



**Denver School of Innovation and Sustainable Design
Innovation Plan (DSISD)**

DENVER SCHOOL
of INNOVATION
and SUSTAINABLE
DESIGN

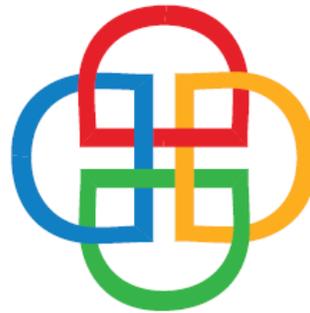


TABLE OF CONTENTS

Cover Page – for Colorado Department of Education (CDE).....	3
LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER.....	4
EXECUTIVE SUMMARY	5
Section I. CULTURE.....	10
Section II. LEADERSHIP	21
Section III: EDUCATION PROGRAM	29
Section IV: TEACHING	63
SECTION V: GOVERNANCE & FINANCE.....	70
Works Cited	76
Section VI: WAIVERS	77
Curriculum Waiver– Language Arts - The Language of Composition	105
Curriculum Waiver – Geography – The Cultural Landscape, Pearson	107
Curriculum Waiver- Physics – Foundations of Physics, CPO	111
Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee.....	115
Appendix C: Evidence of Support from Parents/Guardians, Community Groups	120
Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver	133
Appendix E: Staff Handbook.....	149
Appendix F: Schedule & Calendar	156
Appendix G: Leadership Team Job Descriptions.....	159
Appendix H: Leadership Team Resumes.....	164
Appendix I: School Organization Chart	178
Appendix J: Staff Phase-in Roster	180

Cover Page – for Colorado Department of Education (CDE)

Please Complete this Cover Page for CDE

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: Denver School of Innovation and Sustainable Design

Location (address): 150 S. Pearl Street, Denver, CO 80209

Plan Contact (name and position): Danny Medved, Principal

Email: DANIEL_MEDVED@dpsk12.org

Phone: 720-424-2473

Please answer the following questions to help us review the innovation plan as efficiently as possible.

Is this plan for a new school or an existing school (*circle one*)? **New** / **Existing**

If this plan is a new school, is the new school (*check one*):

- Replacing legacy schools on turnaround status; or
- Part of a district plan to create a portfolio of schools necessary to serve the Act’s purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?

Y/N

If so, when was the request made and what was it for? The Name and School Number was submitted to CDE in June 2015

Has the school been granted status as an Alternate Education Campus (AEC)? **Y/N**

If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1st.*) **Y/N**

Is the school in Priority Improvement or Turnaround? **Y/N**

Is the school a recipient of the federal School Improvement Grant (10039g)? **Y/N**

Will the school be seeking a waiver for graduation guidelines? **Y/N**

Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER

August 24, 2015

It is with eager anticipation that the Denver School of Innovation and Sustainable Design (DSISD) planning team submits this Innovation Plan to the Boards of Education of both Denver Public Schools (DPS) and the State of Colorado. The vision to create the first competency-based high school in DPS can be traced back to efforts that began in early 2013 and that have been carried forward by numerous stakeholders from students, parents, teachers and schools and departments within DPS, as well as members of organizations that range from private businesses to the Colorado Department of Education (CDE). This plan was developed in several stages and includes the voices of teachers, future students, parents, faculty of post-secondary institutions, and members of workforce development and student support organizations. The school's design has been met with overwhelming support amongst families and staff, as 60% of enrollment was met within only three weeks of grassroots community engagement and the school was at 90% of enrollment at the time of this plan submission on 3/20/15. Finally, teachers have shown great effort in developing this plan and evidenced 100% approval during the staff's secret ballot vote on August 24, 2015.

As of the writing of this Innovation Plan throughout the spring and summer of 2015 with staff, parents, and community members, letters of support had been secured from founding staff members who had been hired to date, as well as parents, students, and partner organizations.

One final note is that the school will consider a name change at the conclusion of the second year, which coincides with the school's final facility placement timeline. The design team feels that the current name (DSISD) speaks to the school's vision and instructional model. However, the design team would also like to honor the voices of the students, staff, and broader community of the Southeast to Central Denver neighborhood where the school will eventually be located. The renaming consideration process will be facilitated by the school's CSC in collaboration with district leadership.

The school leadership fully endorses this innovation school plan.

Daniel Medved

Founding School Principal

EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this innovation plan.

Essential Information Form

Name of School	<i>Denver School of Innovation and Sustainable Design (DSISD)</i>
School Type	<i>Innovation School</i>
Grade Configuration	<i>9-12</i>
Model or Focus	<i>Design Thinking (STEM & Social Entrepreneurship) competency-based high school</i>
Region and/or Neighborhood	<i>Southeast</i>
Primary Contact	<i>Danny Medved / daniel_medved@dpsk12.org</i>

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
9	80	110	110	110	110
10		80	110	105	105
11			80	105	105
12				80	105
Total # students	80	190	300	400	425

Student Demographics: What is the current breakout of students that you serve, or are projecting to serve? Note if you expect any variations to this upon becoming an innovation school.

	FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other- applicant indicate %
Student Demographics	70%	12%	20%	40%	20%	35%	5%

Executive Summary Narrative and Overview of School-Based Flexibilities in this Plan:

I. Overview of School Plan & School- Based Flexibilities:

A) Culture:

DSISD’s vision is to challenge and empower ALL students to take personal ownership of their learning through demonstrations of competencies, skills, and rigorous college and career level content knowledge, so they can become innovators, leaders, and positive change agents in our city, our nation, and the world.

DSISD’s mission is to provide ALL high school students with access to a culturally relevant, rigorous, and standard-based curricula that is characterized by authentic and personalized competency and project-based learning experiences, which equip learners with the knowledge and skills necessary to become contributing citizens in our diverse, global society.

The competency-based learning mission, vision, and instructional model of DSISD are actualized through the **Four Qualities of an Innovator**, which are listed below.

1. Personal Academic Excellence

2. Life-long Learning & Citizenship
3. Innovative Thinking & Action
4. Transformative Leadership

Furthermore, the Four Qualities of an Innovator are brought to life through the 16 DSISD Student Competencies and the various Learning Landscapes that students engage in over the course of a day, a week, a trimester, a year, and four years. One Learning Landscape that carries critical importance in promoting the school's vision is the Design Thinking Pathways:

1. **Social Entrepreneurship** (Social Sciences Early College course of study)
2. **STEM: Engineering for Societal & Environmental Needs** (Engineering Early College course of study)

B) Leadership:

The school leader must demonstrate the Four Qualities of an Innovator described above. In addition, due to the change management challenges that will accompany the school's adoption of a highly innovative competency-based learning model, the school leader must be both a Transformative and Adaptive leader. Finally, the leader must be able to demonstrate School Leader Competencies in four areas that are aligned to the DPS School Leadership Framework: 1. Culture & Climate Leadership, 2. Instructional Leadership, 3. Strategic/ Organization Leadership, and 4. Community Leadership.

Danny Medved, has been identified as the founding school leader. Before entering the field of education, Mr. Medved worked in the business entrepreneurship and outdoor recreation industries. His undergraduate work focused on business entrepreneurship and using experiential education as a medium to engage and empower at-risk and underserved students. Since entering the field of education, Mr. Medved has spent his educational career serving the students of DPS in both charter and Innovation schools. He also has a proven track record for bridging ideas into action by turning the challenges of school start up into opportunities to set a vision; engage community stakeholders; develop systems; recruit, train and retain effective teachers; refine instructional practices; and create a culture that prioritizes student personalization and academic achievement. Finally, his participation over the years in DPS Leadership Pathway programs, such as Teacher Leadership Academy (TLA), OSRI's Strategic School Design (SSD), and the Ritchie Principal Internship program for School Leaders, and Learn to Lead ensures that Mr. Medved's values and systems thinking are in line with those of DPS and emerging innovative best practices in education.

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

The school's CSC in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

If needed, the Superintendent will appoint an interim principal replacement in consultation with CSC while the principal search occurs. These systems and the strong culture and climate of the school will dictate that staff and student performance will not be affected by a change in leadership and that the level of customer service will not be compromised.

C) Education Plan:

The competency-based Education program at DSISD is built on the Four Qualities and 16 Competencies of an Innovator and the Design Thinking Career Pathways that are described above. The learning experiences of innovative professionals affirm that students who are able to demonstrate competence in these four areas will be prepared to innovate, lead, and affect positive change at a local and global level. Similarly, exemplary school models across the country show that students embrace the skills represented by the Innovator Qualities and Competencies when they have an authentic context and relevant content to apply them to, which is why the Design Thinking Career Pathways are equally important. The aim of these two guiding structures is to help students become well-rounded citizens, innovative thinkers and problem solvers, and change agents who know how to leverage content knowledge to address real societal and environmental needs. It is also important to note that the Four Innovator Qualities and 16 Competencies do not replace the content knowledge that is captured in the DPS curricula, as well as the Common Core State Standards (CCSS), the Colorado Academic Standards (CAS), and the WIDA standards. Rather they provide a meaningful framework and authentic venue for understanding how content standards relate to pursuing an engaging and challenging career and becoming a balanced and contributing citizen. Best practices in education, such as the use of formative assessment data cycles, Response to Intervention (RTI), language acquisition instructional practices for ELL students, standards-based grading, best practices in student scheduling, cross-curricular projects, Advisement and PBIS programs, and a strong instructional core, are layered on top of these two guiding structures.

D) Teaching:

To support the design of prioritization of teacher effectiveness and teacher leadership, it is essential for the school to have clear systems that ensure students have a high quality educator in every classroom. As a new school, one of the most powerful leverage points DSISD will possess is be the ability to strategically identify and recruit teachers who will empower students and families, reflect the cultural diversity of community, and actualize the DSISD mission, vision, and instructional model. Teacher effectiveness that accomplishes these ends is supported through the following systems: strategic teacher recruitment, Differentiated Teacher Leadership Roles, growth focused observation-feedback cycles, differentiated professional development, daily collaborative professional learning community (PLC) time, data-driven feedback conversations, coaching on planning rigorous and authentic standards-based project-based learning lessons and units, and strong implementation of the Leading Effective Academic Practice (LEAP) Framework, which includes student achievement outcomes, professionalism, student perceptions, teacher leadership, and potential performance remediation components. In addition, DSISD is pursuing Innovation

Status for hiring teachers outside of the DPS timeline and process, and for incorporating unique roles and responsibilities into the job descriptions of teachers and other staff members.

E) Governance:

DSISD will waive district policy BDF-R4 by merging the duties of the Collaborative School Committee (CSC) with those of the School Leadership Team (SLT), in order to ensure that students, parents, teachers, classified staff, and the broader community have voice and impact on school governance. The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The CSC will meet on a monthly basis to discuss the school’s progress toward accomplishing its strategic goals, as they are identified in the Unified Improvement plan (UIP). The committee will also provide the school leader with feedback and guidance on decisions that impact school programming and services to students and the community. Additionally, the committee will be aware of and provide feedback on the principal’s professional growth areas as identified through the School Leadership Framework. Likewise, the CSC will review and provide feedback on the proposed budget for each upcoming academic year, and committee members will ensure that budgetary resources are aligned to the strategic priorities identified in the school’s UIP.

Budget:

DSISD will follow the Strategic School Design (SSD) model by using financial resources in the high leverage areas of teacher effectiveness, student personalization, and maximum spending on instructional programming to promote successful implementation of the school’s instructional model. Additionally, the school will ensure sound financial management through collaboration between the School Leadership Committee, the school’s budget partner, the DPS Budget Department, and the Collaborative School Committee (CSC). All expenditures will be scrutinized to ensure that spending can always be linked back to promotion of the instructional model and SSD guiding principles. If expenditures meet these qualifying criteria and the expense follows conservative budgeting practices, then expenditures and annual budgets will be presented to the CSC for approval at monthly CSC meetings. Finally, the school will have budget flexibilities including the ability to waive district services in lieu of funds, ability to budget on actual teacher salary instead of average teacher salary, flexibility to secure sponsorships and donations independent of the district.

