

## FNECC – Values and Principles, including Index

(as articulated by the Committee and condensed by A+ Denver to facilitate the Committee’s work to achieve its goals)

### Values

We value education as a means to understand and engage the world productively:

- **Diversity:** we value embracing diversity in all its forms, including students and staff from different backgrounds, as well as curricula and extracurricular opportunities that reflect and honor our diversity.
- **Cooperation and Collaboration:** Rooted in trust built on accessibility and transparency (specifically around difficult decisions), we value open and honest communication, strong partnerships, community outreach, parent participation, and support for families – all fostering stakeholder unity in effort to achieve academic success for all.
- **Access and Choice:** We value equal access to quality schooling options – through transparent, fair and equitable processes.
- **High Expectations and Rigor:** We value high performing schools with high expectations that convey a real commitment for the shared responsibilities of staff, students, parents and community members; challenging, rigorous curricula that is proven to contribute to academic success, including civic-oriented, real-world learning opportunities.
- **Performance and Accountability:** We value academic success so strive purposefully to improve outcomes and achieve success for every child; transparency of outcome measurement; and accountability for all stakeholders – staff, students, parents, and larger community – to ensure everyone honors their responsibilities to perform at a high level individually and collectively.
- **Staff capacity and Supportive development:** We value high quality, effective teaching and leadership, including strong supports and training to develop our people and build their skill sets.
- **Community Pride:** We value the history and traditions of our community so, to honor that pride, we strive to improve both our community and the quality of our schools.

### Principles

(Following each is a code to trace elements from principles previously stated. See below for key to code.)

(Blue signifies changes made based on identified gaps.)

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. **F2, F3, B4, C7, E2**
2. Ensure that all students learn to use English well while also enriching their understanding of their native language – **providing supports such as mentoring and native language assistance when possible (NS 1, NS 2).** **A5, F1, E2**

3. Offer co-curricular and extracurricular opportunities in the arts and athletics that promote diversity and rich learning outcomes. **A4, C6, C7**
4. Promote a unified focus for all stakeholders on student learning and outcomes and actively engage parents in this process. **B2, B4, D1**
5. **Establish standards for clear (NS 4, IAP 3), direct (ELL-G 1), constant and credible communication to FNE community (required (ELL 3) in English and Spanish) about all program options and services, and student progress (ELL-G 1) – as well as accessibility to foster two-way communication and partnership. B2, B3, B6 (ELL 1)**
6. Promote civic engagement for students and all stakeholders, including mutually beneficial partnerships with civic and business communities. **B1, B5**
7. Provide compelling programs to retain our students and attract students from other communities. **C5, C6, C9, E2, G3**
8. Provide a variety of programs to meet more closely the needs of each student and align with the values of each family. **C8, F1, A3**
9. Open and equal access to programs through fair and transparent sorting of students. **G7, B3, B6**
10. Provide *all* students with a diverse range (to meet their diverse needs) of rigorous and robust academic programs – from ECE to grade 12 – proven to produce improved outcomes. **A1, C1, C4, C8, E2, C7, G3**
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. **C2, C4, A3**
12. Provide **high quality options for (IAP 8) meaningful preparation and multiple (IAP 8) pathways to college and careers. A6, C3, E2**
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. **A1, D1, G5, A6, G7**
14. Provide quality evaluation and reliable data, with multiple measures – including value-added and comparative ones – that are comprehensible to all, especially students. **G1, D2, D3**
15. Provide incentives for staff and students to be rewarded for extraordinary effort and high performance. **G2, D1**
16. Hold students accountable, including requirements that all students achieve their grade level or above before promotion to the next grade level. **D4, B2, A2**
17. **Recruit (RSO-G 1), support, develop, and retain highly qualified (NS-G 2) and effective teachers and leaders. G2, G3**
18. **Provide differentiated and effective professional development to teachers and leaders (FP-G 2), including opportunities for them to learn from one another through focused conversations about their work (FP-G 1), to ensure high quality instruction, evaluation, and intervention – and provide opportunities for teachers to develop relationships with community members and parents (NS 7). G4, G5, G6, G3**
19. Empower school leaders, **teachers and support (FP-G 6) staffs**, through diversity (specifically to combat racism, homophobia, xenophobia, sexism, and ageism) and professional training, to cultivate positive school cultures and practice active community engagement. **G5, G6, F2, F3, G3**

