

DCPS-BUDGET MATTERS: DEVELOPMENT OF THE FY16 BUDGET

TABLE FACILITATOR NOTES CARDOZO MEETING JANUARY 20, 2015

The following notes were taken during the Chancellor-LSAT Budget Engagement Meetings held at Cardozo Education Campus on Tuesday, January 20, 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. 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

TABLE OF CONTENTS

BANNEKER HS.....	2
MAURY ES	2
CAPITOL HILL CLUSTER/CAPITOL HILL MONTESSORI	3
DUNBAR HS/WALKER JONES EC.....	4
SEATON ES/ROSS ES/MINER ES.....	5
WHEATLEY EC/BURROUGHS EC	5
NOYES EC/LANGDON EC	7
TUBMAN ES.....	7
BRUCE MONROE ES @ PARK VIEW	8
CARDOZO EC/LUKE C. MOORE HS/WASHINGTON METROPOLITAN HS.....	9
BANCROFT ES/J.O. WILSON ES.....	10
GARRISON ES/CLEVELAND ES	12

SCHOOL WITHOUT WALLS @ FRANCIS-STEVENSON/ SCHOOL WITHOUT WALLS HS.....	14
AMIDON-BOWN ES/JEFFERSON MS	15
ELIOT-HINE MS/EASTERN HS	16
LANGLEY ES/MCKINLEY TECHNOLOGY EC	16
HD COOKE ES/PAYNE ES	18
SCHOOL-WITHIN-SCHOOL @ GODING	19
BRENT ES/THOMSON ES	21
ROSS ES.....	23

BANNEKER HS

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Banneker has one teacher teaching 135 students in Latin. Want to consider online resources to help support this teacher. Already considered the idea of having the district support one language teacher that taught on an online platform accessible to multiple schools (i.e. one person could teach five Spanish classes in five different schools). This would help Banneker and other schools.
 - Also interested in the district investing in other online resources such as Rosetta Stone or other curriculum models. Currently, Banneker uses turnitin.com which costs almost \$4000 per year. These resources could be used elsewhere.
 - Would like an online database with a number of these resources for schools to use to select curriculum models instead of being told to run a specific one or two models.
 - The IB program could use more specialty funds, but prefers having the funds put directly into the school budget as it currently works. *(note: currently, IB budgets are loaded into the central office budgets and distributed to schools from there)*
2. Which of the proposed funding areas is most important to your high school?
 - Could work on all of the proposed funding areas better with smaller class sizes. Advanced classes should be smaller because students need more 1:1 attention. College and Career Prep classes need to be smaller as well. It's difficult to have one person reading 135 college essays. In terms of equity and student satisfaction, teachers build stronger relationships with students and invest in that connection when there are smaller class sizes. Banneker doesn't have a lot of teachers and staff, so having more teachers could allow each teacher's ability to teach to each student. Low staff numbers also takes away from the school's extracurricular offerings, as teachers do not have time to plan and sponsor additional clubs or activities.

What Else?

1. What should we stop doing?
 - Using Carnegie units and in-seat hours and moving towards competency based learning.

MAURY ES

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Expanded academic rigor in IB (IB Programs in both middle school/high school (HS) feeders Eliot-Hine and Eastern); the ability to think holistically is valuable.
 - Integration among disciplines to help prepare students for the academic rigor of college courses.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Lack of positive male role models.
 - Large class sizes.
 - Engagement in academics.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Structured and consistent tiered discipline. Continue to make behavior model and routines clear, structured, and consistent school wide. Use St. Anselm's tutors and Literacy Lab in a strategic way.
 - Empower parents to provide more academic support and build on Flamboyant Foundation partnerships.
 - Continued mental health support.
3. If you had \$100,000, what would you do with it to support this work?
 - More space and more classes in order to reduce class sizes.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Need a full time social worker and would like to continue to staff the mental health team (see connections between this and challenges around the males of color and academic rigor priorities).
 - Would like to keep class sizes small, or at least the ratio of students to teachers small. LSAT did a survey and this reflects their priority goal.
 - Put more resources towards our struggling learners.
 - Another instructional coach to support demanding curriculum.
 - Classroom sizes are growing and growing, especially at the lower grades, but there is no more physical capacity at the school. Although a proposed expansion of the school (which would add classroom space) was originally slated for this year, it has been pushed back until 2018. But well before 2018, DCPS is proposing to expand the boundaries of the school, while more and more families are moving in-bounds to this school of choice.
2. What should we stop doing?
 - Foreign language requirement, which has been imposed in a back and forth manner. Had a part time Spanish teacher that taught every class for one day a week for a year and then did not have that teacher the next year. It's distracting and not worth it for one day a week. Decided to invest in an inquiry-based science teacher (STEM) instead.

CAPITOL HILL CLUSTER (PEABODY ES, WATKINS ES, STUART HOBSON MS)/CAPITOL HILL MONTESSORI

Improving High Schools

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

- Eastern is the high school feeder for the Capitol Hill Cluster. Invest in instrumental music and music instruction during the school day at Eastern. Be thoughtful about vertical alignment. Students are in robust music programs from K-8, but if they choose Eastern, they have no option to continue. This causes many students and families to choose other DCPS high schools or private schools.
- Also, design an outreach strategy to middle schools in the feeder pattern. It's a tough transition from eighth grade to ninth grade for students, so better programming and outreach to connect with middle school students and families early on will help change perceptions and educate families about DCPS high school options like Eastern.
- Finally, maintain support and investment in the cohort program, academies, application-only honors program at Eastern. These provide attractive options for high-performing students.