Summary Budget:

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students	80	190	300	400	425
Per Pupil Revenue / General Funds	\$465,383	\$1,016,565	\$1,615,610	\$2,133,260	\$2,260,737
Start Up Fund	\$250,000	\$190,000	\$65,000	\$25,000	\$-
Perkins Grant	\$90,000	\$60,000	\$30,000	\$-	\$-
TIF Grant	\$82,710	\$82,710	\$82,710	\$-	\$-
Total Revenue	\$888,093	\$1,349,275	\$1,793,320	\$2,158,260	\$2,260,737
FT Accounts	\$610,668	\$1,153,129	\$1,515,067	\$1,842,182	\$1,908,850
PT Accounts	\$23,083	\$23,083	\$69,249	\$69,249	\$69,249
Non-Salary Expenses	\$254,342	\$173,063	\$209,004	\$246,829	\$282,638
Total Expenses	\$888,093	\$1,349,275	\$1,793,320	\$2,158,260	\$2,260,737
NET INCOME	\$(0)	\$(0)	\$(0)	\$(0)	\$(0)

Cost savings as a result of Innovation Status:

As a result of Innovation Status DSISD expects an annual cost savings of approximately \$150,722 in year 2 of Innovation growing to approximately 330,696 at full build in year 5 of operations. This estimate is based on projected savings from budgeting on actual salaries instead of district averages with a projected \$55,000 teacher salary as the baseline.

As a result of Innovation Status DSISD expects the following outcomes:

While there currently is not a metric that schools can use to compare themselves on using PARCC, DSISD expects to exceed the average Proficiency and Growth (MGP) on the newly released PARCC as well as ACT scores of high schools in Denver Public Schools in 2015-2019.

	Expected PARCC (MGP) (Grades 9-10)	Expected PARCC % Proficient- Reading (Grades 9-10)	Expected PARCC % Proficient- Math (Grades 9-10)	Expected PARCC % Proficient – Writing (Grades 9-10)	Expected CMAS % Proficient - Science (Grades 9-10)	Expected CMAS % Proficient – Social Studies (Grade 12)	Expected MGP WIDA- Access
Year 1	60	60	55	55	55	N/A	60
Year 2	60	65	60	60	60	N/A	60
Year 3	60	70	70	70	70	N/A	60
Year 4	60	80	80	80	80	75	60

DSISD: Need for Innovation Status:

In order to implement the school’s model in a way that fits community needs and supports student achievement, DSISD has identified the following needs for innovation:

- Curriculum:** DSISD needs the ability to implement a fully competency based curriculum and mastery learning, with Career Pathways;
- Professional Development:** DSISD needs flexibility to direct more PD time for teachers and administrators to effectively implement the competency based instructional approach, and competency-based learning program with extended time for intensive peer-to-peer coaching;
- Time:** DSISD needs to extend the school day for staff to access more intensive PD offerings and students to extend learning time that will help ensure the successful execution of a school’s plan;
- Governance/Leadership:** DSISD needs flexibility in the school’s organizational structure to implement a distributed leadership model that includes unique leadership roles for supporting the implementation of the competency based model;
- Human Resources:** DSISD needs flexibility to recruit and select teachers that demonstrate characteristics of successful competency based instruction. All teachers will be hired with an annual employment status. The school will provide appropriate supports to address poor performance and incentivize and retain effective teachers.

- ❑ **Budget:** DSISD needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and budget on actual teacher salaries.

Section I. CULTURE

A. Vision and Mission

DSISD's vision is to challenge and empower ALL students to take personal ownership of their learning through demonstrations of competencies, skills, and rigorous college and career level content knowledge, so they can become innovators, leaders, and positive change agents in our city, our nation, and the world.

DSISD's mission is to provide ALL high school students with access to a culturally relevant, rigorous, and standard-based curricula that is characterized by authentic and personalized competency and project-based learning experiences, which equip learners with the knowledge and skills necessary to become contributing citizens in our diverse, global society.

The competency-based learning mission, vision, and instructional model of DSISD are actualized through the **Four Qualities of an Innovator**, which are listed below.

1. Personal Academic Excellence
2. Life-long Learning & Citizenship
3. Innovative Thinking & Action
4. Transformative Leadership

Furthermore, the Four Qualities of an Innovator are brought to life through the 16 DSISD Student Competencies and the various Learning Landscapes that students engage in over the course of a day, a week, a trimester, a year, and four years. One Learning Landscape that carries critical importance in promoting the school's vision is the Design Thinking Pathways:

3. **Social Entrepreneurship** (Social Sciences Early College course of study)
4. **STEM: Engineering for Societal & Environmental Needs** (Engineering Early College course of study)

B. Targeted Student Population

DSISD intends to grow into a full student build out of 425 students in grades 9-12 by the start of the 2018-19 school year. Best practices in new school development, such as the DSST model, show that adding a grade per year allows a program to successfully scale up its culture and academic programming. Though the school will be incubated in the Byers campus for two years, the design team and School Planning Committee (SPC) are advocating for the school to gain a permanent location in the upper Southeast region to central area of Denver Public Schools. This more centralized location is essential for supporting sustained enrollment as a non-boundary school with a unique competency-based model. An ideal permanent location would be near the Denver Design District, which consists of a number of design based firms and businesses as well as ease of access to public transit and the RTD Light Rail system. Access to businesses and the Auraria and DU Campus are essential to full realization of the DSISD Early College model, which draws heavily on work based internship experiences and access to off campus college courses as a part of the 11th and 12th grade Upper House student experience.

DSISD will serve a broad group of students along lines of ethnicity, learning style, language, socio-economic status, and home address. The competency-based design of the school is founded on a student centered approach that values and builds upon students' unique cultural backgrounds and learner dispositions. The anticipated racial breakdown is as follows:

Ethnicity: (based on Choice for 85 students as of 4/10/15)

- Latino: (47%)
- AA/ Black: (8%)
- Asian: (3%)
- Multiple Race (7%)
- White: (36%)

With 85 students we have 10% SPED, 15% (12) ELL (Majority 83% ACCESS 3 or Higher) as of April 10th . Finally, it is anticipated that 60-70% of the students the school serves will qualify for Free and Reduced Lunch (FRL).

DSISD’s student centered, competency-based design ensures access and opportunity for a variety of learners. Additionally, DSISD leadership have partnered with several DPS middle school programs to help ensure a diverse representation of students who have an affinity to the DSISD model. For example, DSISD is seeking autonomy to reserve 30% of its 9th grade seats during School Choice Window #1 for students from Grant Beacon Middle School (GBMS), as GBMS’s highly personalized instructional model is closely aligned with that of DSISD. Likewise, DSISD is seeking to reserve 20% of its 9th grade seats during School Choice Window #1 for students from the Hill Campus of Arts & Sciences (HCAS) STEM Engineering program, as DSISD will offer the high school course sequence that builds on the middle school engineering course sequence offered at HCAS.

DSISD also anticipates strategic filling of seats through three other avenues: Special Education, Transitions, and Gifted and Talented. The personalized, competency-based design of the DSISD instructional model establishes an ideal learning context for exceptional learners, such as students identified with a Special Education disability as well as students who have been identified as Gifted and Talented (GT) and Highly Gifted and Talented (HGT). DSISD will also utilize a partnership with Denver Kids Inc. to fill 10 % of its seats with rising 9th grade students who have been identified by the DPS Transitions team and Denver Kids Inc. staff as students who would benefit from the more personalized model and learning environment at DSISD.

Obtaining flexibilities in the areas of curricula, seat time, course sequences, term length measures, teacher licensure, and waiver of elements of the DCTA collective bargaining agreement through pursuit of Innovation Status is directly related to effectively serving students from the enrollment trends listed above, as the school’s unique competency-based model attracts and effectively serves specific types of learners who benefit from a more personalized high school experience. The school’s design draws on a broad body of research, which is highlighted in the Education section of this plan. These findings suggest that new approaches to high school education are warranted in order to ensure that students, and especially traditionally underserved students, are able to meet the college level rigor of the Common Core State Standards (CCSS) and the demands of the 21st Century workplace.

C. Stakeholder Participation in the Planning Process

Parent/Guardian (CSC) and Teacher Input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from 2014-present. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available on the website.

Teachers provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during summer orientation: August 17-20. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: July – August.

Parent /CSC provided meaningful opportunities for input into the plan. Parents/Guardians provided input on the school plan through membership on the school planning committee.

The school planning committee (CSC) included founding parents dedicated time and energy to (writing, editing, revising the school plan) during 3 planning team meetings in July-August.

The CSC voted to approve this innovation plan on August 20, 2015 and the Teachers voted via secret ballot vote to approve this innovation plan on August 24, 2015. Specific vote results and letters of support can be found in Appendix B & C.

In addition, DSISD leadership engaged parents, students and community members at 10 public meetings and design sessions:

- 11/24 DSST and Washington Park forum,
- 12/2 West Wash Park Neighborhood Association,
- 12/9 DSST Byers parent Association,
- 12/16 DSISD School Planning Committee #1 (SPC #1),
- 1/20 Student Design session and GBMS,
- 1/21 DSISD SPC#2,
- 1/29 DSISD Open House and parent-student feedback session, and
- 2/18 SPC#3,
- 3/17 SPC#4,
- 3/18 Open House.

Attendance at these meetings ranged from 8 to 60, and topics ranged from dialogue about a temporary co-location with DSST at Byers to parent and student feedback on the instructional model. Students and families attended from as nearby as a couple of blocks from Byers to as far west as Lake Middle School and Jefferson County, demonstrating keen interest in our program. Additionally, students and parents who expressed interest in and provided feedback on the school model represented the spectrum of diversity that is DPS. Two additional, monthly SPC meetings, a new family welcome Spring Summit event, and three more Open House events are scheduled for the next three months.

The previously mentioned community engagement efforts proved to be quite impactful, as the school was able to fill the majority of its enrollment in three short weeks. Additional efforts to engage a diverse spectrum of communities are also underway, as the school already has founding parents who are forming the Parent Advisory Committee (PAC) and the Bilingual Parent Advisory Committee (BPAC). In addition, DSISD has several organizations who have stepped up to join the Business and Community Advisory Committee. Finally, members from the previously mentioned committees have joined with DSISD staff to form the DSISD Collaborative School Committee (CSC), as forming the school's CSC was the primary work topic at SPC #3. A robust stakeholder participation process has been developed for the remaining three months of the school year. During this time the PAC, BPAC, CSC, and Business and Community Advisory Committees will vet and vote on the Innovation plan and proposed programming and they will engage in number of school visits to look at exemplary personalized learning and competency-based models locally (Grant Beacon, Hill Middle School, CEC), across Colorado (Northglenn STEM, Boulder, Fort Collins), and across the nation (Philadelphia, San Diego, San Francisco, and Lindsay, CA). See Appendix B and C for letters of support from all relevant stakeholders.

D. School Culture & Student Engagement

School Culture and Student Engagement are encapsulated in the Life Long Learning & Citizenship and Transformative Leadership Qualities of an Innovator. These Qualities are fostered in a variety of learning landscapes, and are primarily measured through the Habits of Success Competency and its sub-competencies:

1. Cultivate Healthy Relationships,
2. Understand and Develop Myself,
3. Design My Future,
4. Stay Healthy.

These sub-competencies were drawn from the CASEL Framework, which is the gold standard of social-emotional development. Full definitions and accompanying rubrics are being collaboratively developed with teachers, students, parents, and community and business organizations and will be completed by June of 2015. School culture practices that support the development of the four Social Emotional Competencies include a strength-based pedagogical approach that utilizes Positive Behavioral Interventions and Supports (PBIS), Restorative Approaches, and Culturally Responsive Teaching (CRT) methods. In support of the Denver 2020 Plan, DSISD will embrace instructional and broader school programming practices that support development of the whole child. Such a culture retains and attracts the best talent, supports and serves all families and students with respect, and especially those with exceptional needs. A personalized approach to education benefits Special Education students, draws out the asset of bilingualism that English Language Learners (ELL) bring with them, and accelerates the learning of Gifted and Talented students. All of these student groups are supported through methods that include strategic scheduling, Personal Learning Plan (PLP) creation, targeted staff recruitment and assignment, strategic grouping and individual support through assigned workshops with a lead teacher and personalized content playlists during asynchronous learning time, and flexible use of time to support student personalization through FLEX Block, Lunch Lab, and Advisement. Four primary systems will drive our positive school culture and the actualization of the Lifelong Learning & Citizenship and Transformative Leadership Characteristics of an Innovator:

- 1) Recognition and rewards for competency growth,
- 2) Daily gender/ grade based advisements and community celebrations,
- 3) Internship/ job shadow adult world opportunities, and
- 4) Student leadership and mentoring opportunities.

