



Hyde-Addison ES Recovery Community Corps Summer 2021 Planning

March 2021

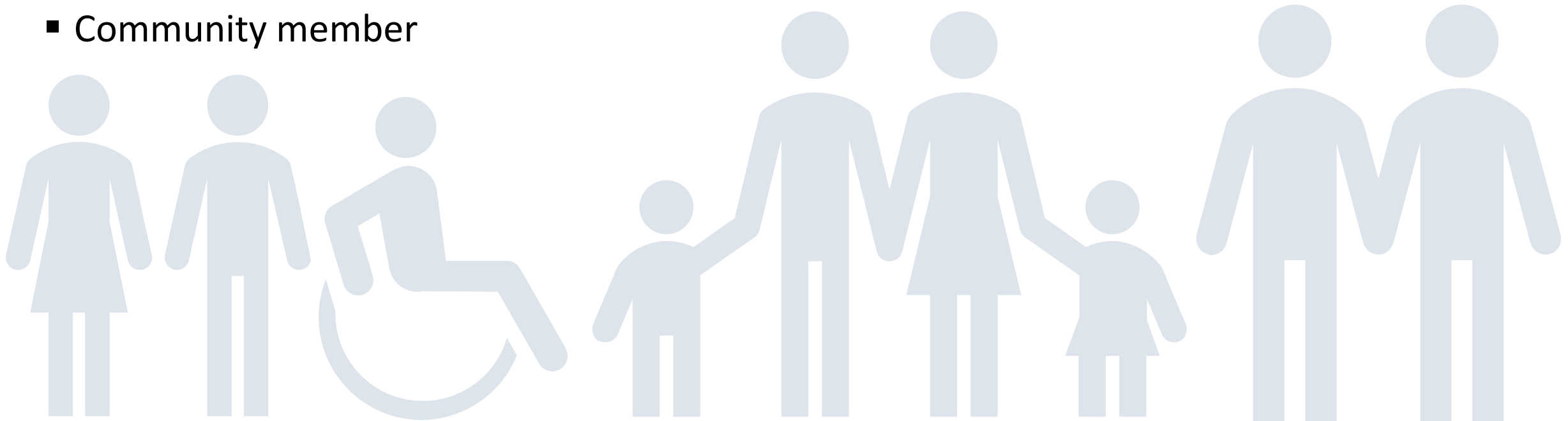
Agenda



- **Welcome, Opener, Meeting Purpose**
- Recovery Community Corps Overview and Goals
- Update on DCPS Recovery and Transformation
- Summer Planning Discussion
- Next Steps

Who is in the Room?

- Parent
- Teacher
- Staff
- Community member



Warm-Up

In the chat please share:

One thing that our school community is doing well in Term 3.



Meeting Purpose



- 1) Understand why we are here as the Recovery Community Corps and align around a **shared vision and purpose.**
- 2) Understand current recovery plans for DCPS.
- 3) Discuss **summer plan and options for programming**

Agenda



- Welcome, Opener, Meeting Purpose
- **Recovery Community Corps Overview and Goals**
- Update on DCPS Recovery and Transformation
- Summer Planning Discussion
- Next Steps

Engagement Pillars: Learning Recovery Planning



Leverage collaborative planning structures (“recovery community corps” or “RCC”) to understand school-specific context for feedback and school planning.



Commit to summer and school-year planning baseline expectations to ensure equity of access and opportunity across DCPS.



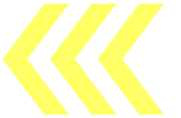
Maximize the engagement planning period (March-August) to engage in both summer and school year planning while aligning schoolwide needs and strategy in the Comprehensive School Planning (CSP) process.



Recovery Community Corps Goals



Leverage collaborative planning structures (“recovery community corps” or “RCC”) to understand school-specific context for feedback and school planning.



A **Recovery Community Corps (RCC)*** is a diverse group of school-level stakeholders consisting of parents, teachers, school staff, community member(s), and/or student(s) who support/advise the school leader in understanding models and their impacts on the community for summer and school-year recovery and transformation planning.

Shared School Aspiration Statement



What are your recovery aspirations?