DUNBAR HS /WALKER-JONES EC

Improving High Schools

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

- Counselors are constantly scheduling and have little time for counseling. Need extra counselors to work with high needs and ability to be mobile (moving around the school and addressing issues/crises as they arise).
- Need more teachers with new students, but those staff assignments are not allocated on an ongoing basis.
- Expand Twilight program at all high schools by changing the timing of school day and allocating positions to be able to teach during the non-traditional school day.
- Summer youth employment opportunities are only with government partners. DCPS should fund all summer internships for students.

2. Which of the proposed funding areas is most important to your high school?

- Floating specialty teachers for enrichment opportunities.

What Else?

1. What should we stop doing?

- Distributing IMPACT guidebooks every year.
- Read 180
- Requiring students to take the following tests: PSAT testing for 11th graders; the Achievement Network (ANet) testing; and Paced Interim Assessments (PIA).
- Providing free summer school. Parents should pay for summer school, like the model in Prince George's County schools.
- Hiring Security officers. Instead, consider an exchange for school-based personnel.
- Offering extended day, which reduces interest in extracurricular activities. There is no data to demonstrate the programming is having the intended impact. Instead, consider having an extended school year, rotating students to reduce class sizes.
- Serving Chartwells food.

SEATON ES/MINER ES

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Consider adding either an extra hour or extra month of a school year, understanding this would affect staff pay.
 - Longer intermittent breaks would be preferred.
 - Year-long learning, smaller increments of time, win-win situation for kids and families (parents would prefer this).
 - More learning time would be beneficial for teachers to implement longer-term projects and activities. Students also would experience less learning loss.
 - Larger breaks throughout the day with at least 60 minutes of movement.
 - Breaks can be beneficial to teacher's emotional and academic growth.
 - Operational challenges predicted with an extended school year and/or school day include:
 - Families would have different schedules for their children who are in different grade levels. For example, a family with an elementary school student and a high school child would be particularly challenged with this kind of schedule.
 - Families that have planned vacations during the regular school breaks would be tough to plan around.

WHEATLEY EC/BURROUGHS EC

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
 - If schools coordinated these experiences, kids from different schools could meet and experience them together.
 - This could make the early childhood program more rigorous at our school.
 - Blended learning lets us learn across subjects. The Cornerstone Assignments would bring project-based learning across subjects, in a more experiential way.
2. How can we position your school to be successful with Cornerstone Assignments next school year?
 - A well thought-out professional development session to ensure teachers have the skills, tools, and resources they need to implement the programs.
 - Explain why Cornerstone Assignments are being implemented, how long this will be implemented (or is this just a pilot), and give an anticipated timeframe of how long the program will be implemented at DCPS.
 - Although we have *Tools of the Mind*, it doesn't give teachers an opportunity to increase rigor. If DCPS creates experiences for higher learning, teachers can increase rigor.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
 - Teachers need to have space to believe in what we're doing. Some teachers feel very confident in their teaching style and content, which is good. Sometimes we change expectations, and teachers lose confidence that the new initiatives are permanent. DCPS should keep this in mind when considering if these initiatives

will be attached to the yearly teacher evaluation. In some cases, it might be better to leave it off the evaluation for the first year while schools and teachers adapt their models to include these initiatives, such as Cornerstone Assignments.

- Teachers are overwhelmed with new teaching initiatives.
- Originally, teachers did not like the blended-learning model ST Math, but because they see how it helps the students' progress, it has been prioritized.
- Additional professional development needs to be offered to teachers during the summer to help them become comfortable with the new Cornerstone Assignments implementation.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Suspensions. Discipline has become an issue, and kids are suspended. Perhaps if there were more partnerships that address social services and emotional support, kids would receive better support.
 - Maybe we don't need an in-school suspension room anymore.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Response to Intervention (RTI) is something that helps us diminish disruptions. Student Support Teams (SST) help us bring a level of consistency to how we support kids.
 - This structure helps staff and kids have a common language and expectation for behavior at the school through Positive Behavior Interventions and Supports (PBIS).
3. If you had \$100,000, what would you do with it to support this work?
 - Teachers need new smart boards. Most males need a tactile learning experience, and this tool helps teachers in the classroom.
 - Provide funding for a position to support PBIS, SST, and RTI.
 - Need a staff person that can focus on school climate and school culture.
 - The classroom management program called Conscious Discipline.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - More funding is needed to keep the STEM program replenished.
 - Work with the parents to facilitate learning at home, build relationships, and help families feel more welcome in the classroom. That would help us 110%.
 - Our work with the Flamboyant Foundation has actually helped us strengthen our relationship with families.
 - Our students need more life experience. It would be amazing to allow kids the opportunity to see what it's like in different parts of the world through activities like real-time video connections with classrooms in different countries or different cities.
 - More engineering at the early childhood level with activities like Legos, etc.
 - More funds to access the learning opportunities here in DC.
 - More time and investment in new programs, even if they do not immediately yield the intended result. Let's get things right before we throw programs and initiatives away. Give us resources, curricula, teachers, partners, etc. to let things grow. We moved on to Close Reading too quickly.

- More transdisciplinary focus area.
- More keyboarding.

2. What should we stop doing?

- Literacy PD is too segmented. We need to get better as reading teachers in phonics, close reading, etc. all at the same time.
- Teachers at my school aren't gaining anything from the professional development sessions they're attending. There's inconsistency in the training that teachers are getting. Teachers are not learning the same things in the same professional development session. PD isn't as good as it was two or three school years ago. It's more disjointed now.
- Taking teachers out of school for professional development during the school day. Schools can provide the same level of PD.

