



# Far Northeast Community Committee (FNECC)

## Proposed FNE Scenario

### Noel Middle School

### September 28, 2010



# Agenda

1. Introduction
2. Summary of Proposed FNE Regional Scenario
3. FNE Proposed Scenario Presentation  
(three sessions at each table)
  - Elementary Schools
  - Noel
  - Montbello
4. Committee Input
5. Preparation for Next Meeting: All-Community Meeting



# Ground Rules

- Honor the agenda
- Stick to the issue under discussion
- One speaker at a time — use your “inside voice”
- Keep comments and questions BRIEF!
- Listen before judging or reacting
- Ask for clarification if you don’t understand something
- Address issues not people
- Look for areas of agreement before finding disagreement
- Always strive for consensus
- But it is also okay to agree to disagree
- Speak only for yourself; let others speak for themselves
- Cell phone off or vibrate please
- *Start on time — end on time*





# Proposed FNE Scenario

## Summary and Regional Impact





# Summary of Proposed FNE Regional Scenario

- **Ford:** Replace with DCIS
- **Green Valley:** Turnaround
- **McGlone:** Turnaround
- **Oakland:** Replace with SOAR
- **Noel:**
  - Restart Noel with a 6-12 Arts program with 100 students per grade
  - Continue transformation plan for 7<sup>th</sup> and 8<sup>th</sup> graders for next two years
  - Co-locate KIPP at Noel
- **Montbello:**
  - Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade
  - Continue transformation plan for 10<sup>th</sup>-12<sup>th</sup> graders for next three years
  - Co-locate DCIS 6-12
  - Open High Tech Early College (HTEC)



# Summary of FNE Regional Impact: Current FNE School Offerings

Grades	Schools	Seats
9-12	1. MLK 2. Montbello 3. Montbello Engagement Center	2,093
6-8	1. MLK 2. Noel 3. Greenwood 4. Howell 5. Pitt-Waller 6. Omar D. Blair 7. NEAC 8. DSST (6 <sup>th</sup> grade only)	2,656
ECE-5	1. Amesse 2. Archuleta 3. Ford 4. Green Valley 5. Marrama 6. Maxwell 7. McGlone 8. Oakland 9. SOAR@EDC 10. Greenwood 11. Howell 12. Pitt-Waller 13. Omar D. Blair 14. NEAC	7,762
<b>TOTAL ENROLLMENT</b>		<b>12,511</b>



# Summary of FNE Regional Impact: Proposed FNE School Offerings

Grades	Schools			Seats
9-12	1. MLK 2. Collegiate Prep Academy (Montbello) 3. Montbello Engagement Center	4. DSST 5. High-Tech Early College (HTEC) 6. Noel (Arts program)	7. DCIS 8. Vista	3,625
6-8	1. MLK 2. Noel (Arts program) 3. Greenwood 4. Howell	5. Pitt-Waller 6. Omar D. Blair 7. NEAC 8. DSST	9. DCIS 10. KIPP	3,127
ECE-5	1. Amessee 2. Archuleta 3. DCIS 4. Green Valley 5. Marrama	6. Maxwell 7. McGlone 8. SOAR II 9. SOAR@EDC 10. Greenwood	11. Howell 12. Pitt-Waller 13. Omar D. Blair 14. NEAC 15. ECE Center	8,136

**TOTAL ENROLLMENT\* 14,888**

\*Based on full implementation of the proposal in 14/15 SY



# Summary of FNE Regional Impact: Current versus Proposed

## ➤ Increase in High Quality Seats

- Currently, FNE has 2,800 high quality seats
- With this proposal, could potentially increase by an additional 5,200 seats

## ➤ Increase Choice

- Introduce multiple new choices:

ECE Center, DCIS, Noel 6-12 Arts program, Collegiate Prep Academy (Montbello), High-Tech Early College, KIPP, SOAR II

## ➤ Increase Capacity

- Additional 2,400 seats
- Despite increase in seats through this scenario, FNE will still need additional capacity to accommodate students currently leaving FNE who may return to FNE as well as continued growth in the region. Therefore,
  - Using current bond money to design a new secondary school (1,000 seats) and elementary school (700 seats) in the FNE. Full construction depends on the success of future bond offerings.



# FNE Charge Alignment

## 1. Improve academic performance

- Turnaround or replace 6 lowest performing schools in FNE---entire Montbello feeder pattern

## 2. Establish clear ECE-12 feeder patterns

- Elementary: All Elementary schools will be neighborhood schools
- Secondary: Enrollment Zone to give greater choice across the region
  - MS Options (11 total, 4 new): Noel, Greenwood, Howell, NEAC, MLK, Pitt-Waller, Omar D. Blair, DSST, DCIS, KIPP, Vista
  - HS Options (7 total, 5 new): Collegiate Prep Academy (Montbello), MLK, Noel, DCIS, HTEC, DSST, Vista

## 3. Relieve school overcrowding

- Adding 2,400 seats over the next five years through this plan
- Using current bond money to design a new secondary (1,000 seats) and elementary school (700 seats) in the FNE. Full Construction depends on success of future bond offerings.



# FNE Charge Alignment (cont'd)

## 4. Rethink program offerings at existing schools including high school configuration

- Right-sizing Noel and adding grades 9-12
- Right-sizing Montbello
- Introducing International Studies, Science & Technology, Arts program, Collegiate Prep Academy, and High-Tech Early College

## 5. Consider options for new schools

- Adding SOAR II, KIPP, DCIS, High-Tech Early College, Noel (Arts program)

## 6. Review strategies to meet the needs of English Language Learners

- Improving ELL services at all levels
- Providing native language support at secondary schools
- MLK, one of two schools, participating as a pilot school in \$25 million grant program to provide improved literacy strategies for ELL students





# FNE Elementary Schools

# FNE Elementary School's SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Notes
		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	
Green Valley	Turnaround	27%	32%	35%	Consistent low performance, bottom 10% of all schools
McGlone	Turnaround	30%	33%	33%	Consistent low performance, bottom 10% of all schools
Oakland	Replace with SOAR II	31%	29%	26%	Declining performance last 3 years, 2nd lowest rated school in FNE
Ford	Replace with DCIS (K-5)	42%	35%	25%	Declining performance last 3 years, lowest rated school in FNE



