



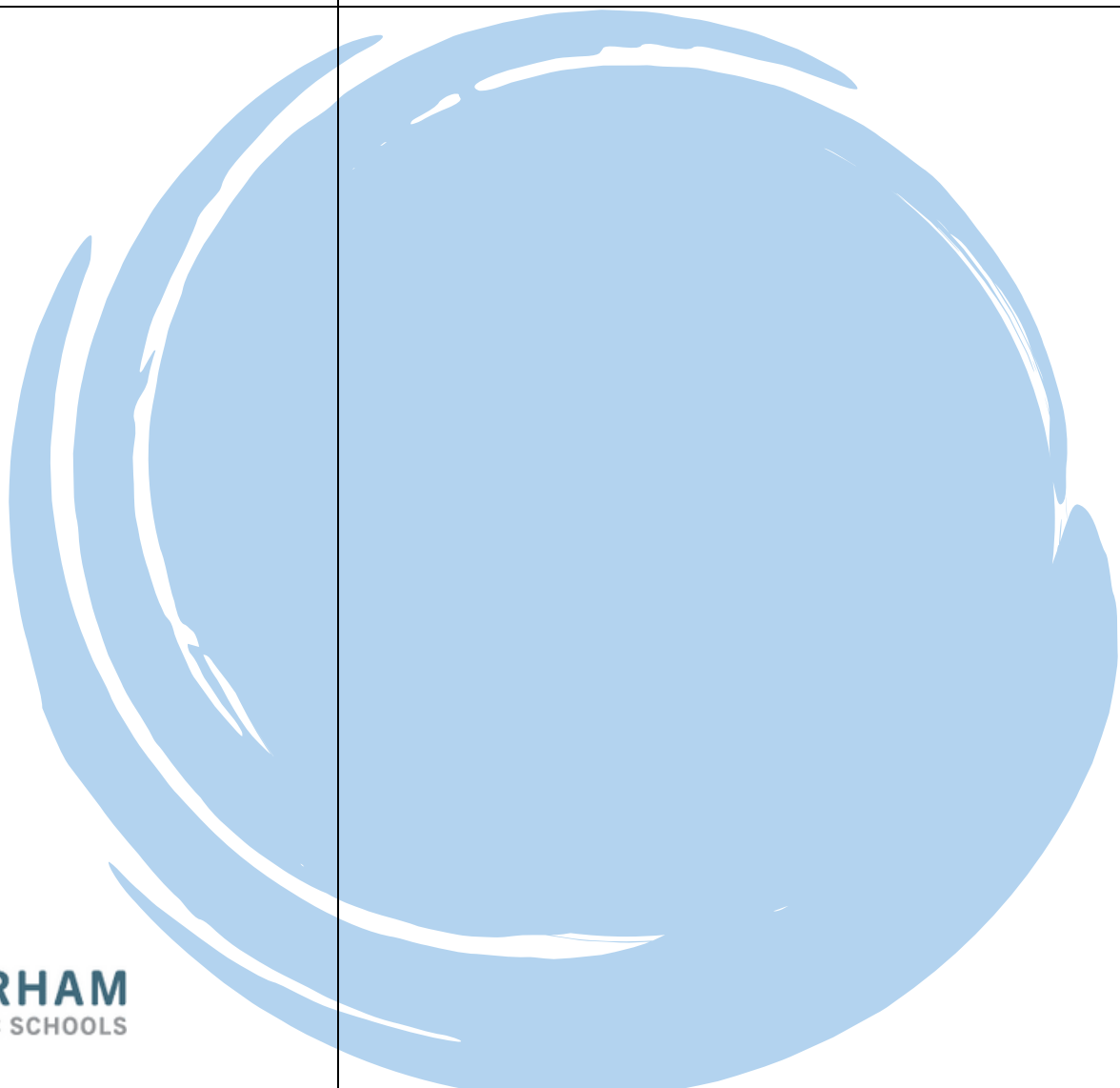
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Submitted 5/6/2022

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# Bull City Community Schools Partnership Impact Statement 2018-2022

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# The Commitment



The mission of the **Durham Public Schools Foundation (DPSF)** is to catalyze big ideas & foster community engagement that will accelerate the transformation of the **Durham Public Schools (DPS)** to ensure success and equity for every student. This mission aligns with that of the **Bull City Community Schools Partnership (BCCSP)** which has, since 2018, supported school transformation in Durham Public Schools through the implementation of the **Community Schools Model**.

- The partnership is currently setting the stage for the model's expansion with the commissioning of a **Steering Committee** and by providing professional development in collaborative leadership to the members of the **Principal Leadership Fellowship**.
- Durham Public Schools Foundation houses the **support and training** functions of the BCCSP, including employing a Community Schools Director, Parent Organizing personnel, and sponsoring the Principal Leadership Fellowship.
- Durham Public Schools houses the **implementation** functions of the model, employing Community School Coordinators in each community school to implement community school strategies.
- Durham County underwrites much of this work, granting funds to the DPSF and allocating local funds to DPS. From 2018-to 2020, the National Education Association (NEA) provided grant funding for the pilot stage in the model's initial stages.

# The Commitment



BCCSP has partnered with over 30 community organizations from 2018–2022, including **5 High Impact Partners** who **deliver direct student support** such as an **Extended Y-Learning** YMCA afterschool program and **free eye screenings.**

from Durham Tech!

## HIGH IMPACT PARTNERSHIPS 2021-22



### Student Support



# The Commitment



BCCSP has partnered with over 30 community organizations from 2018-2022, including **4 High Impact Partners** who provide over **1,000 lbs. of food** to our families each week during the school year!

## HIGH IMPACT PARTNERSHIPS 2021-22



### Food Pantries



Duke  
DUKE-DURHAM  
NEIGHBORHOOD  
PARTNERSHIP

Duke University Retiree Outreach



# The Commitment



BCCSP has partnered with over 30 community organizations from 2018–2022, including **5 High Impact Partners** who provide weekly coaching and support to community school leadership team.

## HIGH IMPACT PARTNERSHIPS 2021-22



Staff Support  
& Training



# The Commitment



Our partners at **Duke and North Carolina Central Universities** are contributing to community schools in two ways:  
**The Bass Connections University-Assisted Community Schools Research Collaborative & the Community-Engaged Scholarship Initiative**

## HIGH IMPACT PARTNERSHIPS 2021-22

Research &  
Fellowship



COMMUNITY-ENGAGED SCHOLARSHIP  
**COLLABORATIVE**



# The Work

## BCCSP Scope of Work 2022-23



### **Goal 1: Implement Durham's Community School Model with Fidelity**

Objective 1.1--Guide the Steering Committee in the codification of the Durham model

Objective 1.2--Develop and utilize collaborative problem solving teams to identify barriers to student wellbeing

Objective 1.3--Manage cycles of improvement and programming that impact student outcomes

Objective 1.4--Manage cycles of improvement and programming that impact family communication and engagement

### **Goal 2: Foster and Implement Shared Leadership Practices**

Objective 2.1--Refine and implement systems to manage and evaluate the effectiveness of shared leadership among community school staff

Objective 2.2--Transform the leadership team structure in DPS Community Schools to more meaningfully include authentic parent voices, especially those of black and latinx families.