What behavior do you hope to see or change as we recover?



Are there groups of students for whom your aspirations matter most?

"As our school navigates summer and fall recovery, students will _____ in order to _____."

Agenda

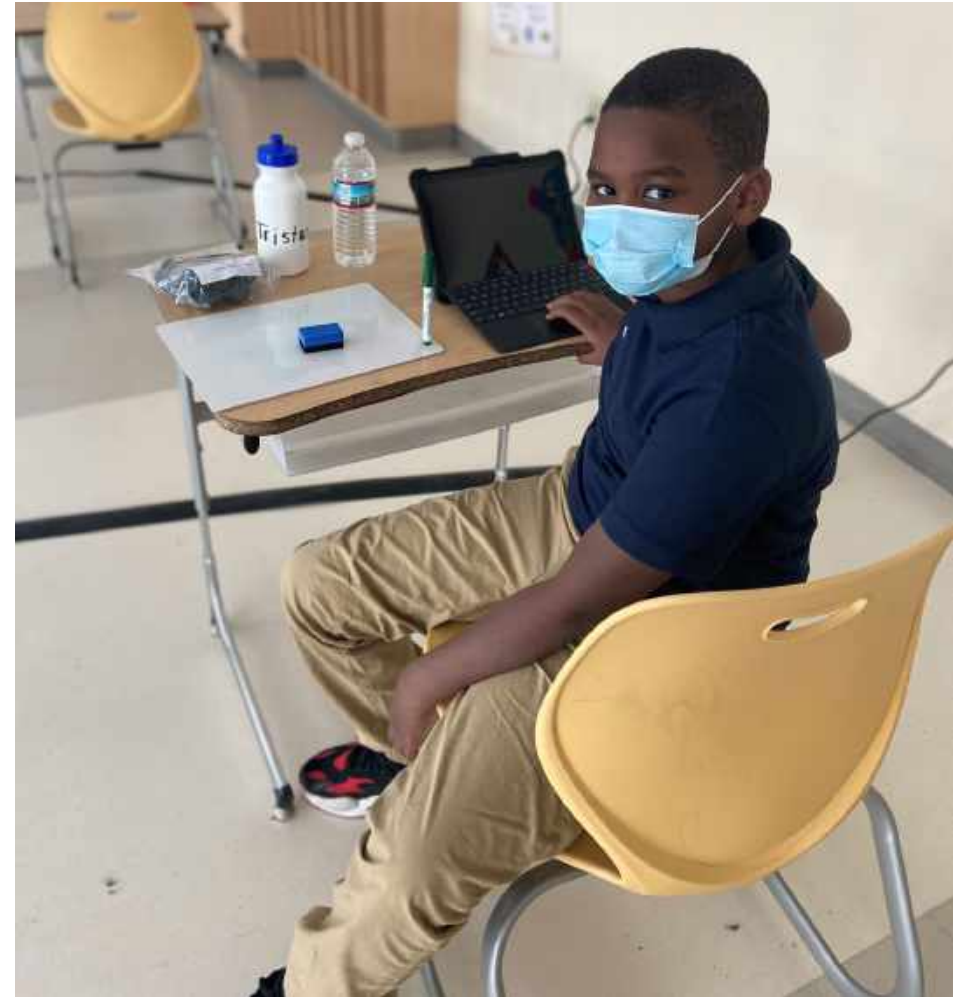


- Welcome, Opener, Meeting Purpose
- Recovery Community Corps Overview and Goals
- **Update on DCPS Recovery and Transformation**
- Summer Planning Discussion
- Next Steps

DCPS Faces a Choice Around How we Choose to Recover.....

Do we recover by returning to the status quo?

Do we recover by re-envisioning and rebuilding what is possible, together?



We Are Approaching Recovery in Service to the Whole Child



Relationship Building



Student Wellness



Rich and Joyful Learning
Experiences



Individualized
Acceleration
Approach

And Grounded in our Core DCPS Values....



