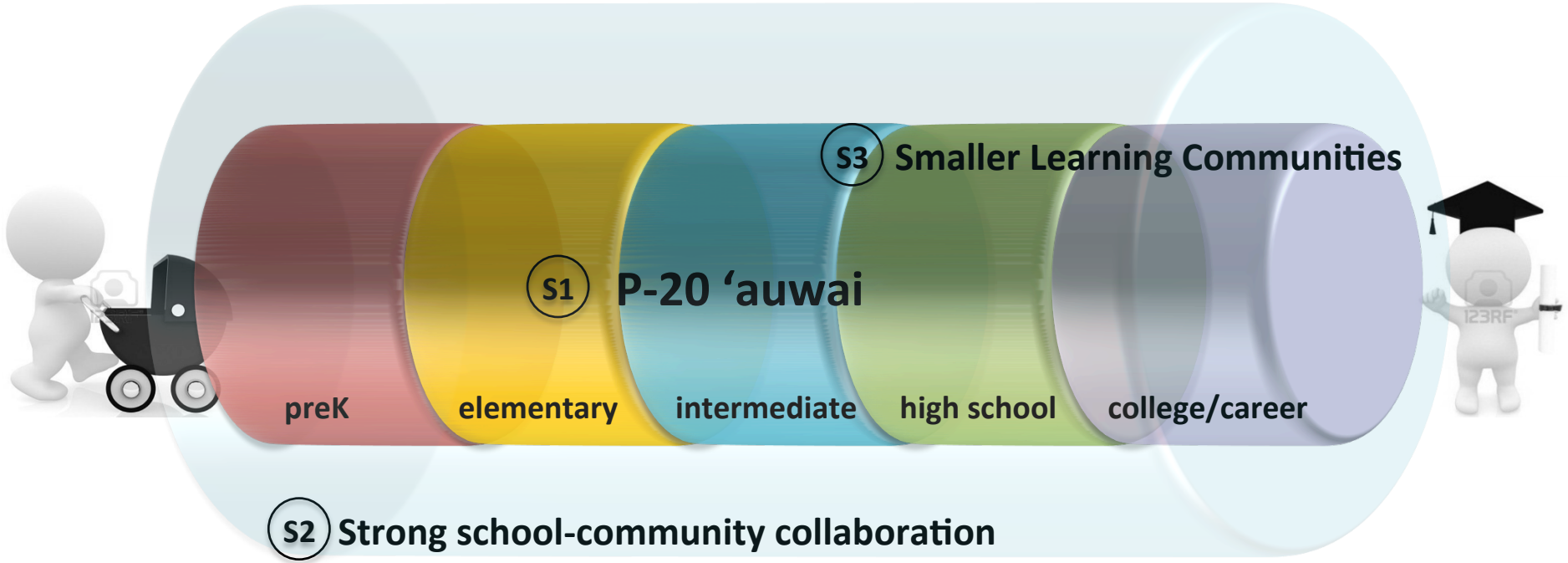
Castle Complex Redesign ‘Auwai

3 Interconnected Strategies, 4 Priorities over 5 years



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Castle Complex Redesign ‘Auwai

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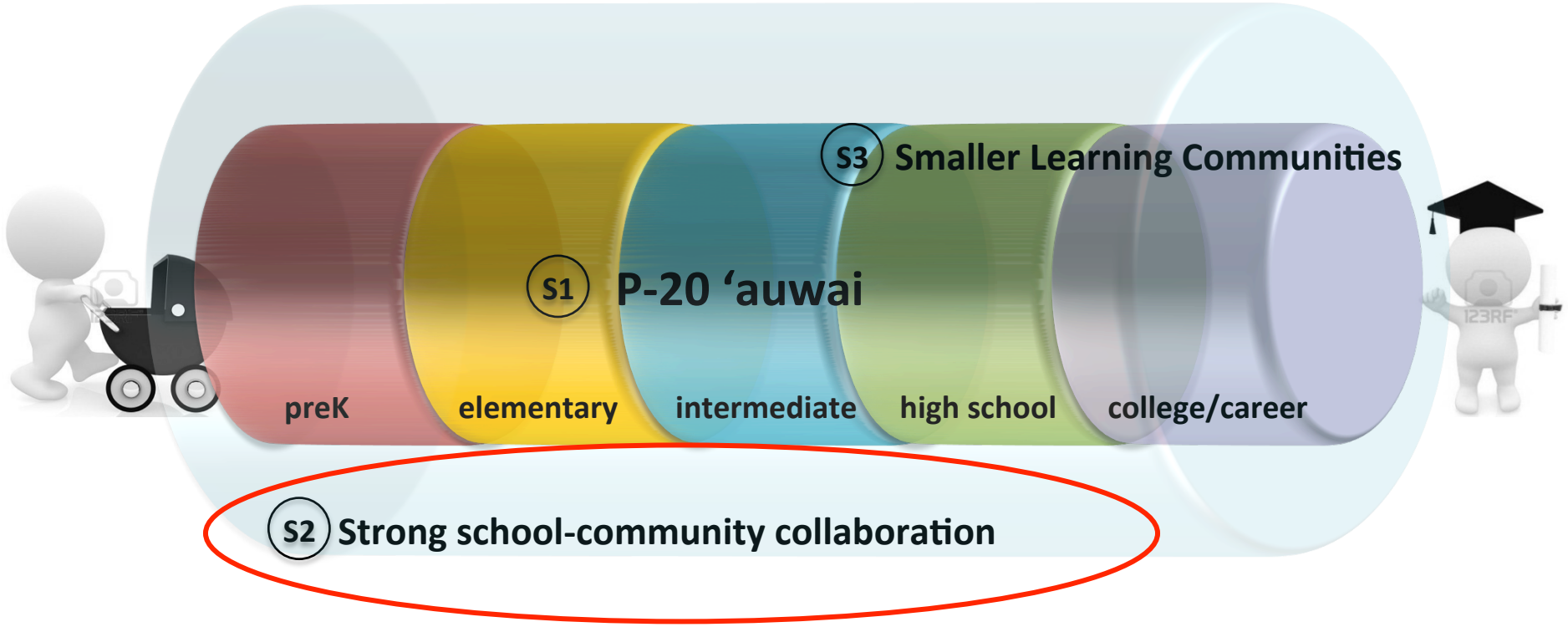

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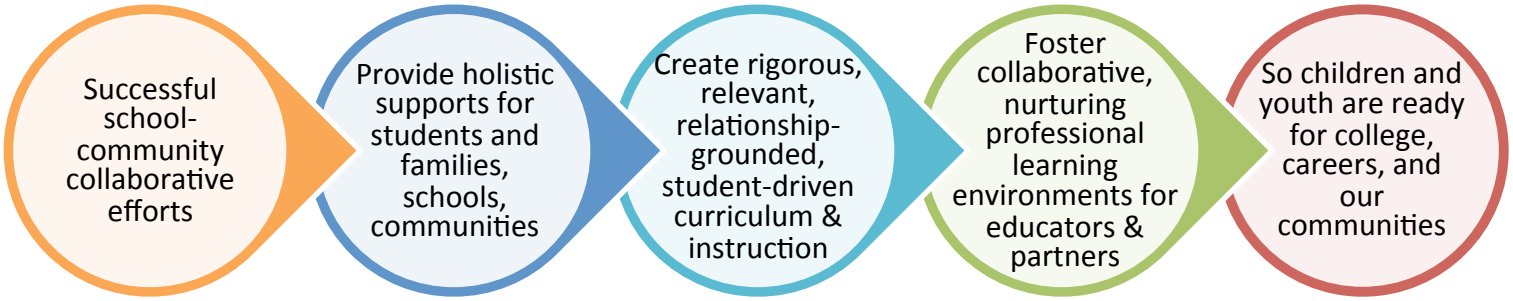
What we've learned (thus far)

it's all about the network.



