssey of the Mind.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Build our district's capacity to benefit from Gifted and Talented Training and Professional Development.
 - Ensure Assessments are Performance-Based.
 - DCPS needs to ensure that everyone is normed around the Cornerstone Assignment s - DCPS should develop exemplar or model "Cornerstone Classrooms and/or Cornerstone Schools" throughout the district - several models in each Ward. Teachers and Instructional Leaders should be able to go on instructional rounds throughout the district and see Cornerstone Assignment s in Action.
 - There must be accessible training for all teachers and instructional leaders.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - High Quality and On-going Training must take place – no more ‘Sit and Get’ PD and Training
 - A common definition of RIGOR must exist across the district at each level
 - Professional Learning must be job-embedded and ongoing.
 - Strong consideration for the timing of trainings. Too often, teachers are asked to attend PD opportunities on regular school days. It is important that trainings and PD in general takes place at appropriate times throughout the year.
 - Cornerstone Assessments must be computer-based and aligned to PARCC assessments.

TURNER ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - In our ECE classes our males of color require a ‘hands on’ learning style or the school at least needs to meet their needs.
 - Our discipline structure/responses may not actually serve the student (i.e. - no recess, in school suspension may not be the right strategy) How can Turner be more culturally competent with our discipline?
 - How does our school empower our parents to better understand their children, and get them engaged?
 - Our kids need more fun, and chances to build character skills.

- Turner has kids with a lot of anger and not the staff who can manage it.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Turner needs PD –learn about pedagogical practices, what best practices look like , learning
 - Reevaluate our existing discipline policies and structures to align to more effective new strategy.
 - Building in more time for physical activities (both before school, hall transition).
 - Our school needs a real comprehensive plan on how to engage and empower families to better understand their children (get families to show up, get them invested in learning goals within the school). Turner also needs a partner who is expert in this work and can lead this work!
 - Our school community needs experts who can teach us best practices
 - Opportunities for clubs, athletics etc. Is there a way to work this into our specials block like an electives classes?
 - A behavior specialist on how to deescalate; and people who can help with the behavioral science.
 - Along with wrap around programs that are in the school that can serve the whole family
 3. If you had \$100,000, what would you do with it to support this work?
 - Trainings for staff on culturally responsive learning.
 - Site visits to schools that do work this really well.
 - Expand mentoring through literacy options.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - IB schools have their own cornerstone projects would be great. And get the IB schools to participate in the tool creation.
 - This would also address our school-by-school challenge of requiring our teachers to be curriculum specialists. Our teachers are not curriculum specialists and this would eliminate that.
 - Pay teachers to help create these tools.
 - Get teachers together in advance to discuss how they'll get their kids to reach the goal.
 - Such great benefit to students.
 - This very much aligns to the IB program.
 - Is there a way to connect the DC Meets Washington and OTL's field trip work and link this to cornerstones?
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Likes the idea of cornerstones
 - All of our summative assessments per unit is project based and has a performance task component.
 - Our current challenge is scheduling
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - Turner is an IB school, so if the cornerstone does not align to our global themes, these would contradict our curriculum
 - What resources will be given to us?
 - And you need to give teachers enough time to actually learn it, understand it, and prepare for it.

- How do you fit this in to the curriculum schedule, especially since you're trying to keep a pace (Scope and sequence)
- How do you get teachers to 'own' it? You need to give them enough time to discuss it, modify etc.
- Trying to do 5 cornerstone projects in year 1 could lose meaning; doing these projects takes a lot of time and teacher prep time. Building up to it over time.
- There is a need PD for our teachers.
- The roll out is important –ramping up teacher skill and vision around these tasks and buy-in.
- If this is going to be a priority, it needs to be focus on summer planning, first learning cycles
- There should be a pilot year—and then the teachers who successful implement are the voice when it goes to other schools

What Should We Stop

- Can IB coordinator take over Live It, Learn It's field trip work? Set a clear goal on field trips you want at start of school year so that person can implement."

What Else?