NOYES EC/LANGDON EC

Improving High Schools

1. Which of the proposed funding areas is most important to your high school?

- Recruitment and retention of new and current students and families.
- Partnerships for implementing new programs involving inquiry-based learning, experiential learning, drama, math, science, etc. (STEM partnership with local high school).
- Maintaining a safe and secure school environment.
- Partnerships with high schools to have students tutor and facilitate a math or science program.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?

- Partnerships with high school students to facilitate math and science enrichment programs.
- Partnerships with local universities and colleges to support math and science programs.
- Partnerships with businesses and organizations that are math and science focused.

TUBMAN ES

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?

- All third graders would get the opportunity to share their cornerstone project at the third grade fair. This will increase rigor and develop healthy competition.
- How does this overlap with character development? Grit? Teamwork?

2. How can we position your school to be successful with Cornerstone Assignments next school year?

- Make the learning fun and real (i.e. Saturday Academy).

- Partner with Live It, Learn It to build meaningful opportunities for students to have experiences outside of the school.
 - Build Mental Health partnerships. Students suffer from trauma at home, in the communities, and also in the communities of other family members, like those from war torn countries.
 - Ensure Cornerstone is aligned to the rest of the curriculum. There should be seamless, natural progression with a culminating project at the end of the year that is well planned and well executed.
 - Incorporate publishing parties. Cornerstone Assignments create a shared experience among students throughout DCPS, but publishing parties have a wow factor. A publishing party could be having a class research project about a country and then inviting partners from the embassies to view the projects. Students and parents come out for the celebration.
 - Develop partnerships and keep good partnerships like Live It, Learn It, but ensure the work is all aligned with DCPS curricula and assessment.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
- Keeping students motivated. Resources and books will be critical.
 - How will this be inclusive of all students and all schools?
 - How do you allow people to be creative without altering the assignment to make it easier?
 - Teachers need time to get together and plan. When and where will this occur? Is this funded?
 - Teachers will need administrative support.

BRUCE-MONROE ES @ PARK VIEW

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
- Ensures academic rigor is the same across the board.
 - Helps students who switch schools because it is a shared experience.
 - Students will look forward to the outcome of the project.
 - Students will play a role in the decision-making process, which will challenge them.
 - Interventions, differentiation, interest inventories.
2. How can we position your school to be successful with Cornerstone Assignments next school year?
- Teachers have to buy into this new model.
 - Partnerships with external groups, and reliable commitments from these partners.
 - Have projects/assignments that relate to the family unit (i.e. gardening, construction).
 - Build in checkpoints of success.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
- This program needs to be equitable for all schools. Schools need to have access to the same resources.
 - Provide real and usable feedback. Make schools aware of strengths and weaknesses through an evaluation system.
 - Will this process be inclusive of everyone to ensure no student is left behind?
 - Will there be multiple implementation options for schools while ensuring there is rigor?

- Need to structure time with students to check in and see what they have and what they know. Not every student may be meeting the benchmarks at every point throughout the year.
- How does this overlap with character development? Grit?

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - There should be a system in place or plan to reach out to the parents.
 - Many teachers aren't familiar with cultural backgrounds and differences of these students.
 - Having Professional development sessions on best practices in working with young men of color.
 - Find out what students love to see and learn and involve the parents.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - There are not enough opportunities for students to study abroad across the district. This will provide students with the opportunity to share their travel experiences.
 - We don't prepare long term. We typically plan day to day. In other places they expose themselves to other systems to learn best practices.
 - Using technology to learn about other schools and cultures.
 - Teach students about their own culture, not just during Black History Month or Hispanic Heritage Month. This should be ongoing and involve the community as well as college students.
 - We need to support immigrant students because the trauma they deal with is different. There should be a partnership with other schools with immigrant students.
 - Schools need to support each other in this work.
 - Character development through curriculum.
 - Parental involvement is needed. Parents need to feel welcomed.
3. If you had \$100,000, what would you do with it to support this work?
 - Partnerships.

CARDOZO EC/LUKE C. MOORE HS/WASHINGTON METROPOLITAN HS

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Lack of resources.
 - Positive role models.
 - Motivation to stay in school.
 - Family structure/lack of support at home.
 - Peer pressure/negative influences in community.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Mentoring program, trade/life skills/career programs, and additional opportunities that would provide real-life experiences for our students.
 - Multicultural male educators should be intentionally recruited.

- Single-gender classes.
 - Guest speakers.
3. If you had \$100,000, what would you do with it to support this work?
- Fund positions for Literacy Coaches, staff for a Life Skills Center/trade skills program. I would also fund a mentoring program, such as Troops to Teachers (*Troops to Teachers is a U.S. Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed.*)

BANCROFT ES/J.O. WILSON ES

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
 - Some teachers are receiving more preparation time to create these great lessons, gaining additional knowledge and insight, and are excited about the opportunity.
 - Performance tasks across all subjects. Students were required to prepare a second-term project and make a presentation.
 - Better access to resources, especially those that could allow students to go out and explore the city.
 - Inquiry-based educational resources
 - Students anticipate longer-term projects like these and it gives them something to look forward to throughout the year.
 - Access to some of the resources that other schools are using that speak to a specific standard.
 - Some teachers raise their expectations and their knowledge; seeing what other teachers are doing to raise the standard will help them push their craft further.
2. How can we position your school to be successful with Cornerstone Assignments next school year?
 - Take into consideration the variety of schools (dual-language school, STEM school, etc.) that will be running this program.
 - Present a well thought out a plan to schools.
 - Determine whether the work should be done at school or if the students are to take it home.
 - In-school projects must be configured into the entire academic schedule.
 - DCPS should consider what should be omitted to allow time for the Cornerstone? What should be adaptable? It could be unrealistic to focus on so many things throughout the year.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
 - The instructional model of the school needs to be taken into consideration when planning (i.e. a bilingual school).
 - Bilingual schools are spending half the time in an English classroom versus a Spanish classroom.
 - Departmentalize the resources to ensure they are visible within the instructional models.
 - Some schools do not have the funds to make up for what they may not get because of the Cornerstone Assignments requirement.
 - The students need access to the same materials and resources and should not have to complete these assignments without those resources because there is a lack of funding.