# Ford: FNECC Input Received

	<b>Benefits</b>	<b>Challenges</b>
<p><b><u>Turnaround</u></b> Survey Results: 70% Benefits 5% Challenges</p>	<ol style="list-style-type: none"> <li>1. New, strong leadership</li> <li>2. Clean start for school and culture</li> </ol>	<ol style="list-style-type: none"> <li>1. Hiring effective, committed teachers and administration</li> <li>2. Resistance to change</li> </ol>
<p><b><u>Replacement</u></b> Survey Results: 53% Benefits 21% Challenges</p>	<ol style="list-style-type: none"> <li>1. Fresh start with proven school model</li> <li>2. New school leader and new staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Determining if the replacement option is a good fit for the community</li> </ol>



# Ford Recommendation: Replace with DCIS ECE-5

Ford	Replace with DCIS ECE-5
Program	As a world-class school affiliated with the International Studies Schools Network (ISSN), DCIS - FNE will offer a dual language program that will prepare students in the fields of world languages, the study of cultures and cross-cultural communication, international issues and conflict resolution, and the connection between community issues and larger global challenges.
Phase-in plan: 2 Years	<ul style="list-style-type: none"> <li>•Year 1 (2011-2012): DCIS serves grades ECE-2 and Ford serves grades 3-5</li> <li>•Year 2 (2012-2013): DCIS serves ECE-5</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>•Maria-Elena Thomas will lead DCIS Elementary School</li> <li>•Existing leadership may lead grades 3-5 in 11-12 school year</li> </ul>
Staff	<ul style="list-style-type: none"> <li>•DCIS will hire new staff</li> <li>•Some existing staff will continue to serve Ford students in grades 3-5 in 11-12 SY</li> </ul>

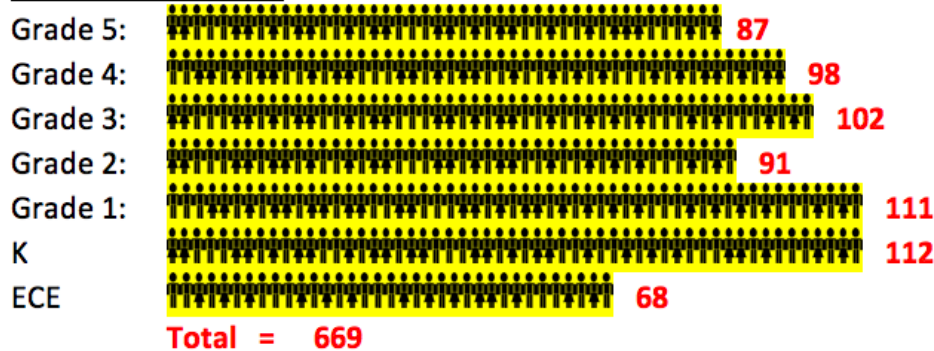


# Ford Recommendation: Replace with DCIS ECE-5

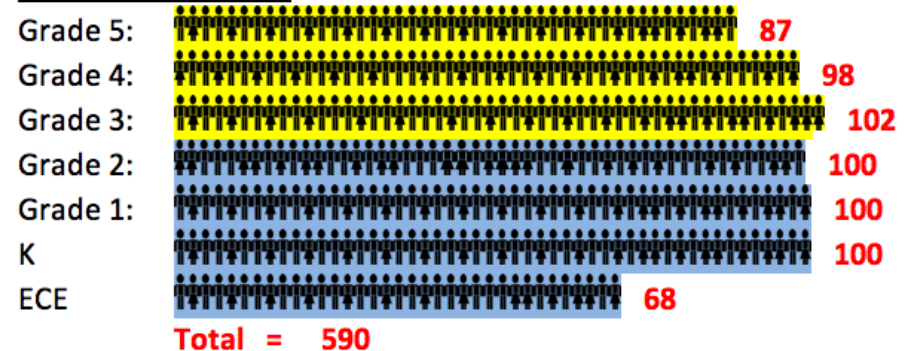
Ford	Replace with DCIS ECE-5
Enrollment	DCIS will serve the same boundary as Ford so that all students currently attending Ford will be able to attend DCIS.
ELL	<p>A core principle of the DCIS model is that all who enter, regardless of their home language, are language learners. The DCIS-FNE will utilize a language acquisition plan that allows for English language learners and native English speakers to be language learners together. At the elementary level, both groups will participate in proven research-based language immersion programs (English and Spanish) with the goal of bi-literacy. In addition, all elementary students will also learn Chinese as a third world language.</p>
Special Education	<ul style="list-style-type: none"> <li>•Serve all students with mild/moderate needs</li> <li>•House Multi-Intensive (MI) center resource program for primary and intermediate students (two classroom, grades K-5).               <ul style="list-style-type: none"> <li>•Program provides a functional approach to academics, life skills and appropriate inclusion skills for students with moderate to severe delays in adaptive behaviors, cognition and academic achievement.</li> </ul> </li> <li>•The primary center classroom(K-3) will be moved from Oakland to DCIS at Ford and the intermediate center classroom(4-5) will be moved from Archuleta to DCIS at Ford in order to provide a continuum of services.</li> </ul>

# Ford: DCIS Phase-In Plan

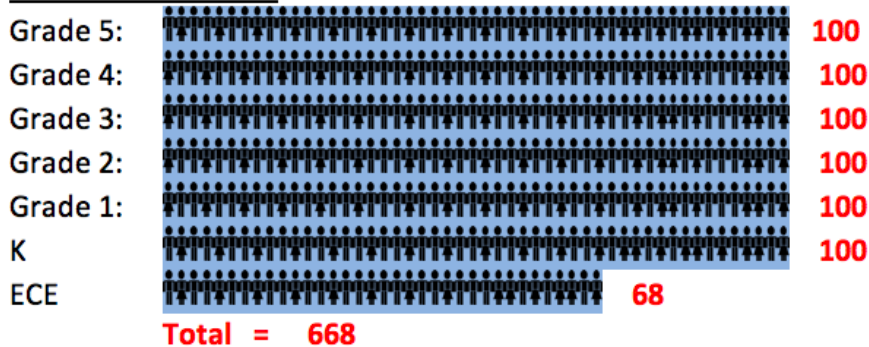
## School Year 2010-11




## School Year 2011-12



## School Year 2012-13



**KEY:** ELEM  
DCIS  
 = 2 students

DCIS 2 year phase-in plan

Year One: ECE thru Grade 2

Year Two: ECE thru Grade 5



# Ford:

## Rationale for Recommendation

Lowest rated school in FNE with three years of declining performance

International Studies Schools are a research-based educational model proven to be successful in meeting the needs of diverse learners, particularly minority students and students from low income families

DCIS demonstrated community support in FNE through the new school approval process last June