What we've learned (thus far)

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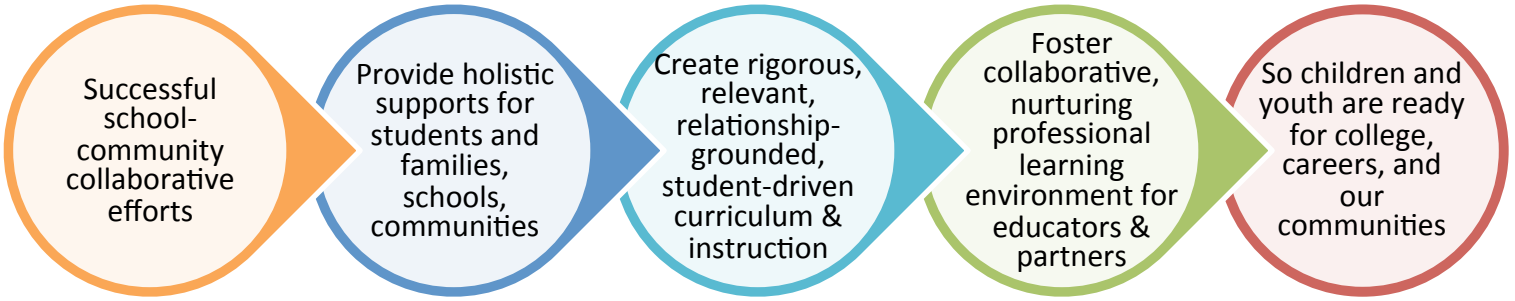


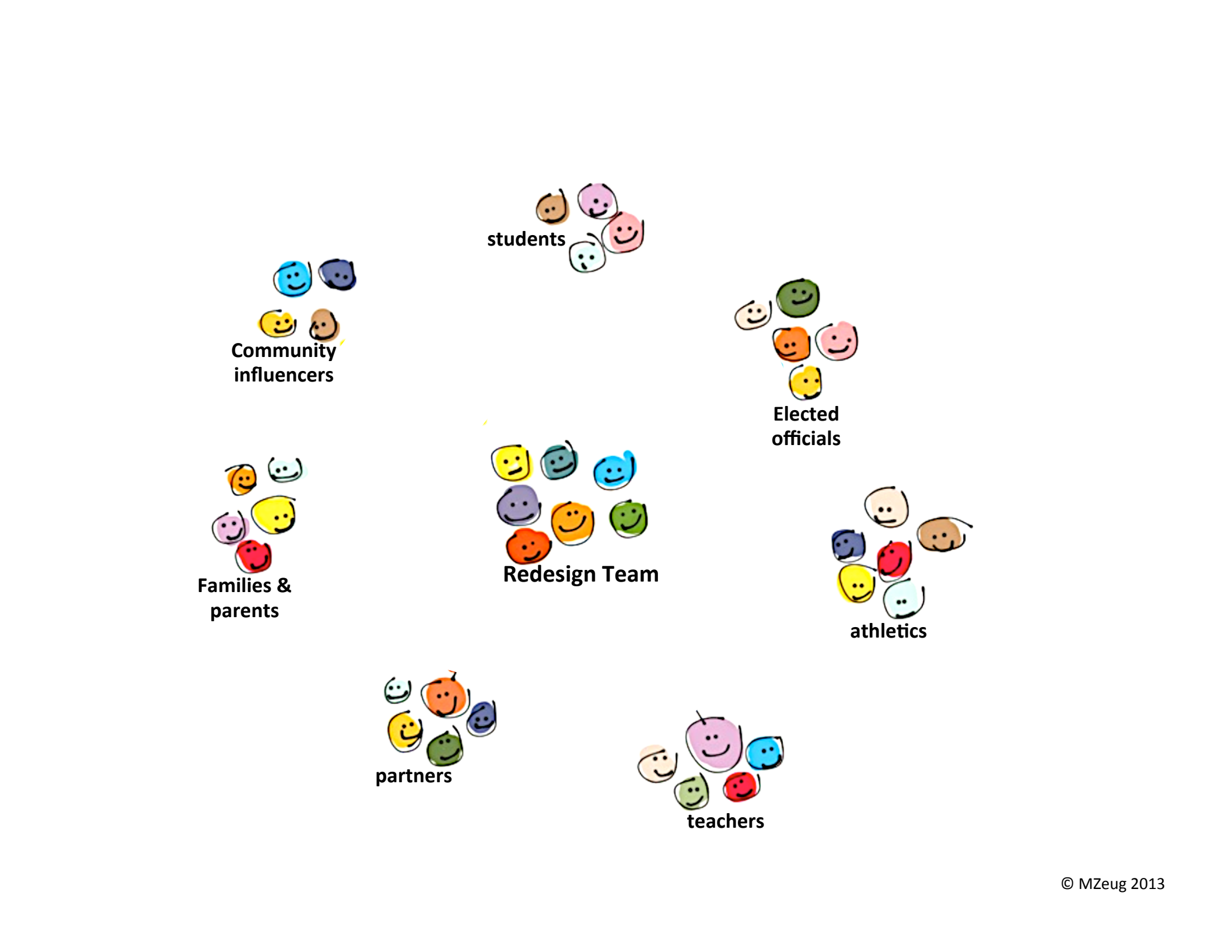
If we can build a strong, coordinated, capable, collaborative network

→

we will improve student learning, strengthen families and create healthier communities

Lesson #1

if it's about the network, someone has to coordinate it.


students
Community influencers
Elected officials
Families & parents
Redesign Team
athletics
partners
teachers

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Lesson #2

if it's about the network,
(someone has to)
pay attention to the links.

