September 2019

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

- City-wide initiative to transform schools into neighborhood hubs
- Builds off of national research and local best practice around community schools
- Leverages city-wide agencies to increase community access to government and community services, open beyond typical school day
DCPS Connected Schools: What do they feel like?

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

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

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

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

- Ms. Humphrey, Community School Manager, Oakland Technical High School (Oakland Unified School District)
## DCPS Connected Schools: SY19-20 Cohort

<table>
<thead>
<tr>
<th>School</th>
<th>Model</th>
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</thead>
<tbody>
<tr>
<td>Anacostia</td>
<td>DCPS led</td>
</tr>
<tr>
<td>Ballou</td>
<td>DCPS led</td>
</tr>
<tr>
<td>Cardozo</td>
<td>CIS led</td>
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<tr>
<td>Eliot Hine</td>
<td>DCPS led</td>
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<tr>
<td>Hart</td>
<td>CIS led</td>
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<tr>
<td>Kelly Miller</td>
<td>CIS led</td>
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<tr>
<td>Kramer</td>
<td>CIS led</td>
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<tr>
<td>Langley</td>
<td>DCPS led</td>
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<tr>
<td>Moten</td>
<td>CIS led</td>
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<tr>
<td>Sousa</td>
<td>DCPS led</td>
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### Cohort Support:
- Full-Time Connected School Manager (CSM)
- Funding for Professional Development (e.g. trauma responsive practice, family engagement)
- Funding for programs and services (focus on students/families as determined by each school’s unique context)
- Community of Practice/PD (Bi-annual Cohort Summits, Monthly CSM PD, Quarterly Walkthroughs, coaching visits as needed)
DCPS Connected Schools: Key Elements

- The Connected School Manager is a full-time school-based employee that serves on the leadership team and drives implementation of the Connected School Model.

- Schools utilize healing-centered approaches in and out of the classroom, with structures in place to recognize the impact of trauma.

- School identity is grounded in a student and family-centered mindset, creating ongoing opportunities for students, families, and community members to inform school decision making.

- School-based teams have the systems and proactive strategies to align efforts and ensure students receive the necessary interventions, avoiding duplication of services and maximizing partner resources.

- Schools become neighborhood hubs where students and families can connect to a variety of services and programs.
Phase 1: Launch
Establishing Foundation of Success
- Build Mindsets and Culture
- Create Community School Structures
- Facilitate Community Engagement & Collaborative Design
- Establish Student-Centered Priorities & Goals

Phase 2: Full Implementation
Implementing the Full-Service Model
- Establish Community School Identity
- Sustain Community School Structures and Engagement
- Enhance Programming/Services Based on Student-Centered Data

Phase 3: Refinement
Using Continuous Improvement to Sustain the Model
- Institutionalize Collaborative Leadership
- Implement Actionable Data Routines
- Develop Sustainable Strategies

Sample Outputs and Outcomes*

Phase 3
- Outcomes
  - Decrease % of chronically absent students
  - Increase % students school-wide responding favorably to LCP indicators
  - Increase % of students reading at or above grade level

Phase 2
- Outcomes
  - Increase % of students accessing services
  - Increase % students participating in enrichment
- Outputs
  - Increase # of available student & family services

Phase 1
- Outcomes
  - CSM onboarded and integrated into staff
  - Critical school teams are functioning (attendance, student support, etc.)
  - On-going trainings and programming (e.g. trauma responsive practice, home visits)
- Outputs
  - Students accessing more services and programs (e.g. health forms submitted, meal programs, OST programs etc.)
DCPS Connected Schools: Measures of Success

Research shows that when community schools are implemented with high fidelity for 3 to 5 years, we will see improved **student outcomes, including higher achievement**. In earlier years, leading indicators will include increased access to services, increased family engagement and improved student attendance.

<table>
<thead>
<tr>
<th>Year 1 Outputs</th>
<th>Mid – Long Term Outcomes</th>
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<tbody>
<tr>
<td>• Increase # of <strong>services and programs</strong> available in each Connected School</td>
<td>• Increase student in-seat <strong>attendance</strong>/decrease school-wide chronic absenteeism rates</td>
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<tr>
<td>• Increase # of students and families <strong>accessing services and programs</strong></td>
<td>• Increase % students school-wide responding favorably to <strong>Loved, Challenged and Prepared</strong> index</td>
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<tr>
<td>• Increase # of <strong>positive relationship-building</strong> touch points with families and communities</td>
<td>• Improve <strong>student achievement</strong></td>
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DCPS Connected Schools: Connected School Manager (CSM) Role

- Full Time Employee (employed by either existing Lead Agency/CIS or DCPS)

- Co-hired, managed and evaluated by school, central office and lead agency (if one exists)

- Manger will:
  - serve as a key strategic leader within the assigned school site
  - oversee school level systems building to coordinate and streamline service provision
  - facilitate robust partnerships to implement programming critical to Connected Schools priorities
  - ensure regular and ongoing data reporting and analysis that is critical for data-driven impact
  - lead and support family and community engagement strategies and events for the school.
High implementing Community School models have a system level leader, or **intermediary**, and a school level leader, or **Community School Coordinator**, to ensure the integration of academics, support services and student & family engagement at all levels.
Questions?

Carla Mike
Manager, Connected Schools Initiative
Carla.mike@k12.dc.gov