SUCCESS BY DESIGN

Our commitment to equity, instructional excellence, and collaborative teamwork.
Objectives for this afternoon

- Review my Entry Plan and Reorganization
- Update you on my Engagement Activities and Plan
- Discuss Alignment and Sequencing with Reorganization and Hiring Timelines
Goals for the Entry Plan

1. Ensure a strong leadership transition, aligned to an explicit focus on closing the achievement and opportunity gaps for students.

2. Develop a trusting, productive, collaborative relationship with the Denver Board of Education.

3. Host listening sessions with a broad set of stakeholders to develop deep understandings of how people view what is working, what isn’t working and what the stakeholders’ best hopes are for the future.

4. Reach out with new and intentional modes of engagement to interact with all members of the community, ensuring that our underrepresented communities are involved in the engagement and feel heard.
5. Learn more about what the historical and recent barriers to authentic collaboration have been so as to disrupt those patterns and create new ways of working together.

6. Collaborate with our teachers and the Denver Classroom Teachers Association (DCTA) to establish a more productive working relationship. Ensure that our teachers feel a greater sense of efficacy in their craft and feel valued in their roles.

7. Ensure the diversity of ideas and approaches to educating children within our Family of Schools (traditional, innovation and charter schools) remains both a strength and an opportunity to put *Students First*.

8. Build excitement and momentum for the next steps in the DPS vision, mission and future strategic plan, while committing to make necessary changes to ensure a system of continuous improvement.
**MY PERSONAL VALUES**

- **Excellence**: In the pursuit of excellence for all, we always ask ourselves, “How can we do better?

- **Relentless optimism**: I believe in the possible; we don’t yet know just how great we can be.

- **Hard work**: We owe it to our kids and each other to work as hard as we can to achieve our goals.

- **Teamwork**: We’re in this together. Our strength is always in our ability to work as a team.
MY VISION

▪ Every student thrives – not by accident, but by design.
▪ Schools are joyful spaces where excellence can be achieved by all, particularly our students of color.
▪ Our kids experience both meaningful rigor and supports from teachers, service providers and leaders.
▪ Students, families and staff work together to build vibrant school cultures designed to ensure communities thrive.
MY CORE BELIEFS
High impact for students, families and schools

- We can make greater progress toward our shared goals by intensely focusing on a narrower set of high-impact priorities.

- Our work at the central office and districtwide will be guided by three core beliefs intended to have the greatest impact on our kids, our families and our schools:
  - **Equity**
  - **Instructional excellence**
  - **Collaborative teamwork**
**EQUITY**

- Our schools will be spaces where every student is **affirmed for who they are** and where every student is nurtured to excel.
- We will **eliminate barriers**, provide targeted resources and ensure all students - particularly African American and Latinx students - have teachers and leaders who care about them and encourage them to succeed.
- We will **end patterns of inequity** that have resulted in far too few black, brown and low-income students from succeeding at high levels.
- We will focus our resources, energy and talent on **leveling the playing field** for our most vulnerable students.
Our students deserve the **highest quality in instructional excellence** every day.

We will deliver the **highest quality supports to our teachers and leaders**, who work daily with our kids.

Our classrooms will be **vibrant learning environments** where caring teachers engage students in rigorous, culturally responsive experiences so that all children excel.

We will **value our teachers** and show appreciation for their work by having authentic conversations with them about achieving instructional excellence.
COLLABORATIVE TEAMWORK

- Our schools are the heart of our communities and we must work collaboratively with families and community members to achieve our vision, Every Child Succeeds.

- We will build strong, collaborative teams to design solutions to our most persistent problems.

- We will mobilize everyone to work together to achieve our common goals.
HOW WE PLAN TO INVEST IN OUR PRIORITIES

▪ Invest more money in teacher compensation and pay increases for hourly workers.

▪ We will consolidate or realign central office teams and eliminate redundancies in our work to promote greater coherence in the most impactful work.

▪ Invest in special education in response to task force recommendations.

▪ To pay for the increases, we will make roughly $17 million budget reduction and painful reductions in force of more than 150 full-time or vacant central office positions.

▪ Eliminate performance-based bonuses for leadership.

▪ Advocate for increased state funding.
KEY CHANGES IN OUR CENTRAL OFFICE

- We will be restructuring some teams to align with new departments that reflect a focus on my core beliefs and vision.

- Those four departments are:
  - Equity
  - Academics
  - Schools
  - Impact

- We’ll still have an office of General Counsel, an Operations team, a Portfolio Management team and a Chief of Staff and Communications team to manage critical functions of our organization.
Senior Leadership Team and Direct Reports

**ALLEN SMITH**
Senior Deputy Superintendent, Equity
- TBD, Executive Director, Equity and Culture
- TBD, Associate Chief, Family and Community
- Eldridge Greer, Executive Director, Student Equity and Opportunity
- Laci Gettings, Sr. Manager, Equity Initiatives
- Sharon Bailey, Sr. Advisor, Equity Initiatives

**DEBBIE HEARTY**
Deputy Superintendent of Academics
- Ann Whalen, Associate Chief, Academics
- TBD, Executive Program Director, Culturally Responsive Education
- Sarah Almy, Executive Director, Educator and Leader Learning
- TBD, Sr. Executive Director, College and Career Readiness

