

## My Notes (Part 2 of Session 1):

1. DPS Team slide – Add Sharon Jones (school AP) to the design team
2. School Design Process (Timeline) slide:
  - a. Question about OSRI approving EL. If the school already has permission to implement an EL model, why submit an innovation plan?
    - i. Proposed clarification: School leader has been given permission to set a direction for the school. If the school is looking to implement a model that requires waivers, then they will need to submit an innovation plan. That plan will be reviewed by DPS staff and approved by the DPS and State Boards. OSRI does not approve/deny an EL model. OSRI manages the submission and review of the innovation plan. OSRI can make evaluative judgments on the overall quality of the proposed school plan, but we do not set a design for the school. That authority has been directed by the board to the school principal.
  - b. Given the May submission target, which teachers will vote on the plan?
    - i. Teachers that have been hired to teach at the school next academic year. They will vote on any waivers that affect them.
    - ii. My note: Will want to build out greater detail here in terms of how school will secure teacher support for the innovation plan and when/how to conduct the teacher vote.
  - c. Overview of EL slides
    - i. Question – can we get a copy of these slides? Yes, they will be on the CSC page.
  - d. Expeditionary Learning Schools slide
    - i. What expeditionary schools are in Colorado that are demographically similar to Centennial?
      1. Tollgate Elementary in Aurora <http://tollgate.aurorak12.org/>
      2. What about Mapleton?  
[http://www.mapleton.us/ourschools/expeditionary\\_school.cfm](http://www.mapleton.us/ourschools/expeditionary_school.cfm)
        - a. Not quite because it is a secondary school
    - ii. Recommendation to find a way to incorporate site visits/collaboration with Tollgate in the near term. Ways for teachers to connect with teachers? Parents to connect with parents?
    - iii. Question – Does EL always incorporate multi-aged classrooms?
      1. Not necessarily. Current thinking is to have multi-aged for some classes (i.e. social studies), but not for others
      2. My Note: This should be defined in the innovation plan, along with a sample student schedule.
    - iv. Questions about the curriculum. What are interim assessments? Do students still take TCAP? What are the units?
    - v. Question: What will happen to students who transfer/transition out of Centennial? Won't EL compromise their ability to be successful at other schools (in particular the Jr. High they will be promoted to)?

1. Intentional communication with the neighborhood schools. School also is rigorous so students should be well-prepared for any transitions. If varying from the district program/scope & sequence, there will be detailed work to identify progress against standards.
  2. My Note: If the school varies from the district scope & sequence and out of interim assessments, they will need to provide detailed support for how students will not get left behind. Likely, a full curricular mapping.
  3. From Brenna at meeting – Let's find a way to get perspective from parents who have gone through these transition moments with an EL school.
- vi. Questions slide:
1. Next meeting in a week. Same time, same place.
    - a. We will spend the whole 2 hours on design work this time.
    - b. Please make sure to hand out more and more post cards with the event dates/times/locations on them.
      - i. Commitment to do that.
  2. Is there any literature on EL that you can share?
    - a. Recommend going to the national EL site.
    - b. My Note: Is there additional literature to share?
  3. Can you post the EL video on the school's website?
    - a. Will work to see what can be done.
  4. What if this solution is not the right one for our community? I am concerned that this will result in another redesign.
    - a. My Note – Is there some communication we can provide about the support and oversight provided to the school?