

# Southwest Thought Partner Group

***Summary of Engagement, Process and Reflections***  
Board of Education Work Session  
9.15.15



# Agenda

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- Introductions
- Context
- Thought Partner Group Overview:
  - Charge and Deliverables
- Timeline and Learning Activities
- Key Process Observations
- Pros and Cons of Placement of Programs
- Thought Partner Reflections
- Next Steps

## CONTEXT: SW Parent Elementary Engagement: April and May

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Engagement with over 150 participants in 21 SW schools

### ***Highlights of key characteristics parents desire in MS programs:***

- Bilingual teachers
- Teachers who believe in students
- Experienced, successful principal
- Professional development for leaders
- Restorative discipline programs and bullying prevention
- Culture of high expectations
- Social and emotional learning
- Opportunities for high academic performance
- Parent involvement process for decision making

***\*Characteristics utilized in Call Supplement***

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# Thought Partner Charge and Deliverables

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## Charge:

- *Act as community thought partners, in collaboration with district leadership and applicant/current school leadership, by providing specific pros and cons of any school program proposal presented to the community for the 2016-2017 school year and beyond.*

## Deliverables:

By June 2015, FACE will deliver to DPS staff and make available to applicants the outcomes from high-level visioning in the 2 zones:

- Key qualities 4<sup>th</sup> grade families would like to see for a high-performing middle school at Henry during the 2016-2017 school year and beyond
- Key qualities families would like to see for a high-performing middle school to be co-located at Lincoln HS during the 2016-2017 school year and beyond

By September 8, 2015, the Thought Partner Groups will have a written recommendation to district staff detailing:

- Specific pros and cons of any school program proposal presented to the community via the amended Call for New Quality Schools for the 2016-2017 school year and beyond

***NOTE: Timeline extended to 9/15/15 for pros and cons***

# Timeline and Learning Activities

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**April and May 2015** -Meetings at elementary schools

**May 2015** -*Call supplement announced*

**May 22** -Thought Partner Group convenes

- Orientation; CNQS overview

**May 28** - School tours I – Hamilton, Skinner, STRIVE

**June 9** -Thought Partner Group Mtg #2

- Tour observations; Facility Allocation Policy Overview

**June 23** -Thought Partner Group Meeting #3

- Vision of DPS Graduate and Classroom; 5 Factor Overview; *Culture and Leadership*

**July 7** – Thought Partner Group Meeting #4

- *Teaching; Education Program; ELA*

**July 11** - School applicants present to Thought Partner Group

# Timeline and Learning Activities

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**July 21** – Thought Partner Group Meeting #5

- *Governance; Facilities (including FAP and Campus Sharing); Budget*

**August 4** – Thought Partner Group Meeting #6

- Parent Leadership Training: Public Speaking

**August 22** – Update to Vietnamese-Speaking Families

**August 25** – SW CNQS Community Meeting

**August 31** – Student Board of Education Forum on Campus Sharing – SW

**September 3** – School Tours II

- DSST College View, Compass, Bryant Webster, Skinner\*

**September 9** – Thought Partner Group Meeting #7

- *Lincoln placement pros and cons*

**September 14** – Thought Partner Group Meeting # 8

- *Bear Valley International presentation; Henry placement pros and cons*

# Key Process Observations

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- **Thought Partner pros and cons are one body of evidence**
  - Other key community feedback in addition to internal structures:
    - Student Board of Education Forum in SW on Campus Sharing
    - Call for New Quality Schools SW regional meeting
- First use of Facility Allocation Process
- Regional topics vs. school-based topics
  - New group of parents
  - Strong educational supports in process via 5 factors
- Summer engagement
- Strong materials

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# Monica Arrendondo

*Member, Southwest Thought Partner Group*

## Pros and Cons and Reflections

## Compass Academy @ Lincoln

### PRO

Social justice focus and community service needed in SW

Open learning environment that teaches all types of students

Interactive teaching model

City Year Corps members in every classroom

Student culture strong

Very clearly articulated goal and vision of the school

Good teaching model

Welcoming and friendly staff

### CON

Larger class room size

Sharing the office – didn't have a clear security system when visited

Concern about 6-12 model fitting into Lincoln

Lack of classroom structure may not be for all students

*In order to implement this program to share the campus of Lincoln, we would need the following to be improved or better articulated:*

- How would the 6-12 program fit with Lincoln HS?
- Concern about City Year grant funding continuation
- Sharing should be more than the facility

## Academia Lincoln @ Lincoln

### PRO

Culturally competent leadership  
Dual language instruction desired in community  
STEAM program is a good fit for Lincoln  
Rigorous academic program  
Language supports are well-articulated  
The program would directly feed into Lincoln as a middle school  
Arts and sports offerings attractive

### CON

Concerns regarding dual language for students who speak only English or who are ELLs of other  
Need more information on core content areas besides STEAM and language

*In order to implement this program to share the campus of Lincoln, we would need the following to be improved or better articulated:*

- Will there be enough room at this school for students not to be on a waiting list? Concern there would be more demand than capacity.
- If approved, clear description of the program to potential students for understanding of dual-language expectations.
- What are the accountability structures to ensure the success of a new program?