Recognition and Rewards for Competency Growth & Demonstration: Students are provided with a concrete measures of progress through the implementation of a “Badging” PBIS system that is linked to students’ demonstrations of mastery of the DSISD Four Qualities and 16 competencies of an Innovator. The earning of “Competency Badges” (CB)s can be used to “unlock” a variety of incentives, such as tickets to sports events, root beer float parties with peers, and opportunities to participate in Intensives (Choice based Deep Learning Modules) off site Expeditions (trips both locally and nationally). In addition to student-level incentives, DSISD will strive toward and celebrate school-wide collective efficacy by setting school-wide challenges for attendance rate, tardy rate, portfolio product creations, and interim assessment performances. Students and staff can enjoy a “jean day” for achieving certain benchmarks with these collective goals. Weekly grade-level celebrations, which will take place on Friday during Morning Gatherings, will showcase and celebrate students who demonstrated the 16 Competencies and/ or the Four Qualities of an Innovator as evidenced by earning of CBs during the week. At Morning Gatherings students may share projects or performances, and we will celebrate top CB earners through anecdotes of effort and growth, remind students of their progress towards collective goals, and pick monthly “Aspiring Innovators” (students who embody the DSISD Innovator Qualities and show notable growth in mastering the 16 Competencies) for each grade. Additionally, on the first Friday of each month, students will enjoy activities such as guest speakers, academic field trips, or academic enrichment classes in a less formal setting that will allow students and teachers to build relationships and celebrate success.

Advisement: Extensive research points to the value of small advisement groups in secondary programs in order to build student-student and student-teacher relationships, help students develop academic habits, and ensure that students’ social-emotional needs are addressed. Advisement groups will be gender and grade based with an average of 15-20 students. Advisements are the hub of student culture and leadership development. These groups will be used at the beginning of the year to build culture and establish systems and routines. During the year, students will meet three times a week with an advisement group. Advisement routines emphasize the development of student self-efficacy habits, such as those represented by the four social emotional competencies, and authentic interaction with students’ Individual Career and Academic Plans (ICAP). DSISD will also reach out for additional program design consultation from groups such as Educators for Social Responsibility, in order to ensure a high quality experience. Finally, Advisement will be anchored in Positive Youth Development curricula (self-efficacy, service learning, social justice). Advisement will be a key venue for fostering and monitoring the Lifelong Learning & Citizenship and Transformative Leadership Qualities of an Innovator.

Internship & Job Shadow Adult Experiences: Internship and Job Shadow experiences are one of the primary incubators for the Lifelong Learning & Citizenship, Innovative Thinking and Action, and Transformative Leadership Innovator Qualities, as they provide students with an authentic venue to practice citizenship, dynamic content knowledge application, innovative thinking, and service-based leadership. The specifics of this structure are covered in greater depth throughout the Education Program Section. In short, this program allows learners to become better informed about careers, community service, and adult self-efficacy through interning at organizations relevant to their interests and passions. These post-secondary preparation experiences also take place on a developmental continuum that moves students from developing awareness towards targeting focus: 9th grade Job Shadow Experiences and Career Survey class, 10th grade Entrepreneurial Business Plan creation, 11th grade Internship Experience, and 12th grade Capstone Project. The success of this program is realized by partnering with the DPS CTE department as well as local businesses. DPS CTE department has had their internship program underway for over a year now. Additionally, these efforts are led by the two school counselors who will lead elements of post-secondary programming.

Student Leadership & Mentoring: Finally, DSISD will promote a culture of student leadership in order to help students grow in and master the Transformative Leadership Innovator Quality and the Invest in Others Competency. Each student will have the opportunity to take on formal or informal leadership roles both in and out of the classroom – whether as a student leader, student ambassador, student assistant, or through participation in student-led project-based opportunities. Additionally, DSISD students will be assigned as mentors to younger students at partner DPS elementary and middle schools, such as Grant Beacon Middle School and Hill Campus of the Arts and Sciences, as well as Roots Elementary, College View Elementary, Valverde Elementary, and Hampden Heights Expeditionary School. Likewise, once the school reaches full build, each Junior will mentor a Freshman and each Senior will mentor a Sophomore. Project-based learning (PBL) modules will be guided by Service-Learning and Social Justice themes and will incorporate student voice and choice. Examples of PBLs could include student-run businesses, student-run newspapers, student-run child care, or other presentations of student learning in front of the school and Southeast/ central Denver community. These efforts and Positive Youth Development programming in general are supported by Administration in partnership with the DSISD Culture Differentiated Roles (DR) teacher.

E. Student Discipline Policy

Overview:

DSISD will follow the district’s discipline policy ([JK-R](#)), including suspension, expulsion and dismissal processes. Our discipline plan will be linked to a strength-based approach and the Lifelong Learning &

Citizenship Innovator Quality, which is measured through the four social emotional competencies. More specifically, the discipline program will infuse:

1. Restorative Approaches (RA),
2. Positive Youth Development, and
3. Culturally Responsive Teaching (CRT).

Our strength-based approach focuses on positive student behaviors through the use of PBIS systems. All students are made aware of discipline policies, behavior expectations, and associated Competencies through 9th grade Academy (an orientation for incoming students) and ongoing Advisement.

Positive Behavioral Reinforcements: As described in section D above, DSISD will use a school-wide Positive Behavior and Intervention Support system in which students earn “Competency Badges” (CB) for displaying behavior tied to the school’s core values & Innovator Qualities.

Classroom Discipline & Referral Procedure: DSISD is a strength-based school and will use intrinsic motivation, as described by the Learning & Citizenship Cornerstone Competency, PBIS, RA, Positive Youth Development, and CRT to support student behavior in the classroom. When these supports are not enough to influence student behavior, we will initiate the classroom discipline ladder. The classroom discipline ladder will consist of the “3 R’s”; Redirect, Remind, Refocus. The Refocus process, which is supported by Administration, Culture DRs, and the Restorative Approaches paraprofessional, will include Restorative Approaches (defined below) as an intervention intended to give the student the chance to “right their wrong” and return to class. If this level of intervention is ineffective, the student will be given a referral to meet with administration for a second RA opportunity. If the student responds well to the RA option from administration, the student will fulfill his/her RA obligation and return to class. If this is ineffective, administration will contact parents to involve them in the RA process. This system will provide 3 levels of Restorative Approaches as a positive, strength-based solution to behavior issues. While suspension will be used in accordance to the district’s discipline matrix and ladder of consequences, it will be reserved primarily for situations where student safety is a concern. In the majority of cases, our system of multiple Restorative Approaches will allow us to reduce the number of suspensions and eliminate the trend of suspension disproportionality.

Depending on the extent of their behavior, students may complete multiple days of restorative approaches which may include, but are not limited to: apology letter(s)/ public apologies to the school community, mediation with students, service learning through DSISD lunchroom and grounds cleaning, and/or role modeling positive behavior with the RA paraprofessional.

Restorative Approaches and Culturally Responsive Discipline: The practice of discipline as intervention to improve a student’s behavior will be grounded in Restorative Approaches (RA) and a culturally responsive approach, which will ensure equitable discipline practices and protect against disproportionate discipline practices, as we will disaggregate both academic achievement and student engagement data in our weekly grade level team meetings. Culturally Responsive practice must be proactive, strengths-based, and authentically integrated in the core curricula. This approach will greatly reduce disproportionate discipline referrals. In addition to these universal supports a research based RA will be used for the discipline program. RA is a philosophy, put into action, based on a set of principles that guide the undoing of harm one has caused to others. These principles are as follows:

- **Accountability.** RA strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused.
- **Community safety.** RA recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.

- **Competency development.** RA seeks to increase the pro-social skills (via development of the “Develop Habits of Success” Competency) of those who have harmed others, address underlying factors that lead youth to engage in behavior needing improvement, and build on strengths in each young person.

The manner in which students will participate in RA as a component of discipline at DSISD will vary from situation to situation. This will largely depend on what is needed to help the student whose behavior is in need of improvement and to meet the outlined principles of accountability, community safety and competency development.

F. Student Recruitment & Enrollment

Since receiving initial approval of the school in the fall of 2014, DSISD has been engaging 8th grade students and families in the Southeast, Near Northeast, and Southwest, and Northwest regions of DPS. Engagement has happened through a variety of methods, such as:

- Feedback and engagement at the DPS School Choice Expo,
- sending direct mailers,
- presenting at middle school 8th grade assemblies and parent teacher conference nights,
- hosting DSISD Open House Recruitment events,
- and dialoguing at School Planning Committee (SPC) events.
- In addition, DSISD has utilized targeted recruitment efforts, by developing partnerships with feeder middle schools and community partners, such as Denver Kids Inc.

While these efforts have resulted in strong enrollment for Choice Window #1, as mentioned in the Target Student Population section, DSISD believes that long term enrollment viability as a non-boundary school is dependent on flexibilities that are allotted through an Innovation Plan as well as the relationships that we build with feeder schools. Specific recruitment and enrollment flexibilities being pursued are highlighted below:

- **Grant Beacon Middle School (GBMS)/ CSR School:** DSISD will work with the DPS Office of School Choice, if approved will hold seats for students from GBMS, as the schools are seeking to align instructional programming and staff development to ensure a coherent, personalized continuum of learning for students. It is the belief of both school’s leadership teams that this partnership is mutually beneficial for a variety of reasons. As education policy continues to move towards a competency-based model, this DSISD and GBMS partnership will strive to be a proof point for ensuring a successful transition from middle to high school and allowing students to progress upon mastery. In addition to a focus on personalized learning, like other DPS Collaborative Strategic Reading (CSR) middle schools, GBMS places a strong emphasis on incorporating heterogeneous approaches to literacy and academic language development through school-wide implementation of CSR strategies. As a secondary benefit of this partnership, DSISD will ensure the sustainability of the CSR method by partnering with GBMS to carry CSR practices into the high school level.
- **Hill Campus of Arts & Sciences (HCAS) STEM Program/ CSR School:** DSISD will work with the DPS Office of School Choice, if approved will hold seats for students from Hill Middle School’s STEM Engineering program. 21st century learning and professional skills call for learners to be able to collaborate with peers from broad and diverse experiences and skill levels. DSISD is proposing a bold model that calls for EVERY student to engage in and successfully complete a STEM Engineering course of study as a way of demonstrating competency as a Design Thinker. In order to

support the success of this model, it is important to have students who bring a range of skills and experiences into engineering classes, so that students can learn from and support one another in heterogeneous groupings. As with GBMS, this emphasis on school-wide academic collaboration will be heavily supported by the CSR framework, which is utilized on a school-wide level at HCAS.

- **Denver Kids Inc.:** DSISD will work with the DPS Office of School Choice, if approved will to hold seats up until May 1st of each year for 8th grade students who are a part of the Denver Kids Inc. program, which is a non-profit DPS partner organization that “...exists to support Denver Public Schools (DPS) students, grades K-12, who face the personal challenges of higher risk environments to successfully complete high school, pursue post-secondary options, and become contributing members of the community.” DSISD believes a strategic partnership with Denver Kids Inc. will help ensure that the school lives out its purpose of providing access to rigorous and high value learning experiences, such as STEM classes, internships opportunities, and concurrent enrollment/ ACSENT programming. DSISD will work with Denver Kids. Inc. leadership and counselors to engage students early in determining if the DSISD program is an appropriate fit with students’ interests and post-secondary goals.

In addition to the targeted recruitment methods listed above, DSISD will engage in the following best practices in student recruitment and enrollment:

Open Houses and Informational Sessions – The DSISD planning committee will continue to host Open Houses and Informational Sessions both at the Byers campus and at target feeder middle schools whenever possible.

Integrated Marketing Communications Effort – DSISD will employ diverse strategies to actively recruit students these include advertising, direct marketing, social media, public relations, promotions and on-line communications.

Community Relations – DSISD will seek to develop relationships with community, civic, and economic development organizations to continue to drive enrollment and align with industry demands. Partner and target organizations include West Wash Park Neighborhood Association, Denver Hispanic Chamber of commerce, Urban League of Metropolitan Denver, Denver Kids Inc., KidsTek, UCD Pre Collegiate program, Inworks at UCD, Colorado Workforce Development Council, and Colorado Urban Workforce Alliance, and many other organizations that aligned to the vision and mission of DSISD.

On-going Communications – The DSISD School Planning Committee (SPC) and core school leadership will provide all parents and families identified in the Round #1 Choice process with monthly correspondence that include updates on the continued developments of the new school. Likewise, the monthly SPC meetings will also provide prospective parents with opportunities to have a voice in the pre-opening year decisions. Additionally, DSISD will continue to strive to develop more formalized relationships with other K-8 and middle schools, in order to ensure that these families feel supported and aware of school options when their children make the transition to high school.

