

FNECC – Values and Principles – June 10th, 2010

Our schools and any efforts to improve them must:

1. Require new schools (charter or traditional) to serve all students – including those with special needs —ensuring there is equality of access to program offerings across schools and sufficient plans to accommodate students in phase-out processes.
2. Identify what successful schools do well (proven practices and programs) and replicate to attract students, improve school culture, and increase student achievement.
3. Honor our community by enacting clearly defined school cultures that reflect each of our stated values: celebrating diversity, promoting collaboration, establishing high expectations and rigorous programs, and holding all accountable for performance.
4. Implement fresh ideas/ways to engage students in the school improvement process and the curriculum; create incentives for schools to innovate and reward students and staff for high performance.
5. Provide well considered and thoughtful plans to recruit, support, develop, and retain highly qualified, diverse (reflecting diversity of community they serve) and effective teachers and leaders – including plans to retain proven leaders for stability's sake.
6. Provide differentiated and effective professional development to teachers and leaders, including opportunities for them to learn from one another through focused conversations about their work, to ensure high quality instruction, evaluation, and intervention – and provide opportunities for teachers to develop relationships with community members and parents.
7. Communicate clearly, broadly, and loudly the *urgency* to improve the quality of the community's schools; similarly communicate the schools' successes.
8. Promote a unified focus for all stakeholders on student learning, achievement and outcomes and articulate clear expectations for all stakeholders of the genuine effort and commitment required for success.
9. Provide **all** students with a diverse range (to meet their diverse needs) of rigorous academic and extracurricular programs – from ECE to grade 12 – proven to produce improved outcomes for both college- and career-bound students.
10. Require schools to have an accessible school/community liaison to engage community and establish standards for clear, direct, and credible communication to FNE community (in English and Spanish) about all program options and services, and student progress.
11. Provide quality evaluation and reliable data, with multiple measures – including value-added and comparative ones – that are comprehensible to all, especially students.
12. Challenge students, advising them to select rigorous academic programs, inspire and support the learning process, and hold students accountable for their performance.
13. Create a regional plan for extracurricular programs to ensure all students have access to diverse offerings across schools in academic, cultural and athletic activities.
14. Require new school applicants to communicate to stakeholders a compelling and clear mission and vision – and hold them accountable for achieving it.
15. Provide plans for civic and community engagement, accessing civic organizations, businesses, and alumni productively.
16. 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.
17. Ensure all students learn English well, providing proven programs, while also embracing language diversity.
18. Create new facilities and work with new schools proactively to assist them in finding appropriate facilities – leveraging DPS partnerships.