## DSST VII @ Lincoln

### PRO

Clear SW demand via waitlists

Security was evident with a structured process

Every student is a part of an advisory class

30 minutes of recess during the day to socialize with peers

Leaders get evaluations yearly and have specific goals and rewards

PD opportunities for teachers

Recognized STEM program

Teachers have a performance improvement plan for students

- Tutoring for students one day a week

Teachers available after school for students (email/phone)

Welcoming staff and interact with parents personally

Good student incentives

The program is well known by the community

Good systems for teachers to track student's grades

Each student is part of a committee

### CON

Program may not be for every child

Concerned DSST MS students wouldn't feed into Lincoln for HS

No bilingual emphasis

*In order to implement this program to share the campus of Lincoln, we would need the following to be improved or better articulated:*

- Shared campus questions about how resources would be shared with Lincoln
- Does DSST do restorative justice across all campuses?

## Compass Academy @ Henry

PRO	CON
<p>Social justice focus and community service needed in SW</p> <p>Open learning environment that teaches all types of students</p> <p>Interactive teaching model</p> <p>City Year Corps members in every classroom</p> <p>Student culture strong</p> <p>Very clearly articulated goal and vision of the school</p> <p>Good teaching model</p> <p>Welcoming and friendly staff</p>	<p>Larger class room size</p> <p>Sharing the office – didn't have a clear security system when visited</p> <p>Lack of classroom structure may not be for all students</p>
<p><i>In order to implement this program to share the campus of Henry, we would need the following to be improved or better articulated:</i></p> <ul style="list-style-type: none"><li>• Concern about City Year grant funding continuation</li></ul>	

## DSST VII @ Henry

PRO	CON
Clear demand via waitlist for program in SW – well known STEM program	This school will not feed into Kennedy H.S
Security was evident and structured process	No bilingual emphasis
Every student is a part of an advisory class	Concern about students from Sabin going into DSST (breaking IB pattern) and breaking pattern of student-driven learning
Leaders get evaluations yearly and have specific goals and rewards	Program not a fit for every child; concerns about ADHD students and service
PD opportunities for teachers	No continuation of extra curriculum programs that will fit with the extra curriculum programs in JFK
Teachers have a performance improvement plan for students	
Tutoring for students one day a week	
Teachers available after school for students (email/phone)/check grades often	
Welcoming staff and interact with parents personally	
Good student incentives; including 30 minutes of recess	
Each student is part of a committee	

In order to implement this program to share the campus of Henry, we would need the following to be improved or better articulated:

- Does DSST do restorative justice across all campuses?

## Bear Valley International @ Henry

### PRO

Leader has strong community relationships

IB program for all students

Clear line of IB continuation/ correlation with elementary schools and high school

Financial incentives to keep school IB; program fits with facility

One to one technology prepares students for workforce

Holistic curriculum with music, arts, athletics

Mandatory service learning hours

Hands on learning

IB reputation fits the space (i.e. science labs fit with IB)

Spanish Heritage program and the elementary program continuation from elementary and then feeds into JFK

IB certification and additional training to teach

Relationships between principal and feeder schools evident

Supports multiple learning styles

### CON

IB certification could be expensive and difficult to find teachers

Phase out/phase in during the program transition years could be difficult

Separation of the two schools could cause tension amongst the schools (i.e. different uniforms in one building)

In order to implement this program to share the campus of Henry, we would need the following to be improved or better articulated:

- Concern about potential enrollment with waitlists for other programs

# Thoughts on Campus Sharing

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- Similar resources for students (i.e. laptops for all students if it's at one school it should be at the other)
- Security improvements should be consistent for both schools
- Schools should feed into Lincoln HS program
- School culture should fit language of students
- Concern about available space at Lincoln
- Concern about community not getting in to high performing charters
- Scheduling and entrances are a concern
- Clear signage and direction for each school are important
- Schools are respectful of each other and have the same expectations of students
  - Rules should be consistent
- General facility expectations and funding should be well-planned

# Next Steps

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**September 17** – Board of Education program approval vote and public comment session

**September 22** – Lincoln HS Community Meeting on Potential MS Program Placement

**September 23** – Henry MS Community Meeting on Potential MS Program Placement

**October 8** – Staff recommendation to Board of Education on program placements

**October 15** – Board of Education placement approval vote and public comment session