- Do more data analysis on our partners before expanding (Reading Corps).
- Build a committee within our school to manage some of this EMOC work or other partnership work so that the teacher can implement even as the budget ebbs and flows.
- Rethink about master schedule and the school day to totally change our specials schedule and let partners participate. (How does a school get Dance DC)? Can schools have specials run by community partners so it feels like electives (6 weeks of chess, 6 weeks of cooking).

DREW ES /SAVOY ES

Empowering Males of Color

1. Collective Discussion

- Our schools need to have honest conversations around race, equity, and class. It goes beyond just black or white. Whether you have money or don't.
- A lot of our students think white is right, so providing them with exposure to black males in suits will allow them to dream bigger. At our school there is a total difference when there is a Master Educator whose white come in. Their attitude, everything changes. Providing exposure is big. It can be a challenge for parents to address the needs of males. Parent involvement is important because the school is saying one thing and they go home and hear something else.
- Need to make it meaningful to people so young men can see their goals. DCPS must really pull out those indicators and those numbers. Have conferences around the demographics and outcomes.
- More funding for Life Pieces to Masterpieces after school program.
- Trying to increase the number of African American male teachers. Giving them additional supports to pass math praxis. Once male teachers of color are hired put them in a cohort model.
- Go to TFA and say – you have a more diverse teaching force than anybody – if you give us your MTOC our school wants 20% of them DCPS will pay the cost for them. Part of it is a pipeline issue.
- Let's say those TFA and DCTF, the individuals not of color. When DCPS does a lot of the hiring, is part of the model to do PD for them?
- Understanding culture is more than race. You can have African Americans that don't understand other African Americans

- How can our school make this work priority? If DCPS knows it needs to be done and in a deep and meaningful way, what is the plan to do it?
- Equity scorecard. Providing principals with data points to work with your teachers.
- Another thought: efficacy of single gender classes? How low does efficacy go? Can you do kindergarten?
- What you may need at Drew may be different than the needs at Savoy?

Equity in Academic Rigor

1. Do you anticipate any complications or challenges from Cornerstone Assignment s?

- Making sure to make this work clear to teachers it's not evaluative.
- Is it going to take place only at school or are kids expected to work on it at home? Parents would definitely benefit with some support – how could they effectively assist their child at home?
- Yes, there are 35 days but a cornerstone project takes time. A lot of energy and time. Summative assessments teachers are planning for. Teachers want to plan for their unit tests. Can't spend all this time writing a narrative or opinion piece. Need to think about how much can teachers do? Our units are still really packed with tons of standards.
- Needs to be really well thought out. Build the plane way too often while it's in the air. If DCPS want equity and rigor that needs to stop.
- Access prior knowledge. Another school might be at a different point – it might take 7 days one place, 3 in another. Building a ship – what is a ship?
- If this will happen at home who will be responsible for supporting parents? Teachers, district?
- Would it be possible to do 2 projects? Or a project stretches across 2 units.
- Or the Camp Schmidt thing – all third graders go somewhere. Kind of like a live and learn it experience. I don't think teachers would be so averse.
- You could build on that. All 3rd graders for unit one go to the national mall, for example. Scaffold it.
- It would be great if students could collaborate with other peers at other schools.
- Video chatting. Long distance learning labs.
- When my school did these kinds of things there was a fair. Students could show what they learned. There would be a fair and community members would score the work. Get a clear picture of how equity and academic rigor works at these schools.
- Have to get teachers on board now to make sure it is fully baked. Let them have choice as far as text sets. You select this textbook, what if teachers tried something more, there are cultural aspects to this. If you had a text that involved something with civil rights. Are there options to select a core group of texts – how much in the way of options within the core group of texts?
- Maybe three Cornerstone Assignment s and you pick one.
- Want to see some choice. Not too much choice though. Choose one that you want to do. Maybe just two options.
- Minimizing the number of projects. Just one. Pick one. Give the district time to plan what it's going to look like, and plan the supports that go around it. Make sure that the coaches are well aware and capable of supporting the work.
- Communication is key.
- Saying you have to teach this and grade it at this time, and send it downtown so they can norm it. I can see so much push back coming from teachers. Not me, I'm all for it, but there are definitely teachers who would not.
- I would be curious to see what the planning would look like. How much planning will take place on your own. If everybody's on the same thing, how much choice do you really have?
- If you want that level of rigor you have to spend that time, you have to make sure teachers understand every part of it. Make sure it relates directly to what you're already doing.