All information presented to prospective families and members of the community will be translated into Spanish, English, Arabic, Amharic, Burmese, Nepali, Somali, Russian, and Vietnamese, per the ELA consent decree. In addition, Spanish speaking representatives and/or translators will be available during open houses and community outreach events. If parents request forms or linguistic support in languages other than Spanish or English, DSISD will provide translation and/or interpretation services in the language requested. Lastly, DSISD will aim for a “Meets Expectation” re-enrollment rate of 90% and > 5% of comparison schools.

G. Student Attendance & Satisfaction

Re-enrollment: The above recruitment and enrollment strategies will be continued into future years in order to ensure strong continued interest and good student-school fit with rising 9th graders. However, a

strong re-enrollment plan is also needed to ensure that students, and the school as a whole, are able to maintain a coherent and sustained culture that focuses on supporting all students in successful completion of the four year DSISD model, which prepares students to successfully navigate the world of college and career. The school's goal is to maintain a re-enrollment rate of 92% between 9th and 10th grade and 95% in all subsequent transitions (10th to 11th and 11th to 12th). The rationale for different re-enrollment rates is that the team anticipates that some students may decide to choose a more traditional model after completing their first year at DSISD, but that students who stay on after the first year will likely have a positive disposition towards the DSISD model.

The school's primary strategies for re-enrollment will be anchored in three primary elements of the school: 1. the personalized focus of the school that ensures that every student has an authentic and ICAP aligned Personal Learning Plan (PLP): students should see high relevance between the model and their future goals, 2. The level of student efficacy/ engagement that the school will develop: students should enjoy the model and want to continue in it, and 3. the role of the Advisement program and Advisor as a hub for students' personal development and the tracking of growth with the competencies: students will have a caring and invested adult figure who knows them well and acts as a bridge from the school to the home. It is the teams' belief that these three factors, and especially the role of the Advisor, will act to encourage students and families to re-enroll, or at least share concerns about re-enrollment as a result of seeing the value in the program.

Attendance: DSISD plans to meet or exceed the SPF expectation for student attendance by achieving 93% or higher student attendance. This will be accomplished by ensuring that there are multi-tiered interventions to address student attendance early and effectively. Attendance is a primary indicator within the Lifelong Learning & Citizenship "Innovator Quality" and the "Develop Habits of Success" Competency. From the start of the academic school year, the mental health team, led by the school social worker, will track attendance, tardies and non-passing grades, and coordinate efforts to address student attendance. Students who fall between 92% to 90% on ongoing attendance rates, and/or who acquire more than 3 absences in the first trimester, will meet with the school social worker individually to problem-solve around attendance barriers. Interventions will be documented and formalized into a contract. Advisors and parents will be partners in the process at all steps. The school social worker will progress monitor and coordinate efforts to either reward the student for improved attendance or increase the intensity of interventions prescribed. Students who fall below 90% will participate in more intense interventions, such as the Back on Track program, which are coordinated by the mental health team based on the student's particular needs. A menu of interventions will be available such as home visits, referral to community agencies, referral to school-based interventions, Attendance Medication Workshops, Restorative Justice and student accountability groups. The above support programming work is coordinated by the School Social Worker.

Student Satisfaction: We recognize that there is a multitude of data that shows that students who enjoy school, feel safe, and connect with teachers have higher graduation rates and have higher success rates academically. A positive climate and culture is the heartbeat of DSISD. Therefore, DSISD will use the annual DPS student satisfaction and Teacher Perception Surveys as important data points to assess the effectiveness of our program. In order to exceed standards on the SPF, DSISD has set a goal of 90% or higher positive response rate for the DPS student satisfaction survey. The team will be proactive in reaching this goal by examining the student satisfaction survey questions during the planning year to ensure that these elements are a part of students' daily experience. If positive response rates during year #1 do not meet our goals, we will adjust our professional development plan to include more intensive content around culturally responsive instruction, restorative practices, and building positive relationships. Additionally, DSISD will utilize ongoing surveys during Advisement, core classes, FLEX block, and Intensives weeks to gauge students' satisfaction with the school and to provide opportunities for students to be proactive in creating a learning community that they enjoy.

Investment Structures and Routines: Sub-section D “School culture and discipline” above describes structures and routines key to building student investment, including Positive Youth Development, the Four Qualities and 16 Competencies of an Innovator, Design Thinking Career Pathways, Advisement, PBIS support systems, celebrations, and student leadership.

H. Ongoing Parent/Guardian Involvement & Satisfaction

Parental involvement at DSISD is essential for student success and is therefore an important component of the school model. DSISD will forge a strong parent-teacher alliance and parents will create opportunities for parents to engage. DSISD will foster a strong parent-school partnership in various ways including the following:

Parent Advisory Sub-committee - DSISD will ensure a strong connection to parents by establishing the Parent Advisory sub-Committee (PAC). DSISD will allocate resources, personnel and time for parents to provide input on the school’s development. The PAC will support the partnership between parents, community stakeholders, school administration and student leadership. PAC meetings will be held monthly in English and Spanish to inform parents of school developments, initiatives, events, needs and opportunities for both parents and their students. These meetings will also serve as a forum for parents to ask questions of administrators and teachers about the school and offer input.

Parent as Partners Program – The Parent Partners Program is linked to our monthly PAC meeting structure and it involves providing parents with short monthly classes on how to support students for greater academic achievement and college readiness that is determined in each student’s PLP. These classes may include review of students PLP/ ICAP plans, review of the instructional model and student experience, strategies for extended learning into the home, and methods for helping students develop in the areas of citizenship, self-efficacy, and leadership.

Bilingual Parent Advisory Committee (BPAC) – As a way of showing commitment to the assets of our bilingual community, DSISD will establish a Bilingual Parent Advisory committee. This committee will meet on a monthly basis and will designate parents to be the link between the district and the school regarding ELA programming, implementation and effectiveness. The BPAC will also build on a culture of collaboration and information within the school and the other parents.

DSISD Parent Compact - This compact clearly outlines the commitment of the school toward its students and families as well as the school’s expectations of students and families to ensure successful relationships between families and the school staff. The compact outlines the expectations of DSISD students and families including dress code, attendance and behavior expectations among others. The compact is being developed as a key artifact for the School Planning Committee (SPC) and the school plans to have a completed draft by 6/1/15.

Benchmark Events: Annual Launch, Student Led Conferences, and Bi-Annual Learning Summits: An essential tenant of the DSISD model is that students and families maintain engagement and active participation in the learning process by frequently engaging in Demonstrations of Learning (DOLs) with public audiences. This fosters students’ ability to reflect on and articulate learning as well as to publically present to a variety of audiences. While DOL’s happen daily and weekly in the DSISD classrooms, the school also has five Benchmark Events during the year where students and families gather to review and revise Personal Learning Plans (PLP) and celebrate learning achievements as evidenced by students’ progress in the Four Qualities and 16 Competencies of an Innovator. The format of these events will vary from student led conferences, to DOLs in front of Advisory classes and from initial kick off events to whole grade level and whole school Summit learning gallery and keynote events that occur in December

and May of each year. These are coordinated by school leadership in collaboration with teacher, families, and community partners.

Collaborative School Committee (CSC) - The Collaborative School Committee (CSC) will meet the requirements of State Law 22-7-106 on school accountability committees to ensure a school governance structure that will require parent and community membership to formalize investment in the school. DSISD is waiving the formal SLT structure and will have the CSC as its primary governance committee. The CSC will be responsible for engaging key stakeholders, collecting and sharing student achievement data, advising on school programs and operations, and advocating and fundraising for the school. The CSC collaborate with subcommittees as needed to ensure coherence and consistency with the school mission and vision and strategic plan. Members of the CSC will include the principal, assistant principal, instructional team leaders, two representatives from the Parent Advisory Committee, two representatives from student leadership (one 11th and one 12th grader), and members of the community and business committee. The CSC will receive periodic updates on student data and student progress as evidenced by formative, interim, and annual measures on standardized assessments as well as student progress trends in the Qualities and Competencies of an Innovator. These data will be at the forefront of all decision-related discussions held by the CSC to ensure that “Students First” is the avenue through which decisions are vetted. CSC meetings will be held once per month, additional meetings may help to discuss time sensitive and/or critical matters. An agenda will guide the meeting and there will be adequate time to review information and give input into the decision making process. Information such as meeting agendas, minutes and actionable items will be available on the DSISD website for review by staff, parents, community members and stakeholders

Parent Satisfaction

In order to exceed standards on the SPF, DSISD has set a goal of 90% or higher positive response rate for DPS parent satisfaction surveys. To ensure a high response rate, DSISD administration will: 1. Convey the importance and purpose of the parent satisfaction surveys to parents and students through the use of various communication channels, 2. Develop an incentive program for students and parents to ensure response rates of 80% or higher (i.e. students who return surveys will be awarded Habits of Success Competency badges), and 3. Utilize members of the Parent Advisory Committee and Parent Volunteer program to help track received surveys and follow up with families who have not completed their surveys. The school secretary and will be ultimately responsible for the distribution, tracking and collection of all parent satisfaction surveys, which will be distributed through the Advisement class.

DSISD Administration will survey parents/families throughout the school year during strategic time periods to seek feedback on the school’s progress to date. The questions contained in the survey will be pertinent to the school’s various initiatives, activities, daily operations and student progress. The results of these surveys will be shared with the school administration team, teacher leadership, student leadership and Parent Advisory Committee to review and propose possible solutions in areas where the data demonstrates a need for improvement.

Parent satisfaction data will be reviewed and a strategic plan of action will be developed by the SLC if the positive response rates do not meet the standard on the SPF rubric. Adjustments will be made based on specific areas of improvement as outlined in parent satisfaction surveys and by getting feedback from parents and students on steps for improvement.

Community, Education, and Business Partnership

DSISD also believes on drawing from the competence and expertise that exists in the broader community by partnering with multiple organizations in the areas of industry, positive youth development, and civic engagement.

Section II. LEADERSHIP

A. Leadership Team Personnel

School Leader Mindsets, Responsibilities, & Competencies

In keeping with the spirit of the DSISD competency-based learning model, the principal of DSISD must have two mindsets and four primary leadership competencies. Though there is certainly overlap with the DSISD Four Qualities of an Innovator that all staff students and community members strive to embody and grow in, it is essential that the DSISD school leader understands and is able to live out these Leadership Mindsets and Competencies. Furthermore, in the spirit of distributed leadership and strategic succession planning, these mindsets and competencies are valued and developed in all members of the DSISD leadership team.

School Leader Mindset #1: Transformative Leadership: According to Bass' (1985) Transformational Leadership theory, Transformational Leaders have four elements in their leadership: 1. Creativity, 2. Goals, 3. Vision, and 4. Commitment. Transformative Leadership expands further upon these four qualities by suggesting that Transformative leaders strives to lead first and foremost through a lens of social justice. Astin and Astin (2000) describe the purpose of a Transformative leadership stance:

We believe that the value ends of leadership should be to enhance equity, social justice, and the quality of life; to expand access and opportunity; to encourage respect for difference and diversity; to strengthen democracy, civic life, and civil responsibility; and to promote cultural enrichment, creative expression, intellectual honesty, the advancement of knowledge, and personal freedom coupled with responsibility. (p.11)

The leaders of DSISD must be proactive and creative in order to shift entrenched systems and mindsets on education and learning. Likewise, DSISD leaders must have a desire to pursue ambitious goals, such as eliminating the opportunity and achievement gap. Furthermore, they must know how to foster this mindset in other members of the school community, so that a culture of collective efficacy can be developed and maintained. The ability to facilitate, and more importantly, model a shared vision amongst students, staff, and community stakeholders is also absolutely essential. Finally, DSISD leaders must have a lived and persistent commitment to realizing the DSISD vision that EVERY student will become an innovator, leader, and positive change agent in our city, our nation, and the world.

School Leader Mindset #2: Adaptive Leadership: Adaptive leadership (Heifetz, R., Grashow, A., Linsky, M., 2009) is defined as, "...the practice of mobilizing people to tackle tough challenges and thrive" (p.14). The theory designers claim it is one of the most essential traits a leader must possess our 21st century complex global society. Adaptive leaders know how to build on the DNA of an existing organization or model by creating incremental improvements that keep the organization on the front edge of innovation. Adaptive leaders understand how to collaboratively champion disruptive innovations and subsequently shift these into sustained innovations by diagnosing the broader system, mobilizing resources, reflecting on personal and organizational weaknesses, and continuously growing. The leader of DSISD must leverage an Adaptive Leadership approach to help stakeholders step outside of the current paradigms that have guided education over the last century, such as the Carnegie Unit and traditional grading scales, in order to create a shared vision for education and learning that is based on students' demonstration of competence through mastery and application of specific college career skills.

