



**Meeting will start promptly at 6PM!**

Please be ready in

**15**  
minutes!

*Please Get Your Dinner!*



**A+ Denver FNECC**

**Committee Meeting**

**May 11, 2010**



## Binder Overview

- Tabs for each of the meeting dates
- Documents will be handed to you in the order you'll need them
- Please bring your binder to each meeting
- Add new materials to your binder as you get them



## Tonight's Agenda

- 6:00 Welcome and Start-ups
- 6:10 Context Setting & Directions for the Evening
- 6:15 Review and Approval of Condensed Principles
- 6:30 Table Work – Alignment of Principles & Charges
- 7:00 Report Out
- 7:10 Table Work – ID Gaps and New Principles
- 7:30 New Schools Update
- 7:45 Report Out and Results of Second Table Activity
- 8:00 Process for Getting DRAFT Principles Submitted
- 8:15 Polling on Demographics and Meeting Evaluation
- 8:25 Closing/Adjourn



## Ground Rules

(In Your Binder)

- Honor the agenda
- Stick to the issue under discussion
- One speaker at a time — no side conversations
- Agree to disagree
- Listen before judging or reacting
- Ask for clarification if you don't understand something.
- Attack issues not people
- Look for areas of agreement before finding disagreement
- Always strive for consensus.
- Once an agreement is reached, move on to the next thing
- Speak only for yourself; let others speak for themselves.
- Cell phone off or vibrate please
- *Continuity is important — commit to all meetings*
- *You are an ambassador to the community*
- *Start on time — end on time*



## FNECC Charges

1. Improve academic performance
2. Establish clear ECE-12 feeder patterns
3. Relieve school overcrowding
4. Rethink program offerings at existing schools including high school configuration
5. Consider options for new schools; and,
6. Review strategies to meet the needs of English Language Learners

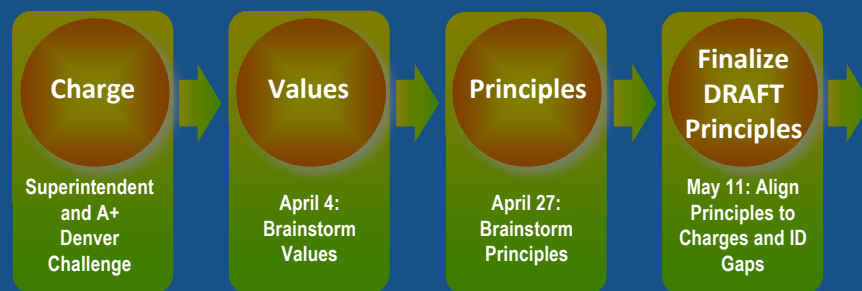


## FNECC Deliverables & BOE Decisions: Timeline

FNECC Work Products/BOE Decisions	Timeline	Description
FNECC Work Product #1: Guiding Principles	Early June	Guiding principles embodying the community's values in education which will inform the BOE decision on new schools end of June and FNECC work product #2
BOE Decision	June 30, 2010	BOE votes on new school proposals for FNE (specific locations will not be identified at this time)
FNECC Work Product #2: Recommendations	October 2010	Set of recommendations to inform the BOE decisions on turnaround strategies and location of any new schools
BOE Decision	November 2010	BOE votes on: 1. Turnaround strategies for lowest performing schools in FNE 2. Location of any new schools approved in 6/10

Denver Public Schools

## FNECC Charge, Values, Principles

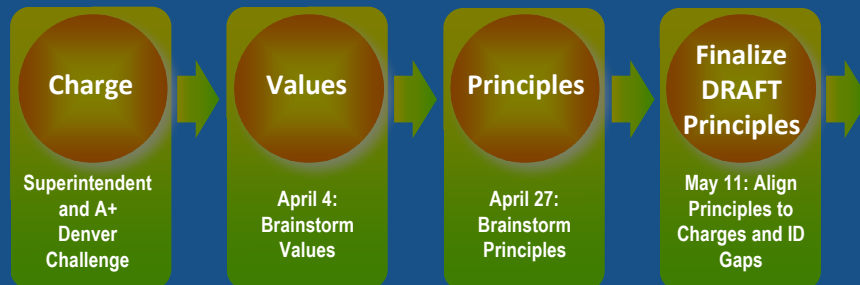


## Outcomes for This Meeting

1. Identify gaps and finalize the principles by aligning charges, values, and principles
2. Understand connection to call for quality schools process and learn about new school applicants



