



Far Northeast Community Committee (FNECC)

All-Community Meeting

MLK

October 12, 2010



Agenda

1. Introduction
2. Ground Rules
3. Summary of FNECC Process
4. Summary of Proposed FNE Regional Scenario
5. Break-Out Rooms Q&A
5. Return for Combined Q&A
6. Community Input
7. Next 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 (less than 1 minute)!
- 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*

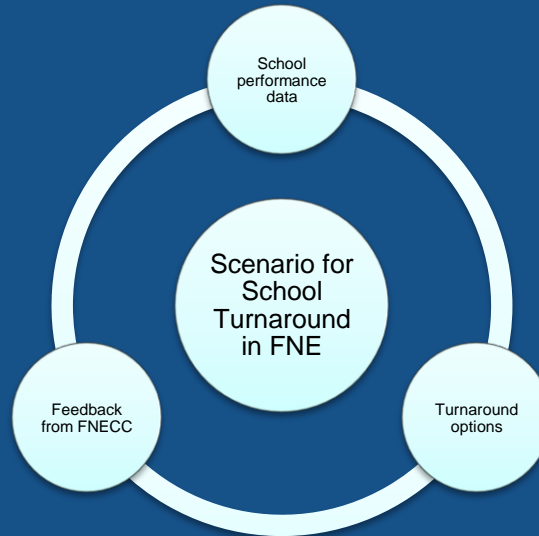


FNECC Process: Letting DPS know what's important to us

Phase 1:



Phase 2:



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



Spring 2010: Schedule and Deliverables

FNECC Work Products/ BOE Decisions	Timeline	Description
FNECC Work Product #1: Guiding Principles	April 6th – Noel April 27th – MLK May 11th – Noel May 25th All-Community meeting – MLK June 8th – Noel	Guiding principles embodying the community’s values in education which will inform the BOE decision in June on new schools and FNECC’s 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)



Fall 2010: Schedule and Deliverables

FNECC Work Products/ BOE Decisions	Timeline	Description
Options: Benefits and Challenges	September 1 st – Noel September 14 th – MLK	FNECC members will examine a variety of school options for FNE and develop a list of benefits and challenges for each.
Scenarios: Benefits and Challenges	September 28 th – Noel	FNECC will have worked through the progression of options, now viewing them as “Regional Scenarios”.
All-Community Meeting	October 12 th – MLK	FNECC representatives will share and gather input on the list of proposed scenarios with the broader FNE community.
FNECC Work Product #2: Final Report on Benefits and Challenges	October 26 th – Noel	FNECC to finalize its report on benefits and challenges of FNE proposed scenarios.
BOE Decisions	November 4 th – Staff Recommendations Nov 8 th – Public Comment Nov 15 th – Public Comment Nov 18 th – BOE Vote	BOE votes on: 1. Turnaround strategies for lowest performing schools in FNE. 2. Location of new schools approved in 6/10: DCIS (K-12); SOAR II (K-5) 3. Location of previously approved school: KIPP (5-8)



Proposed FNE Scenario

Summary and Regional Impact



Our Commitments

- **High quality options for all students**
- **No students will be displaced**
- **All schools will provide services for English language learners and special education students**
- **Committed to strong educators (school leaders and teachers)**
- **Through the enrollment zone, all students will have high quality choice and transportation**
- **No schools will have a pre-requisite GPA**



FNE Elementary School's SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Rationale
		07-08	08-09	09-10	
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 (ECE-5)	31%	29%	26%	Declining performance last 3 years, 2nd lowest rated school in FNE
Ford	Replace with DCIS (ECE-5)	42%	35%	25%	Declining performance last 3 years, Lowest rated school in FNE

FNE Secondary Schools SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Rationale
		07-08	08-09	09-10	
Noel	<ul style="list-style-type: none"> -Restart Noel with a 6-12 Arts program with 100 students per grade -Continue transformation plan for 7th-8th graders for next two years -Co-locate KIPP 	24%	30%	27%	2nd lowest rated middle school in the city.
Montbello	<ul style="list-style-type: none"> -Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade -Continue transformation plan for 10th-12th graders for next three years -Co-locate DCIS 6-12 -Open High Tech Early College (HTEC) 	45%	41%	30%	Lowest rated comprehensive high school in the city. Graduation rate is only 59% and for every 100 students who enter as freshmen, only 4 go on to graduate and go to college without requiring remediation.