School Leader Competency #1: Culture & Climate Leadership: The principal must lead for the development and continuation of a school culture that values equity and empowerment for all stakeholders. This begins by making the DSISD school mission and vision accessible and personally relevant to all students. Likewise, the leader must develop a school culture where it is safe to take healthy risks and engage in challenging, yet productive, dialogue on issues that members of the school community face. Leading this way will motivate and inspire students, teachers, parents, and community members to tackle tough issues, such as the achievement gap and equitable access to resources, so that all

members of the DSISD community have a clear pathway to success and options after graduation. Finally, the leader must create meaningful rituals, routines, and traditions that align with the DSISD mission and vision as well as meet the greater community's needs.

School Leader Competency #2: Instructional Leadership: In order to help all students achieve and be their best, the principal must place a strong emphasis on instructional leadership. The greatest indicator of student success is an effective teacher. Therefore, it is the principal's job to create a school culture that clearly values and embodies effective instructional practice. The leader must be versed in both recruiting and developing effective teachers through a variety of methods. Additionally, the school leader must be effective at distributing instructional leadership capacity among the members of his leadership team and the teaching staff. Finally, the school leader must understand how to develop and refine systems that ensure effective instructional practices are implemented at a school-wide level both in the present and on an ongoing basis.

School Leader Competency #3: Strategic/ Organizational Leadership: The school leader must have strong organizational and planning skills that allow her or him to lead in the areas of human resources, financial management, and stakeholder communication. The leader must be able to identify and manage staffing needs for both instructional and non-instructional staff members and ensure alignment of people, time, and money with the school's strategic priorities and needs. Lastly, the school leader must be able to efficiently collaborate with the leadership teams across partner middle schools, so that there is a strong vertical and alignment between in the areas of STEM Engineering and personalization.

School Leader Competency #4: Community Leadership: The school leader must be attentive to the larger community's needs by aligning the school's programming and priorities to those needs. This type of leadership requires the school leader to intimately know, affirm, and partner with a variety of community members and organizations, such as business owners, community leaders and elders, non-profit organizations, community centers, churches, and other organizations.

Identification of School Leader

The DSISD design team and leadership from the Chief School's Office (CSO), and the Chief Academic and Innovation Office (CIAO) identified Danny Medved as the proposed school leader and founding principal. In the spirit of competency-based design, Mr. Medved has a unique set of skills, experiences, pedagogical beliefs, and values that make him an exemplary candidate for the design and launch of DSISD. Values are the bedrock and motivation for Mr. Medved as an educator and citizen. He left the business entrepreneurship and outdoor recreation fields motivated by a love of learning and the belief that he could make a greater difference in society by providing equitable and empowering educational opportunities to at-risk and underserved students. Though Mr. Medved has had ample educational opportunities, he also knows that he stands on the shoulders of giants, such as his grandfather who was an immigrant and English Language Learner (ELL) with a middle school education. Mr. Medved's awareness of his opportunities inspires him to make the American Dream accessible to ALL DPS students and families by creating an inclusive learning community that advocates for, empowers, and equips students to reach for their dreams.

Several DPS senior leaders have noted, Mr. Medved also has a strong capacity to collaborate with others to actualize ideas and get things done. As a Teacher Leader and Literacy Coach, his students had a Median Growth Percentile (MGP) of 71% in both Reading and Writing. Likewise, he has led literacy and language development at a school-wide and DSSN network level by creating comprehensive programming that supports effective implementation of the culturally relevant *Edge* and *Inside* curricula and the Literacy Design Collaborative (LDC) Common Core States Standards (CCSS) writing framework. These efforts have led to strong school-wide literacy achievement, which underpinned HTEC's successes as a "Distinguished/ Blue" and "Meets Expectation/ Green" school in the Far Northeast region.

In regards to leading for creative innovation, Mr. Medved’s participation in Strategic School Design (SSD) Cohort #1 allowed HTEC to strategically adopt educational innovations and move them from the planning and initial implementation to the refining and results yielding stage. For example, Mr. Medved was the HTEC administrator who sought out and subsequently led the Teacher Incentive Fund (TIF) Differentiated Roles, Janus Blended Learning, and Short Cycle Assessment Network (SCAN) pilots as leverage points for actualizing the HTEC mission and vision.

Finally, it should be noted that Mr. Medved has been able to demonstrate these competencies in a relatively short period time only through collaborating with, learning from, investing in, and empowering others through a distributive leadership approach. This collaborative mindset is an essential element in Mr. Medved’s leadership style and it will play a critical role in the success of DSISD. It is both the design team’s collective and Mr. Medved’s personal belief that a truly excellent learning community can be established only through fostering a shared vision and leveraging the collective strengths of the organization. Thus, DSISD’s success will be ensured through a shared leadership approach and growth mindset that empowers all stakeholders to lead in ways that actualize the school’s vision.

School Leadership Committee

One unique and defining characteristic of DSISD is that all non-operational staff members provide direct instruction to students. The most essential way that the Transformative Leadership Innovator Characteristic is modeled is through the demonstration of school leaders’ commitment to instructional leadership by co-teaching with teachers in classes and mentoring students through Advisement. Thus, ALL staff members work alongside students on a daily basis. These incremental investments by all team members keep leaders grounded in the needs and competencies of students and the experiences of the staff members that they lead.

The leadership team design is heavily anchored in a distributed leadership model that prioritizes instructional leadership and the success of the whole child. Therefore, as the school grows into four grades few positions will be non-instructional, as the principal and assistant principals will have an expectation to either teach or co-teach classes and Advisements with regular frequency. Likewise, Special Service Providers, such as the Counselor/ College and Career Readiness Coordinator, and the School Social Worker, will facilitate regularly scheduled workshops in their areas of expertise. An important element to this model is that student safety and wellness and operational procedures will not be compromised, as school scheduling and logistics are designed to ensure that two administrative staff (Operations Coordinator and Principal, Assistant Principal, or Dean) and one Special Service Provider (School Psychologist, School Social Worker, and College and Career Readiness Coordinator) are available to address student safety, school crisis, and operational concerns as they arise. In addition, as a culture that values collaboration and distributed leadership, DSISD will strive to have staff cross-trained to ensure role redundancies in the areas of instruction and operational procedures.

Proposed members of the DSISD School Leadership Committee and their associated duties, qualifications, credentials, and cross training for redundancies are listed below. Additionally, job descriptions and resumes for each position and pre-identified candidates can be found in Appendices E and F respectively. Recruitment is underway for unfilled positions that will be staffed in year #1.

SLC Role & Member	General Duties/ Responsibilities
<i>School-wide Innovator Quality Ownership</i>	
School Leader (Danny Medved) <i>Transformative Leadership & Innovative Thinking & Action</i>	-See School Leader Mindsets/ Competencies -Supervise SLC members -Master Schedule -Supervise Student Services staff, Special Education, ELD, & Pathway teachers
Dean of Curriculum & Instruction (Lisa Simms)	-Supervise, recruit, and develop LA & SS teams

(year #1 DR TTL/ AP Year 2 or 3) <i>Personal Academic Excellence & Life-Long Learning & Citizenship</i>	-Culturally responsive teaching -Co- Lead data driven instruction -Co-lead “Intensives” -Arts integration Lead -Site Assessment Leader (SAL)
Post-Secondary Readiness Coordinator/ Counselor (staffed in year #2) <i>Life-Long Learning & Citizenship</i>	-Co-lead “Intensives” -Co-Lead Advisement program -Ensure authentic ICAP/ PLP implementation -co-lead Internships/ Externships
Positive Youth Development & Restorative Approaches Coordinator <i>Life-Long Learning & Citizenship</i>	-Co-Lead Advisement program -Lead Social Justice, Service Learning, Restorative Approaches programming -PE Teacher/ FLEX Block co-lead -Culturally responsive teaching
Design Thinking Lead Teacher (STEM Engineering teacher) <i>Innovative Thinking & Action</i>	-co-lead “Intensives” -co-lead Advisement, -co-lead PBL/ FLEX Block
LA Differentiated Role Teacher Team Lead (year #2 DR Grant Implementation) <i>Personal Academic Excellence & Transformative Leadership</i>	-Supervise, recruit, and develop LA team -Culturally responsive teaching
Math Differentiated Role Teacher Team Lead (year #2 DR Grant Implementation) <i>Personal Academic Excellence & Innovative Thinking & Action</i>	-Supervise, recruit, and develop math team -Culturally responsive teaching
Science Team Lead <i>Personal Academic Excellence & Innovative Thinking & Action</i>	-Lead Science Team in TL role -Culturally responsive teaching
SS Team Lead <i>Personal Academic Excellence & Transformative Leadership</i>	-Lead SS Team in TL role -Culturally responsive teaching
ELD/ Special Education Coordinator & Culture DR (year #1 DR Grant Implementation) <i>(Life-Long Learning & Citizenship)</i>	- ELA Consent Decree commitment & compliance -Teach ELD and Literacy Intervention classes -Special Education commitment & compliance -DR Culture: rigor, relevance, relationships
Operations Coordinator <i>Innovative Thinking & Action</i>	-Lead parent engagement -Coordinate student & staff recruitment -co-lead “Intensives” -co-lead Internships/ Externships

The DSISD design team has spent several years designing the DSISD instructional and leadership team design by studying the design of high performing charter schools (DSST/ STRIVE Prep/ Summit Public Schools/KIPP), the Springpoint Schools protocols and Carnegie Design Principles, and the OSRI Strategic School Design (SSD) principles, which involved deep dive examinations of how effective schools strategically use the resources of time, people, and money to develop systems and structures that foster personalization and a coherent instructional model that drives student achievement, including success of the whole child. This foundational knowledge has allowed most zero/ planning year design work done by school leaders to be targeted at designing robust systems and curricula to support shifting

the DSISD model towards a competency-based learning framework that is anchored in the Four Qualities and 16 Competencies of an Innovator. Lastly, the various duties and areas of responsibility of each leadership team member are aligned with the school’s instructional model, strategic academic and cultural initiatives, and staff development program. Team members are cross-trained to ensure skill redundancy and distributed leadership, and Mr. Medved and the Instructional Superintendent will use a comprehensive coaching method with leadership team members to ensure succession planning.

Appendices G- Leadership Team Job Descriptions & H Resumes for Leadership Team Members

B. Leadership Succession Plan

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

The CSC in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC from the district’s principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

C. Leadership Team Coaching & Evaluation

School leaders are most effective when they receive transparent and constructive feedback from a variety of expert sources both within and outside of the school community. One powerful aspect of the DSISD SLC is that many of the members already have well-established relationships of trust and mutual respect, as the group already has a track record of effectively working together. Furthermore, the team members have common pedagogical philosophies on learning and shared beliefs, as the majority of the team members have completed, are currently engaged in, or will enter DPS Leadership Pathway programs, such as the Ritchie program, UCD Principal Licensure Program, Teacher Leadership Academy (TLA), Aspire, Learn to Lead, R.E.D.D.I., and Differentiated Roles.

As the principal, Danny Medved will receive feedback from the leadership team, teachers, his Instructional Superintendent, DPSL, Carnegie Cohort leaders and Springpoint leadership, and his New Principal executive coach (assigned as a part of the Wallace Leadership Pathway program). Additionally, the leadership team and Collaborative School Committee (CSC) will facilitate annual 360 evaluations for the principal. These reviews will shape and inform a continuous growth plan with monthly targeted professional growth goals. Mr. Medved’s annual evaluation and professional growth plan will follow the DPS LEAD Framework.

Other Leadership Committee members will receive coaching and feedback from the principal, each other, and the Instructional Superintendent. Like the principal, all leadership team members will undergo annual 360 evaluations (linked to DSISD Leadership Mindsets and Competencies, and the LEAP/ LEAD Frameworks) in order to identify growth areas and set measurable growth goals. Additionally, feedback, coaching, and supervision in regards to specific academic and program areas will be distributed based

upon each member's areas of strength (see Appendix I: School Organization Chart). Lastly, each leadership team member will engage in an ongoing and in-depth professional development strand that relates to her or his leadership area. This training will be provided by district or educational consultant experts outside of the DSISD school community. The purpose of this leadership team learning requirement is to ensure that DSISD school leaders remain up to date on best practices in a variety of areas of education and youth empowerment.