- The Cornerstone Assignments requires collaboration within classrooms that may not exist in a compartmentalized environment.
- Change the instructional calendar for the unit.
- Solid planning, starting with one to two Cornerstone Assignments.
- Teacher/Administrator involvement is key.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Resources
 - Personnel
 - Lack of positive male role models in the building who can engage with young males of color on a consistent basis and be inspiring to them.
 - Student exposure is generally with female teachers/staff. The way the students respond to the male teachers is different.
 - Teaching males hands-on activities that reduce sitting and listening time (i.e. lecture).
 - Instructional approach plays a key role.
 - Identifying potential male teachers and mentors and identifying male students who are interested in the education field.
 - Providing better resources and scholarships to help these students go to school.
 - Implementing measures for young males of color at ages 4-5 because that is when they tend to disengage. Many programs like this are targeted for middle school and high school students instead of elementary school students.
 - Understanding and using their life experiences to create better academic alignment.
 - Finding inspiration for young males of color to excel in academics instead of just athletics or other areas of interest.
 - Some students fear how their peers will view them if they do excel in the classroom.
 - Cultural confidence.
 - Educate teachers on projection and how to better communicate with students.
 - Leadership must lead with cultural competence and call out equity issues in the building.
 - Coaching teachers on how to approach the students who may not respond to them.
 - Engaging families in the conversation.
 - Establishing shared expectations among all stakeholders.
 - Create a resource to bridge the gap between the administration and the parents and identify resources for school staff and families that are available to them to address the cultural differences.
 - Consistency in presence
 - Constant presence of familiar faces they are comfortable with.
 - Retention of the teachers.
2. If you had \$100,000, what would you do with it to support this work?
 - Provide more literature available that is relatable to students, including books by authors of color, etc.
 - Parent outreach.
 - Bridge the cultural divide between parents who do not have a college or high school education.
 - Understand different parenting and educating skills.
 - Conduct more home visits. If we know more about the families, we can build more meaningful relationships.
 - Create a tutoring program.

- Begin an afterschool program for students that keeps them performing at grade level.
- Increase pay for more qualified after-care staff.
- Implement measures to make this an all hands-on deck approach.
- Make the after-care program more fulfilling for schools that cannot get extended day programming. Extended day should not be just for the lowest performing schools. Dual language programs can greatly benefit from extended day, making learning more meaningful and giving teachers more time to plan. It can be a tutoring model that can allow for more exciting learning.
- Create a Parent Resource Center, a space dedicated to the parents to receive information and assistance, including Internet access to search for jobs, find a tutor for their student, etc.

GARRISON ES/CLEVELAND ES

Improving High Schools

1. What two investments in your high school should be made to support continued improvement?
 - Need more positive PR coming from within schools, including parents.
 - Middle schools need to have parallel programming to high schools, especially dual language schools. Shaw Middle School should be reopened as a dual language school.
 - Education Campus parents do not want their sixth grade students in the same building as high school students. It's not possible to offer the same vibrant program offerings to middle school students in an education campus because there is little funding for those grades.
 - An international high school with a clear path to get there.
 - Invest in more honors classes for middle schools.
 - Need more investments in middle schools than high schools.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
 - Project-based, experiential learning can be an equalizer among students of varying performance levels.
 - This kind of cross-city standard is powerful and can equalize standards in schools across DCPS.
 - Potential to create some sort of internal website where teachers can share their work around each unit.
 - Some teachers go to different depths throughout each unit. Level the playing field so new and experienced teachers can develop lesson plans that yield consistent student outcomes.
2. How can we position your school to be successful with Cornerstone Assignments next school year?
 - Make sure schools have books, supplies, tools, and materials for center-based learning.
 - Invest in infrastructure and technology, including technology that students can use. Students are not using computers in productive ways.
 - Add some layer of choice around the projects for students in upper grades.
 - Focus on specific skills with these assignments.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
 - Infrastructure needed to support this design. Some schools struggle in having their students use the Internet at the same time.