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: FNE Enrollment Zone Proposal

What is the FNE Enrollment Zone for Secondary Schools?	Beginning next year, school attendance boundaries at the secondary level will phase out and a single FNE enrollment zone will phase in. At the 6th and 9th grade levels, each parent/student will choose their school option for the 11-12 school year.
Why do we need an Enrollment Zone?	To ensure students have equal access to FNE middle schools at 6 th grade and high schools at 9 th grade.
What do parents/students have to do?	In January 2011, every FNE 5 th and 8 th 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.
Which schools are included in the FNE enrollment zone in 2010-2011?	Grade 6: MLK, Noel, DCIS, DSST Grade 9: Collegiate Prep Academy (Montbello), High-Tech Early College, MLK, Noel, DCIS, DSST
Can parents/students choose schools outside of the FNE?	Yes. Parents/students can still choose other DPS schools through the regular choice process.
What about transportation?	A shuttle service will be provided for FNE secondary schools. (DPS yellow school bus shuttle, not RTD)
How will this be communicated?	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.

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



Summary of FNE Regional Impact: Current FNE School Offerings

Grades	Schools	Seats			
9-12	<ol style="list-style-type: none"> 1. MLK 2. Montbello 3. Montbello Engagement Center 	2,093			
6-8	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. MLK 2. Noel 3. Greenwood 4. Howell </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 5. Pitt-Waller 6. Omar D. Blair 7. NEAC 8. DSST (6th grade only) </td> </tr> </table>	<ol style="list-style-type: none"> 1. MLK 2. Noel 3. Greenwood 4. Howell 	<ol style="list-style-type: none"> 5. Pitt-Waller 6. Omar D. Blair 7. NEAC 8. DSST (6th grade only) 	2,656	
<ol style="list-style-type: none"> 1. MLK 2. Noel 3. Greenwood 4. Howell 	<ol style="list-style-type: none"> 5. Pitt-Waller 6. Omar D. Blair 7. NEAC 8. DSST (6th grade only) 				
ECE-5	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Amesse 2. Archuleta 3. Ford 4. Green Valley 5. Marrama </td> <td style="width: 33%; vertical-align: top;"> <ol style="list-style-type: none"> 6. Maxwell 7. McGlone 8. Oakland 9. SOAR@EDC 10. Greenwood </td> <td style="width: 33%; vertical-align: top;"> <ol style="list-style-type: none"> 11. Howell 12. Pitt-Waller 13. Omar D. Blair 14. NEAC </td> </tr> </table>	<ol style="list-style-type: none"> 1. Amesse 2. Archuleta 3. Ford 4. Green Valley 5. Marrama 	<ol style="list-style-type: none"> 6. Maxwell 7. McGlone 8. Oakland 9. SOAR@EDC 10. Greenwood 	<ol style="list-style-type: none"> 11. Howell 12. Pitt-Waller 13. Omar D. Blair 14. NEAC 	7,762
<ol style="list-style-type: none"> 1. Amesse 2. Archuleta 3. Ford 4. Green Valley 5. Marrama 	<ol style="list-style-type: none"> 6. Maxwell 7. McGlone 8. Oakland 9. SOAR@EDC 10. Greenwood 	<ol style="list-style-type: none"> 11. Howell 12. Pitt-Waller 13. Omar D. Blair 14. NEAC 			

TOTAL ENROLLMENT 12,511



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. Amesse 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



Break-Out Rooms

Topic	Room #
Green Valley and McGlone Turnarounds	Library (Front)
Ford and Oakland Replacements (DCIS and SOAR)	Library (Rear)
Noel Campus (Arts program, Transformation, KIPP)	Room 130
Montbello Campus (Collegiate Prep, Transformation, DCIS, High Tech Early College)	Community Room





Break-out Rooms

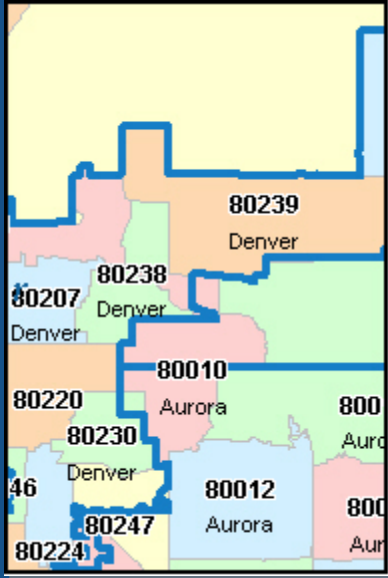
Questions and Answer Sessions



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



Are you a DPS staff member?

