2016 Mill Levy Oversight Committee

Early Literacy and MyTech

May 2, 2017
Meeting Agenda

- Introductions part II
- Leadership Election
- MyTech - Overview
- MyTech Event
- Early Literacy Overview and Discussion
- Committee Member Term Selection
Introductions

- Name
- Connection to DPS
- Professional Affiliation
We will be electing committee co-chairs for a one-year term today

Leadership
- Each committee will elect two co-chairs for a one-year term
- The Board member serving on the committee may not serve in either of these leadership positions
- The chairperson, in coordination with DPS staff, will establish the agenda for each meeting and help facilitate discussion

Proposed Leadership Voting
- Members interested in serving as co-chairs will nominate themselves
- Members will be given 30 seconds to speak to the committee regarding their interest
- Each member will then be given two votes to select co-chairs. Highest two vote totals will serve a one-year term (with opportunity to run again if so desire)
Overview of the MyTech Program

MyTech was designed based on research indicating that student outcomes improve when the one-to-one implementation is thoughtfully planned and executed. Participating schools will receive additional bond funding, as well as other district supports.

What The Program Will Entail

• All DPS schools will receive $100 per pupil for classroom technology (bond funded).
• Schools that opt-in and who are selected for MyTech will receive an additional $200 per pupil, for a total of $300 per pupil to invest in low-cost student devices (bond funded).
• Participating schools will receive a part-time digital coach who will be hired, trained and assigned to each school to help teachers integrate technology into their classrooms in order to make the most of the student devices. This half-time position can be used by the school in support of their professional development plan (mill funded).

Participating schools will also receive district support in the many aspects of a one-to-one implementation, including asset tracking, parent and student communications, parent and student agreements, kick-off planning, resources for developing a culture of digital citizenship, and other resources identified during the planning process.
40 schools submitted initial interest applications. Narrowed applicant pool to 16 based on selection committee scoring and Instructional Superintendent feedback. These 16 schools completed in-depth implementation plans. Ultimately selected 14 schools to participate.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Randolph MS</td>
<td>373</td>
<td>CEN</td>
</tr>
<tr>
<td>Bruce Randolph HS</td>
<td>400</td>
<td>CEN</td>
</tr>
<tr>
<td>Manual</td>
<td>287</td>
<td>CEN</td>
</tr>
<tr>
<td>DSISD</td>
<td>266</td>
<td>CEN</td>
</tr>
<tr>
<td>DCIS Montbello MS</td>
<td>440</td>
<td>FNE</td>
</tr>
<tr>
<td>DCIS Montbello HS</td>
<td>489</td>
<td>FNE</td>
</tr>
<tr>
<td>High Tech EC</td>
<td>390</td>
<td>FNE</td>
</tr>
<tr>
<td>Hill</td>
<td>682</td>
<td>NNE</td>
</tr>
<tr>
<td>Bill Roberts</td>
<td>180</td>
<td>NNE</td>
</tr>
<tr>
<td>Skinner</td>
<td>600</td>
<td>NW</td>
</tr>
<tr>
<td>North</td>
<td>1039</td>
<td>NW</td>
</tr>
<tr>
<td>Lake Int'l</td>
<td>344</td>
<td>NW</td>
</tr>
<tr>
<td>South</td>
<td>1570</td>
<td>SE</td>
</tr>
<tr>
<td>Hamilton</td>
<td>915</td>
<td>SE</td>
</tr>
<tr>
<td>Merrill</td>
<td>558</td>
<td>SE</td>
</tr>
<tr>
<td>Crittenton</td>
<td>139</td>
<td>SW</td>
</tr>
</tbody>
</table>
Early Literacy

THE DENVER PLAN 2020

GOAL #1
Great Schools in Every Neighborhood

GOAL #2
A Foundation for Success in School

GOAL #3
Ready for College and Career

GOAL #4
Support for the Whole Child

GOAL #5
Close the Opportunity Gap
THE DENVER PLAN 2020
STRATEGIES

LEADERSHIP
TEACHING

FLEXIBILITY
INVEST EARLY
CULTURE
Objectives for Today

- Review early literacy supports and strategies during 2016-17
- Learn about new and continuing early literacy supports for 2017-18
- Share detailed information on how the Mill Levy funds are spent and areas of flexibility
A Quick Look at Last Year
Key Components of the Early Literacy Plan

**Professional Learning**
Supporting educators in providing outstanding literacy instruction for all learners.

**Leadership**
Maintaining an intentional focus on early literacy while supporting and inspiring educators.

**Curriculum**
Providing engaging, rigorous and culturally-relevant learning that fosters strong readers, writers and communicators.

**Assessments**
Helping educators monitor student progress and adjust instruction to drive student growth.

**Time**
Prioritizing time for students and educators to focus on the joy of reading, writing and communicating.

**Intervention**
Focusing supports to meet each students’ needs and accelerate their progress.
Professional Learning 2016-17

- **Summer 2016**: Week-long, district-wide professional learning for all ECE-3rd grade educators, including paraprofessionals and school leaders, on the foundations of early literacy.

- **School year 2016-17**: Monthly professional learning at school sites, led by Early Literacy Specialists at each school.
Professional Learning 2017-18

- **Summer 2017**: Professional learning for Early Literacy Specialists from each school, with choice of session topics based on the needs of the school.

- **School year 2017-18**: Early Literacy Specialists will lead professional learning at their schools, based on the topics and timing that best meets the needs of the school.
Key Components of the Early Literacy Plan

- **Professional Learning**
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  Prioritizing time for students and educators to focus on the joy of reading, writing and communicating.

