

## Logic Model: DC Teacher Leadership Summit

Members: Jane Tiernan (Team Leader); Natasha Bodden; Erin Meizlik, Myron Weise

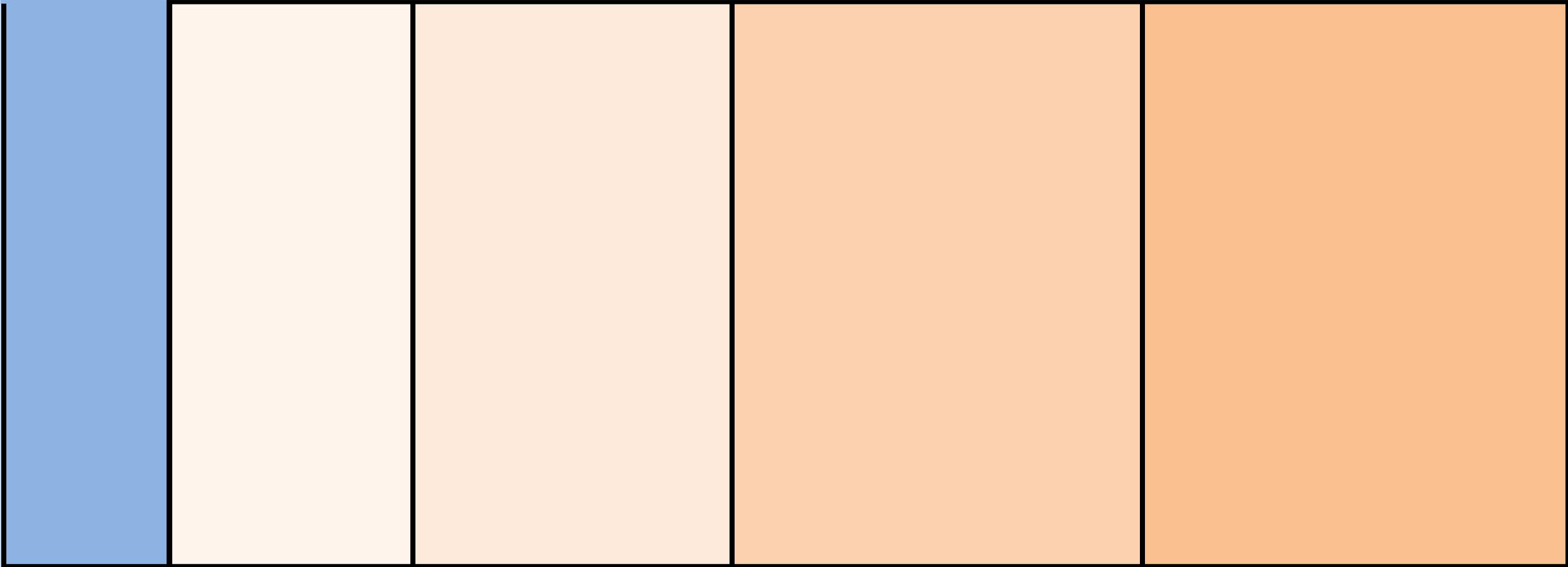
**Problem Statement:** The PS 62 community faces a variety of challenges: attendance, self-care/wellness, inconsistent, parental involvement and behavior. In the 2014-2015 school year, absenteeism/lateness was \_\_%, breakfast-program participation was \_\_%, parental-involvement participation was \_\_% and the percentage of behavioral referrals/occurrences was \_\_%.

**Goal:** To develop and implement a multi-faceted, community and school-wide program, focusing on educating the whole child. By providing wraparound services and supports within PS 62, we will decrease attendance issues (lateness/absenteeism) by 25%, increase breakfast-program participation by 25 %, increase parental involvement participation by 25%, and decrease disciplinary referrals/occurrences by 25% within a year of implementation (2015-16 school year).