- Teacher training
- Unclear expectations.
- Financial resources. Schools will need money for field trips.
- Teacher voice is important in this kind of planning process. Gather best teachers across city to talk about good Cornerstone learning opportunities for kids.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - The DC community sets low expectations for young males of color and provides few opportunities to connect them with positive role models. We perceive their poor performance is because they are not motivated, but it is actually because of the lack of connections they have to role models.
 - Need to be clearer on expectations. The ones set in school are not always in line with expectations at home.
 - Young males of color are more influenced by peers than adults.
 - Family engagement. Need to engage families earlier so students are ready for school when they enter kindergarten. Engagement should start with parents of 3- to 4-year-olds, or even younger.
 - Student excitement about school is not always about what is happening in the classroom. Boys bond over activities outside of the classroom.
 - Low income boys of color have different priorities and responsibilities than we typically expect of students. For example, they might need to find a job to help support their families, care for their siblings, etc.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - Huddles in the morning for students to transition into core subjects.
 - Train teachers in cultural competency, identifying when tough situations might be happening at home, and how to make students feel respected so they give respect.
 - Stop labeling students as ADHD when that might not be the correct diagnosis.
 - Understand that every child does not perform at the same level.
 - Moving away from the traditional school set up and move towards a multi-age classroom model.
 - Engage parents and talk with them about why a K-12 education is important for their students.
 - Meet kids where they are by creating individual plans.
3. If you had \$100,000, what would you do with it to support this work?
 - Secure a long-term grant to run Safe and Civil Schools.
 - Extend the school day to create more time for students to build relationships with teachers and staff and not rushing into math/literacy courses.
 - Offer training that is more than one day.
 - Create school environment where boys can be interactive and mobile, so they are not always sitting in a lecture-style classroom.
 - Expand options for kids so there are more creative avenues.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Training school staff on parent engagement strategies.

2. What should we stop doing?

- We should stop school-wide use of Wilson's Foundations (*K-3 phonological/phonemic awareness, phonics, and spelling program for the general education classroom*). There should be other options for students who do not need the services.

SCHOOL WITHOUT WALLS @ FRANCIS-STEVENS EC/SCHOOL WITHOUT WALLS HS

The team agreed to vote on the importance of a suggestion by voting using a consensus model.

The model was as follows: If participants agreed that a program component was important to the success of the school they would vote by holding up:

- 1 finger (very important to the success of the school)
- 2 fingers (important to the success of the school)
- 3 fingers (impacts the school positively but neutral view as to the importance of a budget priority)
- 4 fingers (not overly important to the success of the school program if it impacts budget)
- 5 fingers (not a budget priority)

Note: A vote of 1, 2 or 3 fingers indicated consensus for support. A vote of 4 or 5 fingers meant that the program component was not essential as a budget priority.

The LSAT addressed two primary considerations during the meeting:

1. What's Working Well

- International Travel Opportunities (2 people voted (1,2 or 3), 10 people voted (4,5))
- AP offerings (5 people voted (1, 2 or 3), 7 people voted (4,5))
- Information Technology Coordinator (11 people voted (1,2 or 3), 1 person voted (5))
- Extended Day at the Middle School (8 people voted (1, 2 or 3) 1 person voted (4))
- Both campuses should continue with separate budgets: no vote was taken on this issue; there was a general consensus

2. What Should be Changed (Comments from participants)

- District-wide funding method should not punish smaller but very successful school programs by using per pupil formula.
- The George Washington University partnership needs to be strengthened to allow for more students to take coursework at GWU.
- SWW@ FS is in need of a counselor. Currently the school has no counselor. There was a consensus on this issue from all SWW@ FS representatives.
- District should consider building an extension to SWWHS to include additional classrooms in order to allow for more students, thus more per pupil funding.
- Priority funding should be considered to build the school's art and music program.

Next Steps:

- There was a consensus from the team that having a draft budget is a necessity to consider top priorities and for making informed recommendations.

- High school and K-8 campus will meet separately in the coming weeks to review last year's budget and consider recommendations more specifically.
- The Team also made recommendations for improving the budgeting process district wide.

Additional recommendations from members of the LSAT included:

- District funding model be reconsidered given that programs like SWW HS that have an enrollment cap due to space limitations and can't receive additional funds given the per pupil model, even though they want to provide an array of AP courses, international travel opportunities, and a complete arts and music program.
- Campus budgets should remain separate; vocally supported by 2 members of the team.
- A consideration should be made for individual principal at both schools; cited by 1 person on the team.

AMIDON-BOWEN ES/JEFFERSON ACADEMY MS

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?
 - There are a lot of specialized programs at the high school level. It would be nice for those programs to begin in the elementary schools, so students are prepared for the rigor of Eastern High School.
 - High school sports should be offered in the middle schools and elementary schools.
 - Align the foreign languages throughout the elementary, middle, and high schools. For example, the elementary schools offer Chinese, but those classes are not available in the high school level.
2. What two investments in your high school should be made to support continued improvement?
 - A new stadium.
 - Increase attendance.
 - Greater connection or outreach from the high school to the middle and elementary schools.
 - If the high schools would take ownership of schools within their feeder patterns.
 - Free tickets for the high school games.
 - Most students at these schools are those who did not get into specialized high schools. There needs to be an accelerated focus on improving writing, reading, and math skills.
 - Addressing the socio-emotional challenges that are affecting students' day to day performance.
 - Too much funding is going to deans and not into advanced classes.

What Else?

1. What else would you prioritize at your school to improve student achievement?
 - Family engagement needs to be strengthened.
 - Renovate Jefferson Middle school- extra 20 million.

ELIOT-HINE MS/EASTERN HS

Improving High Schools

1. What is working well at your high school that you want to see continued or expanded?
 - The high school has a wide range of comprehensive programs.
 - Not in favor of “themed” high schools. Students shouldn’t have to change high schools based on their interests. Most students don’t know their interests until they are already in high school.
 - Having fewer students move across schools would create more equity in schools’ budgets.
 - All feeder schools into Eastern should have IB courses.
 - Community funders are helpful.
 - Staffing is more of charter school model.
 - Worried that Central Office is regulating non-teaching administrative positions.
 - Worried about uniform budgets.
2. What two investments in your high school should be made to support continued improvement?
 - CTE programs funded by Central Office through student allocation or assign a CTE position within the school budget.
 - Better to fund high schools like elementary schools so certain types of teachers are included in the high school budget.
 - Give schools more flex funds.
 - Give high schools more flexibility in how they write their budgets.