Objective 2.3--Refine and implement systems to recruit, manage, and evaluate the effectiveness of partnerships with community organizations and social service agencies at DPS Community Schools





The **Director of Community Schools and School Transformation** reports directly to the Executive Director of DPSF and provides leadership for transformation at the DPS Community Schools. The Director:

- *provides direct support to the DPS Community Schools' Principals, Coordinators, and DPSF Parent Organizers.*
- *delivers organizing and leadership support to schools interested in becoming Community Schools.*
- *builds community awareness of school transformations by capturing success stories, representing the initiative in various public forums as needed, and participating in advocacy activities to promote the initiative.*
- *advocates for public funding and is responsible for securing additional funding sources to fund the expansion of the model in DPS*
- *coordinates systemic opportunities to share 'lessons learned' from the Community Schools initiative with the broader DPS and Durham communities.*



The **Community Schools Steering Committee** was commissioned by the DPS Board of Education in November of 2021 to oversee a comprehensive Community School Implementation Plan, addressing critical elements of a strong community school strategy including:

- funding
- school selection
- training
- implementation timeline
- evaluation
- building program awareness



The **Community School Coordinators** (CSC's) are responsible for the implementation of the community school strategy at the school site level.

The work of the CSC's ultimately furthers the DPS strategic plan to improve academic outcomes by transforming schools and removing barriers to learning for all students.

The Community School Coordinators:

- conduct an extensive needs and assets assessment and work with their school's inclusive leadership team (and a broad range of school staff, families, administrators, and community partners) to develop and implement a strategic plan based on the results of that assessment.
- initiate, facilitate, and maintain programs at the school level aligned with the DPS strategic plan and develop and further the wisest use of community resources to create optimal impact by enhancing community and individual assets, meeting critical needs, and promoting long-term collective solutions.

**"My Coordinator has been an extension of my office into the community---identifying blind spots and developing action steps to address my community's needs." James Hopkins, Lakewood Principal from 2018-2022**



As an integral part of its efforts to advance transformative changes in public education, the BCCSP established a **Parent Organizer** position to build parent leadership and increase the engagement of parents of color within the Bull City Community Schools.



"The families are already connected to their school, and so many of the resources they need are now in one place, a one-stop-shop for information, workshops, and basic needs."

-Katherin Castillo, Community Schools Parent Organizer

Starting in 2022-23, the BCCSP is preparing for the next phase in our parent-facing work: **identifying a parent at each of our community schools to take on the organizing work on a part-time basis, with DPSF compensation. This is the right step towards centering parent voices.**

"Parents that I have constant contact with now are so appreciative, like you can hear it in their voices, you can see it on their faces. They are thankful to have...to be able to have a voice and be able to provide feedback to our administrators in the building as well as the teachers in the building. They're able to use their voice to make a change."

-Mayra Morales, ESL Teacher, Lakewood Elementary

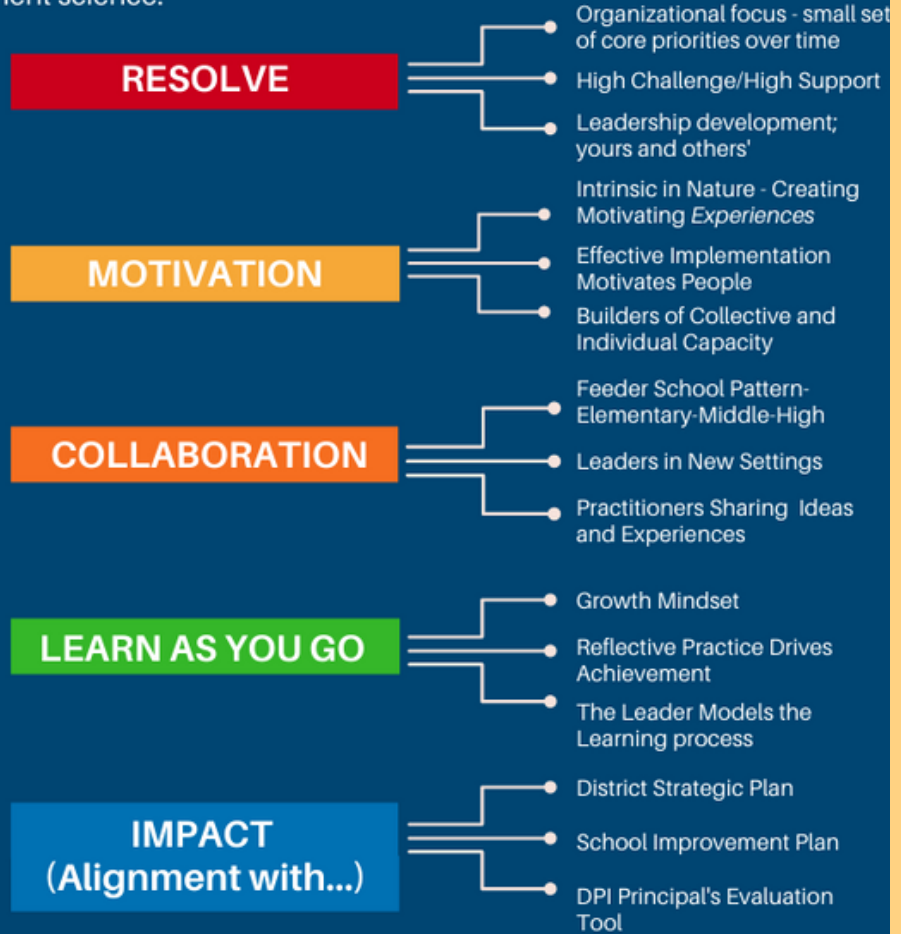


**Goal Statement** - To empower DPS Principals with the skills and confidence needed to authentically embrace and implement an inclusive leadership model in their school communities through continuous improvement science.

## Principal Leadership Fellowship

2021-22 Cohort  
Principals of:

- Brogden Middle
- CC Spaulding Elementary
- Club Boulevard Elementary
- Eastway Elementary
- Hillandale Elementary
- Lakewood Elementary
- Lakewood Montessori Middle
- Lowe's Grove Middle
- Lyons Farm Elementary



Framework: based on Michael Fullan, *Change Leader* (2011)

**Principals play a crucial role in transforming schools.** They effectively share leadership in reform efforts when they view their teaching colleagues as professional equals and consistently include others in creating change using an inclusive-facilitative orientation.

The **DPSF Principal Leadership Fellowship** consists of a cohort of school leaders from the two Community Schools and seven additional principals studying the model. While this allows these leaders to become familiar with the DPS Community Schools approach, they also study selected **collaborative leadership approaches**. In 2020-21, the cohort studied methods for creating effective systems for building high-functioning teams and shared best practices for district/principal communications protocols with the DPS Superintendent.