- Would this be something for every content area?
- What about during the roll-out?
- Some kind of trial run to make sure you work out all the kinks.

2. Collective Discussion

- Looks different because in some schools students are writing essays – different rubrics.
- Will these projects align with unit assessments, which align with PARCC? Have to make this work across the board.
- Our school thinks this great. Immediately I thought of my rigorous project every 5th grade students had to build a ship that could float for 3 minutes. Every 5th grader, the 5th grade teacher said if it doesn't float you don't move to 6th grade! Everybody looked forward to it.
- If there's a crunch for time is there a way for schools to adjust?
- How will the Teacher's Union respond to this? How does the school engage all the stakeholders; Principals, Instructional Coaches, Teacher's Union, Superintendents?
- There was a time when schools had to do the speaking samples. Everybody had to do it, it was a requirement. They had to be sent downtown and used for norming.

MOTEN ES / ORR ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Not enough role models in the school. Kids are very active and energetic. Kids need basic role models to help them.
 - Mentors. So helpful when it's someone outside of the school. It means so much when there are consistent male mentors in this role. Having that person follow over years.
 - This consistency piece is so important. That someone is going to be there each and every week.
 - This has personnel implications for our schools. There are not a lot of males of color in the pool to hire. One wish there was more high quality to choose from in our professionally recruiting pool.
 - Mental health personnel would be a big support at the school.
 - A curriculum that is culturally relevant to young men of color. Building self-esteem. Teaching the whole child and helping them see themselves in historical context. A solution that helps both boys and girls.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Culturally responsive training for teachers. Specific training for teachers to teach young men of color.
 - More opportunities for HS students to come to ES to mentor kids in an organized way.
3. If you had \$100,000, what would you do with it to support this work?
 - An African-centered rites of passage program (similar to the whole-child program). There are several books on the subject. Some projects in the community (Nation House).
 - If our schools had the money, there would be funding for another reading specialist. I also think some class that helps young boys understand how to fit in/grow up as a young African American male.
 - Single-gender classrooms. Some organized feeder for Urban Prep. How can our school build a foundation where kids get ready for a school like Urban Prep?
 - Some kind of family-oriented education program. Something that could help families.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - One remembers the culminating experiences from my own learning. So those are huge. The biggest win gives teachers a chance to look at student work in a uniform way, across the school and the city.
 - With transition to PARCC/Common Core, having exemplars for student mastery. It will be very specific and helpful.
 - A common definition. One of the things the instructional superintendent gets more excited about is making the assessments more authentic. This could really do that
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Early roll out to teachers. They need to understand the “why” and what impact it has on their classrooms.
 - Give us exemplars for what assignment mastery should look like.
 - The month of May would work to start to prep teachers for next year.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - Timing. To get teachers to do something different once school starts, in order to start early with this.
 - Teachers need to start seeing new lessons in June in order to prepare.
 - Resources / money, to fund trips etc. Technology, students need the ability to access technology even when they’re outside of school. Schools need stronger partnerships with libraries, embassies, etc. to make these learning experiences happen.
 - Having equity across schools so that kids at all schools have access to the same things.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - More social emotional supports. Budgeting is a big part of making that a priority.
 - Lesson planning. Having high-level professional development to help us improve lesson planning. To really train us in implementing high-quality rigorous lessons. How does one plan it in a way that’s efficient? And then build in time in the school day to do that planning.
2. **What should we stop doing?**
 - When schools get PWP in the form it comes in, it’s so hard to spend. Our school enjoys the additional money, but it’s not flexible in the way that it comes to us. Take the PWP funds and put it in our budgets in a way that’s easier to spend.
 - Unit Assessments. Maybe these cornerstone assessments could take the place of this unit assessment.
 - PD Days. Teachers need PD, but do it differently. More at building-level.
 - At some point, add high-quality PDs (YMC, Cornerstone Assignment s, around district mandates.
 - PD Days, not a productive use of teacher’s time. Also, half-day grading days could be combined with PD days. A lot of times the PD is redundant.
 - Stop printing the IMPACT books and resources every year. Schools don’t need a new set every year.
 - Master Educators. One believes that is a huge chunk of money that has not been proven by research to add value to the teaching force. If the fear is principals’ not doing their jobs then put resources and if necessary sanctions in place to make sure that schools are accountable to doing our jobs.