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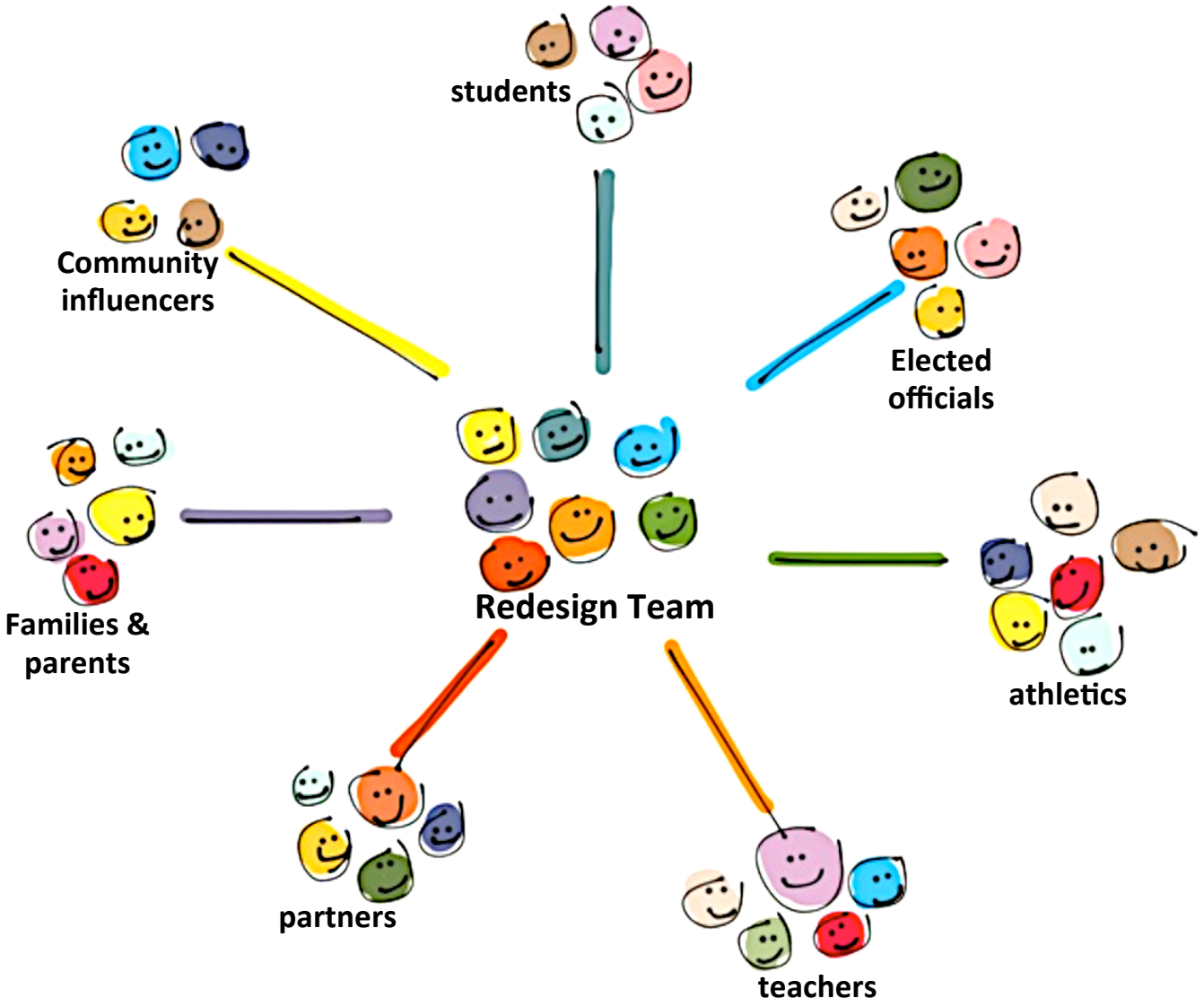
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athletics
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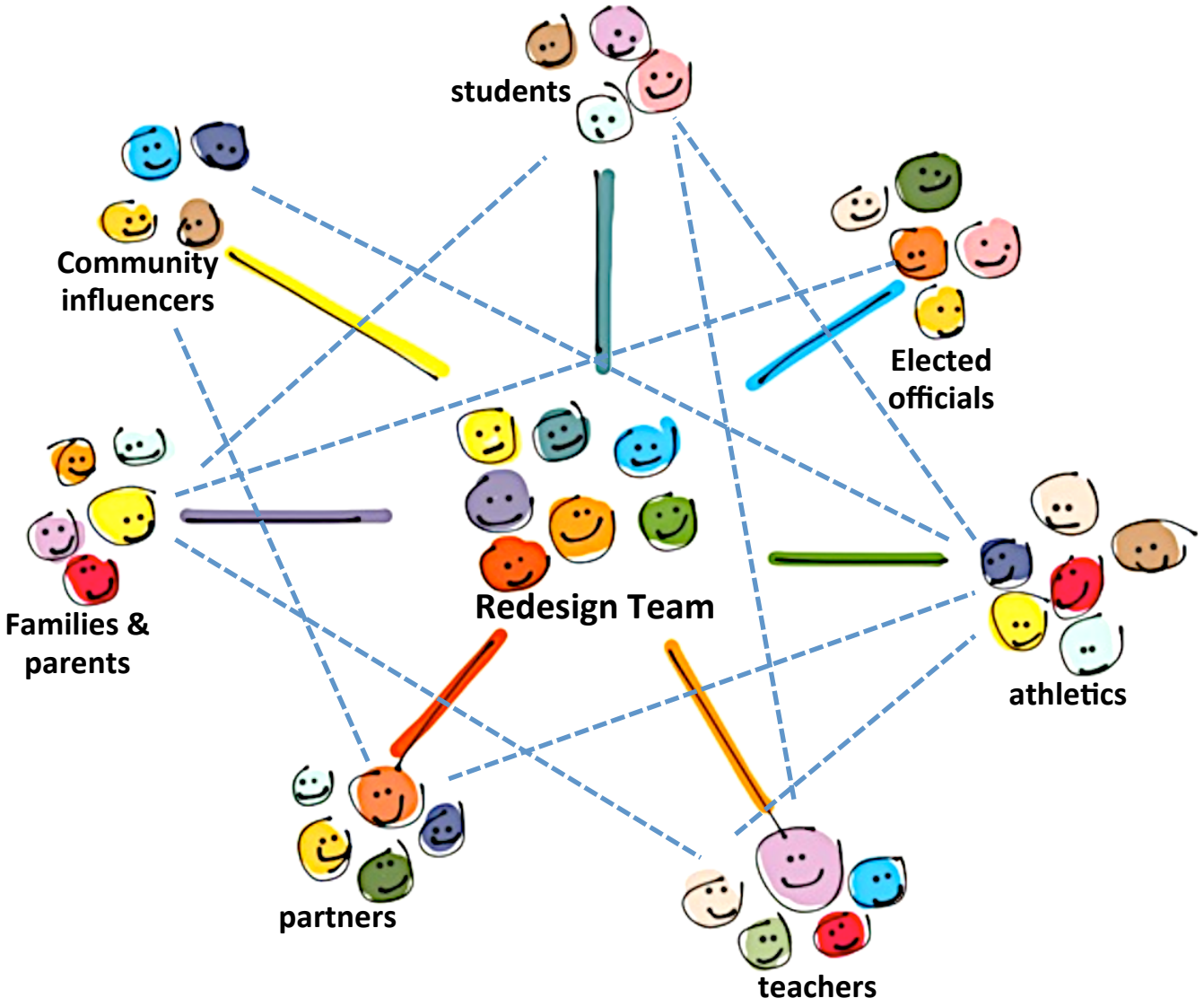
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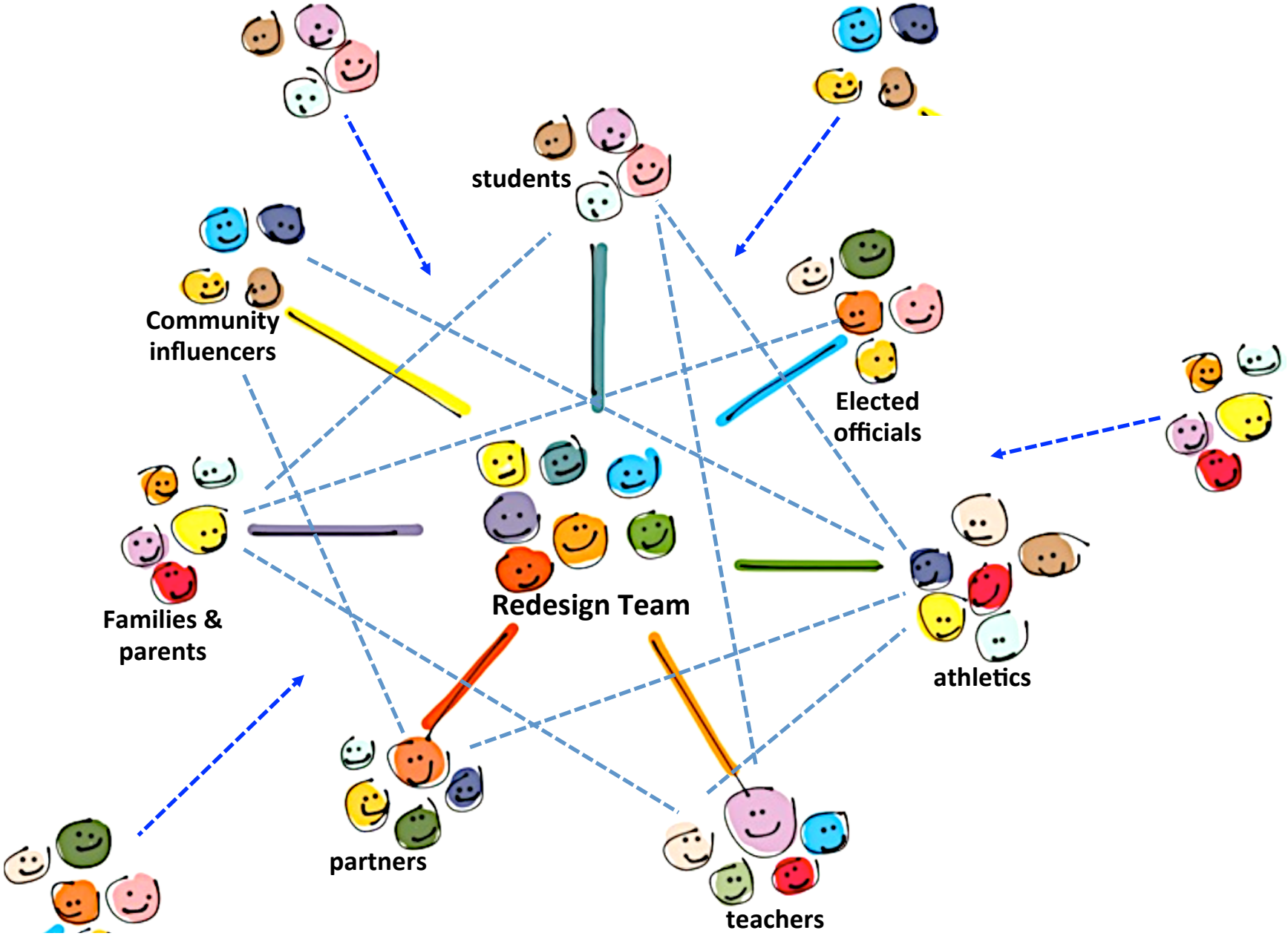
students
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partners
teachers