# Ford: Recommendation Alignment

<b>FNECC Charge</b>	<ul style="list-style-type: none"><li>-Improve academic performance</li><li>-Rethink program offerings</li><li>-Consider option for new schools</li><li>-Review strategies to meet the needs of English language learners</li></ul>
<b>FNECC Principles</b>	1, 2, 3, 4, 5, 6, 8, 9, 14, 17
<b>Response to Challenges Identified by FNECC</b>	<ul style="list-style-type: none"><li>-Provides clean start with new leadership and staff and a proven model</li><li>-DCIS program is a good fit for the community because of its research-based model focused on world languages and international studies. The school will begin to strengthen its outreach specifically to the Ford community.</li></ul>



# Green Valley: FNECC Input Received

	<b>Benefits</b>	<b>Challenges</b>
<p><b><u>Turnaround</u></b> Survey Results: 56% Benefits 6% Challenges</p>	<ol style="list-style-type: none"> <li>1. New, strong leadership</li> <li>2. Stronger governance, more accountability</li> <li>3. High expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. High teacher turnover, lose favorite teachers</li> <li>2. Need strong partnership between teachers and parents</li> </ol>
<p><b><u>Replacement</u></b> Survey Results: 47% Benefits 20% Challenges</p>	<ol style="list-style-type: none"> <li>1. New culture and approach</li> <li>2. Fresh start with proven school model</li> </ol>	<ol style="list-style-type: none"> <li>1. Service for Special Education and ELL students</li> <li>2. Displaced students</li> <li>3. Phase-in/Phase-out challenges</li> </ol>



# Green Valley Recommendation: Turnaround

Green Valley	Turnaround
Leadership	New leader will be hired for 2011-2012 school year
Staff	New staff will be hired for 2011-2012 school year (existing staff will have an opportunity to apply for these positions).
Program	New leader and staff will work with the parent community to develop a turnaround plan to meet the needs of the school community
Enrollment	Remains the same
ELL	Remains the same
Special Education	Remains the same



# Green Valley: Rationale for Recommendation

School has consistently low performance

Turnaround will provide the school with the best chance to improve its performance



# Green Valley: Recommendation Alignment

<b>FNECC Charge</b>	-Improve academic performance
<b>FNECC Principles</b>	2, 3, 4, 5, 6, 8, 9, 10, 17
<b>Response to Challenges Identified by FNECC</b>	<ul style="list-style-type: none"><li>-No students will be displaced.</li><li>-Special Education and ELL services will be offered.</li><li>-Provides clean start with new leadership and staff.</li><li>-Challenges of teacher turnover are offset by benefits of assembling a committed team aligned with a single vision for improving outcomes for students.</li></ul>



# McGlone: FNECC Input Received

	<b>Benefits</b>	<b>Challenges</b>
<p><b><u>Turnaround</u></b> Survey Results: 57% Benefits 37% Challenges</p>	<ol style="list-style-type: none"> <li>1. New, strong leadership</li> <li>2. High expectations for student achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Disrupts stable staff</li> <li>2. Significant disruption</li> <li>3. A new beginning does not guarantee improved outcomes</li> </ol>
<p><b><u>Replacement</u></b> Survey Results: 43% Benefits 21% Challenges</p>	<ol style="list-style-type: none"> <li>1. New school leader</li> <li>2. Fresh start with proven school model</li> </ol>	<ol style="list-style-type: none"> <li>1. Make sure no students are displaced</li> <li>2. Maximizing the space with the program</li> </ol>



# McGlone Recommendation: Turnaround

McGlone	Turnaround
Leadership	Recently hired leader, Candice Reese, will lead school in its turnaround efforts
Staff	New staff will be hired for 2011-2012 school year (existing staff will have an opportunity to apply for these positions).
Program	Leader and staff will work with the parent community to develop a turnaround plan to meet the needs of the school community
Enrollment	Remains the same
ELL	Remains the same
Special Education	Remains the same



# McGlone: Rationale for Recommendation

School has consistently low performance

Turnaround will provide the school with the best chance to improve its performance



# McGlone: Recommendation Alignment

<b>FNECC Charge</b>	-Improve academic performance
<b>FNECC Principles</b>	2, 3, 4, 5, 6, 8, 9, 10, 17
<b>Response to Challenges Identified by FNECC</b>	<ul style="list-style-type: none"><li>-No students will be displaced.</li><li>-Challenges of teacher turnover are offset by benefits of assembling a committed team aligned with a single vision for improving outcomes for students</li></ul>



# Oakland: FNECC Input Received

	Benefits	Challenges
<p><b><u>Turnaround</u></b>            Survey Results:            62% Benefits            15% Challenges</p>	<ol style="list-style-type: none"> <li>1. New, strong leadership</li> <li>2. Students in FNE will chose to stay</li> </ol>	<ol style="list-style-type: none"> <li>1. Disrupts school culture for 3<sup>rd</sup> straight yr</li> <li>2. Too many areas that need improvement</li> </ol>
<p><b><u>Replacement</u></b>            Survey Results:            53% Benefits            7% Challenges</p>	<ol style="list-style-type: none"> <li>1. Fresh start with proven school model</li> <li>2. New school leader and new staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Displaces students</li> <li>2. Not configured to handle three center programs</li> <li>3. Finding the right leaders</li> </ol>



# Oakland Recommendation: Replace with SOAR II

Oakland	Replace with SOAR II
Program	<p>SOAR's mission is to provide children of all backgrounds and performance levels with access to rigorous academic instruction and expanded opportunities. SOAR empowers children to make informed, deliberate decisions so that they may lead socially responsible, productive lives. SOAR's proven model will develop the writer, the reader, the scientist, the mathematician, the artist, the athlete, and the activist. With a school day that stretches from 8:30 to 4:15, SOAR children spend more time in school allowing for acceleration in both academic learning and social, emotional, and artistic development.</p>
Phase-in plan: 2 Yrs	<ul style="list-style-type: none"> <li>•Year 1 (2011-2012): SOAR serves grades ECE-2 and Oakland serves grades 3-5</li> <li>•Year 2 (2012-2013): SOAR serves ECE-5</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>•Marc Waxman will lead SOAR Elementary School</li> <li>•Existing leadership may lead grades 3-5 in 11-12 school year</li> </ul>
Staff	<ul style="list-style-type: none"> <li>•SOAR will hire new staff</li> <li>•Some existing staff will continue to serves Oakland students in grades 3-5 in 11-12 school year</li> </ul>