What Else?

1. What should we stop doing?
 - Introducing new programs when current measures are working. It is important to be thoughtful in the programs that are implemented. Sustainability is key.
 - Testing needs to be scaled back. Teachers feel like they can’t teach a unit because they need to fit in testing.
 - Increase instructional time.
 - Stop sending students who are older and off-track to a traditional high school where they are not likely to succeed. There should be more alternative options for them and especially more options for middle school students and students with IEPs.
 - Stop the Master Educator program. Teachers do not need that many evaluations. Associate Principal or Principal feedback is more helpful and provides better context.
 - It is difficult for teachers to be observed in an inclusive classroom.

LANGLEY ES/MCKINLEY EC

Improving High Schools

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

- I think Cornerstone is a great idea but one of the challenges is getting teachers prepped to present it. Some teachers are receiving more prep time to come up with these great lessons and are excited about the opportunity.
2. Which of the proposed funding areas is most important to your high school?
 - City as a Classroom- class in zoo, botanical gardens, etc.
 - AP course preparations and students being able to take those courses at local colleges. Why is SWW so successful in its AP program... their screening process for accepting students. You have to have a 3.0, letters from students, pass an exam and be proficient before you get an interview to get in. Duke Ellington and Eleanor Roosevelt (*magnet high school in Prince George's County, Maryland*) are the same way. Find out what they are doing right and replicate that across the city. Thurgood Marshall is another example.

Equity in Academic Rigor

1. How can we position your school to be successful with Cornerstone Assignments next school year?
 - These should be the Cornerstones for building an education platform. When you have those basic skill sets in ES, you're able to transfer those skills more easily in MS and HS. I've seen such a disconnect in our Ward (5) students who are able to transfer to Wilson, SWW and Banneker.
 - I think the aligned rigor is needed. There's a new program in which teachers can visit other teachers and learn from there. I would like to see a good estimate of how much instructional time is lost with the testing we have to do. Look at it and see how many days of instruction we're losing.
2. Do you anticipate any complications or challenges from Cornerstone Assignments?
 - Inconsistent teaching of writing and research skills are the reasons students don't do well. I would like to see writing and reading proficiency that are required in every grade. Right now, each school is figuring out what that looks like. Finding money and funding to create a program that says what writing and technology proficiency looks like.
 - At McKinley, students aren't getting the academic rigor they need in the 9th and 10th grade to help them be successful in the 11th and 12th grade. How do you think ECs and MSs can help? I'd like to see more students take Algebra in 8th.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Some male students of color love certain classes because it's either all male or the teacher is male. Some are afraid to ask for help due to fear of being embarrassed. Male students may not want to be seen as not smart and therefore do not ask questions. Sometimes you can have all of the resources and help into the school but we need those resources and help in the home. We don't have male figures in some men of color's lives. A parent with a high school son allows his friends to come over but only if they bring their work with them. Young men of color need male role models in their life. Sometimes that help isn't there if students aren't living with parents or are homeless.
2. What is one thing you believe can improve outcomes at your school for young males of color?

- I think it's about opportunity and early exposure when it comes to a single gender school. Males need male teachers. There needs to be more men of color as teachers. Students need to see teachers that look like them. There needs to be more efforts to make teaching an attractive occupation for males of color.
3. If you had \$100,000, what would you do with it to support this work?
- I would focus my efforts on mentoring. The social workers and others are overworked and understaffed. Students need exposure and mentor ship programs may help them. When students have that exposure, they're successful. Students need consistency and stability. DCPS seems to have a huge turnover with teachers and principals. If the \$100,000 isn't there, how can the mentoring program be successful? It's important for McKinley HS students to mentor and connect with younger students as a method of helping younger students. If we had \$100,000, we would use those funds to have a City Year or AmeriCorps mentoring team in our school.

HD COOKE ES/PAYNE ES

Equity in Academic Rigor

1. How can we position your school to be successful with Cornerstone Assignments next school year?
- It's about the experience. Look at what interests students. Put ownership on students.
 - Need to engage everybody, including the community, families, and positioning the school to view these experiences as an investment. Live It Learn It is a great example. They're small but their experiences are aligned to what's happening in the school. Live It Learn It experiences could be an anchor assignment.
 - If other people don't have the capacity to serve all of our kids, then DCPS has to do it ourselves through things like Cornerstones, City as Our Classrooms. We can't wait 6 years for outside orgs to build it out for us. DCPS is modeling off the project based, interactive approach that organizations like Live It Learn It are implementing.
 - We can do it ourselves, but we need to make sure the experience holds true for all kids.
 - Look at social aspects under the equity umbrella. Something similar could begin in lower grades to connect and create the experience for the school system. Not about academics but working at the social skills.

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
- Modes of learning for young men of color are different. Many educators are not familiar with the varying learning styles. How will we address these gaps, especially with new teachers?
 - Both external and internal factors weigh into the issue. What can we do in the classroom? Is the Chancellor thinking beyond this initiative? Being thoughtful about how we spend extended day, what are the partnerships that will ensure these connections will be made.
 - Example: United Way includes both family and student advocate. How do we best work and support children who are coming from chaotic home environments? How do we help them transition successfully? What can we do in ES that includes a dual component? Qualifying factors for students. Achievers for Life.
 - Not having the appropriate level of family-school partnership to advocate for success.
2. What is one thing you believe can improve outcomes at your school for young males of color?