# The Work

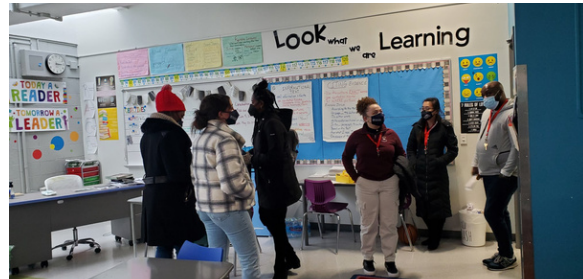


## University-Assisted Community Schools

**Duke and North Carolina Central University** lead an interdisciplinary research initiative funded by Duke's **Bass Connections Program**. The collective has engaged undergraduate and graduate students, staff, and faculty since fall of 2019. The collective acts as an **interdisciplinary research and evaluation partner** with BCCSP to explore how each local university can support the community school project. Early engagement indicated that universities would be far stronger contributors if they could do the introspective work of learning how to build capacity for community schools, and leading initiatives designed to interrogate existing university-public school partnerships. The collective prioritizes the expertise of practitioners engaged with the work by inviting community school coordinators and NEA leadership to their research space, and visiting other community school and university-led models around the country.



**The obligatory UASC Sub-team Share Out**



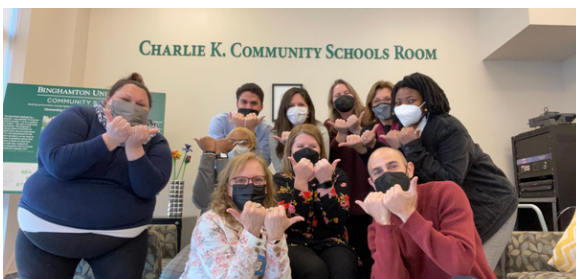
**Site Visit to the Netter Center for Community Partnerships at Penn**



**Site Visit to the University of Central Florida Center for Community Schools**



**Site Visit to the UCLA Center for Community Schooling**



**Site visit to Binghamton University (NY)**



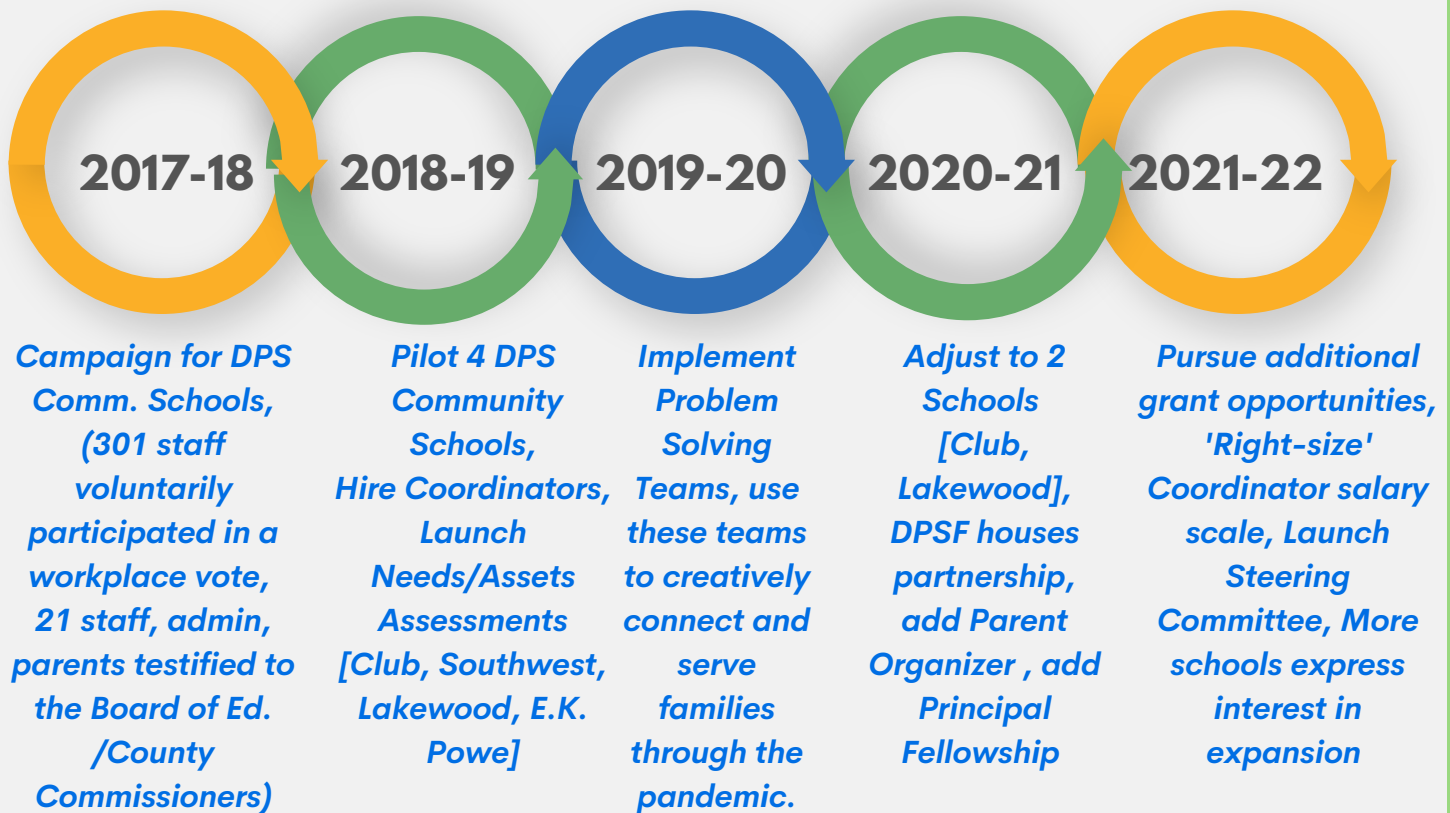
**The obligatory UACS post-class group photo!**





## Bull City Community Schools Partnership Timeline

From its initial grassroots campaign, the Community Schools Model in the Durham Public School System has been through a pilot phase, found a lead agency in the Durham Public Schools Foundation, and found a special place in the hearts of so many DPS families who know and trust their school staff and leaders and have a seat at the table when decisions are being made. This model recognizes community expertise and addresses barriers to teaching and learning through continuous improvement science.



"The whole basis of community schools is about organic, grassroots leadership. You need a large net of people to be able to make that program in the school district go really well."