J.C. NALLE ES / PLUMMER ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Males of color need more positive male role models.
 - Our school needs more males in the school building.
 - Recruitment of male teachers that look like our students.
 - Lack of parental involvement.
 - Abuse
 - Many males have a hard time choosing appropriate behaviors due to the lack of exemplars.
 - Not a lot of instruction from a male perspective.
 - Low expectations (students begin to internalize the low expectations).
 - Our schools have to make sure that the bar is raised and show males of color how to persevere.
 - Training the teachers how to teach our males (Best practices... Professional Development Opportunities).
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Training the teachers how to teach our males (Best practices... Professional Development Opportunities)
 - Educating teachers on the challenges the young males face, so they can become more sensitive.
3. If you had \$100,000, what would you do with it to support this work?
 - Identify most challenged boys, find out what assistive technology would work for them... purchase technology to support development.
 - Additional Field trips.
 - Modify Curriculum
 - Develop boarding school component.
 - Find camps that students are interested in and enroll them in the camps. Or create camps (computer and tech)
 - Start a male club (Boys II Men).

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Provide a clear and consistent, well thought out rubric... based on real world outcomes (measureable and attainable).
 - Give strong suggestions within the units.
 - Provide solid examples/exemplars.
 - Provide the resources to go along with assignments.
 - Expectations must be set that Special Education is not excluded.
 - Differentiated exemplars, in addition resources are imperative.
 - Build creativity depending on the assignment.
 - Teacher instruction will improve along with increased rigor.
 - Students would leave elementary prepared for middle school (gain skills necessary).
 - Give them the opportunity to fail and be okay, because they can improve on the project.
 - Develop leadership skills while placing ownership on students.

2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Make different projects for the various curriculums (while still being consistent).
 - Common themes but specific to the pedagogy style of the school.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - Getting buy-in from teachers.
 - School need clear and cogent exemplars
 - Lack of strong technological infrastructure (schools having a high enough bandwidth to run adequate programs).
 - Not having a set aside budget for Cornerstone projects.
 - Materials not given to schools in a timely manner.

RANDLE-HIGHLANDS ES / POWELL ES

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?
 - Sense of urgency for academic achievement should not supersede social-emotional learning – if no tolerance, we lose those students; teachers need support on understanding developmental stages, impact of trauma (poverty like PTSD) on brain development; social service piece (e.g., homeless services) needs to be ramped up – need PD on these effects and support to manage and empathy (need more of Dr. Holley's work).
2. If you had \$100,000, what would you do with it to support this work?
 - Camping trips – get out of the school and becoming exposed and doing a Chesapeake Bay trip.
 - Current instructional program is geared toward girls – want to build in fishing, camping, Legos
 - More music and arts – students who were more challenging; marching band would attract more males: hope the school can tweak it.
 - In bilingual school, machismo matters: need to harness boys as leaders in positive ways and include girls.
 - Social-emotional well-being matters: deficit of avenues for boys to express themselves, support for challenging home situations, have students write from those challenging life experiences.
 - At Randle classes are gender-based from grades 3: boys come out of shell more because they don't need to be cool in front of boys – an area to pilot – need to be departmentalized.
 - Focus groups to ask the boys what to do.
 - Bi-literacy is important: how is DCPS building in respect for immigrant families? Monolingual is the new illiteracy. Encouraging families by saying it's OK to speak home language at home. Our school had PK parents refuse services because they fear home language will hold them back. It creates anxiety for students if they don't speak the language, esp. very rare languages/dialects. If parents don't have students practice home language, students learn lessons about home culture, affects self-esteem.
 - Transportation is challenging – for SPED students it's affecting our attendance.
 - Need training on how to deal with students with challenges: don't want to see scare or punitive tactics / better partner programs

