# **Southwest Thought Partner Group**

## **Meeting #3** Tuesday, June 23, 6:00 pm – 7:30 pm





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## Family and Community Engagement (FACE) Denver Public Schools



## 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 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

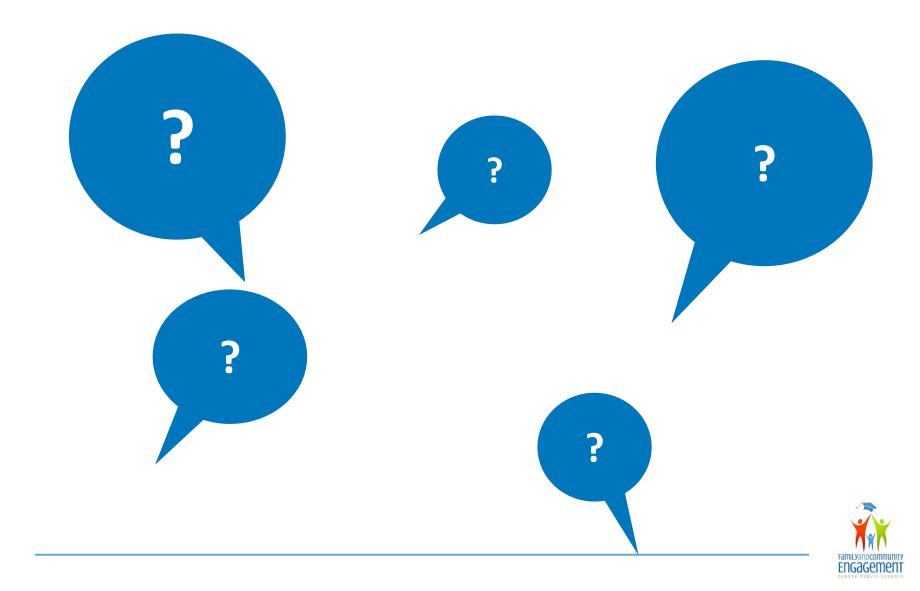
By September 8, 2015, the Thought Partner Group will have a written recommendation to district staff detailing:

• 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



**Education Programs** 





## 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



# Why are leadership and culture drivers of school quality?



## How do we measure leadership?

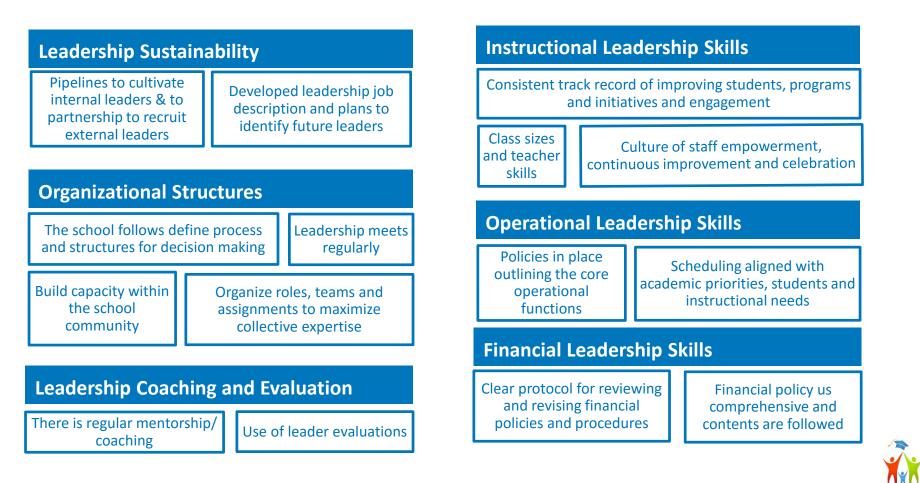
- Five Factors (School Quality Framework)
- Leading Effective Academic Practice Rubric (LEAP)