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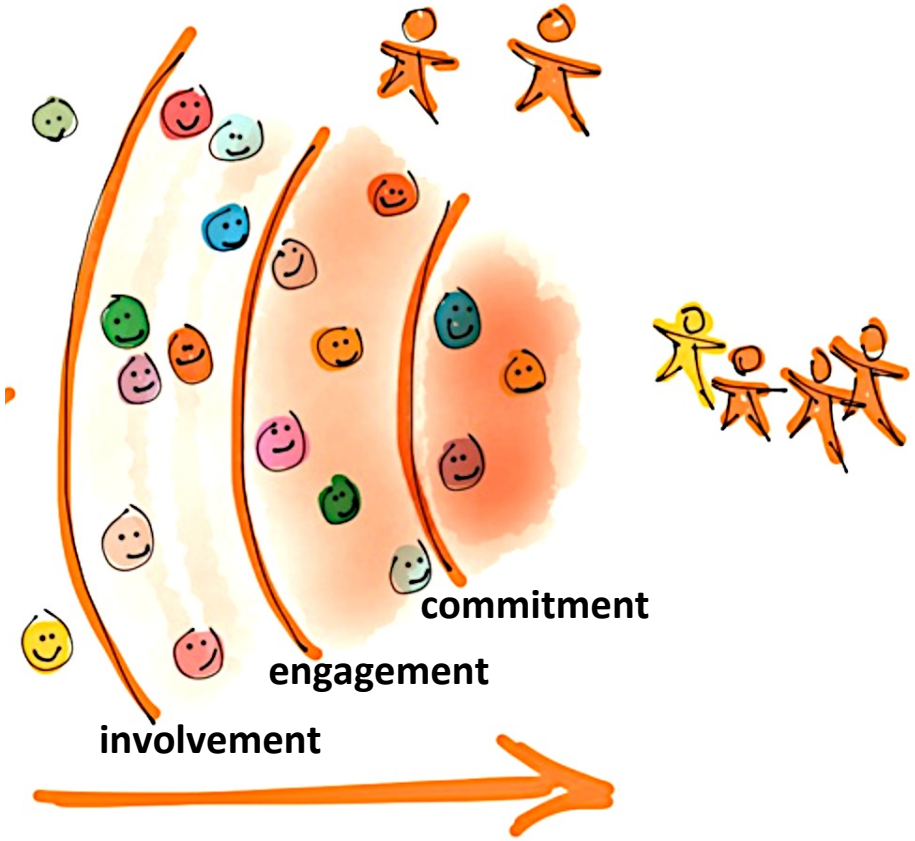
Lesson #3

it’s a process, not a workshop.