We will use the Leverage Leadership-RELAY Observation-Feedback cycle with weekly feedback conversations that are couched to equate to incremental progress on long term goals and strong implementation of key programs. For example, principal will meet with the Assistant Director/ D of C&I on a weekly basis and will review status and progress towards goals that are anchored in the programs that this staff member supervises, such as the LEAP and growth of teacher director reports (as evidenced by observation-feedback data), the status of key initiatives (CCSS-ELA school-wide implementation, DTR/ STR program progress, cross-content project alignment, data from departments supervised (SS, LA, etc.), and professional development plans and evidence of effectiveness).

The coaches that the principal will have are anchored in specific initiatives. They are as follows:

- Learn to Lead/ First Year Principal Executive Coach
- Springpoint/ Carnegie: Senior Director of School Development
- Instructional Superintendent: Fred McDowell
- Summit Public School Basecamp Liaison

The feedback of these coaches will be aligned to the School Leader's Professional Growth Plan (PGP) and the School UIP. Secondary alignments will/ may include the outcomes specific to the Carnegie and Summit programs, which are primarily focused on developing and implementing effective asynchronous / project based programs.

D. School Personnel Structure

In order to implement a competency-based learning model, the staffing structures and staff competencies are aligned to the school's mission, vision, and instructional model, which is encapsulated in the Four Qualities and 16 Competencies of an Innovator. These two guiding structures require staff members who have masterful content and pedagogical knowledge in the areas of standards (CCSS, WIDA, etc.), data driven instruction, inquiry based learning, and technology integration, in order to meet the outcomes captured in the Innovator Qualities of Personal Academic Excellence & Innovative Thinking and Action. Likewise, staff members must be able to masterfully engage students in developing the interpersonal Qualities that are captured in the Lifelong Learning & Citizenship and Transformative Leadership Innovator Qualities. Therefore staff members require skills in facilitating self-efficacy, service learning, and social justice experiences.

In addition to the school leadership described above, vital positions that the school will fill to ensure alignment to our mission include:

- Classroom teachers,
- Teacher specialists to support language development of ELL students,
- Teacher Interventionist who will support math and literacy intervention,
- Special Education teachers who can collaborate with classroom teachers in support of students with special learning needs,
- Special Service Provider staff who can provide specialized services on a case and part-time basis (Nurse, Psychologist, Social Worker and Speech Therapist),

- Physical Education teacher who has experience with and a willingness to link physical fitness with a holistic health philosophy and Positive Youth Development (PYD) principles,
- and Office staff who will monitor and maintain school systems, welcome and engage parents and students, and support maintenance of a positive culture at DSISD.

(Please see Appendices I and J for the School Organization Chart and the Staff Roster)

DSISD will follow the DPS salary and employee benefits structure for all positions, but shall create unique job descriptions to meet the goals of this innovation plan. DSISD will have the ability to offer school determined stipends to staff members for providing additional time, duties, and meeting performance based outcomes. DSISD leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas. See the waivers attached to this plan for all of the flexibilities that DSISD is seeking in the area of staffing.

Appendix I- Organization Chart

Appendix J- Staff Roster

E. Employment Policies

DSISD is pursuing flexibility in the area of employment policies. These flexibilities are highlighted and explained in greater depth in the waivers that follow the plan and are included in the Employee Handbook. All teachers are hired on annual contracts. Annual contract status shall be maintained as long as the teacher continues to receive effective or distinguished ratings. The work day for all faculty members is 8 hours exclusive of lunch. The school calendar will be revised annually and may include an extended school year for all staff and students. The procedures for determining the school calendar are described in the innovation plan. Teachers will be compensated for the additional work days at the rate specified in the innovation plan.

The school shall employ non-licensed educators that meet the expectations of NCLB. Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).

The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.

Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.

Appendix E – Staff Handbook

F. Operations - Transportation

As a non-boundary school, per DPS policy and existing precedents such as DSA, CEC, and DCIS Baker, DSISD students who live over 3.5 miles from the school will be provide RTD passes to families or the

school at an cost covered centrally whenever possible. DSISD will also utilize DPS transportation for a daily afternoon route to South High School that runs at 3:15, so students can access CHSAA teams, theater productions, and some after school clubs. Likewise, DPS Transportation will pick up DSISD students who are participating in South Athletics as a part of game pickup and drop off routes. DSISD leadership will work with Transportation and the Athletics department to determine a sustainable funding plan for this route. On days that transportation department is closed, DSISD will work to arrange carpool options.

DSISD has secured a 14 passenger van or people mover, via use of Imaginarium funding, in order to support the internship, job shadow, and intensives DSISD program elements. Along these lines DSISD will also work with the CTE department and YCC schools to share the Student Activity busses at other schools when these are available. DSISD will ensure that a number of staff members are certified to drive these vehicles, per district protocol.

G. Operations – Food Services

DSISD intends to participate in the district nutrition program while the school is temporarily located at the Byers Campus, which is in compliance with all state and federal rules and regulations. Additionally, DSISD reserves the right to explore other food service options that may be mutually beneficial to DSISD students, other DPS schools, and the community.

H. Operations - Safety and Security

The principal will have responsibility to create and maintain the District required Emergency Management Plan in collaboration with DPS Office of Safety and Security. In addition, the building Operations Coordinator will be a key partner in plan development and implementation. The Operations Coordinator will be responsible for maintenance and compliance of the EMP. These two leaders will develop the details of the plan upon hire of the Operations Coordinator. The building principal, Operations Coordinator, and founding Leadership Team members will take part in the DPS 4 module ERCM video trainings and pass all 4 quizzes aligned to the trainings. The school will hold monthly fire drill and lockdown drills and provide documentation of these. Additionally, the school will ensure ongoing safety by using electronic and video controlled intercom door openers and video cameras located on the exterior of the building.

Section III: EDUCATION PROGRAM

A. Curriculum

“Our success [as a nation] is measured, more or less, by our rate of innovation.”
– **Tony Wagner**, Innovation Education Fellow @ Harvard University

Creating Innovators

We, the proposed leaders of the Denver School of Innovation and Sustainable Design (DSISD), agree with Albert Einstein’s assertion that, “the formulation of the problem is often more essential than the solution.” We intend to build a school community in which our students are solving large and small problems every single day. We believe that this inquiry-based approach leads to the deepest and richest learning. So what problem are we solving for as we design this school? We believe with leading education thinker Tony Wagner that “the world no longer cares how much our students know but rather *what our students can do with what they know.*” Our most sacred mission as educators is to facilitate our students’ mastery of the skills and mindsets that they will need to thrive as citizens in a world that we cannot precisely predict, but through our work with our students, we can help them shape it for the better.

Four Qualities, Sixteen Competencies

We believe that students will rise to the high expectations that we set for them. We have set forth a bold vision for our students: grow into innovators who will positively transform our world. At the highest level, this vision boils down to our Four Qualities of an Innovator, the four key dispositions that innovators must embody in order to facilitate transformational change. Within those Four Qualities are sixteen more discrete competencies on which students will work towards deeper mastery during their time at DSISD. Those sixteen competencies are undergirded by and aligned to various gold standards ranging from the Common Core State Standards, Colorado Academic Standards, Colorado 21st Century College & Career Readiness Standards, Colorado Career & Technical Education Standards, Coalition for Academic and Social Emotional Learning (CASEL) and the Next Generation Science Standards (NGSS).

Four Qualities of an Innovator

Sixteen Student Competencies

Common Core
State Standards

Colorado
Academic
Standards

Colorado 21st
Century
College &
Career
Readiness
Standards

CASEL

NGSS

CO Career &
Technical
Education
Standards

DSISD Student Competency Clusters: The Characteristics of Innovators

Personal Academic Excellence		Lifelong Learning and Citizenship	
 <u>Read Strategically & Write Effectively</u>	 <u>Apply social studies with a critically conscious lens</u>	 <u>Develop Habits of Success</u>	 <u>Design my future</u>
 <u>Solve Mathematically</u>	 <u>Investigate scientifically</u>	 <u>Practice Local and Global Social Responsibility</u>	 <u>Be Healthy</u>
 <u>Creatively Express Myself</u>	 <u>Design with Empathy</u>	 <u>Invest in Others</u>	 <u>Lead with Purpose</u>
 <u>Communicate & Collaborate Effectively</u>	 <u>Explore the World and Apply my Learning</u>	 <u>Be Professional</u>	 <u>Generate Solutions</u>
Innovative Thinking and Action		Transformative Leadership	

Our Student Competency Framework helps students understand the skills and mindsets that they must master on a deep level in order to become a true innovator in their community. Behind each competency are discrete academic, social-emotional and career skills aligned to the gold standard frameworks mentioned above. Performance rubrics will allow students to self-assess, engage in peer assessment, and to be assessed (and/or have their self/peer assessments validated) by their teachers along a continuum of performance that is clearly laid out at the outset of every learning task of any grain size. This demands a

high level of continuous, formative assessment on the part of teachers to constantly assess student mastery and help to guide students towards the most appropriate learning tasks to improve their mastery of key skills. This process is assisted by student self- and peer- assessments that serve to enhance student understanding while also lightening the load of our teachers. Our expectation of students is that their self and peer assessments will increasingly validate mastery as students grow in this practice over the course of four years. In other words, we expect our student to constantly get better at understanding what mastery looks and feels like as they gain practice at assessing themselves and their colleagues. Relieving the “assessment burden” and reframing what “grading” looks like is a key element of our instructional model that allows teachers to focus on instructional moves.

We consider all of these competencies to be “core” and will weave them throughout our courses and instructional materials to allow students multiple opportunities to demonstrate mastery. We also hope to emphasize the interactivity among these competencies to help students understand and engage with the richness inherent in interdisciplinary learning.

Personalized Instruction for Unique Innovators

“Personal responsibility is not only undervalued but actually discouraged by the standard classroom model, with its enforced passivity and rigid boundaries of curriculum and time. Denied the opportunity to make even the most basic decisions about how and what they will learn, students stop short of full commitment.” – Sal Khan, Founder of Khan Academy

We believe that our students are the masters of their own learning. That is the heart of the idea of “mastery.” With support from skilled adults, we can help students hone their own understanding of their mastery of skills with targeted assessment and instruction. The traditional academic model allots a fixed amount of time to learning something while comprehension is often variable across students. We believe in flipping that approach by making fixed a high level of comprehension and making variable the amount of time students have to gain mastery over the course of a class period, trimester, and even school year. That said, we know that “the battle for mastery” is won or lost in the learning space (notice that we did not limit our vision to the physical classroom, more on this later). In that spirit, here is a deeper look at how our model plays out over the course of a day-in-the-life of a student.

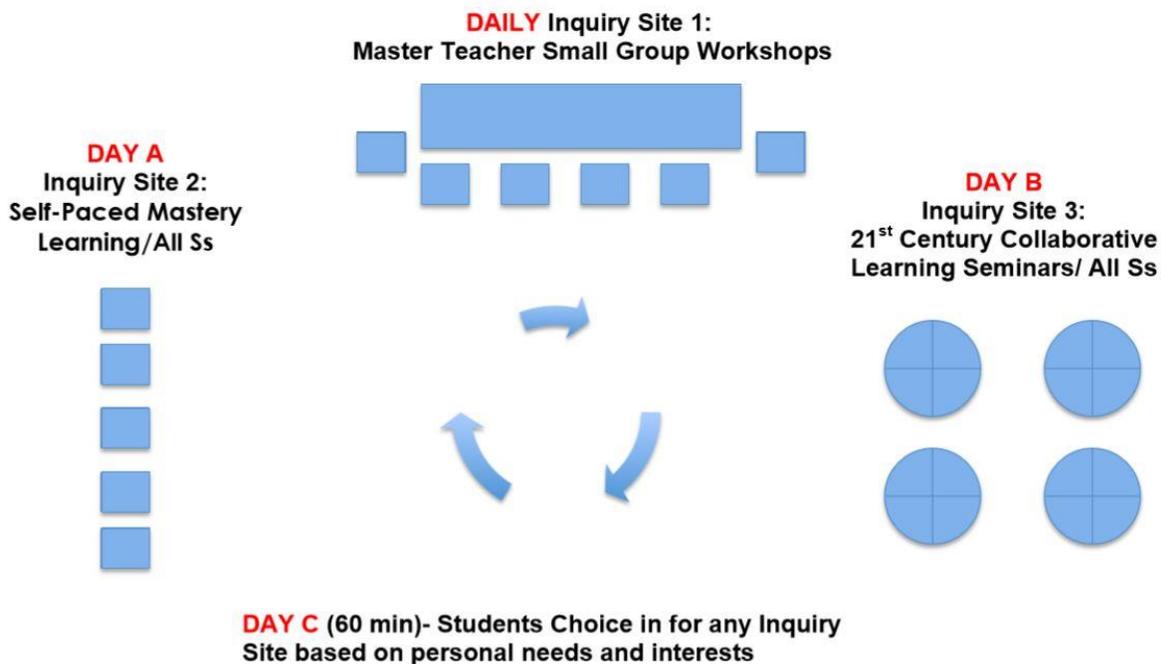
DSISD will employ four core instructional structures: Advisement, Core, Design Thinking Pathways, and Flex. See the figure above for a deeper rationale for each. While the overall schedule is well-structured, there exists a considerable amount of voice and choice within each instructional structure with regards to the projects, learning tasks, and other activities that students engage in on a regular basis. To further illustrate this point, let’s look at how a class session is structured:

