The Denver Plan

Every Child Succeeds!
What is the Denver Plan?

Every Child Succeeds: How do we get there?

The Denver Plan is our roadmap.
The Denver Plan’s History

2005 Denver Plan

2010 Denver Plan
What has changed since 2010?

Why do we need to update the Denver Plan?

- New standards for teaching, learning and assessment
- Stronger emphasis on the whole child
- Adoption of Shared Core Values
- Recognition of need to focus
Every Child Succeeds!

Shared Core Values

Students First
We put our kids’ needs at the forefront of everything we do.

Integrity
We tell the truth, and we keep our promises.

Equity
We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.

Collaboration
Together as a team, we think, we work, and we create in order to reach our goals.

Accountability
We take responsibility for our individual and collective commitments; we grow from success; we learn from failure.

Fun
We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.
What will the plan look like?

The Denver Plan will help everyone in Denver, including families, teachers, principals and community partners to best support our students.

- **Our Vision** – what we all believe is possible for our kids

- **Shared Core Values and Core Beliefs** – what we all want to guide our decision-making

- **Goals** – 3 to 5 major goals that we believe are key to achieving our vision

- **Strategic Priorities** – 3 to 5 key priorities that we believe will help us achieve those goals
Shaped by the Insights of Many

- School Leaders (DPS-run and charter)
- Teachers / Extended Learning
- Student Board of Education
- Families and Community Leaders
- Central Office and School Support Teams
Iterative Development Process

Feedback from Stakeholders → Core Beliefs, Goals, Strategic Priorities

Revisions to Plan components → Feedback from Stakeholders

2014 Denver Plan Drafted

Feed-back cycle

2014 Denver Plan Introduced

January - March

April - May

June
Core Beliefs Background

• Our Shared Core Values and Core Beliefs serve as the foundation for all of our work

• The following Core Beliefs build upon our Shared Core Values and will serve to guide our decision making in the upcoming years

• We have already gathered significant feedback on the core beliefs through:
  o Parent forums
  o Board of Education town halls
  o Principal network meetings

• Today, we want to make sure that these beliefs are compelling to our community and that nothing is missing
We believe...

- All children come to us with talent and potential.

- Our diversity is a wonderful gift and equity is at the core of our mission.

- We can and will eliminate the achievement gap.

- We must dramatically accelerate the progress we’ve made by investing more in what is working and embracing innovation.

- All families deserve choice and access to high quality schools in every neighborhood.

- Great teachers and leaders working together make the difference.

- Our kids need all of us – families, community partners and staff – we are all Team DPS.
Feedback Activity

Complete the feedback form

Turn and Talk

– Do you think these core beliefs will be compelling to our community (families, students, teachers and school staff, etc.)?
– Are these core beliefs inspiring to you?
– Is there anything missing?
– Which core belief is your favorite?

Share out and discussion
The second component of the Denver Plan, the goals, help define where we as a district are going.

- FOCUS, FOCUS, FOCUS! Importance is being place on success in and focus on fewer critical areas than the current plan – believe this will accelerate progress.

The 2014 Denver Plan is looking to provide focus to all stakeholders through articulating a small number of goals that will drive decision making.

- Success in these areas will have positive impact on other potential success metrics.
- We will continue to measure and evaluate other data as well.
DRAFT 2020 Goals

COLLEGE AND CAREER READINESS: By 2020, DPS will dramatically increase the number of students who graduate prepared for success in college and career.

- By 2020, the four-year graduation rate for students who start with DPS in 9th grade will increase to 90%.
- By 2020, 40% of DPS students will graduate with at least one year of college credit.

SCHOOL READINESS: By 2020, DPS will increase the preparedness of children in grades preschool through third to build a critical foundation for their future success.

- By 2020, 80% of DPS 3rd-graders will be at or above grade level in reading and writing.

SUPPORTING THE WHOLE CHILD: By 2020, DPS will provide school environments that support and encourage students to pursue their passions and interests and to build and strengthen the character traits needed to succeed in life.

- By 2015, DPS will work with the Board of Education to establish a measure to track progress against this goal.

ACHIEVEMENT GAP: By 2020, DPS will dramatically accelerate the achievement of our lowest-performing kids towards eliminating the achievement gap while raising the bar for all students.

- By 2020, the graduation rate gap for African American and Latino students will decrease by half.
- By 2020, the proficiency gap in reading and writing for 3rd-grade African American and Latino students will decrease by half.

GREAT SCHOOLS IN EVERY NEIGHBORHOOD: By 2020, DPS will dramatically increase the quality of schools available in every neighborhood.

- By 2020, 80% of the students in every region within DPS will attend a blue or green school, as defined by the district’s school performance framework (SPF).
Feedback on the Goals

Complete the feedback form

Turn and Talk

– If DPS meets these goals, will you feel we will be making strong progress toward the vision of *Every Child Succeeds*?

– Are there any goal areas that you think are more important than what is currently listed that you would like to see prioritized?

Share out and discussion
The last component of the Denver Plan, the strategic priorities, define how we will get to our vision and our goals.

The Board of Education and Senior Leadership Team have developed the following draft priorities.

- Some of these priorities represent a shift in thinking from previous practice.
- Other priorities represent a doubling-down on areas that we have seen to work.

There are currently too many potential focus areas. We would like help in prioritizing across these important priorities.
DRAFT Strategic Priorities

• Live, celebrate and hold ourselves accountable to our core beliefs and DPS shared values.