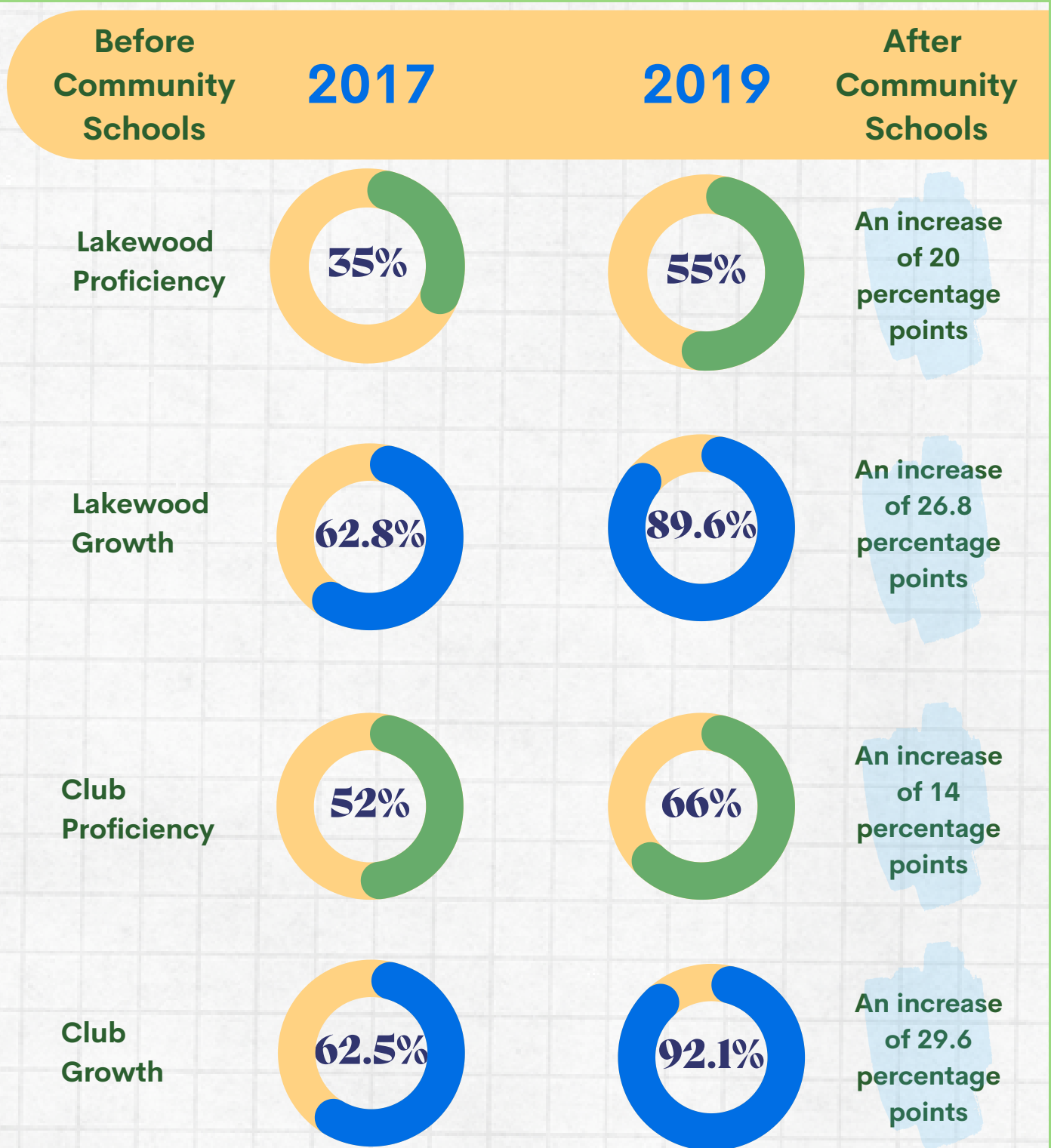
Symone Kiddo, School Social Worker, Club Boulevard Elementary

# The Impact

Goal 1: Implement Durham's  
Community School Model  
with Fidelity

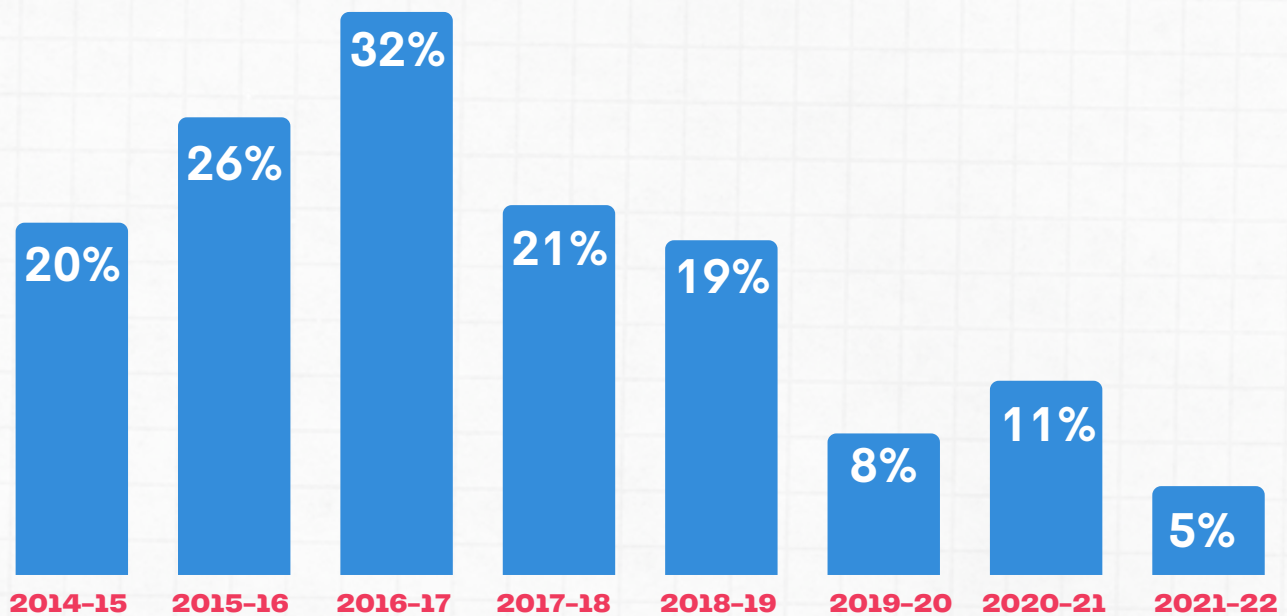


Lakewood Elementary/Club Boulevard Elementary NC Report Card Metrics for the period before implementation of Community Schools (2017) and during the last pre-COVID-19 assessments (2019).





### Teacher Turnover at Club Boulevard Over Time



Before DPS  
Community Schools

After DPS  
Community Schools

"To know that the teachers are supported, that I am supported by administration and then also supported by my colleagues...it makes me feel connected to the school. Honestly, I don't want to work anywhere else." - Abby Exum, AIG teacher, Lakewood Elementary

I, like many principals, am a bit of a control freak. And so that shared leadership piece has been my biggest area of growth, and I feel like it's my biggest area of strength now.

---Because I don't have to make all of the decisions. I don't want to make all of the decisions.

