DENVER PUBLIC SCHOOLS | College Ready On Track Network

Leaders' Guidebook

2023-2024

Navigation Guide

The College Ready on Track Vision

Educators, students, and communities are enabled to dismantle systems of oppression and prepare all Black, Latinx, and MLL students to pursue any opportunity they wish

Key Strategies

Continuous Improvement	Networked Improvement	Anti-Racist Mindsets & Practices	User Engagement
Identify and solve problems with continuous improvement and Liberatory Design.	Collaboratively design and disseminate effective changes in practice.	Build anti-racist mindsets and practices, and shift power in the system to students and families.	Center users in designing and implementing changes to systems and practices.

What is a Networked Improvement Community?

A networked improvement community (NIC) is a group of stakeholders from diverse backgrounds solving problems together through rigorous teaching and learning cycles. Our network is made up of school leaders, teachers, district content experts, and students.
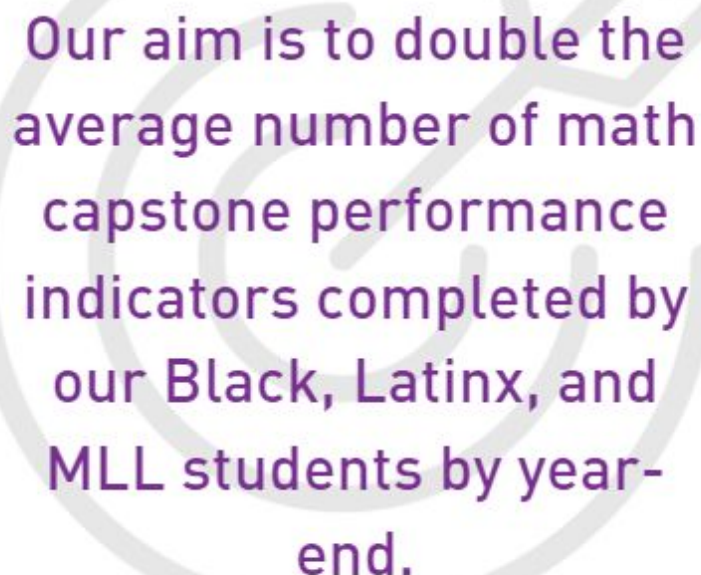

The College Ready On Track Network is an improvement community of DPS high schools dedicated to developing, iterating, and spreading practices that advance career and college success for Black, Latinx, and MLL students in Denver Public Schools. Funded by a $10 million grant from the Bill & Melinda Gates Foundation over six years, we are working collaboratively towards the following goals: 1) improving student outcomes, 2) building capacity for continuous improvement, 3) supporting a strong network of schools, 4) supporting a culture of culturally responsive education.

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A Networked Approach to Continuous Improvement

Our aim is to double the average number of math capstone performance indicators completed by our Black, Latinx, and MLL students by year-end.

➜ We align on a shared aim and challenge that can be explored across different settings

➜ We develop deeper learning when ideas are elaborated, refined and tested across many different contexts

➜ We identify bright spots through testing in multiple settings, and share what's working

➜ We create a different type of collaboration: as a group, effect measurable improvement reliably versus,"my project worked in my school"
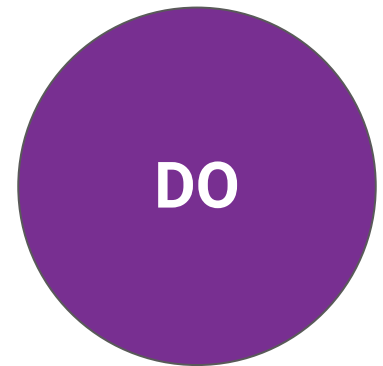
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Disciplined Inquiry through PDSA cycles

PLAN

Create a plan to "test" a change in your classroom. What do you want to do? What are your predictions? How will you measure the impact of this change?
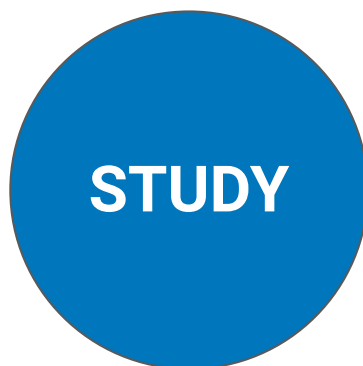
ACT

DO

➔ **What works?**
➔ **For Whom?**
➔ **Under what conditions?**

Whats next? Will you adopt, adapt, or abandon this change?