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	Academics, college/career preparation	Leadership, character education	Health & wellbeing
involvement	**Resource Providers** *Finances, facilities/location, personnel, networks*		
engagement	**Tier 2 Providers** *Internships, workshops, programs, services*		
Commitment	**Curriculum Co-developers**	**Individual Mentors**	

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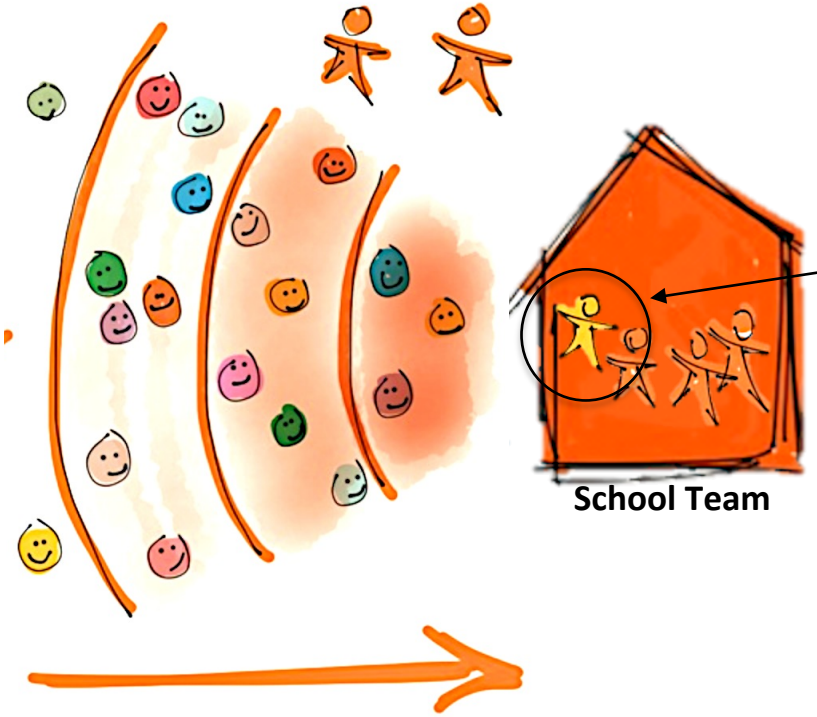
Lesson #4

coordinating the network
is a full-time job.



Site coordinator

	Academics, college/career preparation	Leadership, character education	Health & wellbeing
involvement	**Resource Providers** *Finances, facilities/location, personnel, networks*		
engagement	**Tier 2 Providers** *Internships, workshops, programs, services*		
Commitment	**Curriculum Co-developers**	**Individual Mentors**	

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Implementation, Year 1

55 teachers
6 months of facilitated PD

7 community partners CC PD
4 curriculum units +8

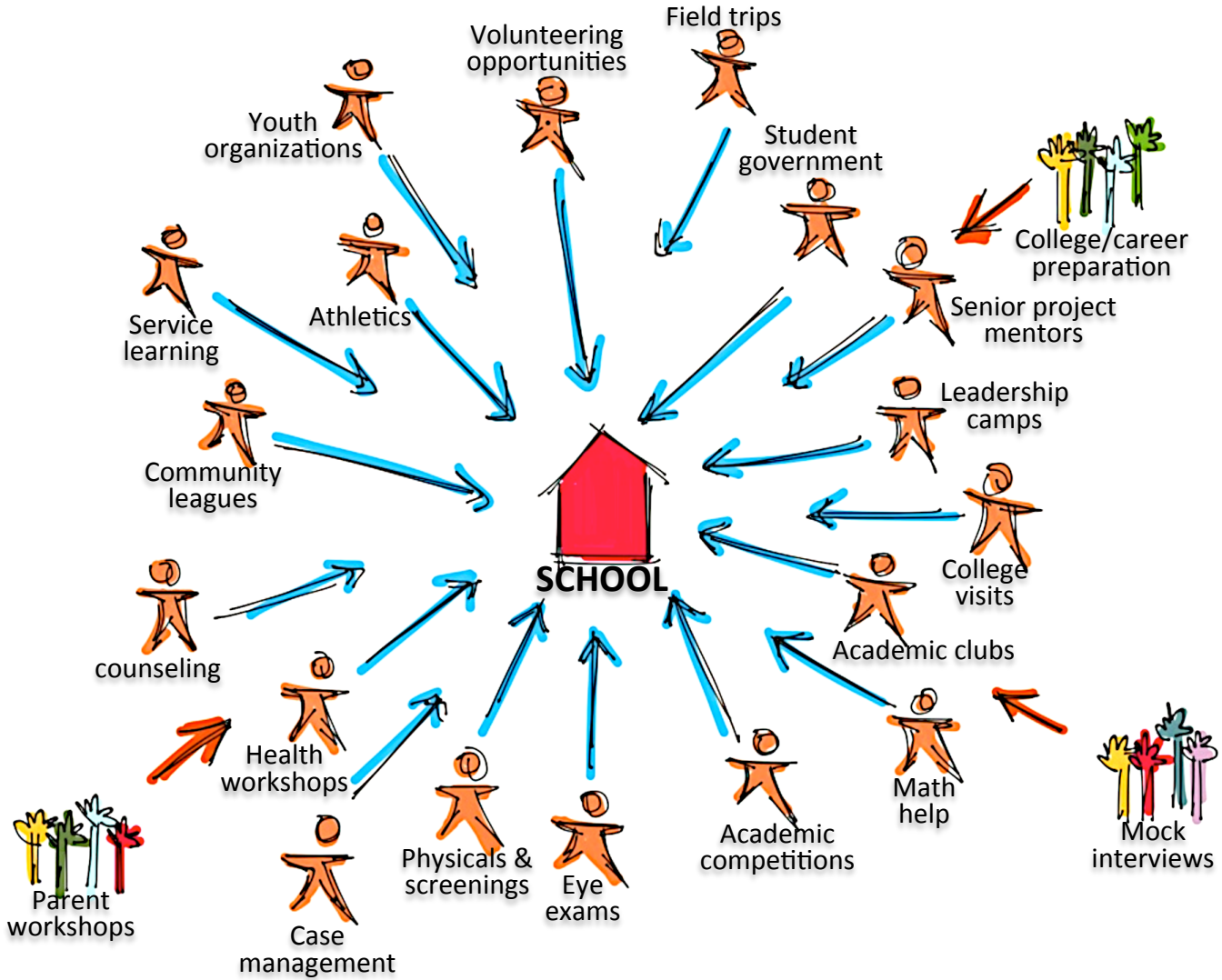
Po‘okela Academy

53 students
6 ‘aina based organizations
1-2x per week

Family Hui

what does this mean for you?

a reminder on context


Volunteering opportunities
Field trips
Youth organizations
Student government
College/career preparation
Service learning
Athletics
Senior project mentors
Leadership camps
Community leagues
SCHOOL
College visits
counseling
Academic clubs
Health workshops
Math help
Mock interviews
Parent workshops
Physicals & screenings
Eye exams
Academic competitions
Case management