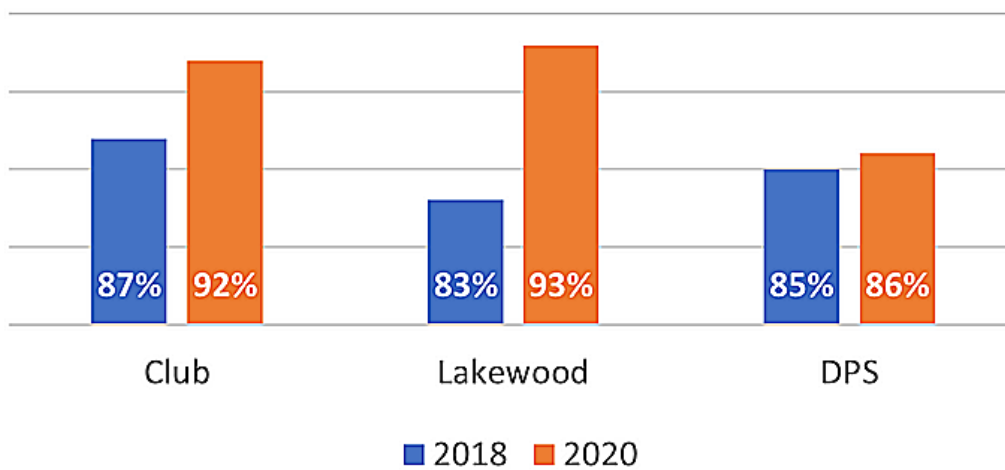
- Terry Phillips, Principal, Club Boulevard Elementary



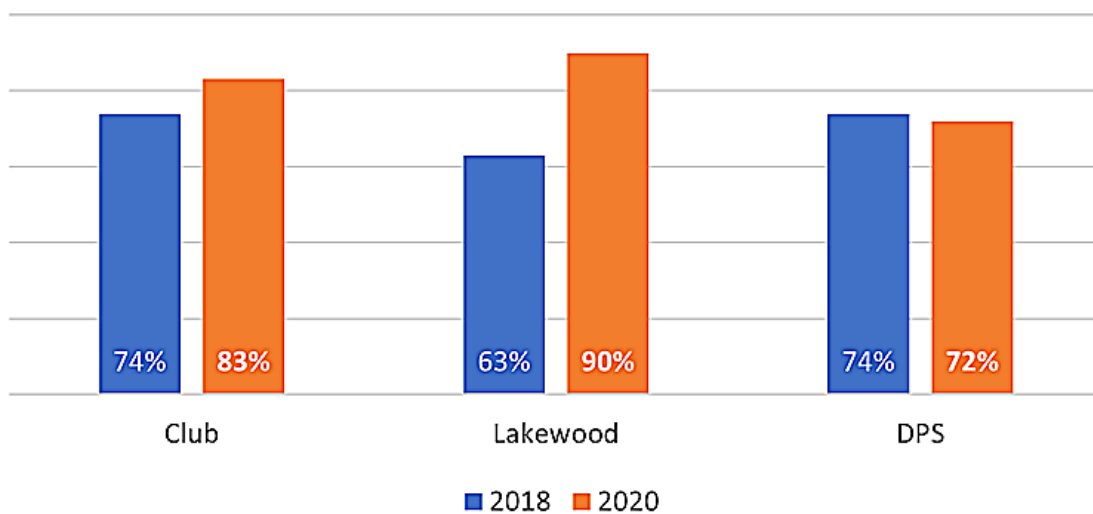


### NC TEACHER WORKING CONDITIONS SURVEY RESULTS

% Agree that teachers in my school are effective leaders



% Agree that my school has good processes for making group decisions

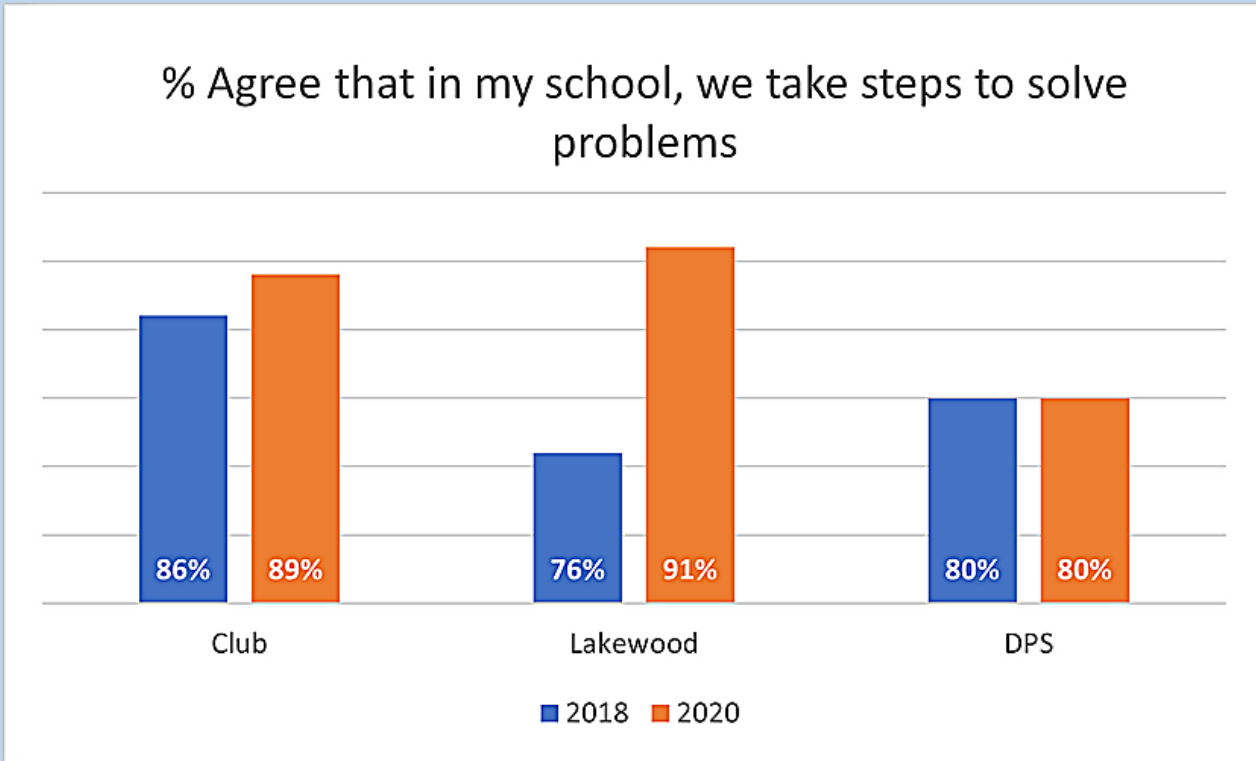


# The Impact

Goal 1: Activity 1.3B -Problem solving teams utilize Plan, Study, Do, Act (PDSA) cycles to implement change ideas to address identified drivers related to student outcomes