- **Intervention**
  Focusing supports to meet each students’ needs and accelerate their progress.
Leadership

• **Early Literacy Specialists, 2016-17:**
  - Monthly “train the trainer” sessions
  - Limited support for implementation
  - Narrow stipend parameters

• **Early Literacy Specialists, 2017-18:**
  - Summer “train the trainer” menu of options
  - Additional school-year support for implementation
  - Broadened stipend parameters
Key Components of the Early Literacy Plan

- **Professional Learning**: Supporting educators in providing outstanding literacy instruction for all learners.
- **Leadership**: Maintaining an intentional focus on early literacy while supporting and inspiring educators.
- **Curriculum**: Providing engaging, rigorous and culturally-relevant learning that fosters strong readers, writers and communicators.
- **Assessments**: Helping educators monitor student progress and adjust instruction to drive student growth.
- **Time**: Prioritizing time for students and educators to focus on the joy of reading, writing and communicating.
- **Intervention**: Focusing supports to meet each students' needs and accelerate their progress.
Intervention

• **Ongoing supports:**
  - Summer Academy
  - Intervention curriculum resources
  - Professional learning opportunities
  - READ Plans

• **New in 2017-18:**
  - Review & selection of additional intervention curriculum resources
  - Schools can choose to opt in or to pursue different solutions
Key Components of the Early Literacy Plan

- **Professional Learning**: Supporting educators in providing outstanding literacy instruction for all learners.
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- **Assessments**: Helping educators monitor student progress and adjust instruction to drive student growth.
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- **Intervention**: Focusing supports to meet each students’ needs and accelerate their progress.
**Curriculum, Assessment, & Time**

- **Curriculum and Assessment:** During 2016-17, DPS implemented new K-3 literacy curriculum and assessment resources. During 2017-18, schools will extend and refine their implementation, supported by professional learning.

- **Time:** During 2016-17, DPS introduced guidelines on use of time during the daily literacy block. During 2017-18, schools will refine their literacy block structures based on lessons learned.
### Mill Levy Funding by Flexibility

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>$1.8M Devolved directly to schools for summer professional learning</td>
<td></td>
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<tr>
<td>$600K Devolved directly to schools for school year modules</td>
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<tr>
<td>$2.1M Devolved directly to schools or to support opt-in purchase of literacy interventions resources</td>
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<tr>
<td>$900K Extra duty pay and food at NTI and Foundations</td>
<td></td>
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<tr>
<td>$300K Early literacy specialist stipend</td>
<td></td>
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<tr>
<td>$300K Held centrally for overhead</td>
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- We have minimized overhead and contract costs to ensure >95% of funds are going to schools.
- 75% of funds are either placed directly in a school’s budget or are part of the Interventions material adoption which is a part of the flexibility process.

**GOAL #2 A Foundation for Success in School**
## Example of Devolution by School

<table>
<thead>
<tr>
<th></th>
<th>Steck Elementary School</th>
<th>Denison Elementary School</th>
<th>Oakland Elementary School</th>
<th>Greenlee Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRL %</strong></td>
<td>12.6%</td>
<td>55.9%</td>
<td>87.9%</td>
<td>92.1%</td>
</tr>
<tr>
<td><strong>Summer and School Year</strong></td>
<td>$40.56</td>
<td>$65.12</td>
<td>$96.18</td>
<td>$113.79</td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td>$72.60</td>
<td>$72.60</td>
<td>$72.60</td>
<td>$72.60</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>$113.16</td>
<td>$137.72</td>
<td>$168.78</td>
<td>$186.39</td>
</tr>
<tr>
<td><strong>Total per-student devolvement</strong></td>
<td>$113.16</td>
<td>$137.72</td>
<td>$168.78</td>
<td>$186.39</td>
</tr>
</tbody>
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Questions & Answers

- What questions or comments might you like to share?
Planning for Upcoming Committee Discussions

Depending on time, catalogue feedback on updated committee agendas and timing

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topics</th>
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<tbody>
<tr>
<td>#1 – March 21</td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td>- High-level summary of 2012 mill investments</td>
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<tr>
<td></td>
<td>- High-level summary of 2016 investments</td>
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<tr>
<td></td>
<td>- Discussion of committee role and committee leadership</td>
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<td></td>
<td>- Review annual committee agenda</td>
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<tr>
<td>#2 – May 2\textsuperscript{nd}</td>
<td>- Deep-dive: Early Literacy Investments &amp; Scorecard Discussion</td>
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<tr>
<td></td>
<td>- MyTech overview and announcement</td>
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<tr>
<td>#3 – June 20\textsuperscript{th}</td>
<td>- Deep-dive: Whole Child Investment &amp; Scorecard Discussion</td>
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<tr>
<td></td>
<td>- Deep-dive: Career Connect and part I of Ready for College and Career Scorecard</td>
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<tr>
<td>#4 – August 22\textsuperscript{nd}</td>
<td>- Deep dive: teacher leadership and teacher diversity update; scorecard discussion</td>
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<tr>
<td></td>
<td>- Deep-dive: Dual Enrollment and part II of Ready for College and Career Scorecard</td>
</tr>
<tr>
<td>#5 – October 10\textsuperscript{th}</td>
<td>- 2012 Mill Levy Scorecard Report Out</td>
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<tr>
<td></td>
<td>- 2016 Mill Levy Scorecard Synthesis</td>
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<tr>
<td>October – Board of Education</td>
<td>- Mill Oversight Committee Report at Regular Board Meeting</td>
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<tr>
<td>#6 – December 5\textsuperscript{th}</td>
<td>- School Observational Visit: Technology</td>
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<td></td>
<td>- Technology Update</td>
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Next Steps

- Look out for calendar holds for upcoming meeting times

- Staff will meet with newly appointed co-chairs to map out upcoming meeting agendas in greater detail