\$33M+
in student learning
acceleration and
social emotional
supports

Supports for All
Students

Focused
Accelerated
Supports

Enhanced
Individualized
Supports

Putting students at the center as we **build back stronger**

Students First

Teamwork



Equity

Courage



Excellence

Joy

We are starting Recovery Planning this month, but remain focused on what is beyond our horizon as a district.

Re-Center Learning Environments

- Spring-Summer 2021



Re-Envision System-Level Changes

- Summer 2021 and SY21-22



Rebuilding DCPS

- 2022 and Beyond



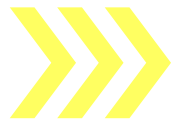
Agenda



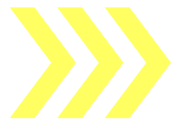
- Welcome, Opener, Meeting Purpose
- Recovery Community Corps Overview and Goals
- Update on DCPS Recovery and Transformation
- **Summer Planning Discussion**
- Next Steps

Engagement Pillars: Learning Recovery Planning

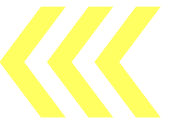
Leverage collaborative planning structures (“recovery community corps” or “RCC”) to understand school-specific context for feedback and school planning.



Commit to summer and school-year planning baseline expectations to ensure equity of access and opportunity across DCPS.



Maximize the engagement planning period (March-August) to engage in both summer and school year planning while aligning schoolwide needs and strategy in the Comprehensive School Planning (CSP) process.



How Will the RCC Work? High-Level Discussion Topics and Milestones

Summer Planning: Targeted Summer Acceleration Academy Planning (March)	School Year Planning: Looking at Data to Plan for Recovery (<i>CSP* Needs Assessment Process</i>) (End March-April)	School Year Planning: SY21-22 Planning Kickoff- CSP and Acceleration Academies/Targeted Individual Supports (April-May)	School Year Planning: CSP and Acceleration Academies/Targeted Individual Supports (May-June)	School Year Planning: Finalizing CSP and Monitoring Plan and Prepping for SY21-22 (June-August)
<ul style="list-style-type: none"> • Develop shared priorities and goals for acceleration • Connect Summer Acceleration to current school goals • Discuss Summer Acceleration Models • Discuss how to make this attractive to families 	<ul style="list-style-type: none"> • Discussing final summer plan and outstanding questions • Overview of data and School Transformation Domains • Preview of guiding questions for reflection 	<ul style="list-style-type: none"> • Review bright spots, challenges, and opportunities for growth from data • Collect feedback on priorities for School-Year Recovery <p>Deadline: Phase 1 of CSP Due mid-May</p>	<ul style="list-style-type: none"> • Share new and continuing strategies based on student data • Highlight connections to DCPS Becoming (MTSS + Anti-Racism) 	<ul style="list-style-type: none"> • Review draft CSP • Discuss cycle of progress monitoring • Discuss stakeholder engagement around CSP and recovery plans <p>Deadline: CSP Due for Feedback end of June</p>

Starting with Summer 2021- Acceleration Academy Baseline Expectations

Whole-Child Centered and Inclusive Program Design

Programming should include social-emotional and academic focus areas i.e. relationship building, opportunities to pursue areas of interest, and time to hone academic skills. Programming should include and explicitly support students with disabilities and those learning English.

Planning and Engagement

Program planning should include engagement of staff and families. Beginning in March, schools will engage their Recovery Community Corps (RCC) to discuss and gather feedback on content and operations.

Students Served

Summer programming at minimum should be designed for students who would benefit from Tier II and Tier III supports and plan to serve 10%-35% of a school's students.

Talent

Acceleration academies will be staffed by effective and highly effective volunteer staff.

Measures of Success

All schools will use the MTSS platform to track student progress. All students receiving Tier 2 and Tier 3 supports must be assessed using DIBLES, TRC, RI, for reading or iReady to measure progress in math following the District schedule.

Schedule

PK-8 should offer at least 50 hours of student programming.
High School Summer Bridge should offer a minimum of 4 full days of programming for incoming 9th and 10th graders. Programming for more days and for 11th and 12th is strongly encouraged.

Funding

Schools should ensure an overall acceleration allocation spend plan that balances both summer and school year programming, aiming to allocate around 20-35% of their funds toward summer programming.