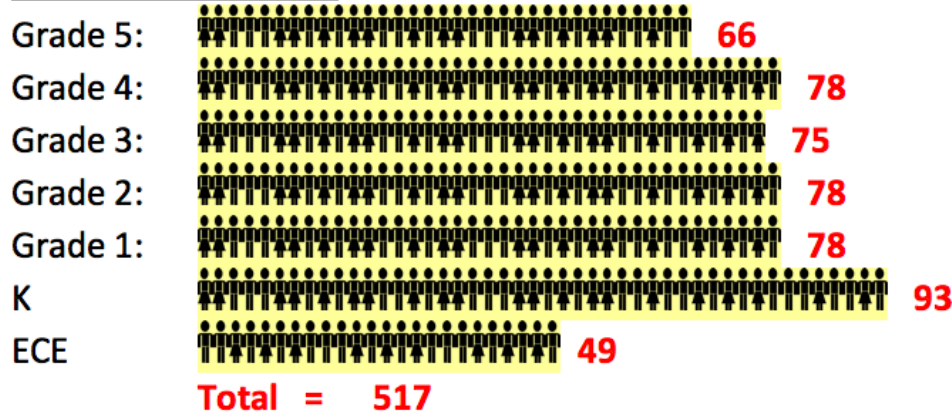
# Oakland Recommendation: Replace with SOAR II

Oakland	Replace with SOAR II
Enrollment	<ul style="list-style-type: none"><li>•All students currently attending Oakland will be able to attend SOAR</li><li>•SOAR will serve the same boundary currently served by Oakland</li></ul>
ELL	<p>SOAR uses a program of Sheltered Instruction(SIOP). The purpose of this program is to achieve English proficiency for all students as quickly as possible, while promoting the utmost respect for the native language and culture of every student who enters the school. In addition to SIOP, SOAR will implement an intensive intervention approach as well as supports for native language learners including LDE endorsed classroom teachers and ESL qualified interventionists.</p>
Special Education	<ul style="list-style-type: none"><li>•Serve all students with mild/moderate needs</li><li>•Continue to house a Multi-Intensive Autism (MI-AUT) center resource program geared to meeting the needs of students with autism or autistic-like behaviors (two classrooms, grades K-5)</li><li>•The Multi-Intensive (MI) center program serving grades K-3 will be moved to the DCIS program at Ford.</li></ul>

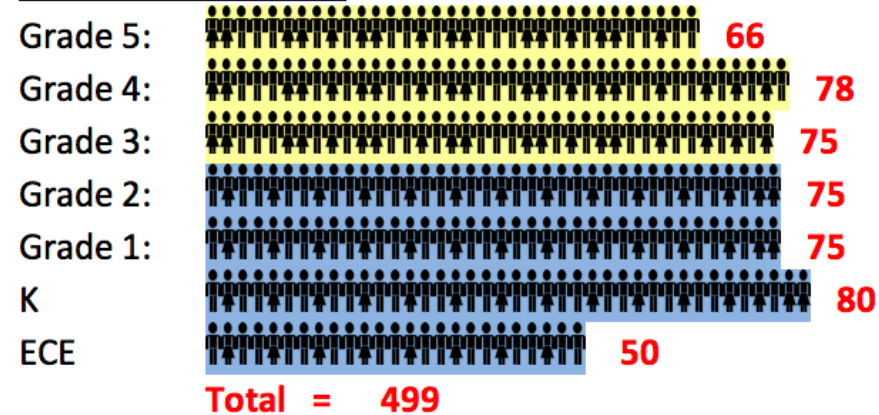


# Oakland: SOAR Phase-in Plan

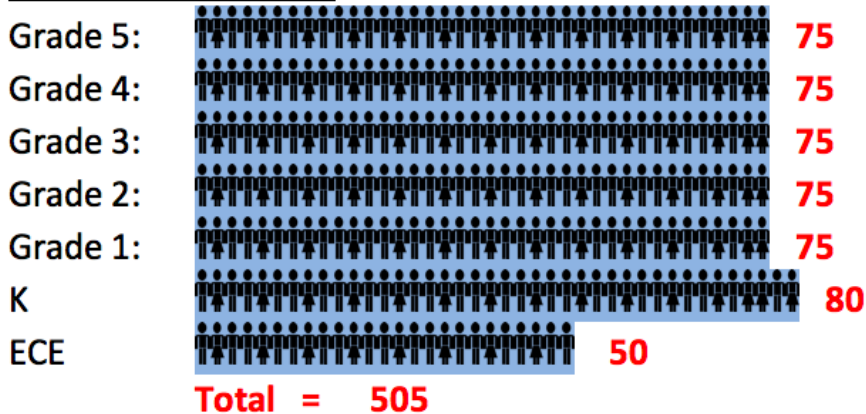
## School Year 2010-11



## School Year 2011-12



## School Year 2012-13



KEY: **ELEM**  
**SOAR**

= 2 students

SOAR proposing 2 year phase-in plan  
Year One: ECE thru Grade 2  
Year Two: ECE thru Grade



# Oakland: Rationale for Recommendation

2<sup>nd</sup> lowest rated school in FNE with three years of declining performance

SOAR is a research based model which provides children of all backgrounds and performance levels with access to rigorous academic instruction and expanded opportunities

SOAR demonstrated community support in FNE through the new school approval process last June



# Oakland: Recommendation Alignment

<b>FNECC Charge</b>	<ul style="list-style-type: none"><li>-Improve academic performance</li><li>-Rethink program offerings</li><li>-Consider option for new schools</li><li>-Review strategies to meet the needs of English language learners</li></ul>
<b>FNECC Principles</b>	1, 2, 3, 4, 5, 6, 8, 9, 14, 17
<b>Response to Challenges Identified by FNECC</b>	<ul style="list-style-type: none"><li>-No students will be displaced because SOAR will take the existing Oakland boundary .</li><li>-New leadership identified for SOAR and existing leadership will participate in phase-out.</li><li>-Number of center programs will be reduced to 2.</li></ul>





# Noel Campus



# FNE Secondary Schools SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Notes
		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	
Noel	<ul style="list-style-type: none"> <li>-Restart as Arts Program</li> <li>-Continue Transformation for Existing Grades</li> <li>-Co-locate KIPP</li> </ul>	24%	30%	27%	2nd lowest rated middle school in the city.