**TO BE DETERMINED**
Deputy Superintendent of Schools
- TBD, Associate Chief of Schools
- Six Regional Networks
- Lisa Roy, Executive Director, Early Education
- TBD, Strategy & Improvement Leader

**DAVID SUPPES**
Deputy Superintendent of Operations
- TBD, Executive Program Director
- Mark Ferrandino, Chief Financial Officer
- Dave Landy, Chief Information Officer
- Theresa Hafner, Executive Director, Food and Nutrition Services
- Michael O’Keefe, Associate Chief Operations Officer
- Nicole Porter, Executive Director, Transportation

**LAUREN DUNN**
Chief of Staff
- TBD, Deputy Chief of Staff
- Trena Deane, Executive Director, Facilities Management
- Liz Mendez, Director, Operations Support Services
- Jim Carpenter, Executive Director, Choice and Enrollment Planning and Analysis
- Michael Eaton, Chief of Safety

**MICHELLE BERGE**
General Counsel
- Six Deputy General Counsel; One Associate Counsel; One Equity and Safety Counsel
- Paralegal and Executive Secretary
- Juvenile Court Liaison

**JENNIFER HOLLADAY**
Associate Chief, Portfolio Management
- Elizabeth Stamberger, Associate Director of Ecosystem and School Supports
- TBD, Director, Portfolio Management

**AMY KELTNER**
Chief Impact Officer
- TBD, Director, Strategy and Innovation
- Jenny Krause, Director, Enterprise Program Office
- Elizabeth Stock, Director, Strategic Evaluation and Analytics

**ANNA ALEJO**
Chief Communications Officer
- Sarah Freeman, Director, Internal Communications
- Erica Mitchell, Director, School Communications
- Will Jones, Director, Media Relations
- Molly Burke, Sr. Manager, Strategic Communications
- Ingrid Porras-Gonzalez, Sr. Manager, Multilingual Communications
Regional Network Structure
Engagement to Date

- 4 Focus Group Meetings as of 3/6/2019
  - 16 District-Run School Leaders
  - 16 Charter Leaders
  - 43 Teachers
  - 11 Teacher Leaders
Key Questions

1. What are the most important characteristics of a quality school for you?
2. What three things happened in DPS in the last three years that you are most excited about?
3. What three things happened in DPS in the last three years that you are most disappointed about?
4. What unique aspects of your school community do you want to make sure I am aware of?
5. Who are the employees on staff you respect the most and who do you turn to for help when you need it?
6. Who are the key stakeholders who are critical to our success?
7. What obstacles or barriers could I remove that would help you be more successful?
8. What are you willing to do to commit to helping this transition be more successful?
9. How can we improve student voice, agency and experience across DPS?
10. What didn’t I ask that you believe I should know?
Q1. What are the most important characteristics of a quality school for you?
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Top 5 Responses to Date

1. Strong, Positive School Culture
2. Belief that All Students Can Learn and Grow
3. Engaging
4. Academic Rigor for All Students
5. Distributive Leadership, Opportunities for Teachers to Grow in Leadership
Q2. What 3 things happened in DPS in the past 3 years that you are most excited about?
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Top 5 Responses to Date

1. Culturally Responsive Teaching, Culturally Responsive Education
2. TLC and Leadership Pathways
3. Whole Child Supports
4. Focus on Key Initiatives (ex. Early Literacy, Whole Child)
5. Family of Schools
Q3. What 3 things happened in DPS in the past 3 years that you are most disappointed about?
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Top 5 Responses to Date

1. SPF changes
2. Strike
3. Divisiveness: “us vs. them”
4. Lack of communication
5. Turnover
Next Steps

- Engagement in progress/to be scheduled:
  - Electeds (Mayor, City Council, Denver Delegation)
  - More teachers, principals, staff members
  - Students
  - Families
  - Community Partners
  - Regional Community Town Halls
  - Superintendent Parent Forum
  - School Visits

- Contracting with Antwan Jefferson to begin the Unified Equity Plan, including SNI, AAETF, CHE/ELA, etc.

- Reorganization and Hiring

- Entry Plan Action Items
  - 3% complete (1 item)
  - 67% in progress (20 items)
  - 30% not yet started (9 items)
How we are aligning timelines for reorganization and entry plan

<table>
<thead>
<tr>
<th>Reorganization</th>
<th>Entry Plan</th>
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<tbody>
<tr>
<td>Planning for revised teams and sizes</td>
<td>Engaging with internal and external stakeholders on the key questions</td>
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<tr>
<td>Meeting with all impacted staff</td>
<td>• Meet with broad groups of teachers and school leaders</td>
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<tr>
<td>Supporting reduced people and hiring new positions</td>
<td>• Meet with all union leaders</td>
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<tr>
<td>Onboarding new staff</td>
<td>• Meet with community leaders and parents</td>
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<tr>
<td>Aligning toward the new vision</td>
<td>• Meet with students</td>
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Entry Plan and Denver Plan Next Steps

- This entry plan is to help me listen and learn from our community to help inform next steps
- Together with the Board of Education, we will revisit The Denver Plan to determine what we need to double down on, revise or change to help us stay on track to meet our goals.