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Thought #1

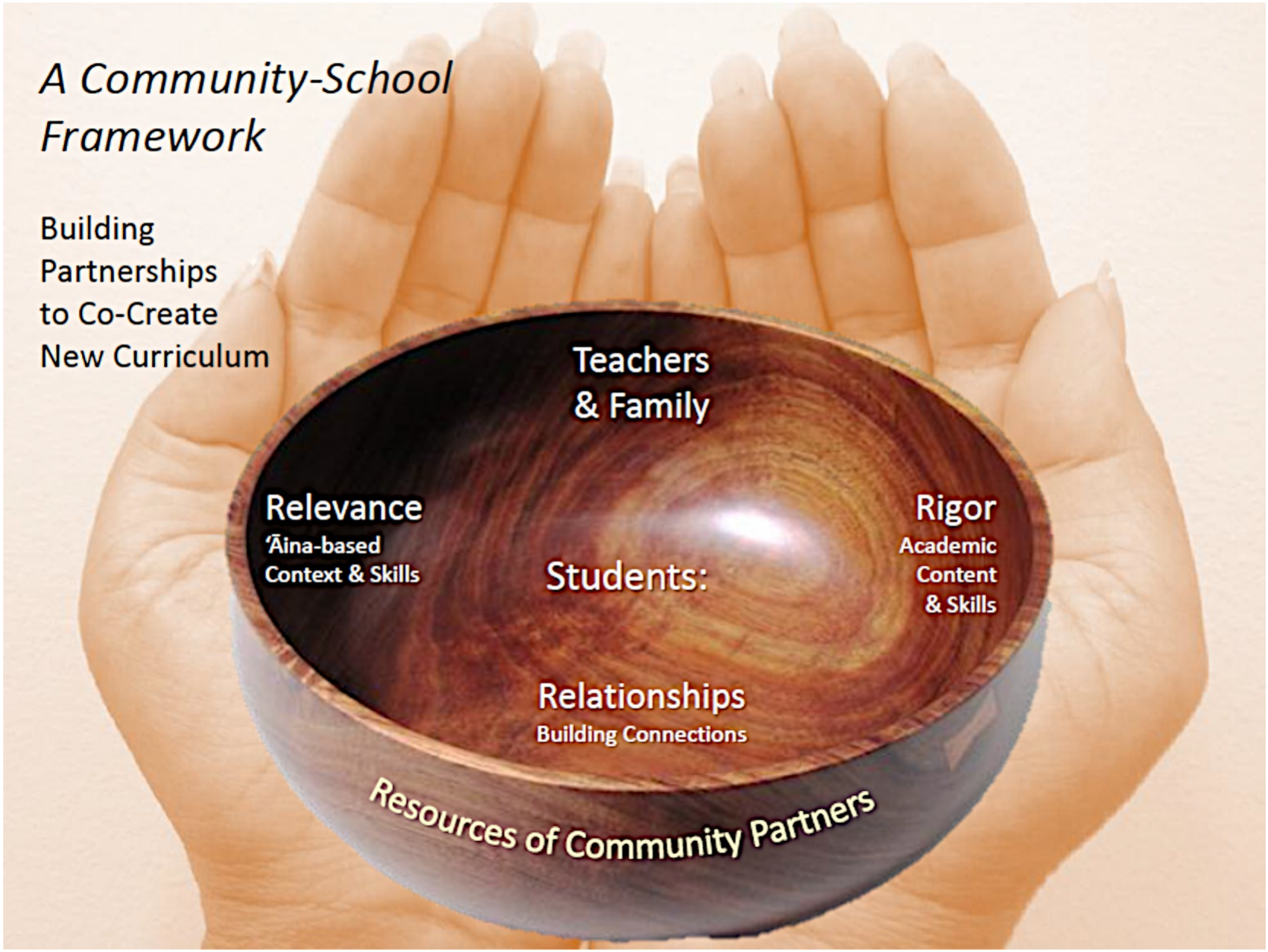
who is your champion?

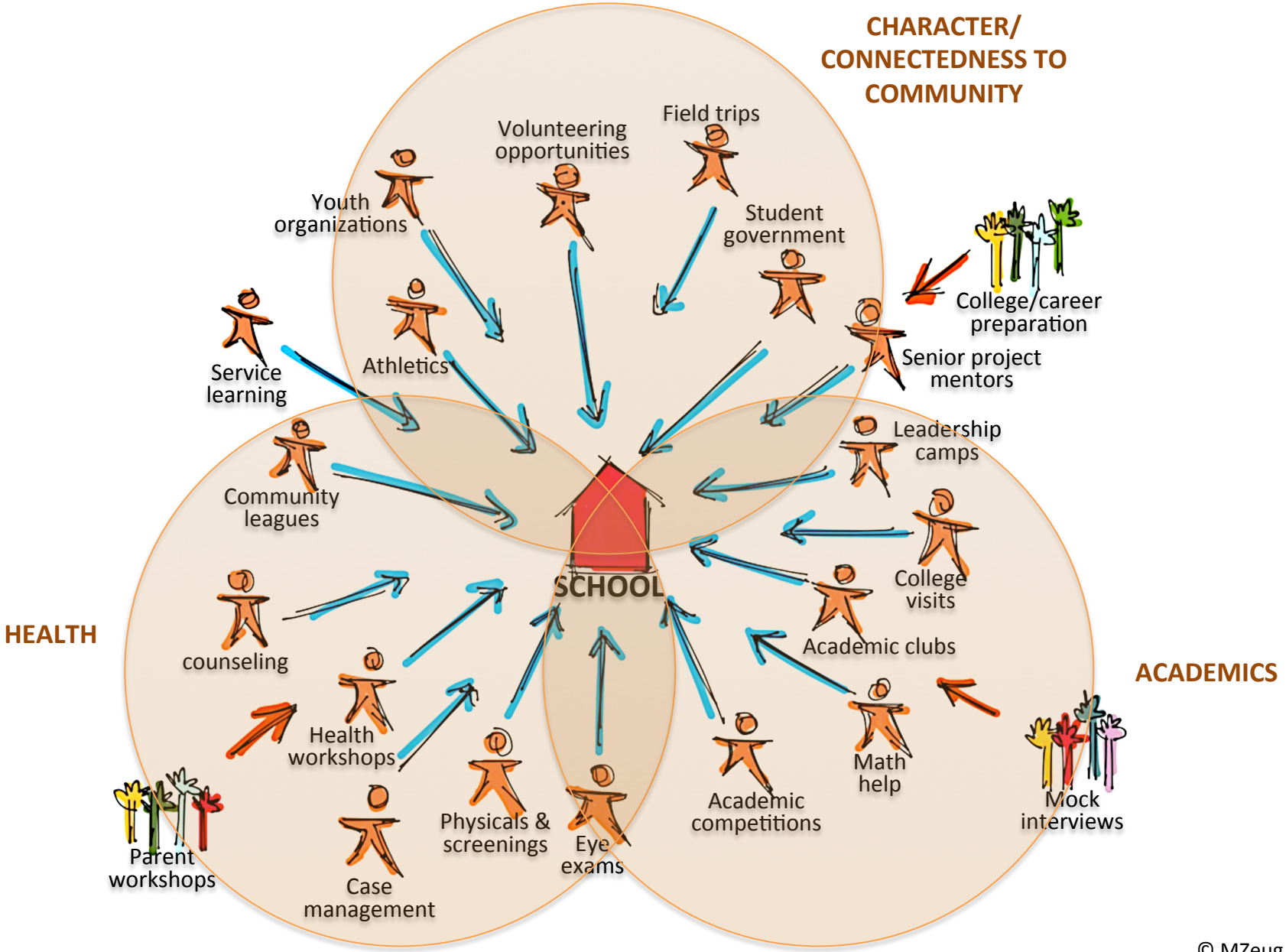
Thought #2

how solid are your relationships?

Thought #3

“what do <u>you</u> need?”