# Noel: FNECC Input Received

	<b>Benefits</b>	<b>Challenges</b>
<p><b><u>Turnaround</u></b></p> <p>Survey Results: 53% Benefits 20% Challenges</p>	<ol style="list-style-type: none"> <li>1. Building healthy school culture</li> <li>2. More likely to bring sustained change than transformation</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal turnover – lack of stability</li> <li>2. Significant disruption</li> </ol>
<p><b><u>Right-size/ Co-location</u></b></p> <p>Survey Results: 36% Benefits 36% Challenges</p>	<ol style="list-style-type: none"> <li>1. Smaller size easier to implement changes</li> <li>2. New culture and approach</li> <li>3. Provides space for another high-quality MS/ maximizes use of building</li> </ol>	<ol style="list-style-type: none"> <li>1. Perception that it would displace students</li> <li>2. Co-location equity issues between charter and district school</li> </ol>



# Noel: FNECC Input Received (cont'd)

	<b>Benefits</b>	<b>Challenges</b>
<p><b><u>Arts Program</u></b> Survey Results: 60% Benefits 13% Challenges</p>	<ol style="list-style-type: none"> <li>1. Positive perception in community</li> <li>2. Themed school provides well-rounded learning experience</li> </ol>	<ol style="list-style-type: none"> <li>1. A new beginning does not guarantee improved outcomes</li> <li>2. Consensus on new program and marketing it</li> </ol>
<p><b><u>Change Grade Structure</u></b> Survey Results: 27% Benefits 20% Challenges</p>	<ol style="list-style-type: none"> <li>1. Work with students for 7 years instead of just 3 years</li> <li>2. Smaller learning environment</li> <li>3. Additional HS Option</li> </ol>	<ol style="list-style-type: none"> <li>1. School options for displaced students</li> <li>2. Room for all who want to attend</li> <li>3. Compete with Montbello, MLK, DSST</li> </ol>



# Noel: Recommendation

- Restart Noel with a 6-12 Arts program with 100 students per grade
- Continue transformation plan for next two years with 7<sup>th</sup> and 8<sup>th</sup> graders
- Co-locate KIPP at Noel

## Program(s)

•Community Academy of Performing Arts at the Noel campus will offer a performing arts program for 6-12 grade students. The 6-8 program will include a rigorous academic program infused with a robust exposure to creative dance, theater and vocal and instrumental music. As students progress through the program, they will follow an individualized path based on their performing arts interest. The 9-12 program will include intensive academic course offerings as well as a performing arts apprenticeship experience following 11th grade year.

•KIPP's mission is to equip our students with the academic skills and character traits necessary to succeed in college and the competitive world beyond. KIPP Colorado Schools, while managed locally with local control, is part of a broader KIPP network of 99 schools across the U.S. At KIPP, there are no shortcuts: outstanding educators, more time in school, a rigorous college-prep curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.



# Noel: Recommendation

- Restart Noel with a 6-12 Arts program with 100 students per grade
- Continue transformation plan for next two years with 7<sup>th</sup> and 8<sup>th</sup> graders
- Co-locate KIPP at Noel

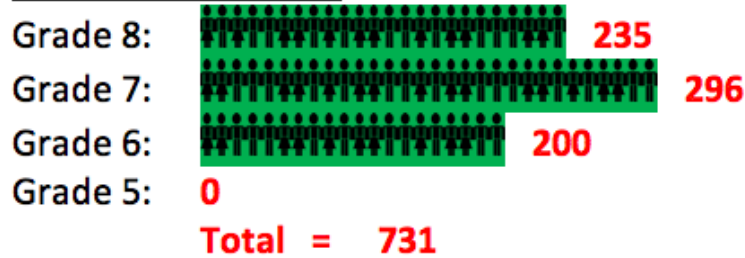
Phase-in  
plan:  
(Grades  
served)

<u>SY</u>	<u>Noel (Existing)</u>	<u>Noel (Arts)</u>	<u>KIPP</u>
11/12	7-8	6,9	5
12/13	8	6-7,9-10	5-6
13/14		6-11	5-7
14/15		6-12	5-8