Day in the Life of a DSISD INNOVATOR

Time	Learning Landscape	Description	Purpose
8:00-8:30	Advisement	-Daily counseling and mentorship -Develop academic and personal habits of success -Monitoring of Mastery of Cornerstone Competencies -Service Learning Projects	To empower students to develop the skills and traits of 21 st century learners, leaders and innovators.
8:33-9:43	Core Language Arts	Students will master rigorous national competencies and standards in Language Arts, Social Studies, Math, Science, and career and technical education (STEM and Business)	In order to be prepared for college and careers, students must acquire the skills and knowledge necessary to be successful in 21 st century careers.
9:46-10:56	Core Social Studies		
10:59-12:09	Core Math		
12:10-12:50	Lunch/Learning lab		
12:50-2:00	Core Science	***	***
2:03-3:13	Core: Design Thinking Pathways	-In 9 th and 10 th grades students will take college credit bearing classes alternating between STEM/Engineering and Social Entrepreneurship . -11 th grade, students will select a major in either STEM or Social Entrepreneurship and begin internships -12 th grade- ½ day college credit classes at a community college aligned to their major.	This is one of the many experiences at DSISD that sets us apart from other schools. We will not only prepare students for success for college and career, we will get them started by providing authentic opportunities to learn and work in real-world career and college environments.
3:16-4:00	FLEX	Students will select from a variety of Enrichment Opportunities/Electives such as: Software coding, world language, sustainable gardening, robotics, poetry slam, graffiti art, dance, clubs, etc. Many of these classes will be designed with student interest in mind.	To provide students an opportunity to grow their personal interests from play to passion and to purpose.

Core Academic Instructional Model: Inquiry Site Rotation Days (70 minute class periods)

DAILY: Launch of Learning Objectives and Check for Mastery of Objectives



The Weekly Inquiry Site Rotation Model (WISRM) serves as the basis for how learning is personalized and operationalized in a given day at DSISD. Core classes proceed with this general structure, though teachers have considerable flexibility (and training) to adjust the model as needed given students' learning needs. On a daily basis, students will have small-group, teacher-facilitated workshops that are shaped by teachers' analysis of cumulative student performance data to date. Specifically, a teacher will invite students into a specific day's workshop in an effort to enhance their skills on a specific competency and/or sub-competency. On a weekly basis, students will have multiple opportunities for collaborative learning seminars and asynchronous (technology-based & teacher created tasks) opportunities to master competencies at their own pace independently. Teachers will use ongoing daily formative assessments to determine student needs both for acceleration and intervention.

DSISD is seeking to utilize the Innovation plan to have flexibilities in the length of school day and increased teacher planning time, in order to ensure substantial time for individual planning, teacher driven collaboration in grade level and content team weekly PLCs, and differentiated and whole group professional development. Obtaining these requested flexibilities yields substantial planning time (680-805 minutes per week depending on student enrollment) that far exceeds the DCTA total planning time requirements (345 minutes per week). In addition, these flexibilities allow for almost double the amount of daily uninterrupted planning time (70 minutes vs. 40 minutes in DCTA agreement). Lastly, it should be noted that teachers will use release time to cover one Lunch Lab or FLEX Reteach per week, and these slight adjustments to daily time are part of the contract for working at DSISD and will not be associated with additional compensation.

11th and 12th grade students who are on track to graduate or ahead of required graduation requirements will begin to spend their afternoons engaged in highly personalized learning experiences, which may include working at Internships; attending classes at the Community College of Aurora (CCA), University of Colorado at Denver (UCD) campuses, University of Denver (DU), Emily Griffith Technical College,

or the Career and Education Center (CEC); and demonstrating the Transformative Leadership Innovator Quality through volunteering and mentoring and the Innovative Thinking and Action Innovator Quality by working on independent and small-group collaborative PBL capstone projects that are linked to the DSISD Design Thinking Pathways.

Student Mastery

Mastery of a competency (aligned to standards) is determined by four demonstrations of proficiency on that competency. Each module offers multiple opportunities for students to demonstrate mastery of competencies across various modes of instruction. Teachers will serve to facilitate student demonstrations of proficiency while also validating that mastery has been achieved on any given student demonstration of learning. Students and teachers will share responsibility for providing evidence of mastery within the context of our learning management system. Teachers will collaborate every three weeks as part of the school-wide PD plan to norm on the expectations for grade level and standard/competency-aligned work. This happens both in departmental and inter-departmental (ex schoolwide ELA/Common Core implementation).

A Broader Structure to Support Learning

Pulling back a bit, we have structured our trimesters (and the modules within them), year-long thematic courses, and four-year instructional arc to support the type of deep learning we will see in the instructional day and period as outlined above.

Sample Trimester

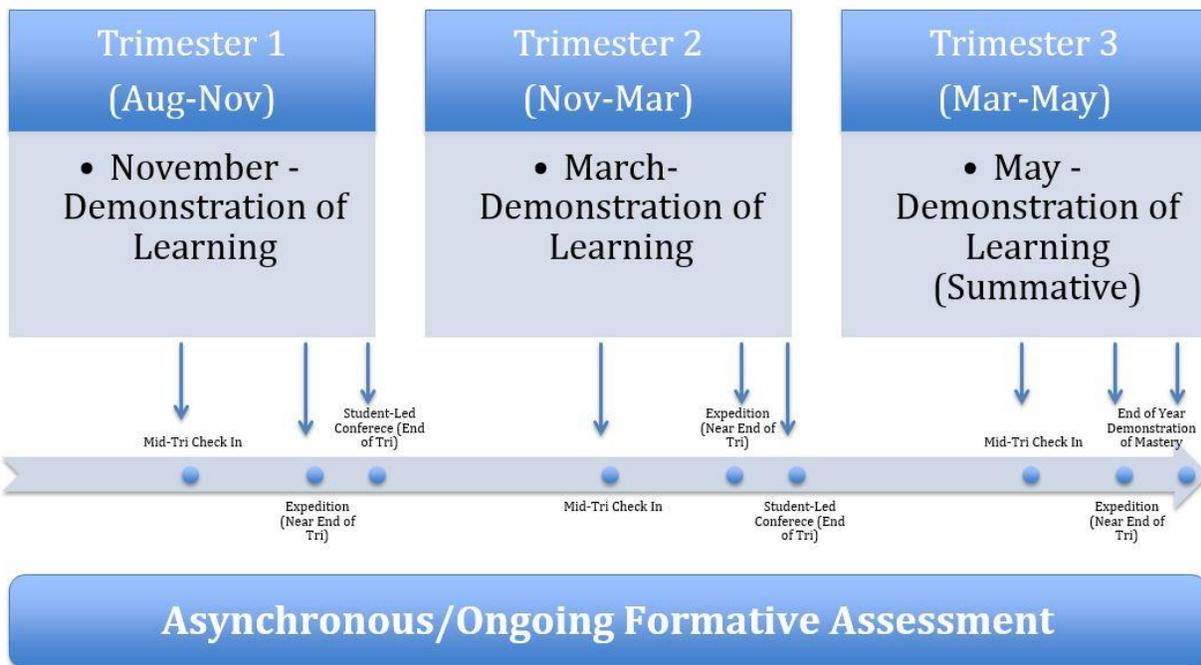
		Trimester 1 – 9 th Grade Language Arts								
		Module 1 (4-6 wks)				Module 2 (4-6 wks)				
Theme		Spiraling Standards Mastery				Coming of Age				
Competencies		R1	R2	W4	SL1	L4	R2	R6	R8	W3
Proficiency X4	PB	9/10		10/1			10/1			
	L	8.5		7			10			
	A	9/10					10/1			
	A	9					10			
Mastery	A	9/10								
	A	10								
		9/10								
		10								
		X					X			

You will see that a trimester consists of two thematic modules that run for about four-to-six weeks. Competencies across disciplines are embedded within the learning tasks performed each day during the course of the module. Students are asked to demonstrate mastery on a consistent basis (at least four times) to ensure significant depth of understanding. Relatedly, a course (see below) spans an entire year (three trimesters) and includes six thematic modules with embedded competencies and multiple opportunities for students to demonstrate mastery of competencies and sub-competencies during the year-long course.

Sample Year-Long Course

		Trimester 1						Trimester 2						Trimester 3															
		Module 1 (4-6 wks)			Module 2			Module 3			Module 4			Module 5			Module 6												
Theme	Spiraling Standards Mastery																												
	Coming of Age						Defining Style						Exploring Poetic Devices						Interpreting Drama Through Performance						Coming of Age Amidst Controversy				
Comp	R 1	R 2	W 4	SL 1	L4	R 2	R 6	R 8	W3	R 3	R 9	W 2	L5	R1	W2	L5	R3	W1	L4	R2	R9	W1							
Proficiency X4	PBL	9/10	10/17			10/10																							
	A	9/10				10/10																							
	A	9/10																											
	A	9/10																											
Mastery	X					X																							
CREDIT	.5 Credit Towards Graduation upon Mastery of Competencies End of Tri: Intensives/PBL Final Product												.5 Credit Towards Graduation upon Mastery of Competencies Intensives/PBL product End of Year Personal Application of PBL and Integration into Personal Learning Plan (PLP)																

Here is another look at a student’s experience during a school year:



You will notice structured check-ins at the mid-point of each trimester, an expedition in which student extend their learning into the broader community near the end of each trimester, and student-led

conferences which serves as key demonstrations of learning (parents and community members are invited in as a public audience) at the conclusion of each trimester. All along the way, teachers are engaging in rigorous formative assessment to inform instructional moves at every juncture.

Four Years for the Future

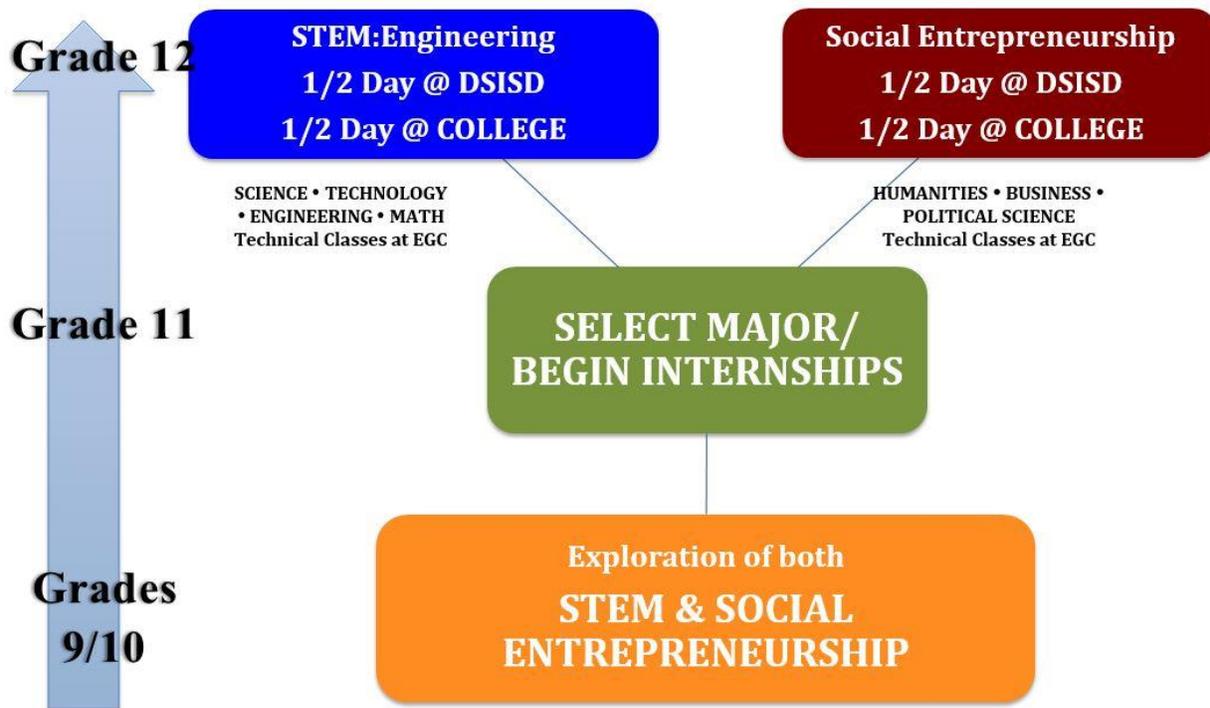
Our four year instructional arc serves dual purposes for students: it allows them to meet basic course requirements while providing flexibility in pacing and skill mastery during their time at DSISD. Each “course” will allow students to gain mastery of the key skills within each course through modules within trimesters and the learning tasks within those modules.