- Gender based environments. Allowing the space and conditions to set boys of color up for success.
- Have seen gender based classes within a school that was successful and has benefited both genders.
- Harry Hughes, former principal of Tubman ES, created gender based classes. Strategically staffed classrooms to allow for organic mentoring and saw marked improvement. Also departmentalized in an ES. Two consecutive years provided consistency. Trust is also an issue.
- Who will be working on the PWP money? Need to consider the research to ensure money isn't wasted. To ensure that all recipients are utilizing the funds appropriately. Selection criteria should be tight. To ensure programs are sustainable.
- There's a big opportunity to focus the PD for educators and to provide the tools for students.

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

- Begin and end the year in a ropes course, especially for young men of color. To experience trust, outdoors, team, failure, success.
- More training for staff on how to train students of color. To close the knowledge gap around how kids learn BUT also understanding what culture is. What is the true definition of culture, what does DCPS believe? Need a common language around what we expect around culture.
- Pay closer attention to students on IEPs. Need to look at the number of boys of color in sped programs due to social issues?
- Putting money into bridging family and schools. Building trust with families. Engaging with families NOT just when something goes wrong, but more consistently throughout the year. Typically rec centers are close to schools so partnering with our community and seeing who is willing to bridge. (e.g. Payne's example of DC TV)
- DC needs to start a Fatherhood Initiative with early childhood grades. Need to empower male role models of each child starting at a young age. Something as simple as having breakfast or lunch with the child can have a lasting impact if it's done consistently. Need to change the face of the school. Dads have to be part of that change.
- Recruiting Latino and African American teachers.
- Dedicated staff whose job is to crunch data that inform the school's decision making. Not relying on central office to provide that data. Could we consider having an ELA coach AND a math coach to play this function? If the principal solely had oversight of the IC's responsibilities.
- Saturday school that focuses on not just academics, but also social & emotional aspects. Helps build trust. Helps build skills that will position them to be successful during the school day. Things like conflict resolution. Pulling in social workers. For at risk youth, Saturday school should be mandatory.

SCHOOL WITHIN A SCHOOL @ GODING

Improving High Schools

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

- Feeder pattern to Eastern HS is strong.
- Beautiful facility. The investment at the facility is key because it shows children they are important.
- Eastern HS has a strong leader, and it has a fairly strong program for special education students.
- Students who are "tracked" must be challenged. All students must be pushed, including students taking IB and AP courses.
- Inquiry-based learning and project-based learning is key for growth. Parents are looking for IB programs and options for their students to be challenged.

2. What two investments in your high school should be made to support continued improvement?
 - The high schools should reach out to feeder schools.
 - Interest in working on building stronger relationships with all schools in the feeder pattern.

Equity in Academic Rigor

1. What kinds of opportunities can you envision with Cornerstone Assignments in your school?
 - Current program is somewhat different from what is happening.
 - This is an opportunity for children to direct their own learning. The process leads students to different outcomes.
 - Students may start at the same place but could end in different results but with the same core ideas. Divergent within the same content.
2. How can we position your school to be successful with Cornerstone Assignments next school year?
 - Teacher/school leadership professional development is needed.
 - Teachers and students need supplies to engage in enriching tasks.
 - Schools will need Cornerstone tasks in March so that teachers have an opportunity to study or examine the tasks.
3. Do you anticipate any complications or challenges from Cornerstone Assignments?
 - It could be a burden for teachers because it adds a layer to teacher expectations.
 - Making connections to the curriculum (i.e. flexibility within the requirements of the Cornerstone tasks, quality of the tasks).
 - It is important to engage students in the learning-based content around student interest. There may be more of a burden for schools that may include a shift in thinking.
 - There should be strong planning and execution (some of the choice may be lost). This may compromise the project-based learning at SWS @ Goding.
 - Schools engaged in cross-content pedagogy already may see this as a back step.
 - The tasks may need to be more focused on the process versus the actual task (product) (i.e. reading the "I Have A Dream" speech at the MLK Memorial or Lincoln Memorial, create an art project, song, or dance where students direct the final outcome, students as citizens program).

Empowering Males of Color

1. What is the biggest challenge in addressing the needs of young males of color?
 - Students need a more diverse staff of highly qualified/highly-effective professionals.
 - Afterschool options are important. There should be free options for all schools.
2. What is one thing you believe can improve outcomes at your school for young males of color?
 - More wraparound services are needed.

- There should be a shift in professional development for book studies in order to get all professionals in the building on the same page.
 - Young men of color are a minority at SWS @ Goding.
 - The discrepancy of the growth span between black and white students is growing. The goal is to decrease the discrepancies. This is a challenge for schools that do not receive Title I funds.
 - Concerned with a lack of challenge offered to young men of color.
 - Students should not have as much idle time. It seems like they are not being challenged.
 - Help students understand their worth to make them feel valued.
 - Support students to develop a sense of academic achievement. This could be done with wraparound services, afterschool programming, or social services.
 - Important to have transition coordinators for young men who are struggling so students will not feel disenfranchised.
3. If you had \$100,000, what would you do with it to support this work?
- Money does not follow students who transfer schools.
 - Increase in mental health professionals.
 - Math and/or Reading Specialist.
 - Social Worker.
 - Early intervention is the key for success.