## Logic Model: DC Teacher Leadership Summit

<p><b>Rationale:</b> We want to create a wrap around school they way you would wrap your arms around a child.</p>	<p><b>Inputs:</b>  <b>UFT, Union District Representative, Superintendent, Local Colleges, Nyc Dental Association, Parent Association, Teachers,</b>  <i><b>Who in the community can help with nutrition issues?</b></i>  <a href="#">Food Cowboy</a>  <a href="#">NYC School Based Nutrition Programs</a>  <a href="#">Cook Shop Program</a>  <a href="#">Food Desert</a>  <a href="#">Schoolfood</a>  <i><b>Who in the community can help with health care issues?</b></i>  <a href="#">One is Greater Than None</a>  <a href="#">Remote Area Medical Corp</a>  <a href="#">NYC School-Based health Centers</a>  <i><b>Who can help with attendance issues?</b></i>  <b>Resources:</b>  <i>Dave Ramsey</i>  <i>TD Bank</i> </p>	<p><b>Activities:</b>  <b>September 2015:</b>            Back to School Night            Surveys: parent needs assessment            Workshops based on parent need assessment results            Workshops with outside resources (listed in inputs)            PD to “pitch” idea, show data and gather their input (with Parent-Engagement Team)            Use results from survey to develop and implement parent incentive program            soliciting volunteers: staff, parents            Continue gathering resources; outsourcing            Continue pitching idea to input  <b>September 2016</b>            Create a google doc for schools in community to use; reaching out more through possible summer leadership program with local schools            Work with community schools to share our successes and programs         </p>	<p><b>Outputs:</b> <i>We’ve developed... we’ve established...</i></p> <p><b>1 month:</b>  <i>We are going to identify 3 in school resources.</i>  <i>Identify 3 resources outside of the school.</i>  <i>Write one page executive summary.</i>  <i>Outreach to the following people:</i>  <i>(Ruben Diaz, jr. Jimmy Vacca, Messina, Benedetto, Phil Foglia, Taylor Ramsey: Regional Training Facilitator)</i></p> <p><b>3 month:</b>            Survey (Erin’s Professional Development),            Research grant funds;            engage Taylor to attend PD days (coach teachers on better strategies to engage parents and the community);</p> <p><b>6 month:</b>            Increase parent involvement- focus group of easily get them engaged.            Needs assessment</p>	<p><b>Outcomes:</b> <i>A culture of information sharing as evidence by...</i></p> <p><b>Short Term:</b> 1 year            Form active community</p> <p><b>Medium Term:</b> 2 years            Shared partnership with PS 302, PS 130, PS 52, PS 48, PS 75,</p> <p><b>Long Term:</b> Beyond 2 years            Become a wrap around Community school</p>
---	--	--	---	---

# Logic Model: DC Teacher Leadership Summit



**Student Impact: (If..., then...)**

If we create a community school (wrap around school) then we will increase parental involvement and increase student attendance, reaching the goal of whole child wellness.

## Logic Model: DC Teacher Leadership Summit FEEDBACK (from Gallery Walk):

1. 20% of title one goes to parent involvement. Check w/ district to see how that money is used and how to access it
2. I wonder if you will flesh out resources beyond google doc to engage with other like-minded communities
3. Big and import goal needed...you have a good list of community resources. I wonder about sustainability
4. Check out Promise Zones
5. Communityschools.org for lots of resources
6. Check out No excuses University
7. I wonder where your priority or starting point is
8. Check out Harlem Children's Zone, Communities in Schools
9. Check out AFT parent involvement
10. Raquel.Maya@dc.gov
11. AFT has several resources on community schools w/ wraparound services--contact me (Jane has business card: Majorie Brown--Asst. Dir of Ed. Issues Dept.; 202.434.4695)
12. Come to the Natl. Community School Summit in Albuquerque in spring of 20
13. Speak to Joseph Manko, Principal of Baltimore school: 410.396.0571
14. Your goal should state how it should impact your problem
15. There is an organization to help you become a community school. It's a lot of work; make sure you get buy-in from a lot of stakeholders.
16. Will you use parent surveys?
17. Check out Kathy Johnson Pyramid of Potential for rationale to support your idea. Physical needs--nutrition is base of pyramid
18. How did you consider working w/ other schools?
19. I wonder are teachers ready to lead the work given the demands of teaching high-needs kids? What incentives can you offer? Release time?
20. Your year-one outcome is an activity
21. Luis Torres of Bronx, (PS 55); Tiffany Anderson of Jennings Missouri (check them out)
22. What measures are you going to use?
23. Express goal of program more

## Logic Model: DC Teacher Leadership Summit

24. What's our definition of whole-child wellness?
25. Goal could be a little more specific "program to address \_\_\_\_\_"
26. Which input will directly help or affect behavior?
27. Check out Gallup Student engagement poll. What do the kids say they need?
28. Reach out to mindfulness group
29. Cultural proficiency training: Assessment of cultural identities