1. Yes
2. No



Which Breakout Session did you attend?

1. Green Valley and McGlone Turnarounds
2. Ford and Oakland Replacements
3. Noel Campus
4. Montbello Campus





All-Community Meeting

Report out from Breakout Rooms



Additional Keypad Polling

To what degree do you think this scenario will provide FNE students **better choices, closer to home?**

1. Significantly worse choices
2. Worse choices
3. No change in choices
4. Better choices
5. Significantly better choices



To what degree do you believe the proposed enrollment zone and transportation shuttle will enable parents to **access more options** for their kids?

1. Significantly reduce access
2. Reduce access
3. No change to access
4. Increase access
5. Significantly increase access



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

1. Significantly lower student achievement
2. Lower student achievement
3. No impact on student achievement
4. Improve student achievement
5. Significantly improve student achievement





Thank You



Next FNECC Meeting:

Final Report Preparation

Tuesday, October 26th

Noel

6pm



Appendix:

- **Green Valley and McGlone Turnaround**
- **Ford and Oakland Replacements (DCIS and SOAR)**
- **Noel Campus**
- **Montbello Campus**





Green Valley and McGlone Turnaround

Green Valley: FNECC Input Received

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



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

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

McGlone: FNECC Input Received

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



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

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



Ford and Oakland Replacements (DCIS and SOAR II, respectively)

Ford: FNECC Input Received

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



Ford Recommendation: Replace with DCIS ECE-5

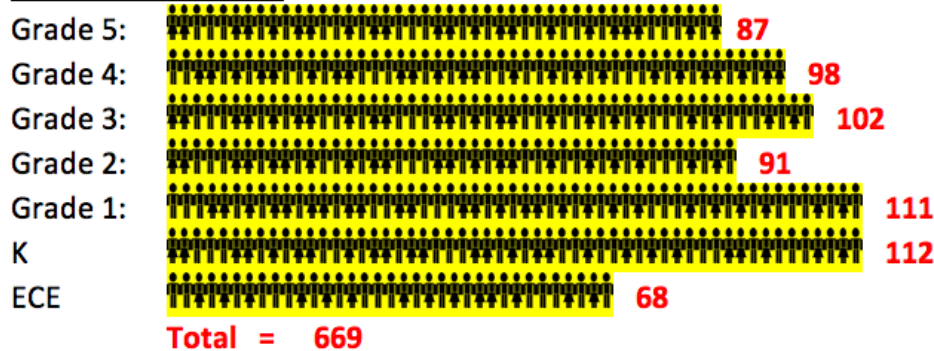
Ford	Replace with DCIS ECE-5
Program	As a world-class school affiliated with the International Studies Schools Network (ISSN), DCIS - FNE will offer a dual language program that will prepare students in the fields of world languages, the study of cultures and cross-cultural communication, international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

Ford Recommendation: Replace with DCIS ECE-5

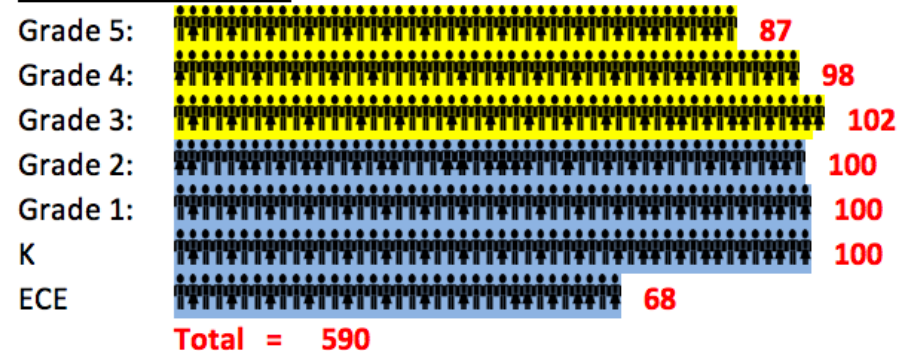
Ford	Replace with DCIS ECE-5
Enrollment	DCIS will serve the same boundary as Ford so that all students currently attending Ford will be able to attend DCIS.
ELL	<p>A core principle of the DCIS model is that all who enter, regardless of their home language, are language learners. The DCIS-FNE will utilize 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"> •Serve all students with mild/moderate needs •House Multi-Intensive (MI) center resource program for primary and intermediate students (two classroom, grades K-5). <ul style="list-style-type: none"> •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. •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.