BRENT ES/THOMAS ES

Equity in Academic Rigor (Collective Discussion)

- There needs to be buy-in for the Cornerstone Assignments.
- Would like to see collaborative teaching with Cornerstones. Teachers from Brent working with Thomas, breaking down clusters. Example: all of 4th grade connected to share ideas across the district on how cornerstones are working: tips and tricks.
- On collaborative learning, is there a way to interact with other clusters or schools? Maybe take joint fieldtrips? Shared experiences between elementary schools could be a strong way to promote the Cornerstone Assignments.
- If larger field trips as Cornerstones – such as visiting the Lincoln Memorial – are to be the norm, then schools and teachers need advanced help in planning these events. It is much more powerful for DCPS to ask the Park Service for a space than for one teacher to ask. Coordination across the board for large field trips would be excellent.
- Build a board of teachers from across the district to help comment on Cornerstone Assignments while they are in progress to edit them and make them better for everyone.
- Provide the chance for schools to choose what the Cornerstones will be. Do not prescribe a one size fits all assignment, allow us to choose the when and the where and why, provide options.
- Phase in the Cornerstone Assignments slowly; maybe just in Kindergarten, first and second grade to start.
- Provide anchor assignments and advanced materials before the end of this school year for Cornerstones so we know what to expect.
- Increased coordination from DCPS on field trips would allow multiple schools to strategically go on the same field trip in one day, with the right plan. We should have a DCPS Field Trip event planner that helps to coordinate the Cornerstone trips.
- Reach out to DCPS alumni to help us go to new places, like the Kennedy Center.

- Build a center for teachers to share what field trips and projects they are already performing. It's great to have a school highlighted, but not if we don't know what all schools are doing. There should be more highlighting of the great projects multiple schools are putting together.
- Funding needs to be allocated to this project. What portion of the budget will be allocated from central and what portions will schools have to cover? That detail is crucial.
- How much autonomy will schools have in the Cornerstone Assignments?
- It would be neat if the Cornerstone Assignments was a pitch competition, where teachers from across the district pitched ideas to individuals from central.
- As the discussion might illuminate, more information is needed about the Cornerstone Assignments.

Empowering Men of Color

- Need more male role models as teachers.
- Within the "pipeline" of teachers from DCPS, there are very few males for elementary schools. It would be helpful if we could have more male teachers to interview to hire for positions.
- Between both schools (Brent and Thomas) with roughly 60+ staff, there are 7 males total. That is not enough. Need increased quality and quantity of male staff.
- Troops to Teachers; let soldiers have access to our hiring pools. (*Troops to Teachers is a U.S. Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed.*)
- Use community connection in schools, arrange visits from the police, firefighters, park service and others to speak about their roles in the community.
- It would be nice if a central DCPS community liaison could help, as our schools can't afford to budget a community liaison to help with contacts with the police and local individuals
- Need more behavior techs across the board, not just sharing between schools.
- Need someone who can develop a strong relationship with students outside the classroom, who they can trust. Someone to provide the role model feeling they might lack elsewhere.
- Need time for students to run around beyond recess and PE – like PlayWorks.

What Else?

1. What else would you prioritize at your school to improve student achievement?

- Feels as if budget is bare bones.
- The PTA at Brent has the ability to support the budget; not all schools have that, and they shouldn't have to do that in the first place. We need more funding and consistency in projects, not continual turnover.
- Need more help in ensuring academic success at our school.

2. What should we stop doing?

- What would we cut? Nothing, but, Instructional Coaches. We don't need one per school; maybe one per two or three schools. What we need is a reading specialist per school.
- Need to maintain budget flexibility at the school level. If we must make a cut, let us make the cut. Tell Principal's how much money they have, and let them make the choices individually.
- If positions were allocated across the board or from central, it would likely save money from switching between positions every few years.

ROSS ES

Improving High Schools (Collective Discussion)

- Trajectory that students are on right now doesn't create enough kids for the mainstream education.
- Math and science are universal languages.
- Looking for quantifiable rigor at the MS level.
- Marketing needs to take place around what is happening now at the high school that can overshadow its prior reputation. Parents have concern around safety and rigor. Market what the high school is doing well. Security scanners are threatening.
- Marketing of programs is critical (i.e. is there ROTC?).
- Question the advantage of feeding into Francis Stevens since can't feed into Hardy MS; feels this makes sense because of the prior access to Fillmore at Ross. Currently, students are leaving Ross and are going to middle schools all over the map. In order to get schools to fairly quickly accept a new MS it needs to have a solid principal, known teachers, good programs, a cohort of parents that will attend, and varying levels of math and science.
- Need multiple schools to feed into. DCPS needs to find a group of parents who are influencers that have the ability to draw other parents to the school and have them build a MS program. Ross put together proposals and sent to the Mayor's office and local council members. The option of Francis Steven is a viable middle school with some improvement.

Equity in Academic Rigor (Collective Discussion)

- Learning celebrations with quarterly sharing.
- Close reading was a good PD since teachers were able to share with other schools.
- Visit schools across the city and/or partner schools.
- Collaboration among schools. Ross is part of the DC3 and is something that all schools should be doing. (*The DC Collaborative for Change - DC3 - is a group of nine District of Columbia public schools that are united by a shared vision, common values and purpose, and a commitment to realizing the infinite potential for learning among all our stakeholders*).
- Wants additional freedom to continue having autonomy.
- What happens when the teachers write great units and have innovating components. Maybe the Office of Teaching and Learning – OTL - can develop protocols for compensating or crediting this work.
- Pairing/clustering schools important to ensure flexibility across. Criteria for pairings- to create equity it should be different schools in different part of the city.
- Revisit PARCC results after they come out.
- Get rid of READ 180 and System 44. Ross has a reading specialist so they will never use Read 180.
- Wider options for books- maybe using Great Junior Books more widely and as Cornerstone Assignment. Ross is doing this for the K-5 grades. Make use of the reading and writing rubrics from PARCC.