What actually happened? Document your experience and collect bite sized data. How did it compare to what you had planned?

STUDY

Reflect. Were your predictions met? What did you learn? What did the data present?

Liberatory Design
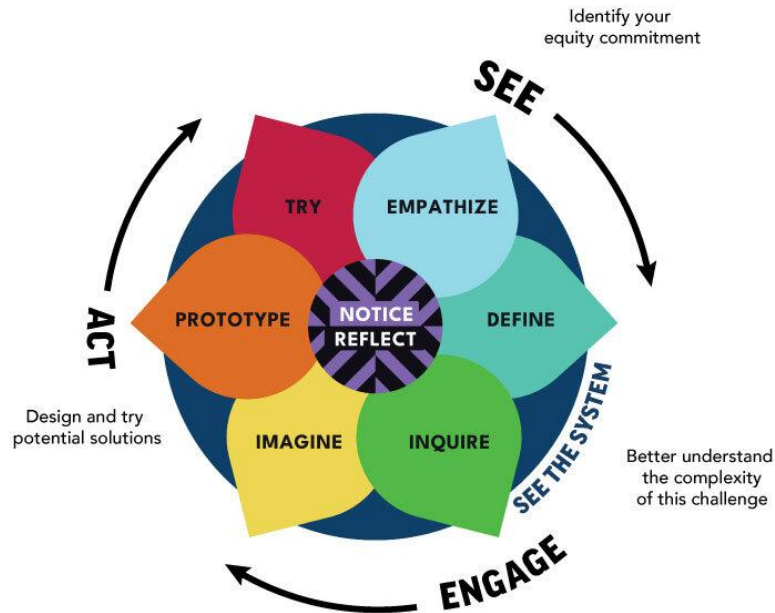
- Our approach is an integration of <u>Improvement Science</u> and <u>Liberatory Design</u>.
- Improvement Science is a continuous improvement approach designed to help educators develop the know-how to make changes more user-centered, more effective, spread faster, and be more sustainable.
- Liberatory Design evolved from design thinking to center design on equity challenges. It's intended to generate self-awareness to liberate designers from habits that perpetuate inequities, shift power to those impacted by design, and foster learning and agency.
- Our goal is to bring the strengths of these two processes together to create truly equitable educational systems.

Our Network Schools

- George Washington
- John F Kennedy
- North
- West
- DCIS-Baker
- Manual
- Northeast Early College
- Abraham Lincoln
- Bruce Randolph
- Compassion Road
- Contemporary Learning Academy

- Denver Online
- Emily Griffith
- Excel Academy
- Florence Crittenton
- Montbello Career & Technical
- Respect Academy
- Summit Academy
- Vista Academy
- Gilliam
- North Engagement Center
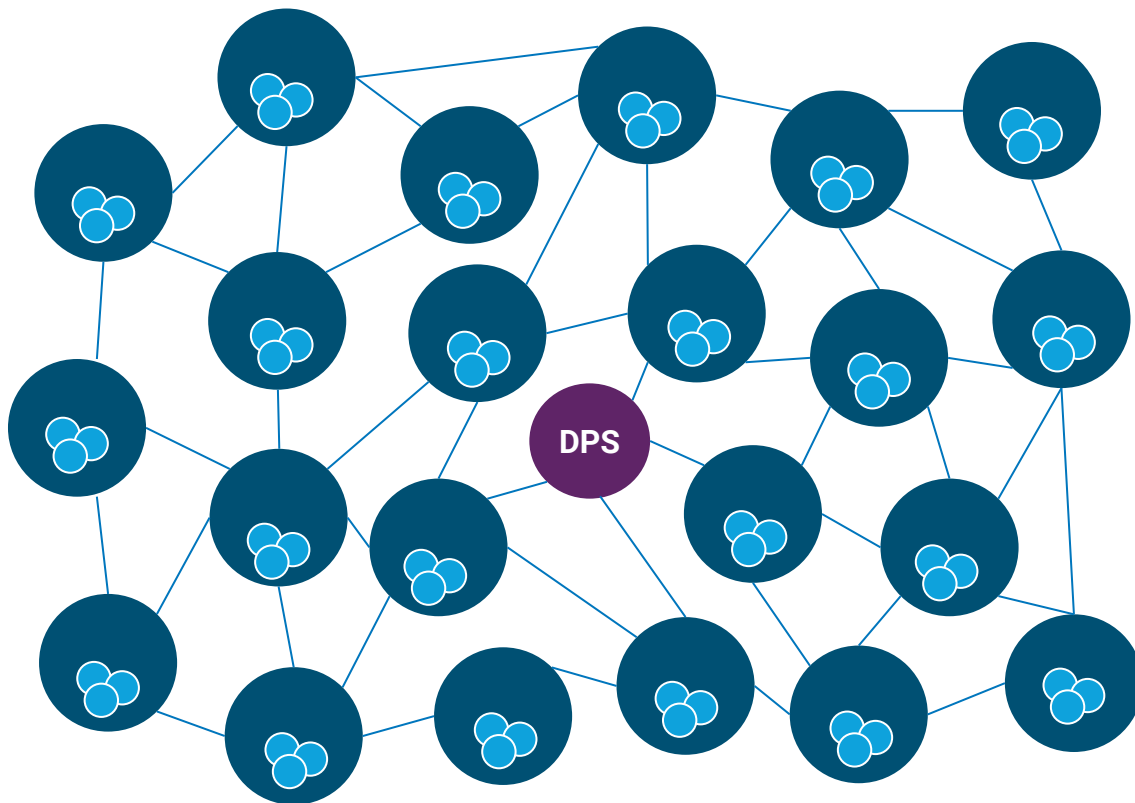
School Team Leaders