## NC TEACHER WORKING CONDITIONS SURVEY RESULTS

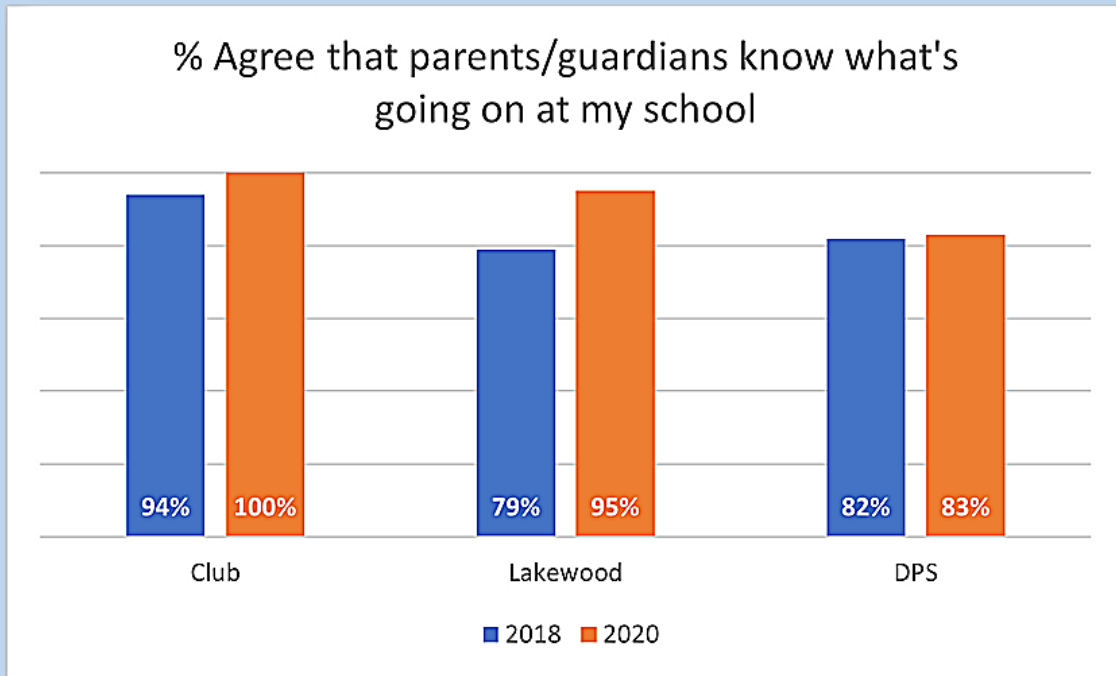


**"Students see this. Family see this. Success breeds success. Anytime you have a group of staff members that are inspired by each other, students see it. When students see it, parents hear about it. When parents hear about it, the community hears about it. When the community hears about it, it comes back into school. And there's this positive cycle that goes, that goes round and round."**

**- James Hopkins, Principal, Lakewood Elementary from 2018-2022**



### NC TEACHER WORKING CONDITIONS SURVEY RESULTS



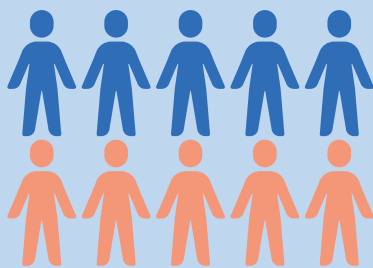
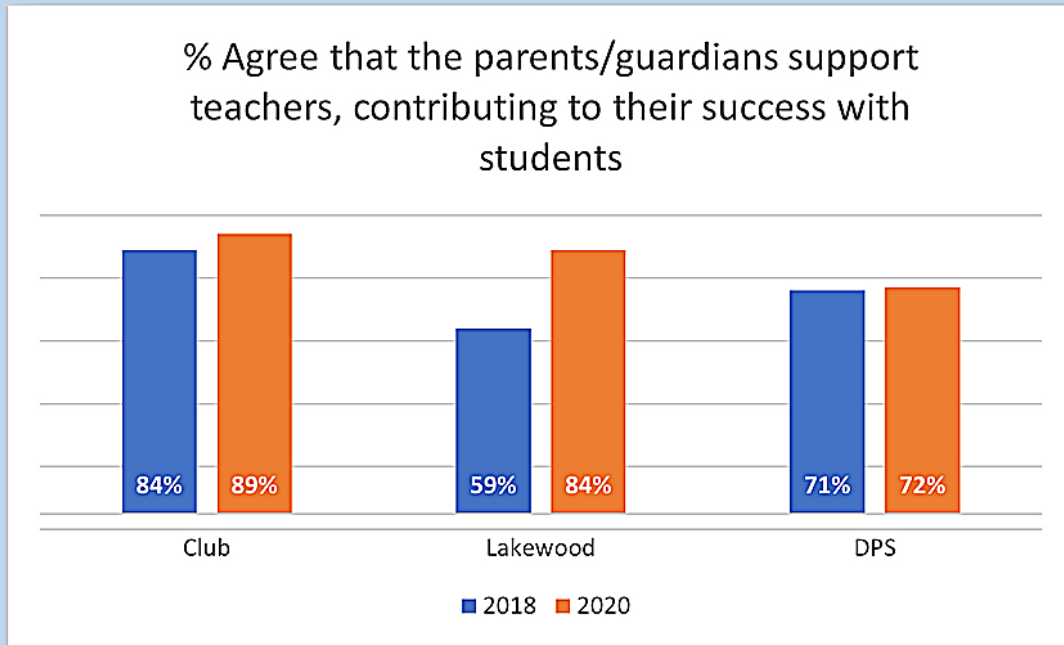
### Themes from 2021 Lakewood Parent Survey

"Parents feel connected to the school and can reach out when they need something."

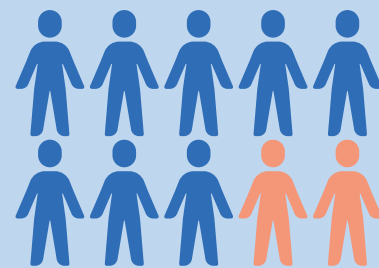
"Parents like it when the school communicates in the ways that work best for them."