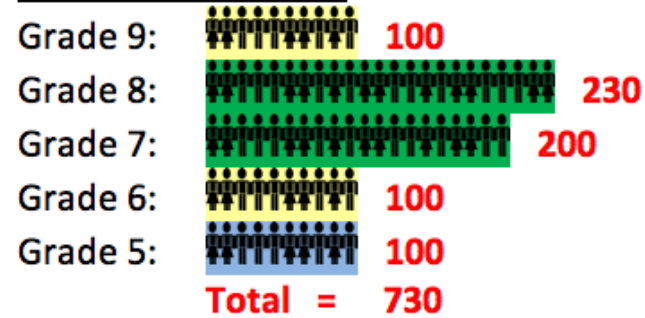


# Noel Campus: Phase-in Plans

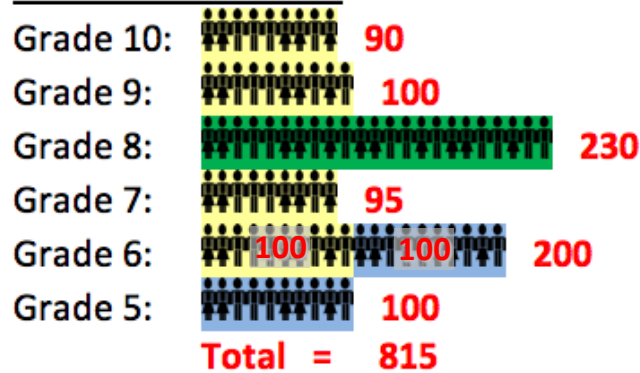
## School Year 2010-11



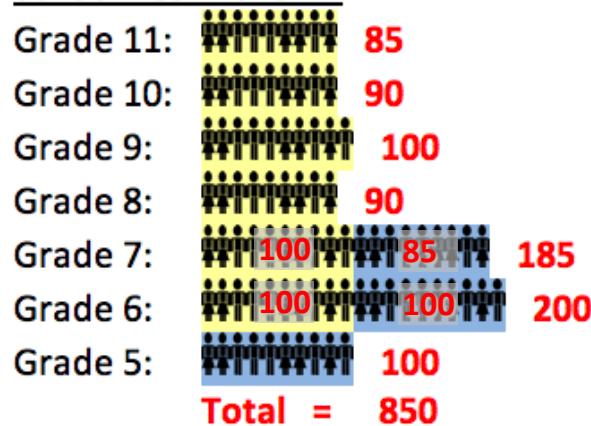
## School Year 2011-12



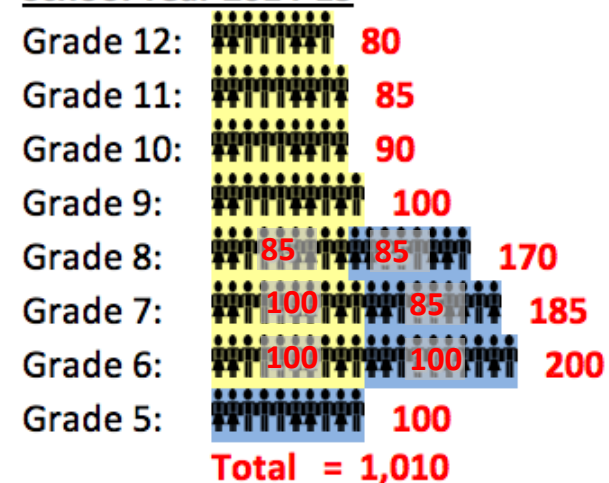
## School Year 2012-13



## School Year 2013-14



## School Year 2014-15



KEY: NOEL (existing)  
NOEL (Art's program)  
KIPP

= 10 students

# Noel: Recommendation

	<ul style="list-style-type: none"><li>•Restart Noel with a 6-12 Arts program with 100 students per grade</li><li>•Continue transformation plan for next two years with 7<sup>th</sup> and 8<sup>th</sup> graders</li><li>•Co-locate KIPP at Noel</li></ul>
Leadership	<ul style="list-style-type: none"><li>•Sylvia Bookhardt will lead plan for 6-12 Arts program and lead grades 6 and 9 Arts program in 11-12. Additional resources may be provided so Sylvia can spend time on development of 6-12 program in 10-11 school year</li><li>•Cesar Rivera, AP at Noel, will lead grades 7-8 in 11-12 and 12- 13 school years</li></ul>
Staff	<ul style="list-style-type: none"><li>•New staff will be hired for Arts program</li><li>•Some existing staff will continue to serve Noel students in grades 7-8 in 11-12 and 12-13 school year</li></ul>
Enrollment	School participates in FNE Enrollment Zone (see next slide for description)
ELL	Continue existing services and enhance native language support for Spanish speakers
Special Education	Continue existing services



# Secondary Schools: FNE Enrollment Zone Proposal

<p><b>What is the FNE Enrollment Zone for Secondary Schools?</b></p>	<p><b>Beginning next year, school attendance boundaries at the secondary level will phase out and a single FNE enrollment zone will phase in. At the 6<sup>th</sup> and 9<sup>th</sup> grade levels, each parent/student will choose their school option for the 11-12 school year.</b></p>
<p>Why do we need an Enrollment Zone?</p>	<p>To ensure students have equal access to FNE middle schools at 6<sup>th</sup> grade and high schools at 9<sup>th</sup> grade.</p>
<p>What do parents/students have to do?</p>	<p>In January 2011, every FNE 5th and 8th grader will rank their FNE school choices. Through school lotteries or a DPS assignment process, students will be assigned to a school based on these preferences and space availability.</p>
<p>Which schools are included in the FNE enrollment zone in 2010-2011?</p>	<p>Grade 6: MLK, Noel, DCIS, DSST Grade 9: Collegiate Prep Academy (Montbello), High-Tech Early College, MLK, Noel, DCIS, DSST</p>
<p>Can parents/students choose schools outside of the FNE?</p>	<p>Yes. Parents/students can still choose other DPS schools through the regular choice process.</p>
<p>What about transportation?</p>	<p>A shuttle service will be provided for FNE secondary schools. (DPS yellow school bus shuttle, not RTD)</p>
<p>How will this be communicated?</p>	<p>Beginning in November, there will be extensive outreach to parents and the community. Choice liaisons will work with FNE parents to ensure every student has the opportunity to make an informed choice.</p>

# Noel:

## Rationale for Recommendation

2<sup>nd</sup> lowest rated school in the city and one of the lowest in Colorado

Increasing grades served and reducing number of students per grade (right-sizing), ensures more targeted support for individual students as they progress through high school.

Arts program caters to student interests and also aligns with community interest for arts programming in FNE. Provides community with an option currently not available in FNE.

KIPP adds to the diversity of options in FNE through a research based model which has proven to be effective with minority students and students from low-income families.



# Noel: Recommendation Alignment

<b>FNECC Charge</b>	<ul style="list-style-type: none"><li>-Improve academic performance</li><li>-Rethink program offerings</li><li>-Consider options for new schools</li></ul>
<b>FNECC Principles</b>	1, 2, 3, 4, 5, 6, 8, 9, 14, 17
<b>Response to Challenges identified by FNECC</b>	<ul style="list-style-type: none"><li>•No students will be displaced. All existing students will have opportunity to remain at Noel as it continues to implement its transformation plan.</li><li>•In order to ensure equity for all students in the Noel facility, the Noel Arts program will offer a longer school day and school year to the extent practical.</li><li>•While the number of grade level seats will be reduced at Noel, the overall number of middle year and high school seats and options in FNE will increase.</li><li>•Proposed enrollment zone will provide equal opportunity for all students to access options across the region.</li></ul>

# English Language Learners

- **ELL Support Services in all schools for students who primarily speak Spanish and are acquiring English**
- **Students receive instruction from ELA Teachers who are specially trained to:**
  - **Provide explicit instruction based on English Language Proficiency standards to develop skills in English (Listening, Speaking, Reading, Writing).**
  - **Provide academic Instruction (math, reading, writing, science, social studies) based on content standards**
  - **Monitor and assess student progress in English and academic instruction, including development of academic language**
- **Students receive English Language Development (ELD) services on a daily basis**
- **Parents receive Home/school communication regarding the progress of each student in both academics and English language development in their home language**



# Spanish Language Supports

- **All schools will provide Spanish language support services, which include:**
  - Utilizing Spanish Language resources for Core Content classes to the extent that they are available for student and parent usage, even in ELA-E classrooms
  - Employing Spanish Language paraprofessionals for support in ELA E and S classrooms
  - Employing the services of bilingual staff to assist in explaining content materials
  - Using Spanish Language Resource teacher in sites with high number of Spanish speaking students
- **All schools may provide additional Spanish language support services, which may include:**
  - Pre-teaching or checking for understanding of concepts in the native language as possible by classroom teachers
  - Utilizing native language books, magazines, films, or other materials relating to the topic or theme of a lesson to extend learning;
  - Allowing students to keep reading logs or journals in their native language
  - Pairing students with same native language, but different levels of English Proficiency, which may help alleviate the anxiety and stress of newcomer ELLs.



# Secondary Schools: Athletics

- All schools will participate on coordinated sports teams (DCIS, DSST, High Tech Early College, MLK, Montbello, Noel, Vista)
- In addition to regional teams, each facility will have intramural sports as well.
- Far Northeast Regional Athletic Program (FNRAP) will be a community athletics program for youth ages 5 and over
- FNRAP is for everyone – athletes of all abilities will be able to compete
- FNRAP will increase the types of sports offered and the number of athletes





# Montbello Campus



# FNE Secondary Schools SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Notes
		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	
Montbello	<ul style="list-style-type: none"> <li>-Restart as Collegiate Prep Academy</li> <li>-Continue Transformation for Existing Grades</li> <li>-Co-locate DCIS</li> <li>-Introduce High-Tech Early College</li> </ul>	45%	41%	30%	Lowest rated comprehensive high school in the city.