A Community-School Framework
Building Partnerships to Co-Create New Curriculum
Teachers & Family
Relevance
ʻĀina-based Context & Skills
Rigor
Academic Content & Skills
Students:
Relationships
Building Connections
Resources of Community Partners


CHARACTER/
CONNECTEDNESS TO
COMMUNITY
Volunteering
opportunities
Field trips
Youth
organizations
Student
government
College/career
preparation
Service
learning
Athletics
Senior project
mentors
Leadership
camps
Community
leagues
SCHOOL
College
visits
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Academic
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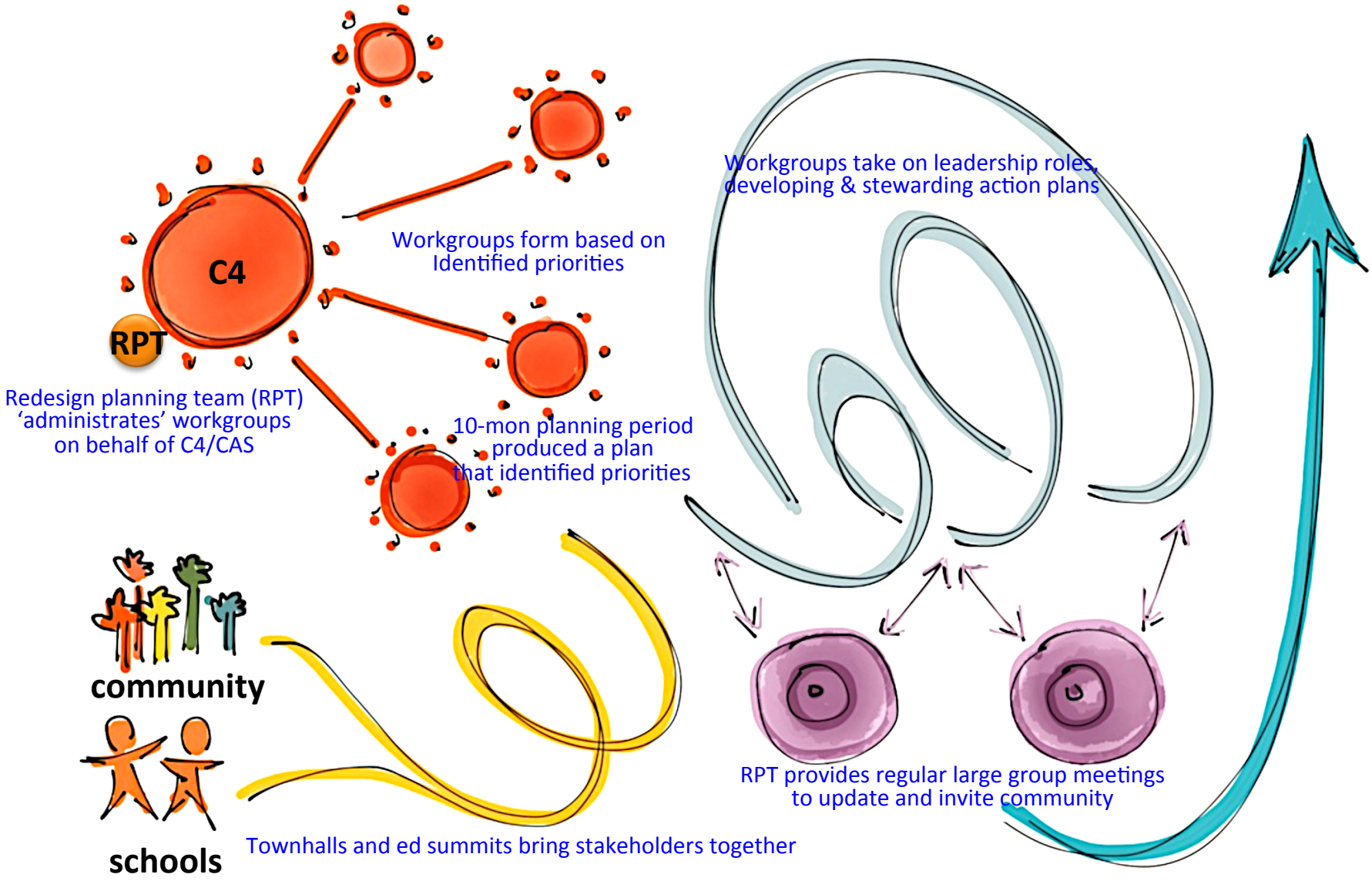
C4
RPT
Redesign planning team (RPT) 'administrates' workgroups on behalf of C4/CAS
Workgroups form based on Identified priorities
10-mon planning period produced a plan that identified priorities
Workgroups take on leadership roles, developing & stewarding action plans
community
schools
Townhalls and ed summits bring stakeholders together
RPT provides regular large group meetings to update and invite community

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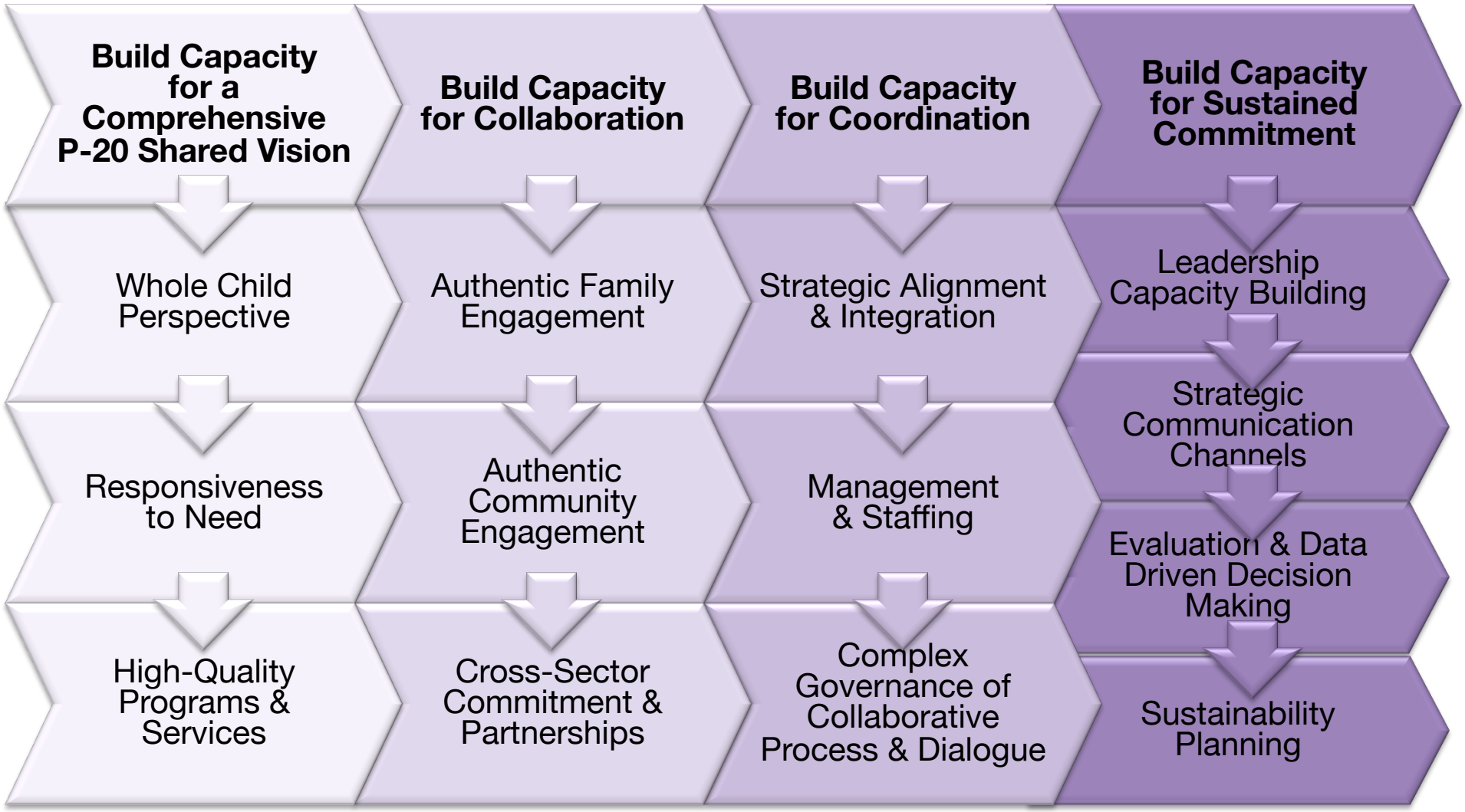