Ford: DCIS Phase-In Plan

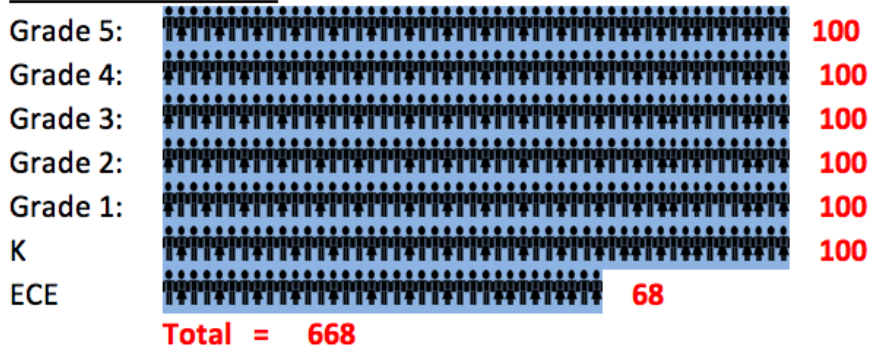
School Year 2010-11



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

FNECC Charge	<ul style="list-style-type: none">-Improve academic performance-Rethink program offerings-Consider option for new schools-Review strategies to meet the needs of English language learners
FNECC Principles	1, 2, 3, 4, 5, 6, 8, 9, 14, 17
Response to Challenges Identified by FNECC	<ul style="list-style-type: none">-Provides clean start with new leadership and staff and a proven model-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.

Oakland: FNECC Input Received

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



Oakland Recommendation: Replace with SOAR II

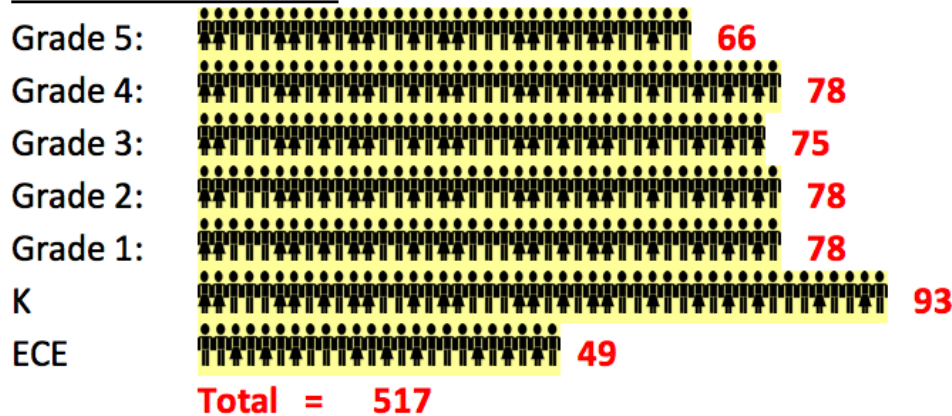
Oakland	Replace with SOAR II
Program	<p>SOAR's mission is to provide children of all backgrounds and performance levels with access to rigorous academic instruction and expanded opportunities. SOAR empowers children to make informed, deliberate decisions so that they may lead socially responsible, productive 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"> •Year 1 (2011-2012): SOAR serves grades ECE-2 and Oakland serves grades 3-5 •Year 2 (2012-2013): SOAR serves ECE-5
Leadership	<ul style="list-style-type: none"> •Marc Waxman will lead SOAR Elementary School •Existing leadership may lead grades 3-5 in 11-12 school year
Staff	<ul style="list-style-type: none"> •SOAR will hire new staff •Some existing staff will continue to serves Oakland students in grades 3-5 in 11-12 school year