• Ensure all schools have teams of great leaders in place to create systems and cultures that support excellence in teaching and learning.

• Build the capacity of our educators through targeted recruitment, retention and support structures, to ensure they can meet the increased expectations required to prepare all students for success in the 21st century.

• Invest significantly more resources in the early grades (ECE-3rd grade).

• Provide every student with the opportunity to discover his or her individual interests and the personalized support to achieve success in those pursuits.

• Invest resources, including time, people and money, where they will have the greatest impact on student success.

• Ensure schools are empowered through flexible, school-based decision making to pursue innovation and to create environments that best serve their students and community.

• Ensure everyone in our community, including our students, teachers, school leaders, DPS staff, community partners, and families understands the importance of their role and is accountable to a clear set of expectations.
Prioritization of Strategic Priorities

• **TURN AND TALK:**
  – How would these strategic priorities represent a change in practice?
  – Which one(s) resonate with you?
  – Which one(s) are most important to help DPS reach its goals?

• **VOTE:** Each person will receive **4 dots**. Directions are to place 2 dots on the favorite option and 1 dot on each of their second and third choices. In this context, favorite is defined as most effective in helping us move DPS forward.

• **SUMMARIZE:** Count up the dots on each strategy and circle the number. Highlight the top 3-5 strategic priorities
  – Do these selections surprise you?
  – Do you feel strongly that something is missing?

• **DISCUSS:** What strategies look like under the top rated priorities
Next Steps

- Your feedback today will inform a draft plan which will be posted for feedback in mid-May.

- Please refer to the Denver Plan website at [denverplan.dpsk12.org](http://denverplan.dpsk12.org) for plan updates and an opportunity to post any feedback which was not discussed today.

Final plan will be completed in June.
• COLLEGE AND CAREER READINESS:
  – There are many proxies for college and career readiness beyond graduation rate (e.g., employment surveys, college remediation rates). Students graduating with at least a year of college credit is a measure that is a strong indicator of college persistence and will help influence practice at the secondary school level.

• SCHOOL READINESS:
  – Third grade literacy is an important driver of student achievement. We will continue to track Math performance, and Kindergarten performance, as well as 8th grade, but in highlighting this measure we feel that we can positively influence the others.
  – A goal focused on 3rd grade reading and writing reflects the draft identified priority area of focusing on grades ECE-3. This would be a measure to see how well we are doing against that priority area.
  – We know that performance in multiple grade levers is critical (e.g., Kindergarten, 8th grade) because of the correlation with being college and career ready and will continue to track those metrics. However, we wanted to have a singular goal called out to emphasize the importance of building a foundation of proficiency early in a student’s tenure.
  – DPS recognizes that this goal may need to be revisited with the transition to PARCC, but wanted to emphasize the importance of reading and writing at grade level.
• **SUPPORTING THE WHOLE CHILD:**
  – Based on significant feedback from our staff and community, there is robust support for a goal around supporting the whole child. That being said, we do not yet have alignment on the accurate measure of that and want to provide for adequate time and discussion to arrive at one.

• **ACHIEVEMENT GAP:**
  – There was a lot of discussion around which population(s) to consider in this metric: FRL, ELL, Students with Special Needs.
  – There is significant overlap between some of Denver’s socioeconomic and racial sub-groups. In the interests of selecting a focused goal, it was decided to focus on the African American and Latino populations. With this focus, we feel there will be cascading benefits to other low-performing sub-groups.

• **GREAT SCHOOLS IN EVERY NEIGHBORHOOD:**
  – This goal emphasizes how important we feel it is for every student to have access to quality schools.
## Engagement To-Date

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<thead>
<tr>
<th>Audience</th>
<th>Event</th>
<th>Attendees</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Student Board of Education <em>(Feb)</em></td>
<td>25</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Teacher Leader Advisory Council</td>
<td>20</td>
</tr>
</tbody>
</table>
| **Parents and Community Members** | 6 Board Town Hall *(March)*  
Health Advisory Council *(March)*  
Extended Learning Community *(March)*  
Advisory Committee *(Feb)*  
Parent Superintendent Forum *(Feb)*  
ELA DAC *(Feb)*  
Denver Ed Compact *(Nov)*  
Mayor’s Ed Council *(Dec)* | 160  
30  
25  
13  
400  
150  
10-20  
10-20 |
| **Principals and School Leaders** | Universal Meeting *(Jan)*  
Charter Roundtable *(Jan)*  
Network Meetings *(Feb)*  
DPS Equity Partners Meeting *(Feb)* | 400  
20  
350  
20 |
| **School Support/District Leaders** | Instructional Superintendent Meeting *(Feb)*  
Extended Leadership Team Meeting *(Feb)* | 15  
60 |
## Engagement Plans

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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Student Board of Education (<em>May</em>)</td>
<td>25 100</td>
</tr>
<tr>
<td></td>
<td>Dispersed Student Feedback via SBoE</td>
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<tr>
<td><strong>Teachers</strong></td>
<td>School Faculty Meetings (<em>March – May</em>)</td>
<td>500</td>
</tr>
</tbody>
</table>
| **Parents and Community Members** | Various CSC Meetings  
Extended Learning Community (*April*)  
Superintendent Business Roundtable (*April*)  
Additional Advisory Committee (*Apr-June*) | 100+ 20 10-20 10-15 x 4 |
| **Principals and School Leaders** | Network Meetings (*May*)                                             | 350         |
| **School Support / District Leaders** | Central Department Team Meetings (*March/April*)                     | 400         |