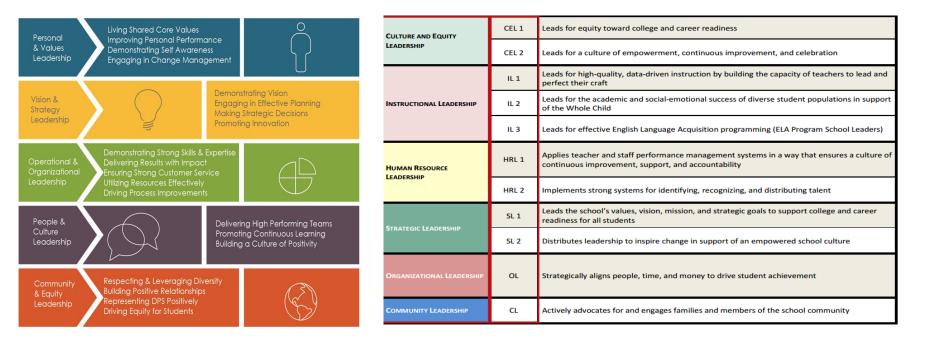
## Leadership – School Quality Framework

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



## **School Leadership Framework**

#### **Expectations & Indicators**





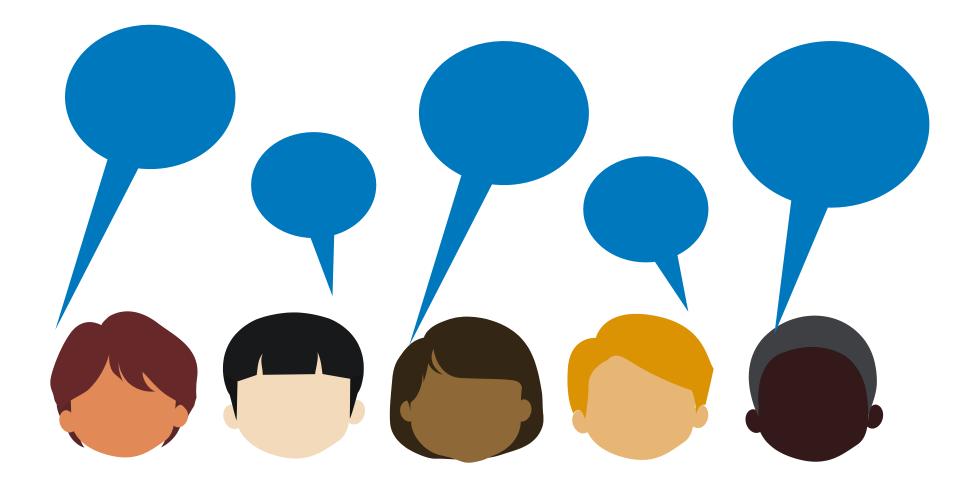
## **School Culture**

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			Classroom Management		
There is process to	The school has a formal documented process for soliciting parent feedback and using this feedback to inform decision making		PD to norming classroom management expectations		
recruit and nominate new parents into the school governance			Consistently implemented systems and routines	Students persevere though task using classroom resources and teachers focus on the positive	
here is an ongoing dialo issues of importa			that maximize learning time		avior of students
Discipline Policy			Student Invest	ment	
There are positive rituals and incentives that reinforce discipline policy	There are systems in place to ensure that the discipline policy is culturally sensitive		Ensure that students are known by their teachers and within the broader school community		Opportunities for al students to take on leadership roles
Analyze discipline data by demographic groups and take steps			Rigorous goals in place for attendance and clear processes in place to improve attendance		
to ensure equity		discipline policy	Routines and rituals with students and staff buy-in	success, wi student int	vnership in academic nile also reinforcing rellectual and social velopment



#### What do we think is important for school Culture and Leadership





## Timeline

A muil	» Meetings at elementary schools				
April	» Call supplement is announced				
May	<ul> <li>» Thought Partner Groups begin to meet</li> <li>» School tours begin</li> </ul>				
June	» School applicants present to thought partner groups				
July	<ul> <li>Applicants present applications</li> <li>Thought partner groups present recommendations on school applications to the Board of Education</li> <li>District reviews applications</li> </ul>				
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