20. Honor our community by teaching our history, preserving our traditions, and improving the quality of our schools. **A1, E1, C9**

## Principles drawn for identified gaps

21. Provide services for families as incentives for their active participation in the work of the school, including community activities, health services (if possible), and classes to empower parents to support the school's work and contribute positively to the partnership to improve student achievement. **NS 3, ELL-G 2, RPO-G 1, 3, NS-G 3, 4, 12, 14, ELL 2, 6**
22. Require schools to have school/community liaisons, a person responsible for coordinating communication and programs related to school/community/family partnership. **NS 5**
23. Treat families as valued customers. **NS-G 3**
24. Require new school applicants to market their programs well, communicating to stakeholders a compelling and clear mission and vision – and hold them accountable for achieving it. **NS-G 6, 3, 15**
25. Require schools to document well considered and thorough plans for providing and sustaining strong leadership – including plans to retain proven leaders for stability's sake. **NS-G 7, 13**
26. Create comprehensive plans to accommodate *all* existing students in schools through school phase-in and phase-out processes. **NS-G 9**
27. Require new schools (charter or traditional) to serve *all* students – including those with special needs – and ensure there is equality of program offerings across schools. **NS-G 11, RPO-G 2, RSO 1**
28. Create a regional plan for extracurricular programs to ensure all students have access to diverse offerings across schools in academic, cultural and athletic activities. **NS-G 14, ELL 8**
29. Develop and implement strategies to engage students (and their interests) at all levels actively in the process of school improvement. **FP-G 3, RPO-G 4**
30. Recruit diverse leaders, teachers and staffs to reflect the diversity of the community they serve. **IAP 1, NS-G 8, RPO 1**
31. Consider new ideas/ways to engage students in the curriculum; create incentives for schools to innovate. **IAP 7**
32. Provide opportunities to bring parents and alumni into school to share their knowledge and experience with students. **IAP 4, IAP-G 1, 3**
33. Communicate clearly, broadly, and loudly the *urgency* to improve the quality of the community's schools; similarly communicate the schools' successes. **IAP-G 1, NS 6, RPO-G 1**
34. Ensure counselors advise students to take on the most challenging and rigorous classes and program offerings. **IAP 5, 6**
35. Create new facilities and work with new schools proactively to assist them in finding their own facilities – leveraging DPS partnerships with business community. **RSO 2, 4**
36. Provide dual language and immersion programs so that students learn English and Spanish from one another. **ELL 4**
37. Require schools to provide books and materials in numerous languages that reflect language and cultural diversity. **ELL 5**
38. Identify what successful schools do well and replicate to attract students, improve school culture, and increase student achievement. **RSO 3**

## Index to the coding

### **April 27 – committee input**

- A1) Strive to make a commitment to excellence in everything we do
  - A2) We will not accept or tolerate low performing or failing schools
  - A3) Educators and all stakeholders will serve the whole student
  - A4) Schools have to offer extracurricular activities that reflect diversity like dance, music, sports, etc. (Spanish translation)
  - A5) Ensure that all kids learn English and keep their native language (Spanish translation)
  - A6) All students will be prepared academically for college without remediation
  
- B1) Promote an expectation of civic responsibility to the broader community
  - B2) Student focused and centered schools (unified) with parents, school board, admin, teacher and students
  - B3) All students and families are fully informed about all choices
  - B4) Develop school culture that actively seeks parents to be deeply engaged in support of their children via multiple opportunities
  - B5) Develop mutually beneficial relationships with business community
  - B6) Regional articulation related to: students, professional development, sports and extracurricular activities, resource, and services and mental health
  
