

## Feedback Summary from Chancellor Community Forum Luke C. Moore HS (November 7, 2017)

---

### Overview of Community Forum at Luke C. Moore

On November 7, 2017 Chancellor Antwan Wilson met with parents, school staff, and community members from across the district. As part of the event's agenda, attendees participated in a small group feedback session around the DCPS Comprehensive Staffing Model (CSM) and the budget process. During these exercises, attendees were asked to discuss four main topics:

- After reviewing the CSM, what questions do you still have?
- After reviewing the CSM, how can we make the models clearer?
- For FY19 DCPS Budget Engagement, what more can we do at the district level to increase transparency?
- For FY19 DCPS Budget Engagement, what more can we do at the school level to increase transparency?
- How do you want to see the five DCPS Strategic Priorities living in your school?

### Summary of Feedback from Luke C. Moore Small Discussion Handouts

#### *Themes:*

#### **After reviewing the Comprehensive Staffing Model, what questions do you still have?**

- Transparent/accurate enrollment projections
- Staffing model for each program type not just grade band (e.g. opportunity academies)
- Changes central office plans to make to the staffing model
- Clarity around operational supports.
- Summit Learning Category
- Per Pupil funding

#### **After reviewing the Comprehensive Staffing Model, how can we make the model clearer?**

- Clarity around enrollment numbers and where they come from.
- Clarity on allocation of funding for separate categories (e.g. specific staff positions).
- Define staffing positions
- Budget timeline

#### **For FY19 DCPS Budget Engagement, what more can we do at the district level to increase transparency?**

- Clearly define enrollment projection process.
- FY funds not running out before the SY ends.
- Clear simple materials for families to understand.

#### **For FY19 DCPS Budget Engagement, what more can we do at the school level to increase transparency?**

- Clearly defined central office priorities prior to the release of budgets.
- Students having a voice in the process.

- Better leverage PTOs
- More support for principals and school budgets.

**How do you want to see the five DCPS Strategic Priorities living in your school?**

- Value different types of learning and teaching
- Access to more technology
- Timely sharing of information
- Instructional staff supports
- Increase supports for special education (not just speaking to more staff)
- Parent Advocates
- Increased exposure to diverse opportunities and life skills
- Equity in resource distribution
- Equity in program offerings across the district.
- Integration culturally and academically
- More presence from central office to better communication
- Culturally responsive curriculum
- Equity in funding among grade bands

**Specific Quotes:**

- "Some school PTAs/PTOs are adept at fundraising and can share those resources to hire additional staff. How is DCPS planning to address this financial gap?"
- "How does the district ensure these models live authentically at each school?"
- "The CSM on its own is not enough, we use school budgets to supplement additional support staff i.e. lots of newer, younger teachers> instructional coaches."
- "Schools have specific needs and mandatory staffing positions sometimes are not helpful."
- "Why aren't attendance counselors required at all grades?"
- "What do you see as the potential changes to the staff model from last year?"
- "Provide background information on how you determined the number of school staff needed for each school and how you know this will be effective for each school."
- "Open magnet programs in existing schools so our best students are not segregated."
- "Be present in schools- visit, come to LSAT meetings, hold parent meetings IN schools."
- "Provide heterogeneous classrooms"
- "Social studies is often overlooked throughout Elem. School how can we change this and use it as a curriculum to empower our brown and black students from k up to 12?"

**Questions from Sli.do/Q&A Session:**

- Where does educating the community about how to apply to different DCPS schools fall in calculating the budget? Many parents are in the dark about the process.
- I'm a parent. What are things dcps can do to improve that don't cost money? Because, there are some problems money can't solve.
- Why doesn't DCPS allocate attendance counseling to ALL schools? They are important in high school, but in lower grades they could work with families!
- What made you put summit learning in core class? Such as English & math.

- What is DCPS doing to support students with severe, compounded traumas?
- Do you anticipate major changes to the way funds are allocated to schools, based on the equity capital commitment?
- Why is summit learning necessary?
- What will happen to schools that have never received phase 2 improvements?
- To meet the needs of all special education students, what is being done to ensure schools are given additional resources and staff mid-year as IEP's change?
- Is there any thoughtfulness around budgeting for vocational education, work-study or job training/readiness programming for opportunity schools?
- Where did summit learning come from? It takes was from students really learning and teacher really teaching
- Who are the "recommenders" and "deciders" about each strategic goal, and will they work across the board for initiatives that straddle several goals?
- Will there be a comprehensive staffing model created for Opportunity Academies to address how our enrollment peaks after enrollment audit?
- Sped budgeting is contingent upon the specific needs outlined in IEPs, but is there an opportunity for mid-year budgeting adjustment when IEPs change?
- What is DCPS doing to ensure that all schools have access to technology consistently before PARCC?
- How about having some central office staff shadow teachers and school based staff for a week so they can understand the needs better?
- With reading scores so low, is there a way to extend the reading initiative beyond 3rd grade (per 4.3) to include all levels via Reading specialists?
- What specific initiatives are going to be funded to address the ELL achievement gap?
- Why is summit such a big deal in core classes? It doesn't teach us anything, Summit is useless!
- summit doesn't seem to be very effective
- Have you polled students on Summit? Most of them hate it. A lot of decision making happens without actually polling students, which makes no sense.

### School Communities Represented:

- Hearst ES
- Ludlow-Taylor ES
- Marie Reed ES
- McKinley EC
- Murch ES
- Stanton ES
- Randle Highlands ES
- School-Within-School EC
- Tubman ES
- Cardozo EC
- Whittier EC
- Truesdell EC
- Takoma EC

- McKinley EC
- Luke C. Moore HS
- Roosevelt STAY