Oakland Recommendation: Replace with SOAR II

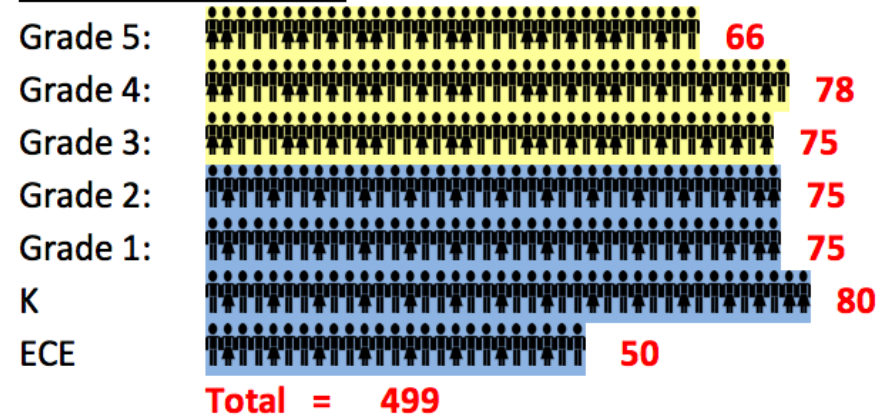
Oakland	Replace with SOAR II
Enrollment	<ul style="list-style-type: none"> •All students currently attending Oakland will be able to attend SOAR •SOAR will serve the same boundary currently served by Oakland
ELL	<p>SOAR uses a program of Sheltered Instruction(SIOP). The purpose of this program is to 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"> •Serve all students with mild/moderate needs •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) •The Multi-Intensive (MI) center program serving grades K-3 will be moved to the DCIS program at Ford.

Oakland: SOAR Phase-in Plan

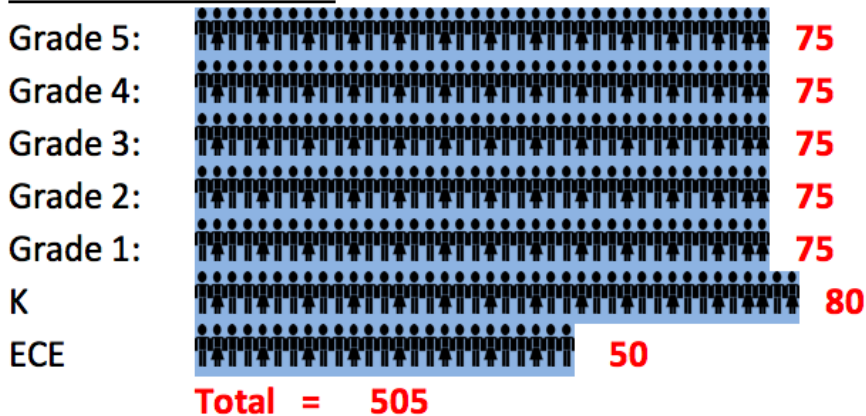
School Year 2010-11



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

2nd 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

FNECC Charge

- Improve academic performance
- Rethink program offerings
- Consider option for new schools
- Review strategies to meet the needs of English language learners

FNECC Principles

1, 2, 3, 4, 5, 6, 8, 9, 14, 17

Response to Challenges Identified by FNECC

- No students will be displaced because SOAR will take the existing Oakland boundary .
- New leadership identified for SOAR and existing leadership will participate in phase-out.
- Number of center programs will be reduced to 2.



Noel Campus



FNE Secondary Schools SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Rationale
		07-08	08-09	09-10	
Noel	<ul style="list-style-type: none"> -Restart Noel with a 6-12 Arts program with 100 students per grade -Continue transformation plan for 7th-8th graders for next two years -Co-locate KIPP 	24%	30%	27%	2nd lowest rated middle school in the city.