# Montbello: FNECC Input Received

	Benefits	Challenges
<p><b><u>Turnaround</u></b></p> <p>Survey Results: 47% Benefits 19% Challenges</p>	<p>1. New school must look different than old school 2. Clean start for school and culture</p>	<p>1. A new beginning does not guarantee improved outcomes 2. Fear of change/not knowing what it would look like</p>
<p><b><u>Add Programs</u></b></p> <p>Survey Results: 53% Benefits 13% Challenges</p>	<p>1. New school must look different than old school 2. High achievement for students</p>	<p>1. Infrastructure would require modifications 2. Fear turnaround of Montbello will look like Manual</p>



# Montbello: FNECC Input Received (cont'd)

	Benefits	Challenges
<p><b><u>Right-size/ Co-location</u></b></p> <p>Survey Results: 47% Benefits 20% Challenges</p>	<ol style="list-style-type: none"> <li>1. New school must look different than old school</li> <li>2. Want to be sure that Montbello can stack up to other competition</li> </ol>	<ol style="list-style-type: none"> <li>1. Fear of change/not knowing what it would look like</li> <li>2. Something being done to school/community not for school/community</li> <li>3. Perception of Montbello</li> </ol>



# Montbello: Recommendation

- Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade
- Continue transformation plan for 10<sup>th</sup>-12<sup>th</sup> graders for next three years
- Co-locate DCIS 6-12
- Open High Tech Early College

## Program(s)

- Collegiate Preparatory Academy is focused on preparing students for entrance and success at America's top Colleges and Universities through a highly rigorous academic program, including honors courses, Advance Placement Classes and concurrent enrollment opportunities on and off campus. Every student who enters Collegiate is required to participate in extended day, extended week, as well as extended year learning.
- DCIS As a world-class school affiliated with the International Studies Schools Network (ISSN) and in partnership with Asia Society, a nationally-recognized organization focused on international and intercultural affairs, DCIS - FNE will prepare students in the fields of world languages, the study of cultures and cross-cultural communication, international issues and conflict resolution, and the connection between community issues and larger global challenges.
- High-Tech Early College is centered on a process of applied rigorous learning and intense connections with industry professionals in business, Information Technology and design fields, providing opportunities to earn dual credit through concurrent enrollment, and offering opportunities to stay in a program for a 5<sup>th</sup> year of high school leading to an Associates of Applied Science or Applied Business degree in addition to a high school diploma.

# Montbello: Recommendation

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- Continue transformation plan for 10<sup>th</sup>-12<sup>th</sup> graders for next three years
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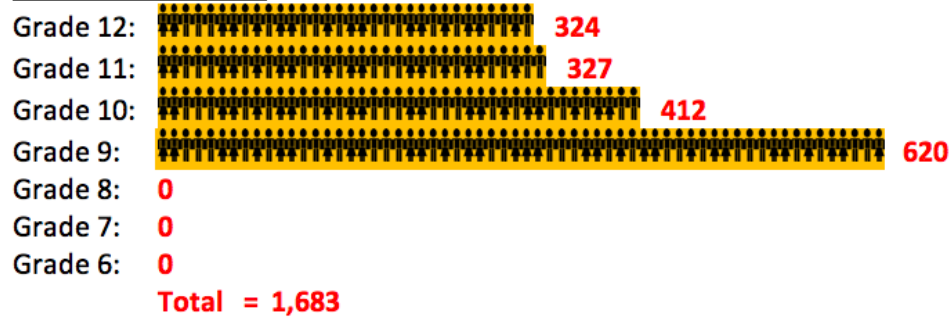
Phase-in plan:  
(Grades served)

<u>SY</u>	<u>Montbello (Existing)</u>	<u>Collegiate Prep Academy</u>	<u>DCIS</u>	<u>High-Tech Early College</u>
11/12	10-12	9	6,9	9
12/1 3	11-12	9-10	6-7,9-10	9-10
13/1 4	12	9-11	6-11	9-11
14/1 5		9-12	6-12	9-12



# Montbello Campus: Phase-in Plans

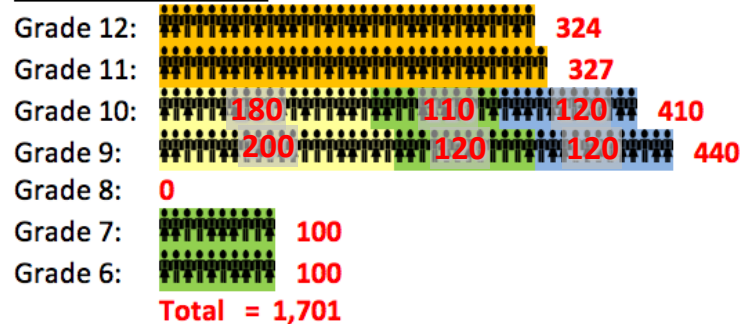
## School Year 2010-11



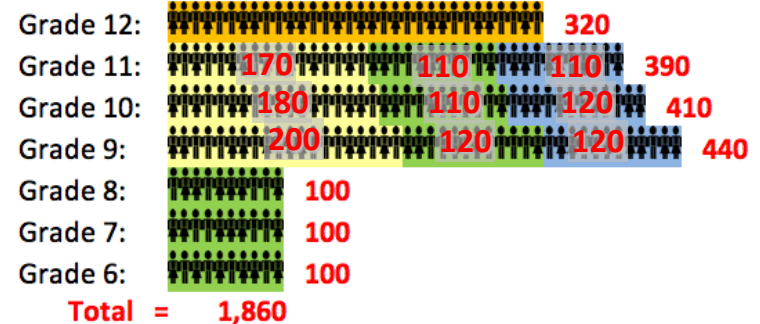
## School Year 2011-12



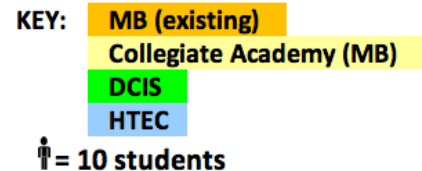
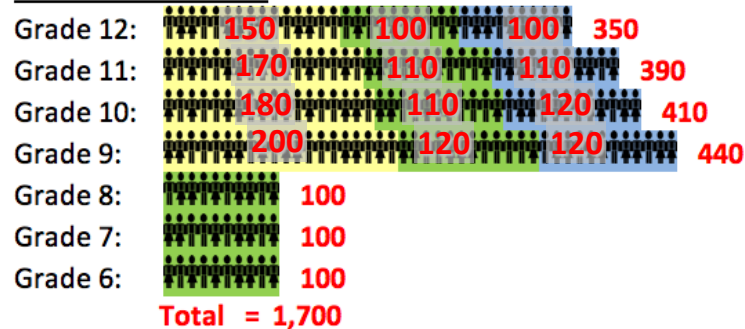
## School Year 2012-13