Equity in Academic Rigor

1. Do you anticipate any complications or challenges from Cornerstone Assignment s?

- Some teachers don't have skills to implement project-based learning: teachers need training for implementation. For example, our school is careful about hiring teachers from PG County after 2007 because they use scripted lessons and don't know how to write their own or deliver non-scripted units. Need to be able to narrow focus, have a repertoire of activities to meet outcome – it's got to be a long-term plan. Will teachers send activities home, do it in school?
- As a parent, I'm frustrated with the fact that there is something new every year. If a student goes to a Montessori ES and MS, but not HS – what's the long term plan?
- Teachers will be frustrated if they're not successful when they're not trained.
- It takes 20 trials to adopt a new practice: Teacher need tools, observations of successful practice.
- How will schools differentiate lessons? One size doesn't fit all for students – does it for schools? Communities? Does it work in a bilingual school / for newcomers?
- Make sure teachers have what they need at the school level.
- Need to consider how it affects other school initiatives (e.g., GRAPHS [SIC] projects at Powell)
- Pilot would be better – don't want things tested on my students.
- Need guidelines on expectations – guidelines, vocab, etc. so "report" isn't 2-pages at 1 school and 2 sentences at another.
- It will be a mistake to throw out Cornerstone Assignment s next year: PBL is a skill teachers have to learn. Needs to be a slower roll-out.
- Logistics and standardization is what makes this tedious.
- See how there's pushback on Common Core given there's not great roll-out.
- What's more helpful is coaching on the generalizable skills FROM Cornerstone Assignment s.
- "This is missing the creativity. Don't invest \$ in Cornerstone Assignment s, invest in teachers.
- Our school is imagining the PD Day: it will be focused on reading"

HENDLEY ES / HOUSTON ES / AITON ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?

- Getting boys to respond to adults in positive way and showing them that adults are there to help
- Having engaging extra-curricular programs that they want to be a part of, and having staff familiar with community/students to support programs
- Gap in expectations/behavior between home and school, students arrive at school with built up anger.
- Boys in ES don't have male role models at home or in school, don't see men working together in jobs.
- Young black males want everything right now, difficult to teach self-discipline.
- Parental issues- how can school bring parents in to ensure that the kids get help?
- Difficult to teach important skills during school day (self-discipline, self-awareness, cultural empathy and character education).
- Family engagement with black males, a lot of males are dealing with social-emotional issues and cannot engage in academic piece of school, behavior leads to students missing instruction time and extra-curricular activities.

3. What is one thing you believe can improve outcomes at your school for young males of color?

- Build community for boys from beginning of school (if never told how to talk out problems then always going to hit). Programs/wrap-around services for parents and community to connect and support students.
 - Mentors can improve outcomes.
 - Training on empathy for school staff specific to school community/neighborhood (one size fits all doesn't work for every neighborhood/school).
 - More training for adults on potential triggers based on culture.
2. If you had \$100,000, what would you do with it to support this work?
- Pay for additional staff to support extra-curricular activities: drum line, music, dance, sports
 - Work with recreation center and community to offer additional activities.
 - Transportation to go on field trips so students see more than just their school/neighborhood.
 - Provide ways for kids to learn proper behaviors (PlayWorks or DPR).
 - Character education program for single gender starting in K or 1st grade and specific to challenges of school
 - Cultural empathy training for school staff.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
- Expose kids to opportunities they would not have experience otherwise (coding, STEM projects, action plan for life/career, etc.).
 - Opportunity for students to show off and be recognized/awarded for their work.
 - Show mastery of material beyond standardized testing.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
- Improved technology and infrastructure.
 - Teacher training/PD, way for teacher to ask questions and get answers (not just a packet).
 - Video modules of what lessons should look like or checklist.
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
- A lot of admin time to ensure everyone following structure.
 - Will it be based on math, literacy, etc. and will this change required staffing/hiring?

What Else?