Noel: FNECC Input Received

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



Noel: FNECC Input Received (cont'd)

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



Noel: Recommendation

- Restart Noel with a 6-12 Arts program with 100 students per grade
- Continue transformation plan for next two years with 7th and 8th 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

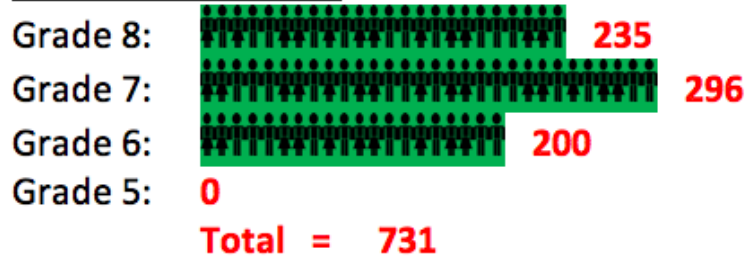
- Restart Noel with a 6-12 Arts program with 100 students per grade
- Continue transformation plan for next two years with 7th and 8th graders
- Co-locate KIPP at Noel

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

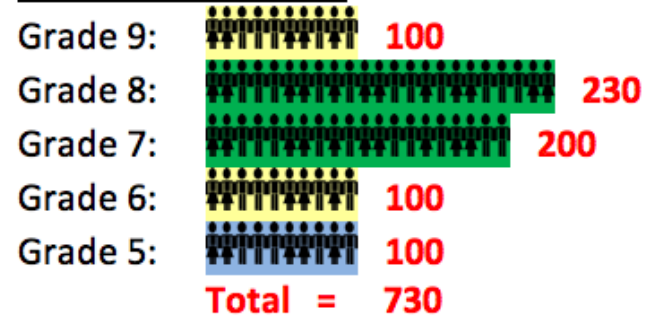


Noel Campus: Phase-in Plans

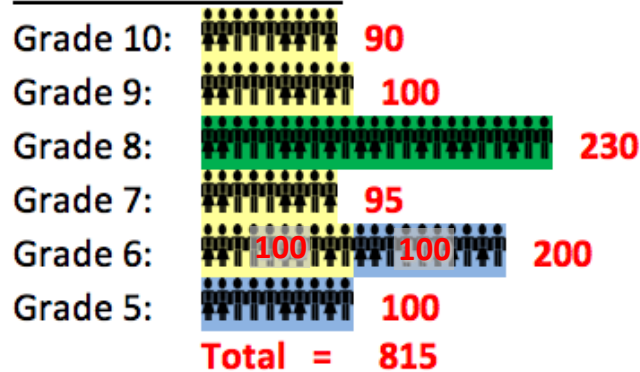
School Year 2010-11



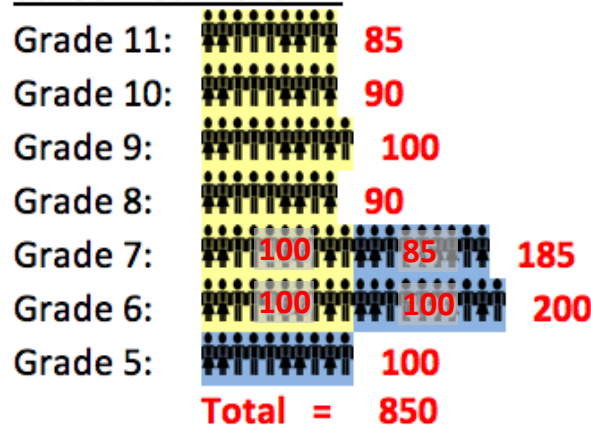
School Year 2011-12



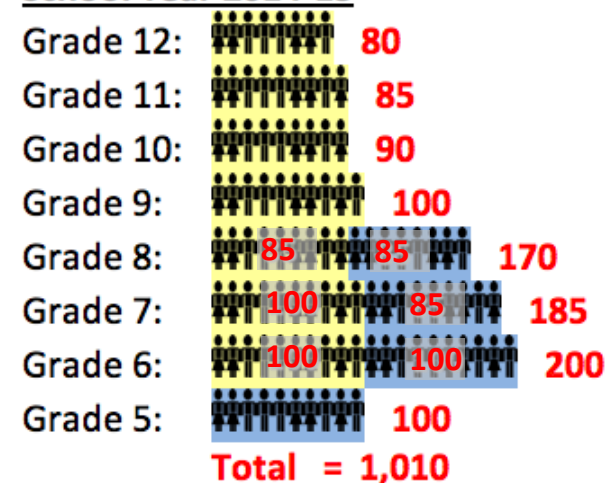
School Year 2012-13



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">•Restart Noel with a 6-12 Arts program with 100 students per grade•Continue transformation plan for next two years with 7th and 8th graders•Co-locate KIPP at Noel
Leadership	<ul style="list-style-type: none">•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•Cesar Rivera, AP at Noel, will lead grades 7-8 in 11-12 and 12- 13 school years
Staff	<ul style="list-style-type: none">•New staff will be hired for Arts program•Some existing staff will continue to serve Noel students in grades 7-8 in 11-12 and 12-13 school year
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