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ALIGN 808
COLLABOR
re-imagining education

4 capacities, developed from lessons learned, frame an implementation rubric

Keep up with *

Castle Redesign

Castle_Redesign

Stay tuned for updates about our website

castleredesign@gmail.com

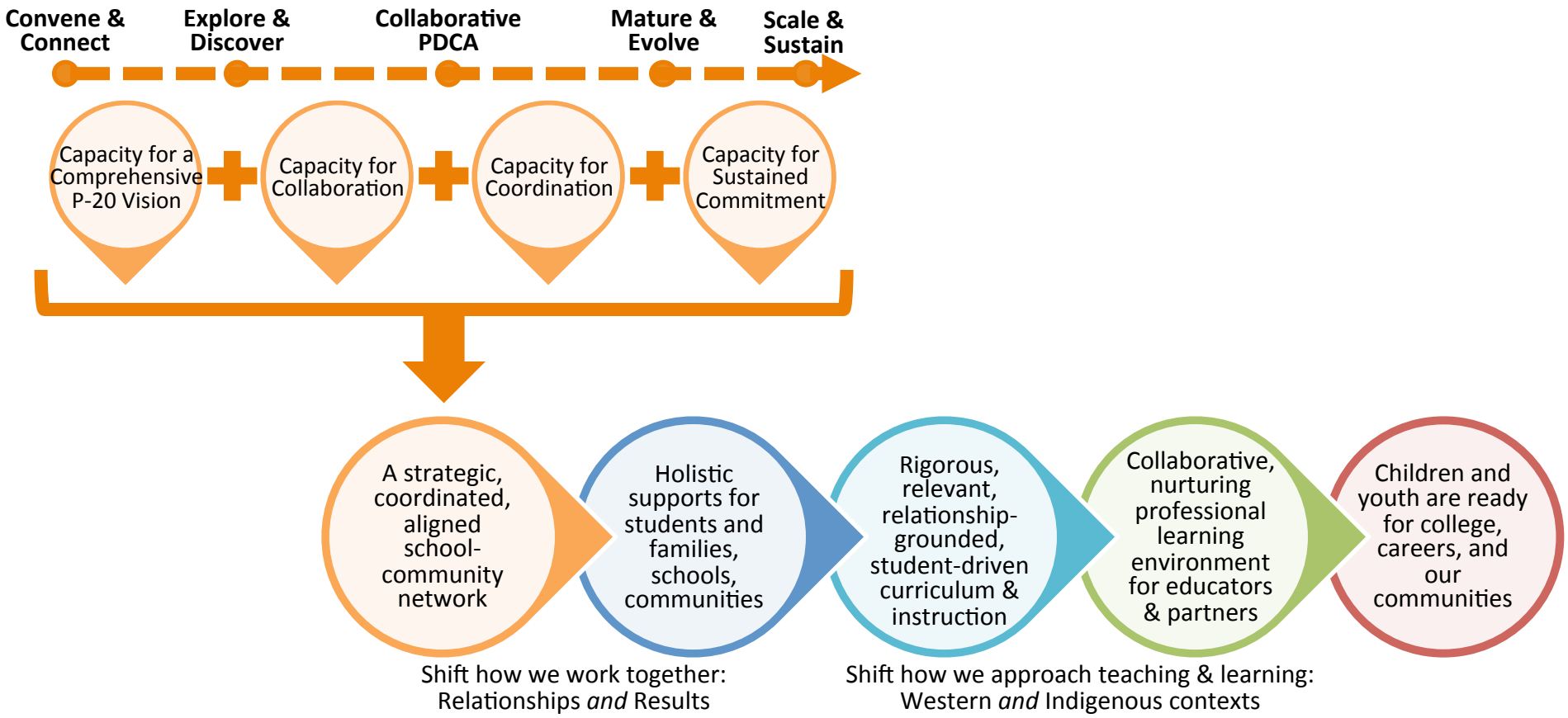
Want to learn more?

Marlene_Zeug@notes.k12.hi.us

Camille_Masutomi@notes.k12.hi.us for access to more resources

*Castle Redesign Initiative logo designed by CHS student Kiana Ringuette

School/Community Collaboration Theory of Change



Three Tiers of Engagement for Community Partners

Three tiers as applied to Community Partner Type – Curriculum Co-developers:

- Tier 1 – Full engagement: turnkey programs for students requiring little design effort, mostly scaffolding with similar Community Partners and educators, and requiring coordination and scheduling support.

- Tier 2 - Content co-development capacity building in process, staff identified to co-design educational experience with educators, student users, and related Community Partners to ensure alignment with requirements. Funding to support staff engagement may or may not be in place.

- Tier 3 - Content and/or Site only available, subject matter experts available to execute curriculum co-development with Castle educators, student users.

B. Bowers July 2013

PROPOSED PHASE 1 OF COMMUNITY PARTNER DEVELOPMENT (Calendar Years 2013-2014)

Years 1

- Create an online Community of Practice and internal Castle protocols with Community Partners for the Po'okela Academy.
  - Face-to-face communication occurs as needed
- Support the integration of Community Partners specific to the Po'okela Academy

Year 2

- Expand the reach beyond Po'okela to the other Small Learning Communities

B. Bowers July 2013

Phase 1 Year 1, 2013 – progress

- 53 Pookela Academy students at community partner sites one to two afternoons a week for work place readiness
  - 43 at 6 aina-based organizations
  - 10 at business
- The PAF facilitated teacher teams creating 4 interdisciplinary curriculum units – project- and place-based culturally relevant and aligned to the Common Core State Standards.
  - Implement, evaluate, refine
  - Eight more by June 2014 co-created with community partners
- 7 community partners participating in Common Core Black Belt training
- 55 CPs with information on Hawaii Teacher Hub
- Castle On-line Community of Practice via SeaHarmony
  - Dovetail with Hawaii Teacher Hub
- Funding secured for school-based site coordinator and instructional leader
- A Family Hui group at 6 elementary schools