- C1) Provide a curriculum that supports a system that provides quality teachers that support the cultural diversity of our community and opportunities for advancement
  - C2) Provide a diverse and rigorous curriculum that provides exp to enriched opportunities that produce well rounded students and graduates
  - C3) Provide pathway to career training as well as college
  - C4) Develop foundation of critical thinking and problem solving skills from ECE through grade 12 as a foundation for academic success
  - C5) Offer rigorous and robust curriculum and academic programs to attract students from in and out of FNE
  - C6) Offer extracurricular activities and leadership roles to ensure active engagement of all students

C7) To support the strategic plan to implement the diverse curriculum

C8) All students should have access to a range of rigorous programs that met their needs (HTG, IEP, etc)

C9) Academic and compelling opportunities within the region; people shouldn't have to go outside are for academic schooling

D1) Be clear of expectations for students, parents, teachers and admin with a partnership agreement. Explore incentive possibilities for parents with students who are successful

D2) Use multiple measures of growth to evaluate teacher performance

D3) Comparative metric that kids themselves can monitor where they can compare themselves with kids in other countries

D4) All students at grade level or above prior to transferring to next grade level (academic intervention recovery)

E1) Honor the past, while looking toward the future

E2) All students feel accepted, valued and cared for

F1) Schools have adequate books that reflect the culture of the school body (Spanish Translation)

F2) Clearly defined culture that honors diversity

F3) Schools will implement powerful multi-pronged approach to diversity including training, intentional school culture, instruction and community engagement to produce global citizens of the 21st century

G1) Provide training for evaluators to ensure accuracy of evaluations and increase support for new and struggling teachers

G2) Attract, support, develop, retain and reward our most effective leaders and teachers

G3) Strive to build capacity to meet the regional need for diverse rigorous programs

G4) Principals trained to lead school climate development; community engagement

G5) Parents trained to be strong community advocates for education and their community

G6) Trainings to combat racism, homophobia, sexism, xenophobia, and ageism

G7) Ensure a mechanism of effective communication among parents, students and teachers (Spanish Translation)

## **May 11 – committee input**

## **NS – New School table**

1. Mentor, encourage students around 2nd language skills
2. Ensure assistance in native language when possible
3. Encourage parent involvement, parent classes
4. Consolidation diluted the intent for number 5
5. School/community liaisons - all schools need this support
6. Communication
7. Bring teachers into the community to meet parents
8. Ensure all kids have access

## **NS-G – New School table Gaps identified**

1. Plans for re-start are transparent; at least 14 day notice to begin process
2. All staff highly qualified
3. Customer service focus, orientation
4. Compatibility of programs
5. Better coordinated regional approach to communication
6. clear vision/mission
7. retain school leaders
8. Mandate multi-cultural teaching staff; balanced
9. Comprehensive phase-in, phase-out plan; take over existing population
10. No students displaced from neighborhood school
11. HGI, IEP - All kids included
12. Pride; services for entire family in FNE
13. Sustainable and strong school leadership critical to academic success
14. Regional support for extracurricular programs
15. Marketing, branding, PLC for region; DPS website; regional info (Bill stuffer, advertise on buses)

## **FP-G - Feeder Pattern table Gaps identified**

1. Create more opportunities for vertical and horizontal conversations to take place in the community (i.e. 5th grade teachers talking to 6th grade teachers or 5th grade teachers at different schools talking to one another)
2. Differentiated professional development to develop higher level thinking skills.
3. Develop and implement strategies to engage students in elementary, middle and high school on how to improve schools.
4. Set clear expectations for parents and hold them accountable for expectations.
5. Create more opportunities for vertical and horizontal conversations to take place in the community (i.e. 5th grade teachers talking to 6th grade teachers or 5th grade teachers at different schools talking to one another)
6. Provide professional development to support staff in understanding diverse cultures.
7. Recruit and retain diverse staff.