Noel:

Rationale for Recommendation

2nd 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

FNECC Charge	<ul style="list-style-type: none"> -Improve academic performance -Rethink program offerings -Consider options for new schools
FNECC Principles	<p>1, 2, 3, 4, 5, 6, 8, 9, 14, 17</p>
Response to Challenges identified by FNECC	<ul style="list-style-type: none"> •No students will be displaced. All existing students will have opportunity to remain at Noel as it continues to implement its transformation plan. •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. •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. •Proposed enrollment zone will provide equal opportunity for all students to access options across the region.



Montbello Campus



FNE Secondary Schools SPF Performance

FNE Schools	Turnaround Strategy	SPF-Overall			Rationale
		07-08	08-09	09-10	
Montbello	<ul style="list-style-type: none"> -Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade -Continue transformation plan for 10th-12th graders for next three years -Co-locate DCIS 6-12 -Open High Tech Early College (HTEC) 	45%	41%	30%	<p>Lowest rated comprehensive high school in the city. Graduation rate is only 59% and for every 100 students who enter as freshmen, only 4 go on to graduate and go to college without requiring remediation.</p>



Montbello: FNECC Input Received

	Benefits	Challenges
<p><u>Turnaround</u></p> <p>Survey Results: 47% Benefits 19% Challenges</p>	<ol style="list-style-type: none"> 1. New school must look different than old school 2. Clean start for school and culture 	<ol style="list-style-type: none"> 1. A new beginning does not guarantee improved outcomes 2. Fear of change/not knowing what it would look like
<p><u>Add Programs</u></p> <p>Survey Results: 53% Benefits 13% Challenges</p>	<ol style="list-style-type: none"> 1. New school must look different than old school 2. High achievement for students 	<ol style="list-style-type: none"> 1. Infrastructure would require modifications 2. Fear turnaround of Montbello will look like Manual



Montbello: FNECC Input Received (cont'd)

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

Montbello: Recommendation

- Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade
- Continue transformation plan for 10th-12th 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 5th year of high school leading to an Associates of Applied Science or Applied Business degree in addition to a high school diploma.

Montbello: Recommendation

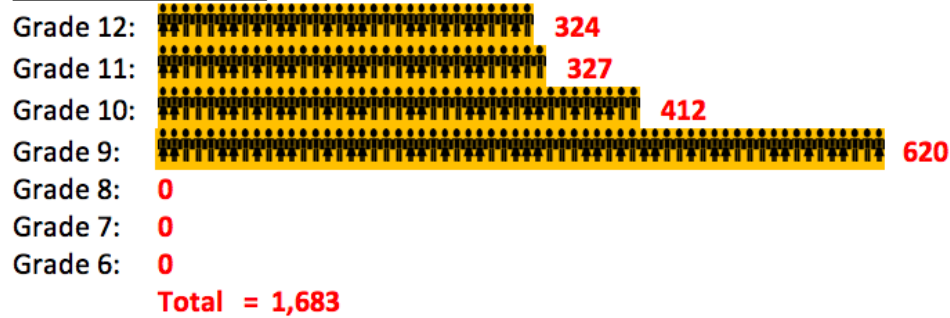
- Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade
- Continue transformation plan for 10th-12th graders for next three years
- Co-locate DCIS 6-12
- Open High Tech Early College

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
	12/13	11-12	9-10	6-7,9-10	9-10
	13/14	12	9-11	6-11	9-11
	14/15		9-12	6-12	9-12