School Design Teams

Network Hub

Membership Commitments

Facilitation Lead Requirements

The facilitation lead must be…
- A person directly leading work with the math department
- A person coaching math teachers
- Able to meet with the CRoT coaches to learn to implement continuous improvement in the classroom
- A champion of using improvement science in the school setting

Facilitation leads will receive a $2,000 stipend at year's end (in May)

Time Requirements

What?	When?	Where?	Must Include	May Include
July/August Kickoff Meeting	During July/August Leadership Week	In-Person TBD	Principal Facilitation Lead Math Department CRoT Team	Math STLs Teachers Support Staff
Minimum 2x Monthly School Team Meetings	During regularly scheduled data meeting/planning times	At School Site	Facilitation Lead Math Teachers Math Department Coach CRoT Coach	Principal Support Staff
Cross-Team Sharing	On PL Days	In-Person TBD	Facilitation Lead Math Teachers Math Department CRoT Team	Principal Support Staff
Facilitation Lead Meetings	7 meetings throughout the year - see pg.8 for dates	Virtual	Facilitation Lead Math Department CRoT Team	Principal
June Culmination Event	During June Leadership Week	In-Person TBD	Principal Facilitation Lead CRoT Team	Math STLs Teachers Support Staff

Membership Commitments

School Requirements

Schools in the network must…
- Implement network goals into the primary work of the math team
- Discuss network participation with the school math team and ensure teachers support participation
- Ensure teachers are testing change ideas in classrooms with regularity
- Involve students in the design process
- Communicate how funds will be used with school staff

Use of Funds

Each participating school will receive $25,000 to be used in support of engagement in the network. These funds can be used for:
- Guest Teacher Pay
- Extra Duty Pay (in compliance with board policy)
- Materials (books, curriculum, technology, etc.)
- Professional Learning
- Travel for Network Events
- Other (approved by CRoT team)

For additional information or questions about network commitments please contact Anthony Sarlo - Director College Ready on Track at
anthony_sarlo@dpsk12.net

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Important Dates

Facilitation Leads

- July Leadership Week 2023
- September 7th 2023*
- October 5th 2023*
- November 9th 2023*
- February 1st 2024*
- March 7th 2024*
- May 9th 2024*
- June Leadership Week 2024

*These meetings are required for the FL.*Indicates a virtual meeting.*

Teachers & FLs: (district PLD)

- August 15th 2023
- September 22nd 2023
- October 12th 2023
- December TBD 2023
- February 16th 2024
- April 19th 2024 June

These meetings should be attended by the FL, and 1 or more math teachers on your design team. Attendance is optional for School Leaders.

School Leaders

- July Leadership Week 2023
- June Leadership Week 2024

These meetings are required for School Leaders.

Enabling Conditions are contextual factors that provide opportunities for continuous improvement to take root and ultimately become sustained in our schools and district.