### NC TEACHER WORKING CONDITIONS SURVEY RESULTS



**SPRING PARENT-TEACHER CONFERENCES**



Less than 50% of Club parents participated in Spring of 2019

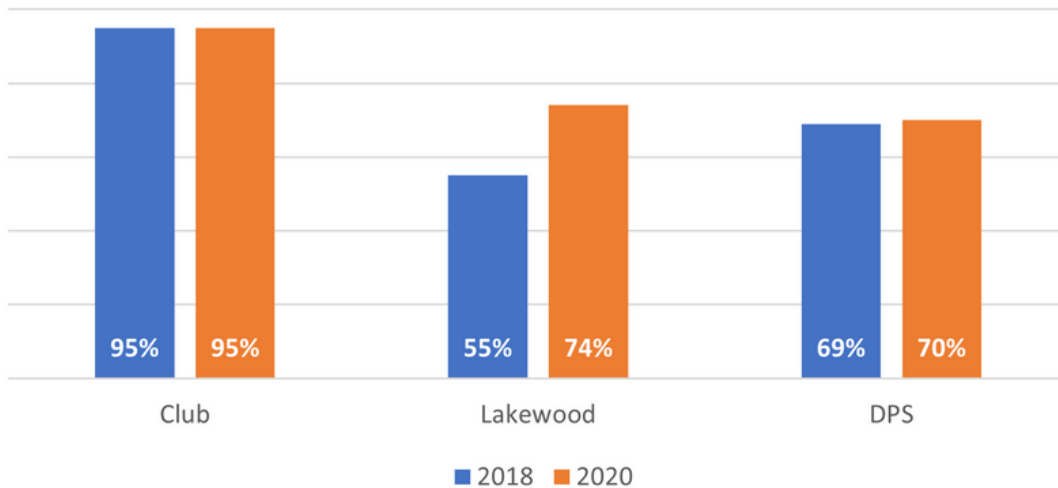


Over 80% of Club parents participated in Spring of 2021

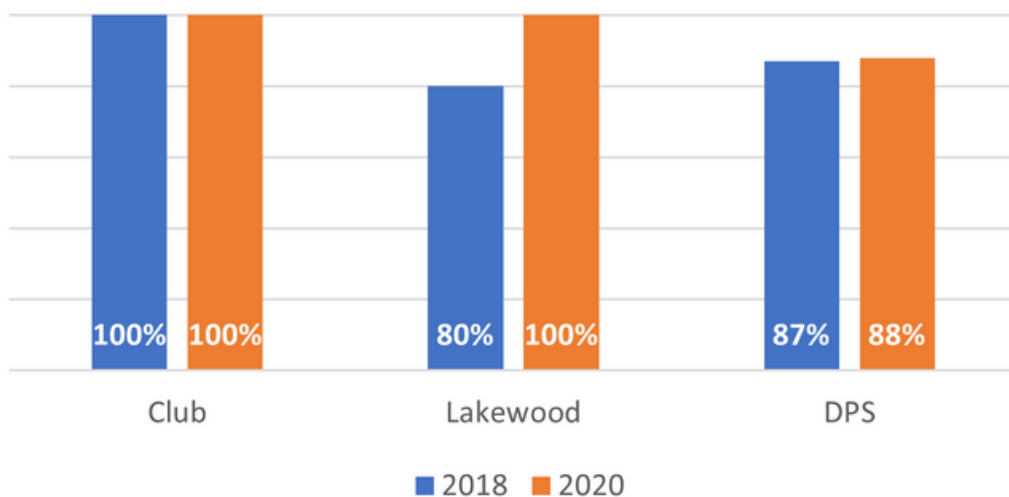


## NC TEACHER WORKING CONDITIONS SURVEY RESULTS

% Agree that parents/guardians are influential decision-makers at my school

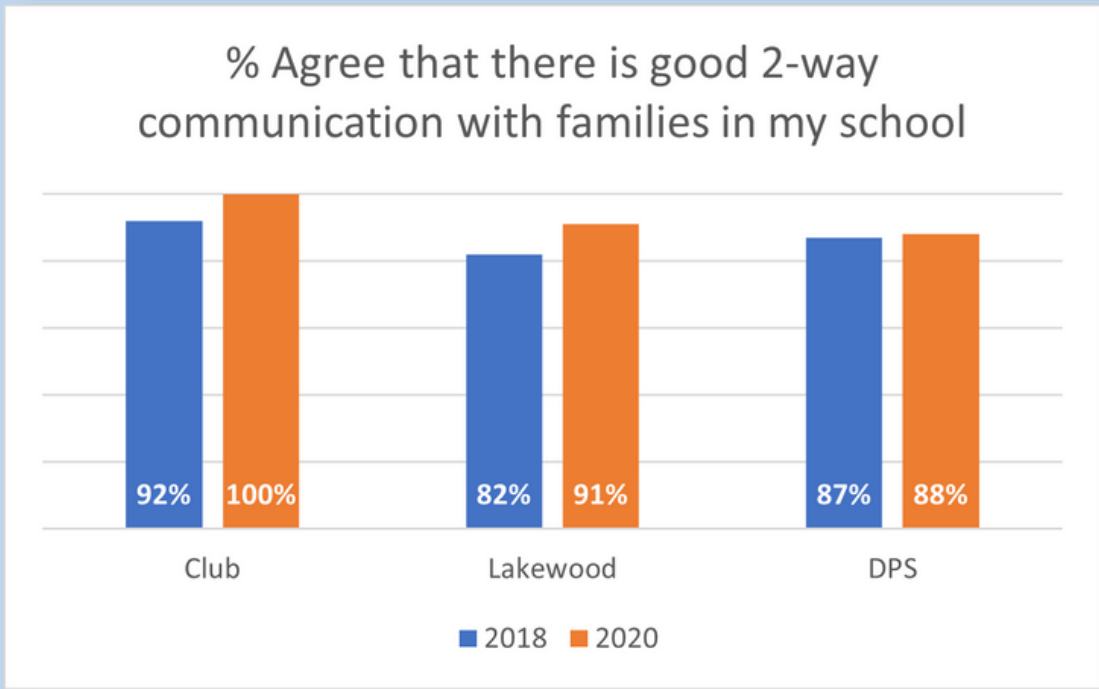


% Agree that my school encourages family involvement





## NC TEACHER WORKING CONDITIONS SURVEY RESULTS

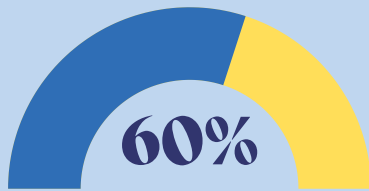


**2018**



Club completes first Needs and Assets assessment, receives feedback from 40% of families

**2019**



Club problem solving team seeks improvement, surveys 60% of families over 2 months.