1. What else would you prioritize at your school to improve student achievement?
- Creation of language programs.
 - Behavior training for teachers.
 - Character education for schools that need it (some are currently doing it on their own).
 - Communication/outreach to parents (i.e. - about grades, robo calls).
 - Making service providers full time in 40/40 schools (mental health, universal across schools)

M.L. KING ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Not enough male role models/mentors especially in elementary schools.
 - Peer pressure
 - Meeting males of color where they are academically.
 - How does King invest in programming to meet specific needs?
 - Not enough to engage their interest - what programs are available.
 - What are the ways to get the attention of males of color?
 - Exposure to outside world - outside of their environment
 - Parenting support and outreach

2. What is one thing you believe can improve outcomes at your school for young males of color?
 - More activities to engage young men of color.
 - Programs that interest young men (and women too) computers and robotics
 - Mentoring programs and discussion groups/peer mediation would improve outcomes for males of color.
 - Lack of empathy from staff/ not able to relate to the - culturally responsive teaching.
 - Visit with other schools.
 - Programs for social acceptance.
 - DCPS leadership to speak to students.
 - Departmentalize classes by gender.

3. If you had \$100,000, what would you do with it to support this work?
 - What programs does DCPS have that will empower our students to become- socially well round, sophisticated, high educated?
 - Reduce class sizes.
 - Departmentalize classes by gender.
 - Recruitment of more male teachers.
 - Partnership with mentoring programs.
 - Trips to the outside world.
 - Retreats for males.
 - Camping trips
 - Visiting with others school.
 - Community services hours for mentoring students from higher level students.
 - Rites of passage program.

What Else?

- Establish an incentive program to celebrate and recognize all employees.
- Bring a positive attitude on school visits.
- All ES schools should have a .5 math coach.
- 40/40 schools need 3-4 reading specialists
- More tutoring programs

- More enrichment programs
- TAG programs in ES
- Equitable distribution of resources, equipment, food, and tools.
- Teacher incentives for excellent performance and broadening for support staff
- Stop buying programs without getting stake holders feedback? Improve and publicize the process for selecting curriculum tools.

STANTON ES

Collective Discussion

- Stanton has two budgets: Scholar Academies and DCPS.
- Given that the majority of both budgets go to human capital, who is actually in the building and which people are overseeing programs?
- Is Stanton using all the adults as effectively?
- Are the adults all contributing to the broader goal?
- How can Stanton look at existing staff and existing talent to better distribute man power?
- How do schools better support boys of color?
- Everyone plays a role, but staff needs to figure out what the school is willing to give up given the projected enrollment?
- What do schools do if they're consistently overenrolled but their budgets the same?
- Our principal's objective is to get back to budget neutral. Nervous this year about the budget not having everyone in it. Where do I access people? The things that the principal prioritizes might be different than what staff may prioritize. What are the things the school could potentially get rid of? With what the school has left, where does the shift happen in order to continue being effective? As an elementary, there are a number of things that school does not need.
- Behavior techs sometimes seem to be a band aide, not a long term solution because it's more centered on putting out fires.
- Stanton has been fortunate to have partnership funds. It's come to rely on have become wasteful. E.g. Food for parent events. Reading Mastery is another example. Scholars Academy funds feels like quick fixes. Our school has to begin building a sustainability plan so as not to rely on funds that may not be there in a few years.
- What are the things that our school absolutely feel are nonnegotiable?
- When you think of Stanton, what is the one thing Stanton would be different without? (student satisfaction, family engagement, academics and people) It would not be Stanton without:
- Field trips such as the University Trips.
- Home visits
- Cultural systems and structures.
- After school programs- parents rely on after school.
- Extended day- I block
- Would like to see or have more time to actually build culture with kids.
- If teachers have more time to build culture and behavior management, does it then warrant having as many behavioral staff?
- Would Stanton be Stanton without departmentalized grades? YES but it doesn't mean that everyone has to be. Perhaps there are different models. Maybe instead of 3 sections, just have 2? Randle is dept. and gender based. (Concerns around what happens in MS after being at Stanton.) Is the achievement different if classrooms are gender based? Failing the boys. Is it possible to address during advisory? Missing the repo ire with kids at times.
- Relationships with kids and families

- I would really like to see:
- A family resource center
- Creation of student centered lobby and student resource room.
- Robust and instructional sound after school programming.