## Reviewing Terms

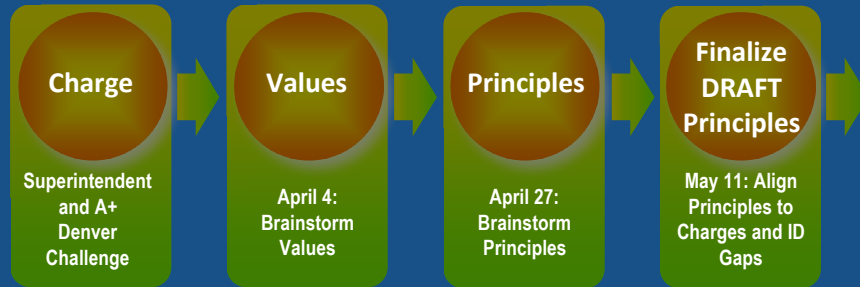


**Value:** a shared ideal we recognize and assert as important

**Principle:** a guide for action and conduct



## Reviewing Terms

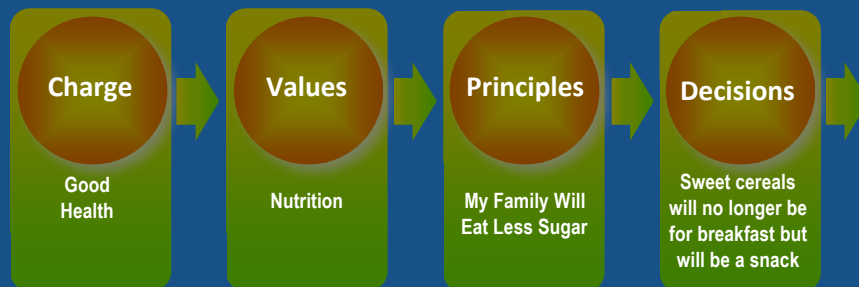


Values evolve to become principles we use to guide us to make decisions

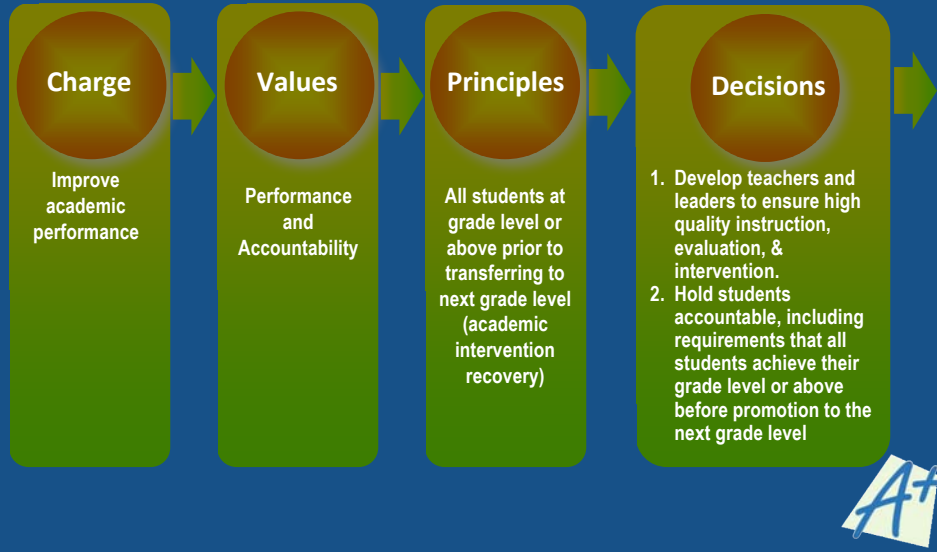
i.e. because we value integrity, we discourage lying