## **IAP – Improved Academic Performance table**

1. actively recruit staff and teachers that resemble the student population
2. offer culturally competent programs that light with the academic program: speech, debate, music, dance
3. develop expectations/standards for practice and performance of thinking, speaking, and communicating with family and community members outside school
4. bring in school alumni to work with or speak to FNE students
5. ensure counselors give advice or direct students into college prep, AVID and AP course progressions
6. increase rigor in all classes
7. look at new ideas/ways to engage students in the curriculum

8. offer high quality school options, such as a multiple pathways center/opportunity center/technical opportunities

**IAP – G – Improved Academic Performance table Gaps identified**

1. the idea of the importance of the level of success possible when students come from schools that have a strong school identity is not captured strongly enough in the community pride/school culture category...there has to be a way to reach out to elders and inspire the sense of urgency (particularly around civil rights issues) to help improve outcomes for students in the FNE
2. opportunities for students should extend outside the school building, such as outdoor clubs
3. the importance of mentoring and successful individuals from the community being a strong part of the community is a gap - how to continue to engage these individuals and capitalize on their successes and talents so that they serve as role models?

**RSO – Relieve School Overcrowding table**

1. Balance populations, allow choice and make sure that different schools have similar programs and similar academic success
2. Create new facilities and work with new school options to help them find facility locations.
3. Help identify what successful schools do well and try to replicate to attract students to these schools
4. [Related to principle #6] -- Create mutually beneficial arrangements with business community to identify facilities that we can use for space.

**RSO-G – Relieve School Overcrowding table Gaps identified**

1. On Principle #17 -- Change "attract" to "recruit" so it would read: "Recruit, support, develop, and retain highly effective teachers

**RPO - Rethink Program Offerings at existing schools including high school configuration table**

1. Recruit, support, develop and retain highly effective teachers and leaders who reflect the cultural diversity of the community. (Update to 17)
2. Differentiate instruction for students

**RPO-G – Rethink Program Offering at existing schools including high school configuration table Gaps identified**

1. Parents are missing in the principles. What do we expect from them as far as engagement in schools? What about commitment to celebrating the good news happening in our schools?
2. Promote equality in program offering between charter and neighborhood schools
3. Parents need to know how to access learning options for their students.
4. Schools should accommodate student interest

**ELL - Review strategies to meet the needs of English Language Learners table**

1. Planes específicos para que los padres puedan ayudar a los hijos con la información directa con los maestros sobre el desarrollo de los niños
2. Tener una programa de incentivos para los niños que los padres son voluntarios en la escuela
3. Que exista personal bilingüe en cada escuela para comunicarse con los padres
4. Tener programas de doble lenguaje y de inmersión para que los estudiantes que hablan inglés aprendan español y los de español inglés
5. Asegurar libros en todos los idiomas que reflejan todas las culturas de los alumnos de la escuela

6. Tener programas para los padres para aprender ingles, o para aprender como ayudar a los hijos con sus tareas o su desarrollo en la escuela
7. Presentaciones o conferencias de lideres de otros paises en todos los lenguajes
8. Actividades extracurriculares, deportivas que reflejan todas las culturas que hay en la escuela como danza, soccer, etc

**ELL-G - English Language Learners table Gaps identified**

1. Comunicacion bilingue directa entre padres y maestros donde se explique a los padres cuales son las metas y como va el desarrollo de su hijo y de que manera lo pueden apoyar los padres desde la primaria hasta la high school
2. Oportunidades de aprendizaje a los padres sobre los temas basicos que estan aprendiendo los ninos para poderlos apoyar con sus tareas
3. No dejar que la tecnologia limite la capacidad intelectual de los ninos, que la tecnologia los apoye pero no los limite en su aprendizaje de los conceptos basicos