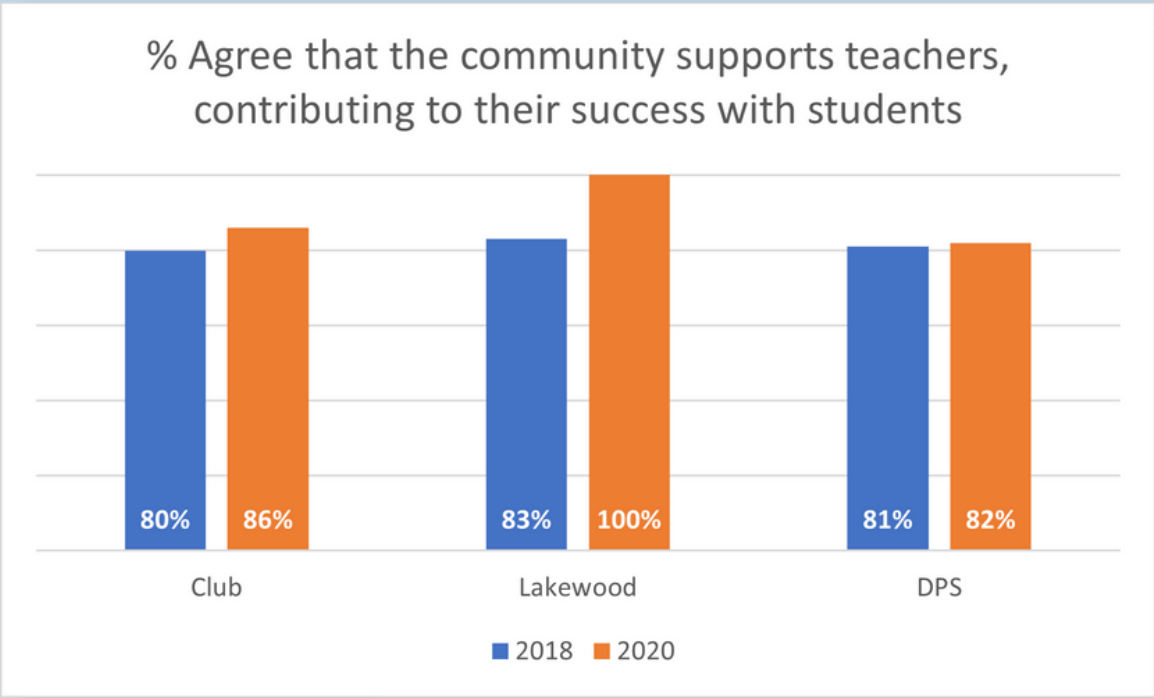
**2020**



As of fall 2020, Club can reliably reach and receive data from 99% of families within a week's window



## NC TEACHER WORKING CONDITIONS SURVEY RESULTS



**"We talk about educating the whole child, but we don't follow through.**

**Including the community is the next step to teaching the whole child."  
- Rebecca Dow, Art Teacher,  
Lakewood Elementary**

Goal 2: Activity 2.2C - CSC engages closely with principal, leadership team, and PTA leadership to ensure that all key school decision-making spaces are inclusive and welcoming of parents of color, and that these spaces are bilingual.



# The Impact

**COAT CLOSET**

**FOOD PANTRY**

**DIGITAL LITERACY**

Family Crisis Boxes

School Supplies Closet

Winter WISH BOXES



TRIPLE P PARENTING

TALKING TO YOUR KIDS ABOUT RACE

TALKING TO YOUR KIDS ABOUT CONSENT

Backpack Buddies

INTERNET SAFETY



**PAAC**  
Parents of African American Children

**PTA**  
everychild.onevoice.

**PANDEMIC PARENTING: DEALING WITH THE TRAUMA**

Parents, join us for a session with Sarah Reeves, where she unpacks the stresses and trauma that arise as we parent, especially during a pandemic.

We will dive into understanding how our stress as parents affects the way we interact with our children. We hope to see you there!

Brought to you by the CLUB BOULEVARD FAMILY RESOURCE CENTER in partnership with The Center for Child and Family Health

Club Boulevard Magnet Elementary  
DURHAM PUBLIC SCHOOLS

When: Nov. 2nd 6:30-7:30pm via Zoom: <https://dpenc.zoom.us/j/95512273017>

Club Boulevard Elementary and Club's Parents of African American Children (PAAC) committee are excited to announce

**Backstage at Club**

a series of visual and performing arts events that will bring the Humanities to life for the entire school community.

"Backstage at Club" was made possible through funds from the Durham Public Schools Foundation. More information about the CPS Foundation can be found online at [www.dpsfunds.org](http://www.dpsfunds.org)

LAKEWOOD ELEMENTARY

*Curriculum Night*  
*Noche del Plan de Estudios*

LEARNING GOALS  
HELPING YOUR CHILD AT HOME  
Q&A WITH TEACHERS

METAS DE APRENDIZAJE AYUDAR A SUS HIJOS EN CASA  
CONVERSAR CON LOS MAESTROS

Tuesday, Sept. 14th | 5:30 - 6:30 PM  
martes, 14 de sept. | 5:30 - 6:30 PM

FIND YOUR LINK - ENCUENTRA SU ENLACE:  
[bit.ly/CurriculumNight2021](http://bit.ly/CurriculumNight2021)

LAKEWOOD ELEMENTARY

**HOLIDAY GIFT CARD DONATIONS!**

We are requesting gift card donations of \$25 and \$50 to Walmart and Target only.

Wrapping paper and tape donations are also appreciated.

Please drop off gift cards in the front office by Friday, December 3, 2021.

2520 Vesson Ave.  
Durham, NC 27707  
Thank you!

**BLACK HISTORY BOWL 2022**

*Celebrating Black History*

Club Blvd. Elementary  
THURSDAY FOOD DISTRIBUTION  
DESPENSA DE COMIDA DE JUEVES

**FRESH FOOD  
COMIDA FRESCA**

WE ARE EXCITED TO EXPAND OUR WEEKLY FOOD PROGRAM TO INCLUDE ANY CLUB FAMILY WHO COULD BENEFIT FROM FOOD SUPPORT. GROCERIES WILL INCLUDE FRESH AND NON-PERISHABLE FOOD AND WILL BE AVAILABLE FOR PICKUP WEEKLY THURSDAYS BETWEEN 10-12 ALL FAMILIES MUST SIGN UP IN ADVANCE USING THE LINK BELOW.

ESTAMOS EXPANDIENDO NUESTRO PROGRAMA DE COMIDAS A CUALQUIER FAMILIA DE CLUB QUE SE BENEFICIARIA DE AYUDA CON UNA DESPENSA SEMANAL. LA DESPENSA INCLUYE COMIDA FRESCA Y COMIDA NO PERECEDERA Y ESTARAN DISPONIBLES PARA RECOGER LOS JUEVES ENTRE 10-12 SE TIENE QUE INSCRIBIR POR ADELANTADO CON ESTE LINK.

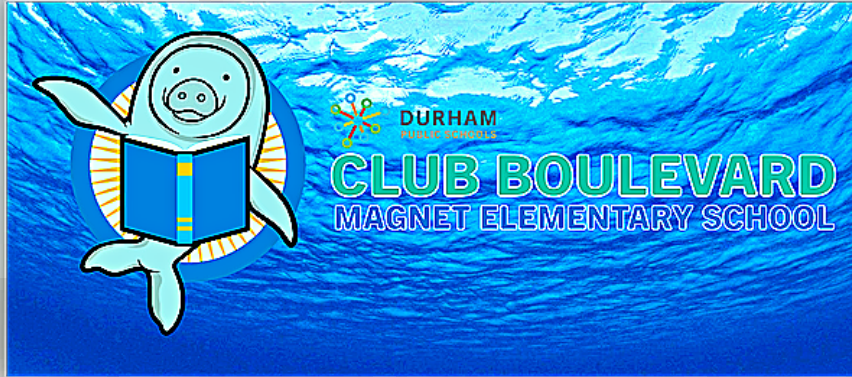
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*Thank you for  
supporting us!*