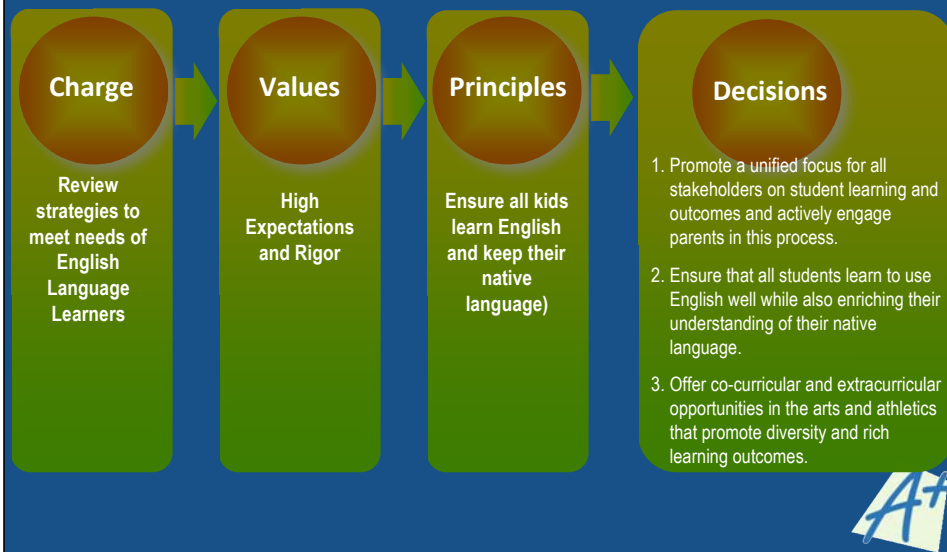
## Example 1: Parenting



## Examples for Our Process



## Examples for Our Process #2



# Values linked to principles linked to synthesized principles

1. Enact clearly defined school cultures that reflect our stated values, honoring and embracing diversity, promoting collaborations, establishing high expectations and rigorous programs, and holding all accountable for performance.
2. Ensure that all students learn to use English well while also enriching their understanding of their native language.
3. Offer co-curricular and extracurricular opportunities in the arts and athletics that promote diversity and rich learning outcomes.
4. Promote a unified focus for all stakeholders on student learning and outcomes and actively engage parents in this process.
5. Clear, constant and credible communication to FNE community (in English & Spanish) about all program options and services, as well as accessibility to foster two-way communication and partnerships.
6. Promote civic engagement for students and all stakeholders, including mutually beneficial partnerships with civic and business communities.
7. Provide compelling programs to retain our students and attract students from other communities.
8. Provide a variety of programs to meet more closely the needs of each student and align with the values of each family.
9. Open and equal access to programs through fair and transparent sorting of students.
10. Provide ALL students with a diverse range (to meet the diverse needs) of rigorous and robust academic programs – from ECE to grade 12 – proven to produce improved outcomes.
11. Provide curricula and instruction to develop critical thinking and problem solving skills with opportunities for further co-curricular and extracurricular enrichment that will produce well rounded graduates.
12. Provide meaningful preparation and pathways to college and careers.
13. Articulate clear expectations for what is expected of each stakeholder as well as very high expectations for the genuine effort and commitment required for success.
14. Provide quality evaluation and relevant data, with multiple measures—including value-added and comparative ones—that are comprehensible to all, especially students.
15. Provide incentives for staff and students to be rewarded for extraordinary effort and high performance.
16. Hold students accountable, including requirements that all students achieve their grade level or above before promotion to the next grade level.
17. Attract, support, develop and retain highly effective teachers and leaders.
18. Develop teachers and leader to ensure high quality instruction, evaluation, and intervention.
19. Empower school leaders and staff, through diversity (specifically combat racism, homophobia, xenophobia, sexism and ageism) and professional training, to cultivate positive school cultures and practice active community engagement.
20. Honor our community by teaching our history, reserving our traditions, and improving the quality of our schools.