Operations & Safety Guidance

Follow current COVID-19 Operations and Safety guidance.

Summer 2021 Acceleration Academy Sample Schedules

Model	PK-8 Two Week Full-Day Program	PK-8 Three Week Full-Day Program	PK-8 Three Week Half-Day Program	PK-8 Four Week Half-Day Program	9-12 Summer Bridge
Academy Description	Each school would offer in-person SEAD opportunities for students for 10 full days (9:00-5:00) for two consecutive weeks.	Each school would offer in-person SEAD opportunities for students for 15 full days (9:00-5:00) for three consecutive weeks.	Each school would offer in-person SEAD opportunities for students for 15 half days (9:00 – 1:00) for three consecutive weeks.	Each school would offer in-person SEAD opportunities for students for 20 half days (9:00 – 1:00) for four consecutive weeks.	High schools would offer Summer Bridge experiences during at least the first week of August. This would be focused on academic and post secondary empowerment—making sure each student has a clear success plan for the coming year and beyond. Also, time should be spent addressing social emotional health. Additional high school summer course offerings include limited original credit options (see FAQ below).
Dates of Program	Monday, July 12 – Friday, July 23 or Monday, July 19 – Friday, July 30	Monday, July 12 – Friday, July 30	Monday, July 12 – Friday, July 30	Monday, July 12 – Friday, August 6	Monday, August 2 – Friday, August 6

Summer 2021 Acceleration Academy Examples (More Coming Soon!)

Grades	PK-1	2-5	6-8	9-12
Focus	Early Literacy and Drama	Building Literacy through Social Studies and Science Exploratory Units	Community-building, Social Justice, and Opportunities to Clear Incomplete Classes (6-8)	Community-building, goal setting, and wellness
Description	Relying upon Heggerty phonemic awareness curricular materials and DCPS-recommended read-alouds, our school will focus on early literacy skill-building. Students will also work together to produce an outdoor puppet theater play that will be recorded for families.	Grade level cohorts of students will engage in project-based units focused on Science or Social Studies content. Targeted literacy and math skills will be accessed in meaningful ways as students deepen their knowledge of the world around them. Arts, Music, and Movement will be embedded in the project design to ensure students benefit from holistic learning experiences.	Students will begin the day with advisory. Then students will receive small group support to complete the critical coursework to resolve incomplete classes from SY 20-21. There will also be opportunities for individual counseling and services. The afternoons will focus on self-directed social justice project based on the Mikva model.	9 th and 10 th graders will engage in a series of team building and social-emotional activities that orient the to their high school community. They will also use this time to set academic and personal goals. 11 th and 12 th graders will focus on leadership building opportunities as well as attending a series of college and career workshops using materials provided by the Graduation Excellence College and Career team. Both programs will be infused with learning wellness and self-care strategies students can rely on during the school year.

Within the expectations and using the models, our Recovery Community Corps will engage on two key questions for summer planning

Summer and School Year Acceleration Model:

How can we meet the baseline expectations and the school's unique goals, while starting to accelerate learning recovery for those students who need it most?

Individual Student and Family Needs:

What is the best way to prioritize supports for students while also ensuring a joyful experience this summer?

Agenda



- Welcome, Opener, Meeting Purpose
- Recovery
Community Corps Overview and Goals
- Update on DCPS
Recovery and Transformation
- Summer Planning Discussion
- **Next Steps**

Ensuring all Stakeholders are Involved and Know About Summer Planning

Students

- What do they need to know?
- How should I share it with them?

Staff and Teachers

- What do they need to know?
- How should I share it with them?

Families

- What do they need to know?
- How should I share it with them?

Next Steps

- 1) Finalize Summer Plan and Submit to DCPS
- 2) Share More about our Summer Planning with Staff, Families and Students
- 3) Once Plan is Approved in Early April:
 - ✓ Advertise the summer options
 - ✓ Register our students
 - ✓ Consider organizing a fun-day outside the school to increase interest in summer

DCPS' FY22 budget prioritizes learning acceleration and resiliency for students.