## School Year 2013-14



## School Year 2014-15



# Montbello: Recommendation

	<ul style="list-style-type: none"><li>•Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade</li><li>•Continue transformation plan for 10<sup>th</sup>-12<sup>th</sup> graders for next three years</li><li>•Co-locate DCIS 6-12</li><li>•Open High Tech Early College</li></ul>
Leadership	<ul style="list-style-type: none"><li>•Anthony Smith will lead plan for 9-12 Collegiate Prep Academy and lead grade 9 program in the 11/12 SY. Additional resources may be provided so Anthony can spend time on development of new program in 10-11 school year.</li><li>•Existing leadership may continue transformation plan for 10<sup>th</sup>-12<sup>th</sup> graders for next three years</li></ul>
Staff	<ul style="list-style-type: none"><li>•New staff will be hired for the Collegiate Preparatory Academy</li><li>•Some existing staff will continue to serve Montbello students in grades 10-12 for next three years</li></ul>
Enrollment	School participates in FNE Enrollment Zone (see next slide for description)
ELL	Continue existing services and enhance native language support for Spanish speakers
Special Education	Continue existing services

# Secondary Schools: FNE Enrollment Zone Proposal

<p><b>What is the FNE Enrollment Zone for Secondary Schools?</b></p>	<p><b>Beginning next year, school attendance boundaries at the secondary level will phase out and a single FNE enrollment zone will phase in. At the 6<sup>th</sup> and 9<sup>th</sup> grade levels, each parent/student will choose their school option for the 11-12 school year.</b></p>
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<p>How will this be communicated?</p>	<p>Beginning in November, there will be extensive outreach to parents and the community. Choice liaisons will work with FNE parents to ensure every student has the opportunity to make an informed choice.</p>

# Montbello: Rationale for Recommendation

Lowest rated comprehensive high school in the city and one of lowest rated high schools in Colorado

Reducing number of students per grade (right-sizing) in existing school, ensures more targeted support for individual students as they progress through high school.

DCIS, an International Studies Schools is a research-based educational model proven to be successful in meeting the needs of diverse learners, particularly minority students and students from low income families.

High Tech Early College provides an additional option for FNE students interested in a program which prepares them for success in college.



# Montbello: Recommendation Alignment

<b>FNECC Charge</b>	<ul style="list-style-type: none"> <li>-Improve academic performance</li> <li>-Rethink program offerings</li> <li>-Consider option for new schools</li> </ul>
<b>FNECC Principles</b>	<p>1, 2, 3, 4, 5, 6, 8, 9, 14, 17</p>
<b>Response to Challenges identified by FNECC</b>	<p>-Montbello Campus will function like the Evie Dennis Campus. The space will be shared by multiple unique schools with specific instructional models that provide multiple avenues for graduation. The schools will work collaboratively to align student culture and code of conduct through use of shared spaces (i.e. student union) and participation in campus wide activities (i.e. sports and clubs). As a campus, Montbello will honor its history and ensure stronger ties with its alumni. This shared campus model is radically different from the Manual small schools model from 10 years ago.</p> <p>-Any facility modifications will be funded through 2008 GOB which specifically includes resources to modify facilities for co-located schools</p>

# English Language Learners

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  - **Provide explicit instruction based on English Language Proficiency standards to develop skills in English (Listening, Speaking, Reading, Writing).**
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# Secondary Schools: Athletics

- All schools will participate on coordinated sports teams (DCIS, DSST, High Tech Early College, MLK, Montbello, Noel, Vista)
  - Different schools may host different athletic teams, i.e. Montbello campus-football, Evie Dennis Campus-track, etc.
  - In addition to regional teams, each facility may offer intramural sports as well.
- Far Northeast Regional Athletic Program (FNRAP) will be a community athletics program for youth ages 5 and over
- FNRAP is for everyone – athletes of all abilities will be able to compete
- FNRAP will increase the types of sports offered and the number of athletes





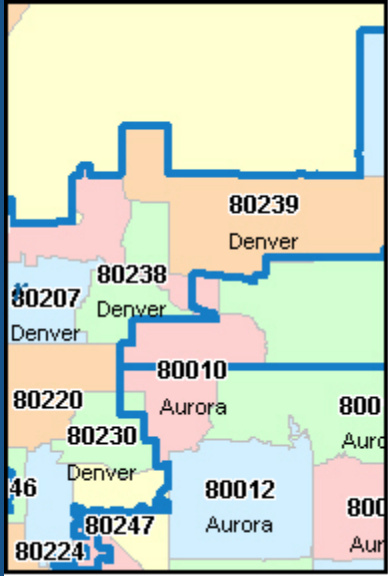
# Proposed FNE Scenario

## Questions and Answers



# Keypad Polling

# What is your zip code?



1. 80239
2. 80249
3. Other



# Are you a parent of a current student in a Far NE School?

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



# Are you a Committee member or Community member?

1. Committee member
2. Community member



# How well does this scenario fit with FNECC's charges?

1. It does not fit at all.
2. It fits poorly.
3. It is mixed.
4. It fits well.
5. It fits very well.



# How well does this scenario fit with FNECC's principles?

1. It does not fit at all.
2. It fits poorly.
3. It is mixed.
4. It fits well.
5. It fits very well.



# To what degree will this scenario improve student achievement in the FNE?

1. It will have a significant negative impact.
2. It will hurt student achievement in the FNE.
3. It will have no impact.
4. It will improve student achievement in the FNE.
5. It will significantly improve student achievement in the FNE.





# Thank You



# Next FNECC Meeting: All-Community Meeting

- **Agenda for next meeting**
  - Review FNECC Process with community
  - Review Scenario with community
  - Obtain community input
- **Seeking Committee members willing to serve as ambassadors at next meeting and help answer community members questions. Please sign-up at end of tonight.**
- **Challenge to FNECC Committee Members: Invite at least two community members to join us in two weeks at MLK!**



**Next FNECC Meeting:**

**All-Community Meeting**

**Tuesday, October 12<sup>th</sup>**

**MLK**

**6pm**