LECKIE ES / GARFIELD ES

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Having instructors students can identify with.
 - Socio-emotional needs are not being met.
 - Students/families live in poverty.
 - There is a lack of positive male role models/mentors.
 - Need to utilize the services of Big Brothers/Big Sisters.
 - Students are coming single parent homes.
 - Accessibility to rigor is an issue because of the varying levels of all the students.
2. What is one thing you believe can improve outcomes at your school for males of color?
 - Teach students how to master the standards from previous grades because students are below grade level.
 - Standardize the instructional practice; students should be learning the same thing no matter where they attend school.
 - Schools have to take risks and do something different to get a different result.
 - Expansion of the Extended Day Programs.
3. If you had \$100,000, what would you do with it to support this work?
 - We would purchase additional robotics supplies and another go-cart
 - Partner with a program that works with males of color

Equity in Academic Rigor

1. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Currently using Cornerstone Assignment s for each grade level our school is excited about it!
 - Should use PARCC rubrics as a measurement for next year to identify the gaps. PDs could be created for principals and teachers based on this data.
2. Do you anticipate any complications or challenges from Cornerstone Assignment ?
 - Will it take the place of a full instructional unit?

Improving High Schools

1. Collective Discussion

- AP classes for all students.
- Ask students what career path they would like to take before scheduling them for classes to prevent constant failure or increase of truancy.
- Get away from seat time and change over to mastery of the concept. Students are being 'held back' because of the current way things are done. This could help students who are behind who do well in certain subjects (i.e. art, music).
- Encourage students to double-down in terms of their courses to either finish early or finish on time, if behind.
- A variety of courses needs to be available to students.
- Money should not be the issue.
- Expose students to as much as possible.

PATTERSON ES

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignment s in your school?
 - Humanities-focused assignments.
 - Re-enact important moments in history with a focus on black history, such as the Harlem Renaissance, including music, literature/poetry, etc.; allow students to be creative with the set, writing/script, etc.
 - Recreate period paintings.
 - Have students act as a museum curator.
 - Create a living museum with each grade level/class owning a part of the history and presenting to their peers.
 - Have students learn about their history and modernize it from their perspective.
 - Allow students to collaborate with one another.
 - Have parents come in to view each of the rooms.
 - Math-focused assignments.
 - Focus on finance and budgeting/economics
 - Create a stock market assignment that incorporates literacy, math/econ, history, exposure to careers, etc.
2. How can we position your school to be successful with Cornerstone Assignment s next school year?
 - Establishing partnerships that will help foster and promote real-life exposure for students.
 - Money for materials, supplies, props, costumes, etc.
 - Provide us with tools to help assess students understanding of the content and assess growth.
 - What will be the duration of these assignments?
3. Do you anticipate any complications or challenges from Cornerstone Assignment s?
 - Cost
 - Scheduling/having the time to develop it and make it happen.
 - Prioritizing this among all competing priorities.

Empowering Males of Color

1. What is one thing you believe can improve outcomes at your school for young males of color?

- Big Brother program.
- Stable mentors- physically, mentally, emotionally, financially, etc.
- Parent centers
- Building trust between student/family/community and mentor/others.
- Male group so boys can talk through their problems, but need for follow up.
- Having government organizations adopt a school with time off from work to mentor.
- Mentoring experience that takes them outside of the school.
- Exposure to a variety of professional and vocational careers.
- Field trips to selective high schools in DCPS.
- Future Leaders of American Government, how do we bring this to elementary schools?
- Connections with college mentors who speak to students about how they got where they are.
- Placing college banners around the school.
- Empowering parents to support their students.

2. If you had \$100,000, what would you do with it to support this work?

- Invest in a parent center that is a dedicated space with computers and staff that can assist families with finding employment.
- Have an outside group come in and do a round-table discussion with our young males.
- Mentor shadow days where students visit their mentors' place of work/internships and expose them to a variety of careers, provide students with transportation and a Sunday suit so they can feel and dress the part.