# Charge Alignment Matrix

Principles	How do principles relating to DIVERSITY & ACCESS MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to COMMUNICATION & COLLABORATION MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to ACCESS & CHOICE MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to HIGH EXPECTATIONS & RIGOR MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to ACADEMIC PERFORMANCE & ACCOUNTABILITY MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to STAFF CAPACITY & SUPPORTIVE DEVELOPMENT MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?	How do principles relating to COMMUNITY PRIDE/SCHOOL CULTURE MEET THE NEEDS OF ENGLISH LANGUAGE LEARNERS?
<p>1. Enact clearly defined school cultures that reflect our stated values, honoring and embracing diversity, promoting collaborations, establishing high expectations and rigorous programs, and holding all accountable for performance.</p> <p>2. Ensure that all students learn to use English well while also enriching their understanding of their native language.</p> <p>3. Offer co-curricular and extracurricular opportunities in the arts and athletics that promote diversity and rich learning outcomes.</p> <p>4. Promote a unified focus for all stakeholders on student learning and outcomes and actively engage parents in this process.</p> <p>5. Clear, constant and credible communication to FNE community (in English &amp; Spanish) about all program options and services, as well as accessibility to foster two-way communication and partnerships.</p> <p>6. Promote civic engagement for students and all stakeholders, including mutually beneficial partnerships with civic and business communities.</p> <p>7. Provide compelling programs to retain our students and attract students from other communities.</p> <p>8. Provide a variety of programs to meet more closely the needs of each student and align with the values of each family.</p> <p>9. Open and equal access to programs through fair and transparent sorting of students.</p> <p>10. Provide ALL students with a diverse range (to meet the diverse needs) of rigorous and robust academic programs – from ECE to grade 12 – proven to produce improved outcomes.</p> <p>11. Provide curricula and instruction to develop critical thinking and problem solving skills with opportunities for further co-curricular and extracurricular enrichment that will produce well rounded graduates.</p> <p>12. Provide meaningful preparation and pathways to college and careers.</p> <p>13. Articulate clear expectations for what is expected of each stakeholder as well as very high expectations for the genuine effort and commitment required for success.</p> <p>14. Provide quality evaluation and relevant data, with multiple measures—including value-added and comparative ones—that are comprehensible to all, especially students.</p> <p>15. Provide incentives for staff and students to be rewarded for extraordinary effort and high performance.</p> <p>16. Hold students accountable, including requirements that all students achieve their grade level or above before promotion to the next grade level.</p> <p>17. Attract, support, develop and retain highly effective teachers and leaders.</p> <p>18. Develop teachers and leader to ensure high quality instruction, evaluation, and intervention.</p> <p>19. Empower school leaders and staff, through diversity (specifically combat racism, homophobia, xenophobia, sexism and ageism) and professional training, to cultivate positive school cultures and practice active community engagement.</p> <p>20. Honor our community by teaching our history, reserving our traditions, and improving the quality of our schools.</p>							





## Keypad Polling

Vote on Condensed Principles



## First Table Activity

Time Remaining

**15**

minutes!





## Table Reports

### Highlights from Exercise

All of your table's work will be included in the final draft but we would like to hear about one example from each table of principles aligned with the charges



## Second Table Activity

Time Remaining

**15**

minutes!



# School Reform for Improvement Elsewhere



## Table Reports

### Highlights from Exercise

All of your table's work will be included in the final draft but we would like to hear about one gap and suggested principle from each table



# Survey Monkey Follow-up

**1. Approval of New Principles**

Please rate the following new principles to help us determine which ones should be incorporated into the latest set of DRAFT principles.

**1. New Proposed Principle:**

Promote civic engagement for students and all stakeholders, including mutually beneficial partnerships with civic and business communities.

Strongly Disagree  Disagree  Neutral  Support  Strongly Support

If strongly disagree, provide why:

**2. Tweaks:** If you agree with overall intent but have some suggested wordmithing, use this field.

On May 14th, we will send you a link to a Survey Monkey survey for feedback on the new principles ([fneccschools.org](http://fneccschools.org)) and a reminder call. Please visit the site to rate the principles, provide feedback and suggested tweaks to the wording.



# Example Principles Document

**Far Northeast Community Committee**  
DRAFT Guiding Principles  
May 20, 2010

Our schools and any efforts to improve them must:

1. Enact clearly defined school cultures that reflect our stated values, honoring and embracing diversity, promoting collaboration, establishing high expectations and rigorous programs, and holding all accountable for performance.
2. Ensure that all students learn to use English well while also enriching their understanding of their native language.
3. Offer co-curricular and extracurricular opportunities in the arts and athletics that promote diversity and rich learning outcomes.
4. Promote a unified focus for all stakeholders on student learning and outcomes and actively engage parents in this process.
5. Clear, constant and credible communication to FNE community (in English and Spanish) about all program options and services, as well as accessibility to foster two-way communication and partnership.
6. Promote civic engagement for students and all stakeholders, including mutually beneficial partnerships with civic and business communities.
7. Provide compelling programs to retain our students and attract students from other communities.



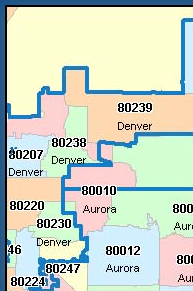


## Keypad Polling

### Demographics



## What is your zip code?



1. 80239
2. 80249
3. Other



## Are you...

1. *Male*
2. *Female*



## Are you a parent of current student?

1. *Yes, my kid(s) are in Elementary School*
2. *Yes, my kid(s) are in Middle School*
3. *Yes, my kid(s) are in High School*
4. *Yes, my kids are in more than one of above*
5. *No, I am not a parent of a current student*



## How long have you been in the area?

1. *Less than a year*
2. *1-2 years*
3. *2-5 years*
4. *5-10 years*
5. *10+ years*



Thank You