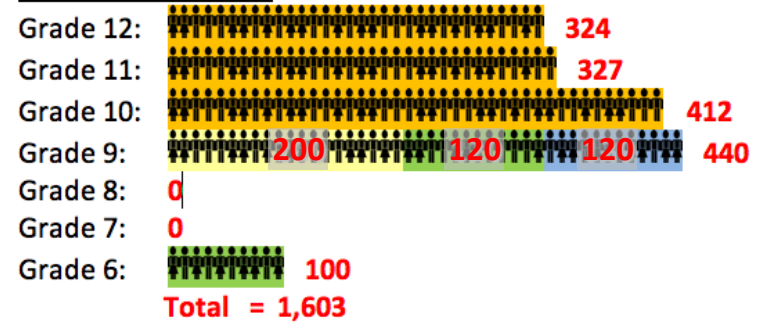


Montbello Campus: Phase-in Plans

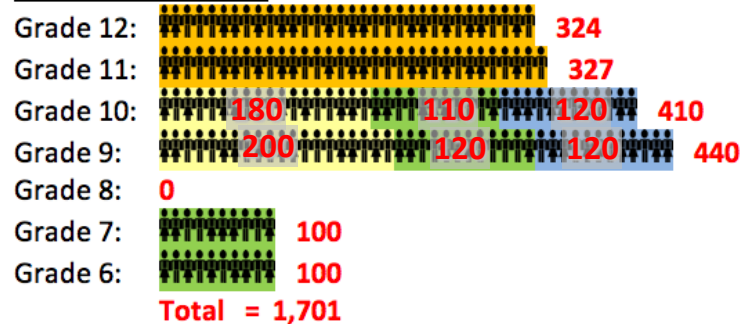
School Year 2010-11



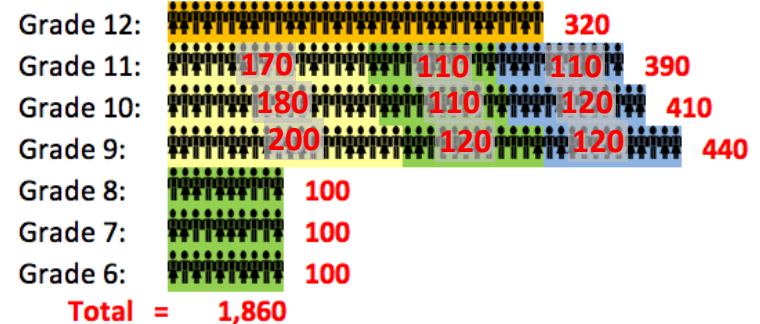
School Year 2011-12



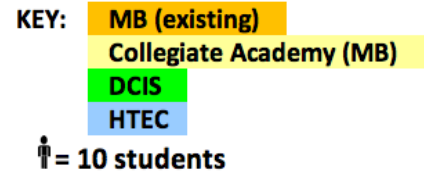
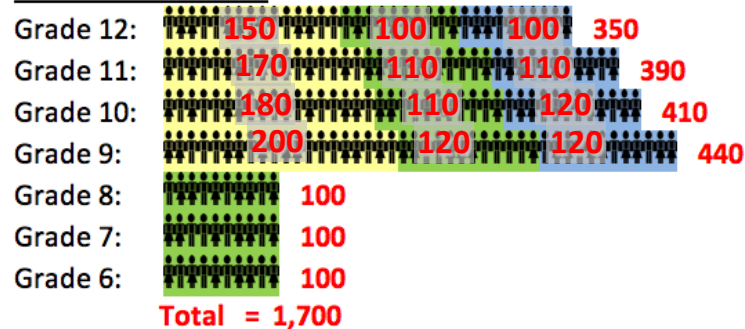
School Year 2012-13



School Year 2013-14



School Year 2014-15



Montbello: Recommendation

	<ul style="list-style-type: none">•Restart Montbello with a 9-12 Collegiate Prep Academy with 150-200 students per grade•Continue transformation plan for 10th-12th graders for next three years•Co-locate DCIS 6-12•Open High Tech Early College
Leadership	<ul style="list-style-type: none">•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.•Existing leadership may continue transformation plan for 10th-12th graders for next three years
Staff	<ul style="list-style-type: none">•New staff will be hired for the Collegiate Preparatory Academy•Some existing staff will continue to serve Montbello students in grades 10-12 for next three years
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

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

FNECC Charge	<ul style="list-style-type: none">-Improve academic performance-Rethink program offerings-Consider option for new schools
FNECC Principles	1, 2, 3, 4, 5, 6, 8, 9, 14, 17
Response to Challenges identified by FNECC	<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>