

Southwest Thought Partner Group

Meeting #3

Tuesday, June 23, 6:00 pm – 7:30 pm



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Agenda

- Welcome
- Introductions
 - Norms & Expectations
- Charge and Deliverables
 - Q & A
- Visions of the DPS Graduate and DPS Classroom
- Overview of the 5 Factors
- Leadership
- Culture
- Next Steps and Q&A

Working/Meeting Agreements

- Please no side conversations
- No judgment, blame or shame
- Presume positive intentions
- Speak for ourselves; not entire community
- Start on time; end on time
- Specify on sign-in sheet if you prefer email or phone
- All documents will be translated
- Meetings will be conducted with simultaneous interpretation
- Stay focused on our charge and deliverables
- Make an intentional effort to honor every member's wisdom, experience, historical knowledge and desires
- What is missing?

Charge and Deliverables

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 4th 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 Group 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



Questions



Visions of the DPS Graduate



- Understand and effectively respond to complex issues
- Creatively solve challenging problems
- Passionate about new ideas and applying new knowledge and seeking new experiences to learn and grow
- Use native language and culture as an asset
- Value and embrace cultural and linguistic diversity
- Open minded, listen attentively and share its thoughts with passion and elegance
- Strive to understand the perspective of others
- Self-driven and persevere when confronted with unexpected challenges
- Self-aware, dependable, hold itself accountable to high standards, and serve as a role model in my school and community
- Value and nurture my physical health

Visions of the DPS Classroom



- Are fun and intellectually engaging
- Are drenched with the sounds of students engaging in evidence-based and vocabulary rich conversations and debates about compelling topics
- Leverage and adapt to the unique strengths and interests of every student and directly address their opportunities for growth
- Are culturally responsive: they make meaningful connections to the diverse backgrounds of our students while emphasizing a rigorous curriculum and high expectations in an environment where every student is known and appreciated for the gifts she/he brings
- Empower students to take ownership of their educational experience
- Spark and fan the flames of excitement and passion for learning

Review: Five Factors

- Met with elementary parents in SW: *We asked what are key characteristics parents want to see in a MS*
- Toured schools to see these factors in person

Teaching

Leadership

Culture

Education Programs

Governance

What Did We Hear?

Parents want to see:

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

Tour: What Did We See?

Teaching:

- Highly qualified
- Bilingual
- Culturally competent
- Enthusiastic

Leadership:

- Strong communications
- Friendly
- Clear goals and vision for school

Education Program:

- College preparation
- Technology
- Small classes
- Art, drama, music
- Tutoring
- Special education

Culture:

- Safety
- Motivated students
- Respect to students and by students
- Clean and inviting
- Volunteering

Governance:

- Parents and teachers included in the decisions of the school
- Clear expectations
- Student leadership program

Leadership and Culture

Why are leadership and culture drivers of school quality?

How do we measure leadership?

- **Five Factors (School Quality Framework)**
- **Leading Effective Academic Practice Rubric (LEAP)**



Leadership – School Quality Framework

The school has systems, structures and processes in place that promote leadership and ensure student achievement and school sustainability.

Leadership Sustainability

Pipelines to cultivate internal leaders & to partnership to recruit external leaders

Developed leadership job description and plans to identify future leaders

Organizational Structures

The school follows define process and structures for decision making

Leadership meets regularly

Build capacity within the school community

Organize roles, teams and assignments to maximize collective expertise

Leadership Coaching and Evaluation

There is regular mentorship/coaching

Use of leader evaluations

Instructional Leadership Skills

Consistent track record of improving students, programs and initiatives and engagement

Class sizes and teacher skills

Culture of staff empowerment, continuous improvement and celebration

Operational Leadership Skills

Policies in place outlining the core operational functions

Scheduling aligned with academic priorities, students and instructional needs

Financial Leadership Skills

Clear protocol for reviewing and revising financial policies and procedures

Financial policy us comprehensive and contents are followed

School Leadership Framework

Expectations & Indicators



CULTURE AND EQUITY LEADERSHIP	CEL 1	Leads for equity toward college and career readiness
	CEL 2	Leads for a culture of empowerment, continuous improvement, and celebration
INSTRUCTIONAL LEADERSHIP	IL 1	Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft
	IL 2	Leads for the academic and social-emotional success of diverse student populations in support of the Whole Child
	IL 3	Leads for effective English Language Acquisition programming (ELA Program School Leaders)
HUMAN RESOURCE LEADERSHIP	HRL 1	Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability
	HRL 2	Implements strong systems for identifying, recognizing, and distributing talent
STRATEGIC LEADERSHIP	SL 1	Leads the school's values, vision, mission, and strategic goals to support college and career readiness for all students
	SL 2	Distributes leadership to inspire change in support of an empowered school culture
ORGANIZATIONAL LEADERSHIP	OL	Strategically aligns people, time, and money to drive student achievement
COMMUNITY LEADERSHIP	CL	Actively advocates for and engages families and members of the school community

School Culture

The school has systems in place to support a strong school culture and involve key stakeholders in the school community; instructional time is maximized as a result of classroom management systems and structures

Parent Involvement

There is process to recruit and nominate new parents into the school governance

The school has a formal documented process for soliciting parent feedback and using this feedback to inform decision making

There is an ongoing dialogue with parents and school on issues of importance to the community

Discipline Policy

There are positive rituals and incentives that reinforce discipline policy

There are systems in place to ensure that the discipline policy is culturally sensitive

Analyze discipline data by demographic groups and take steps to ensure equity

Annual PD on the discipline policy

Classroom Management

PD to norming classroom management expectations

Consistently implemented systems and routines that maximize learning time

Students persevere through task using classroom resources and teachers focus on the positive behavior of students

Student Investment

Ensure that students are known by their teachers and within the broader school community

Opportunities for all students to take on leadership roles

Rigorous goals in place for attendance and clear processes in place to improve attendance

Routines and rituals with students and staff buy-in

Culture of ownership in academic success, while also reinforcing student intellectual and social development

What do we think is important for school Culture and Leadership



Timeline

April

» Meetings at elementary schools

May

- » Call supplement is announced
- » Thought Partner Groups begin to meet
- » School tours begin

June

» School applicants present to thought partner groups

July

- » Applicants present applications
- » Thought partner groups present recommendations on school applications to the Board of Education
- » District reviews applications

August

September

» Board of Education votes on new programs – September

October

November

» Board of Education votes on placement of programs

Tools and Next Steps



- Upcoming Topics:
 - July 7 – ELA and education programs with emphasis on TNLI
 - July 11 – Applicants present to the TP
 - July 21 – Governance and Facility (Budget)
 - August 4 – Parent Training on leadership and public speaking

- Share information with families, neighbors, school community
 - Discuss how to share information out
 - Inviting to visit our website: face.dpsk12.org
 - To call us with questions: 720-423-3054

