



Equity and Excellence Learning Centers (EELCs)

School-Based Implementation Plan

Booker T. Washington High School

1111 Park Avenue

Norfolk, VA 23504

Deon M. Garner, Sr., Principal

EELC Vision & Mission

The Booker T. Washington EELC Vision Statement is:

“Reach the Community . . . Teach the Child”

The Booker T. Washington HS EELC Mission Statement is:

The Equity and Excellence Learning Center at Booker T. Washington High School will develop and implement the programming, activities, and opportunities for the school to connect with students on the family and community levels to help them academically. This mission is accomplished through passion-based, performance-based learning that encourages well-roundedness in students and their families.

Key Implementation Priorities

<u>Communication Plan</u>	<u>Stakeholders / Community Partners</u>
<ul style="list-style-type: none"> • Quarterly meetings with the BTW EELC Task Force; • Continuous information loops with the general community that BTW serves—informing them of events and outcomes of the EELC work; • Employing social media, newsprint media, and (when relevant) mass media to market and celebrate EELC events and outcomes 	<ul style="list-style-type: none"> • The BTW EELC Task Force will be comprised of various members and organizations that BTW serves. The Task Force will be responsible for providing: <ul style="list-style-type: none"> ○ Ideas ○ Information ○ Resources ○ Network ○ Passion for this work
<u>Direct Service</u>	<u>Timing & Frequency</u>
<ul style="list-style-type: none"> • Enrichment Activities – BTW Teacher-Driven • Side-by-Side Education • Community Development • Civic Engagement • Family Excursions 	<ul style="list-style-type: none"> • Ongoing and overlapping activities—allowing the process to be uninterrupted from Aug → May • Monthly Family Mentoring Excursions • Monthly Athlete Check-ins • Family and Community activities that will take place in the heart of the community
<u>Collaboration</u>	<u>Progress Monitoring</u>
<ul style="list-style-type: none"> • Norfolk Social Services • Norfolk Juvenile Court • Businesses in the Park Avenue Mall (across from BTW) • Apartment Managers from the complexes surrounding BTW • Norfolk Library System • Norfolk Colleges & Universities • Faith Based community • Greek Letter & Social Groups 	<ul style="list-style-type: none"> • Pre and Post survey instruments to chart personal growth because of enrichment & engagement activities • Attendance tracking for students and families • Qualitative data • Testimonials • Portfolios of student and family work and exposure

Expectations/Non-Negotiables

- (1) The Booker T. Washington High School Equity & Excellence Learning Center programming will be infused into the daily “life” of the school. It will not be a set aside, stand-alone, or “extra” initiative. The goal is to fortify the family to edify the child. Family focus is the “HOW;” Student success is the “WHY.”
- (2) Teachers will incorporate natural and authentic family engagement “opportunities.” This will build organic connections between teacher and student and teacher and family. Teacher-driven, family-centered connections based on content will support focused academic success.
- (3) The EELC work will be written into the Comprehensive School Improvement Plan—targeting family engagement. There will be overlap with Title I implementation requirements.

Roles and Responsibilities

Principal – The lead proprietor and facilitator in this effort. The principal will oversee the full implementation of the work to include identifying key building staff members, managing budgetary resources, and ensuring that the EELC programming at BTW is in alignment with the school's comprehensive plan and the Superintendent's overall district vision.

Teachers – Teachers have two roles: (1) self-identified teachers will offer enrichment activities that extend classroom learning and expose students to facets of life that they, otherwise, may not have been aware of. (2) Teachers will embed family engagement activities in their teaching. This could be something as simple as parent-focused surveys or advanced as family-teacher meetings. This will be documented in teacher lesson-plans.

EELC Task Force – These members will serve as the driving force behind the EELC at BTW. These members will bring outside resources and support to work of the EELC. Task Force members will also provide a community perspective—helping to address areas that students may face outside of the school building that impact student life within the school.

Goals

Extended & Enrichment Learning Opportunities (Year 1) – BTW will provide a robust program of enrichment opportunities based on teachers' passions and students' interests. The overall program will expose students to facets of living and learning that they would not normally encounter in the traditional classroom setting or even in their homes or communities. These activities are selected and facilitated by teachers and will include an intentional and planned family engagement component.

Family and Community Engagement (Year 1) – Being a Title 1 School, BTW is already committed to the intentional family engagement efforts and providing opportunities to involve parents and families in the academic enterprise. The BTW EELC will design specific family-focused experiences that will increase their involvement. Also, families will be invited to engage with their students in the planned enrichment opportunities. This work will also include facets of the community (e.g. apartment complexes, local businesses, and faith-based centers) will also be made to touch every facet of student life outside of the school building.

Distributed Leadership and Practices (Year 2) – This will be a focus in the second year of implementation. However, the BTW EELC envisions providing opportunities in three areas of leadership:

- Developing student leaders—giving them active say and voice in the work that we plan to do;
- Continuing to bolster teacher leadership in community development and family engagement;
- Providing opportunities for community and parent leadership within the school building—increasing their visibility and involvement within the school

Multi-Tiered Systems of Support (Year 3) – This will be a focus in the third year of implementation. Ultimately, this work will be infused in the overall comprehensive school plan and will be incorporated in the work of the MTSS Team that comes together to provide supports for students who are struggling academics, discipline, and attendance.

Assessment/Evaluation

- Teachers will design and implement short pre and post surveys of their enrichment activities to measure participant growth relative to the enrichment & engagement activities;
- Attendance tracking for students and families – a building-level EELC monitor will record students' names and their families that attend the enrichment and family activities. We will track students and family who attend multiple activities and use this data to choose who will participate in the larger family excursions;
- Qualitative data will be collected to describe participants' experiences and give input on future offerings and/or the continuation (or discontinuations of current offerings)
- Participant testimonials;
- Portfolios of student and family work, to include photos, work samples, and (where appropriate) demonstrations and presentations to the larger community to document student and family growth because of their involvement.

SWOT Analysis

(S) Strengths

- Strong alumni presence within and around the schools
- A passionate principal who sees the need for this level of work
- Teachers who are already on board with offering enrichment activities based on their non-academic passions

(W) Weaknesses

- Continued renovation of the BTW campus could reduce our capacity to host events and provide enrichment (this will conclude)
- Multiple initiatives throughout the building could decrease focus on one work

(O) Opportunities

- Increased networking with business and community partners
- Establishing relationships with apartment communities where students and families reside

(T) Threats

- Whole-school community buy-in
- Competition of other schoolwide initiatives
- Personnel burn-out

Professional Development

Ongoing professional development will be provided for all stakeholders as the program develops and progresses. There will be opportunities to expand the work of all staff members involved to be intentional in incorporating family and community engagement into our curriculum and into specific content areas. Annual site visits to schools around the country to see how similar programming works will be scheduled. These visits and conversations will support the overall growth of the program inside and outside of the Norfolk Public Schools community. As the initiative grows, more focused professional development will be offered to meet the demands of new and more robust programming. The goal is to meet the needs of the community to support and teach the child, as community needs evolve, our BTW EELC offerings will evolve. This will provide us with unique data on the types of the professional development work and training that must be provided to prepare for the ever-changing challenges brought on by this work.