The following conditions were generated by network Facilitation Leads

👤 INDIVIDUAL-LEVEL	👥 SCHOOL-TEAM	🏫 DISTRICT-LEVEL
→ Having a growth mindset and a willingness to take on new challenges	→ Freedom and autonomy to decide what to test and change	→ Improvement work does not feel like PD, or like the same thing we have always done
→ A willingness to try and apply the improvement science process	→ A continuous improvement process that offers a structure for collaboration with accountability	→ Having the ability to work with other network schools and math teachers on Teal days to continue to learn and develop change ideas
→ Feeling empowered because it's a non-evaluative process	→ Creating an adult culture of continuous learning	→ Having time to collaborate with schools with similar populations (Pathways schools connecting)
→ Flexibility in how to approach the change idea	→ Leadership supports risk-taking in instruction	→ Using the district scope and sequence
→ Being intentional about a stance of inquiry, being students of our students	→ Support and buy-in from building leadership	→ Fitting improvement into other routines and cadences
	→ PDSA cycles offer structure	→ Investing some of the grant funding into tools that enable students' creativity in math
	→ Consistent meeting times	
	→ Using a PLC structure to support improvement work	
	→ Math improvement aligns with UIP goals	

Hindering Conditions are contextual factors that act as barriers to continuous improvement taking root and ultimately sustained in our schools and district.

The following conditions were generated by network Facilitation Leads

👤 INDIVIDUAL-LEVEL	👥 SCHOOL-TEAM	🏫 DISTRICT-LEVEL
→ Lacking the patience to see measurable results from implementing a change idea → Feels like an additional workload, not integrated → Not having enough time to plan and get organized to implement → Balancing competing priorities and responsibilities	→ Lack of leadership understanding of and involvement in the work → Finding time to meet as a team → Staff turnover → Inconsistent student attendance → If/when the work does not align with current DDI requirements → If/when the CRoT work is not aligned with the focus of the math team → Lack of cohesiveness amongst team members on priorities and mindsets	→ So many competing priorities: so many initiatives → Heavy focus on graduation and credits → District scope and sequence → Different curricula across the district → High pressure for Capstone results → School schedules (Pathways terms move quickly) → There is no sense of priority among all the initiatives and within the curriculum → Teachers want and need time to reflect, brainstorm and plan for testing changes

FAQS

Where can I learn more about "Continuous Improvement"?

- [Carnegie Foundation - Improvement Science](#)
- Sign up to participate in the CRoT PDU!

How can I used the funds allocated for this work?

- Work with your school leaders to purchase materials that support your learning and testing of change ideas (books, classroom resources, etc.)

How will the CRoT team support us?

- Bi-weekly check-ins with the Facilitation Lead
- Guide you through the PDSA (Plan, Do, Study, Act) process
- May attend design team meetings
- Acquire desired resources for your team
- Provide open lines communication

What is a "change idea"?

- A change idea is an instructional move or strategy your team would like to test with students
- This could be a protocol, or instructional move
- During a PDSA cycle, your team will plan, make predictions and test your change idea in the classroom, documenting the outcome and using the data to learn what works, for whom, under what conditions

Who should be on the "Design Team"?

- Your math teachers & STLs
- Your school leadership (an AP who oversees math)
- Your students
- Your district math coach
- Additional student-facing staff (MLE, Culture, SPED)

When should my team meet? How often?

- A minimum of 2x per month
- Embed into your weekly DDI, team planning, or PLC meetings

How do we connect with other schools in the network?

- Collaborative work during district professional learning days
- We encourage you to network, sharing your contact information and resources with colleagues
- Check out the CRoT Resource Hub (coming soon) to access a bank of teacher-created resources

What types of data do we collect?

- We collect various types of data, including data for learning
- Examples include; student surveys, exit tickets, empathy interviews, observation trackers, etc
- The CRoT team will work with you to design measurement tools and display findings

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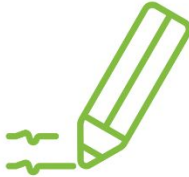
Stop & Jot

Stop & Jot
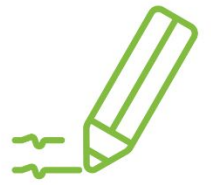
CRoT Chew & Review

Chew

Actively process new information.

Your initial reactions to what you heard and discussed in this session:

Key points you want to remember:

Lingering questions you have:

Remaining concerns you have:

Review

Apply new information.

What are some points of alignment between CRoT goals and other priorities we have for our school this year?

What might you do to foster enabling conditions for continuous improvement?

What supports will teachers in your building need to engage in PDSA cycle testing?

Consider how you might support and encourage teachers to engage their Black, Latinx, and MLL students throughout the design process?