By strategically blending local and non-local sources, such as federal stimulus dollars, DCPS will ensure continuity of core services and accelerate learning recovery and build resiliency for students most impacted by the pandemic.



\$15M+ in teacher growth and RISE initiative



\$27M in student and educator technology



\$33M+ in student learning acceleration and social emotional supports

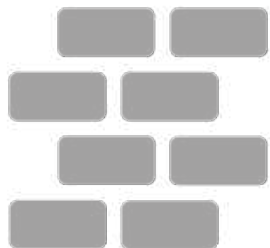


\$9M to initiate IPL innovations (e.g. outdoor learning)



\$3M+ in new school programs

Putting students at the center as we **build back stronger**



\$15M to stabilize school budgets, even with declining enrollment

\$9M continued investment in cluster support model

\$10M sustained core services for students, schools, and families

Securing a strong foundation for **schools' road to recovery**

We are focused not just on what is next for the upcoming school year, but what is beyond our horizon as a district.

DCPS is focused on becoming a whole child-centered school system guided by the principles of anti-racism to re-center, re-envision, and rebuild urban education that is rooted in racial equity (#DCPSBecoming).

We will engage in three phases:

- Re-centering our learning environments on the whole child and racial equity,
- Re-envisioning system level changes to disrupt institutional bias, and
- Rebuilding a DCPS organization grounded in trust and community, and reflecting the voices of all our students, teachers, and families.

Re-Center Learning Environments

- Spring-Summer 2021
- A focus on whole child and racial equity through school planning and acceleration opportunities grounded in a student-centered multi-tiered system of supports (MTSS)

Re-Envision System-Level Changes

- Summer 2021 and SY21-22
- Actively creating anti-racist policies and programs that break down systems and barriers

Rebuilding DCPS

- 2022 and Beyond
- Utilize community voice, teacher input, and student experiences to rebuild a system that is actively anti-racist and centered on the whole child

Starting this Spring, each school will engage with their teachers, staff, families, and community to develop a tailored learning recovery plan.

DCPS is focused on becoming a whole child-centered school system guided by the principles of anti-racism to re-center, re-envision, and rebuild urban education that is rooted in racial equity (#DCPSBecoming).

We will engage in three phases:

- Re-centering our learning environments on the whole child and racial equity,
- Re-envisioning system level changes to disrupt institutional bias, and
- Rebuilding a DCPS organization grounded in trust and community, and reflecting the voices of all our students, teachers, and families.

Re-Center Learning Environments

- Spring-Summer 2021
- A focus on whole child and racial equity through school planning and acceleration opportunities grounded in a student-centered multi-tiered system of supports (MTSS)

New this year, all schools will plan to begin addressing student needs with school-based programming this summer.

In addition, by April, we will begin to **engage our school staff, families and community members** on acceleration plans using a similar grassroots, school-based strategy that was used in planning for Term 3. This will align with the Comprehensive School Planning (CSP) process and with the timeline for additional recovery funds.



Student-centered
approach to
learning
acceleration and
social emotional
supports

Integrated Academic and Social Emotional Learning – Supports for All Students

- ✓ Integrate social emotional learning, trauma-responsive and relationship building supports into the fabric of the school day
- ✓ Adjust curriculum and instruction to respond to student data; double down on practices that accelerate learning

Acceleration Academies – Targeted Supports (20-35% of Students)

- ✓ Provide additional small-group instructional time – led by effective teachers or qualified partners during summer, before/ after school, and/or non-school days
- ✓ Prepare students to achieve in grade level content by teaching pre-requisite skills they may have missed, while incorporating social emotional supports that will allow them to be successful in their academics

Tutoring – Individualized Supports (10% of Students)

- ✓ Match 1:1 or 3:1 students with a tutor for frequent and regular engagement, 2-5 times per week
- ✓ May occur within or outside regular school time, but does not replace core instruction

\$33M stimulus investment: Most funds will be allocated directly to schools based on their enrollment and population of students identified as at-risk. Starting this Spring, each school will engage with their teachers, staff, families, and community to develop a tailored learning recovery plan for summer and beyond.

Open Questions & Answers