9th	Eng	Intro to Lit	Tri	10th	Eng	World Lit	Tri	
			Module					Module
			Task					Task
	Math	Alg/Geo	Tri		Math	Geo/Alg 2	Tri	Tri
			Module					Module
			Task					Task
	Science	Bio/Physics	Tri		Science	Chemistry	Tri	Tri
			Module					Module
			Task					Task
	SS	World Geography	Tri		SS	World History/Civics	Tri	Tri
			Module					Module
			Task					Task
Elective	PE/Spanish/Flex	Tri	Elective	PE/Spanish/Flex	Tri	Tri		
		Module				Module		
		Task				Task		
11th	Eng	American Lit/AP Lit	Tri	12th	Eng	AP Lang	Tri	
			Module					Module
			Task					Task
	Math	Alg/College Alg	Tri		Math	AP Calc	Tri	Tri
			Module					Module
			Task					Task
	Science	Bio Eng	Tri		Science	Bio/Physics	Tri	Tri
			Module					Module
			Task					Task
	SS	US History	Tri		SS	Economics	Tri	Tri
			Module					Module
			Task					Task
Elective	PE/Spanish/Flex	Tri	Elective	PE/Spanish/Flex	Tri	Tri		
		Module				Module		
		Task				Task		

Design Thinking Pathways: STEM and Social Entrepreneurship

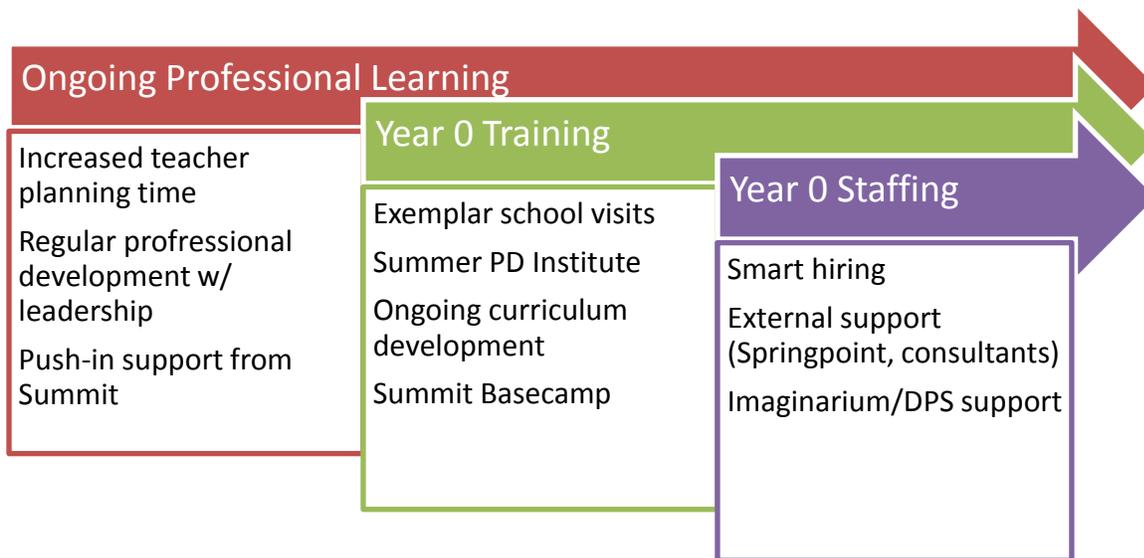
Another key structure at DSISD, one that plays out over the course of four years for students, are our Design Thinking Pathways. We will host two signature Design Thinking Pathways: STEM and Social Entrepreneurship. To be clear, all students will progress along *both pathways* during their tenure at DSISD as they progress towards a senior capstone project that asks them to synthesize their learning in both pathways as they design their future beyond our school. We will work with Project Lead the Way (PLTW) as we build out our STEM pathway. PLTW is being funded through grants currently being applied for, general budget, and Perkins funds requests. Our teachers will participate in a two-week institute on how to implement the PLTW curriculum and facilitate our STEM pathway. Specifically, students will move from Introduction to Engineering Design (IED) in 9th grade, Principles of Engineering (POE) in 10th grade, Biological Engineering in 11th grade, concluding with Engineering Design and Development (EDD) in 12th grade.

The Social Entrepreneurship Pathway is being built out in partnership with the Community College of Denver (CCD). In 9th grade, students will participate in AA109: Career Survey, a project-based course that walks students through six clusters of potential careers with a deep, contextual project attached to each career cluster. In 10th grade, students will take Business Entrepreneurship & Public Speaking in partnership with CCD. In this course, students will collaboratively define a problem and develop a business to solve that problem over the course of a year. In this process, students will gain Lean Six Sigma certification in project management. 11th grade will consist of a Design My Future course (in-house at DSISD) in which students engage in discrete college preparation work (ACT prep, college applications, etc.) along with further work in developing the basis for their impending 12th grade senior capstone project. Through 12th grade, students will synthesize their learning in both pathways into a year-long senior capstone that will pave their way into college and serve as a powerful demonstration of their learning at DSISD. Finally, another goal of our community college partnership is to offer students the option of twelve local college credits or AP credit for use at a four-year university tied to their work in our Design Thinking Pathways over the course of four years.



Building a Better Teacher

At DSISD, we believe in the statement that “the quality of instruction cannot exceed the quality of the instructors.” To that end, we are learning and innovating in the ways that we recruit, hire and professionally develop our teachers. The figure below outlines our overall approach to fully preparing our instructors for the work to come:



Staff will be trained through an intentional onboarding process that invests them in our learning model and through extensive summer professional development prior to launch. Our founding staff members are also co-authoring our supplemental curricula resources as they come onboard. This ownership of curricula design represents a powerful professional learning opportunity that leaves our staff well-aligned and well-prepared to deliver on our ambitious instructional approach. Our learning environment will be informed by and continually evolve according to students' work with adaptive learning tools that constantly provide us with formative assessment data. Our instructional model includes different modalities intended to adjust to meet student needs which includes individualized technology, one-on-one time with teachers, direct small group teacher workshops and collaborative seminars. Specifically, we will address the following professional learning domains through the corresponding structures listed below:

Culturally Responsive Teaching

- DPS training and continua (understanding biases to curriculum design)

ELA Department Consent Decree/ELA Sheltering

- Summit Public Schools
 - philosophy
 - model elements
 - PLP
 - projects
 - asynchronous playlists

DSISD Model Specific

- Mission, Vision, Values, Competencies and Qualities of Innovator
- PYD: Advisement, Restorative Approaches, etc.
- Inquiry Site Rotation Model

- Acceleration and AP as end metric of content knowledge rigor

Design Thinking

- Projects (all classes)
- Service Learning (anchored in grade level Advisement)
- Design Thinking Pathway Classes (STEM/ Social Entrepreneurship-Design my Future)

Assessment Framework/ Data Feedback Loop

- Standardized (MAPs and Mandated)
- Trimester Interim (AP outcomes)
- Ongoing Formative in Classrooms
- projects
- playlist assessments
- exit slips
- ELLs
- WAPT & ACCESS
- Special Education
- Normed
- CBMs/ Progress Monitoring

Technology Tools

- Summit PLP
- DSISD SLATE Competency Digital Portfolio
- IC
- Activate
- Google Docs (grade level tracker)

Instructional Materials

As participants in the Summit Basecamp Program, we have access to the vast resources of Summit Public Schools, a national leader in competency-based learning. We are currently reviewing, adapting and aligning their extensive cache of Common Core-aligned projects to build a strong foundation of instructional materials for our first class of students. We will also utilize pre-AP course maps and Khan Academy as additional instructional materials to support our core curriculum. Lastly, our design team will spend the next few months onboarding teachers and working with them to further augment our cache of projects and align them to our instructional goals through adaptation and refinement.

DSISD is opting to develop and utilize its own curriculum and instructional materials. In Year 0, our focus is on building a strong foundation for engaging and rich instruction. While we're building the capacity of our teaching team, we will be continually procuring, adapting and developing curricular materials that will undergird the DSISD's overall instructional approach. As needed, we will use the DPS adopted curriculum to supplement internally-developed materials that are aligned to our mission, vision, and competency-based instructional model. The goal of this two pronged approach is to drive students towards college and career readiness by ensuring that students master CCSS/CAS and Colorado 21st Century College and Career Readiness Standards. Our instructional strategy emphasizes personalization that is highly attentive to individual students' needs and will allow them to master content at their own pace within our competency-based model. Additionally, as mentioned in prior sections, all curricula and student learning experiences are linked to the Four Qualities and Sixteen Competencies of an Innovator, as these are the structures and student outcomes that bring the DSISD vision to life.

We will supplement this with adaptive software and hardware (Google Chromebooks) that allow us to personalize students' trajectories as they master skills and content at their own pace. We will utilize materials such as science kits and modular furniture that supports varied instructional formats and venues such as a drop-share media center to promote personalization. As we build the campus, we are and will continue to use a Design Thinking process (with a learning environments expert) to intentionally design our classrooms to meet students' needs. The nature of our rotation model will facilitate this as an ongoing process of shaping and re-shaping our learning environments.

The DSISD design and founding team is engaged in strategic planning over the course of this "0"/ planning year, so that a comprehensive and vertically aligned curricula that begins with pre 9th grade competencies and concludes with transformative career relevant skills and knowledge is in place by the start of the 15-16 school year. This planning is being supported and informed through Summit Basecamp, Project-Based Learning experiences, exemplar school visits (High Tech High, Bronx Arena, EPIC High Schools, Summit Public Schools, etc.) technology infusions, and Literacy Design Collaborative (LDC) modules that are used to connect core liberal arts courses to the DSISD Vision and Four Qualities of Innovator.

Summit

Our focus in Year 0 is on procuring and adapting the best possible resources to support the engaging and rich instruction that we intend to deliver. To this end, we are working with Summit Public Schools, a leader in the field of competency-based blended instruction to train our staff during their Summit Basecamp Institute from June 15-July 1 this summer. This institute will train our staff in promising practices in rigorous, blended instruction while also giving us access to Summit's Personal Learning Plan (PLP) system along with a large cache of Common Core-aligned, teacher-developed projects that we will adapt and align to our unique approach as a school.

Literacy Design Collaborative

Two of our key school leaders are trained Literacy Design Collaborative (LDC) facilitators who will tap into the district's LDC program for support in developing LDC modules that will be added to the end of adapted projects (from Summit or elsewhere) to ensure rigor and individual student accountability to the CCSS/CAS. The LDC functions as a writer's workshop for nonfiction that is a proven, research-backed method for significantly increasing student literacy levels.

Structured Supports in Literacy and Mathematics

· **English Language Arts.** DSISD will use the district adopted, research-based *National Geographic Edge* program to provide an extra intervention literacy block to students who are identified as being below grade level in literacy or in need of language development support (see Section III.D English

Language Learner Students). For students with intensive basic reading and phonics needs, the *Edge* curriculum will be supplemented with the research-based and district-adopted *Wilson Just Words* program.

We will have 3 different math tracks:

1. For students who have never passed Algebra:
Algebra \Rightarrow Geometry \Rightarrow Algebra 2 \Rightarrow Pre-Calc
2. For students who have taken and passed Algebra:
Geometry \Rightarrow Alg 2 \Rightarrow Pre-Calc \Rightarrow AP (AB or BC)
3. Accelerated (for students at GBMS who have passed Geometry):
Alg 2 \Rightarrow Pre-Calc \Rightarrow AP Calc AB \Rightarrow AP Calc BC

Math course sequence in practice:

Students who have already completed Algebra before high school will go into Geometry class and those who have not will go into Algebra class. In addition we want to begin offering Geometry at the 8th grade level to students at GBMS which will allow them to take College Algebra year one of High School. This will not be implemented until year two at the earliest but essentially we would have three different tracks as mentioned above. Two of those tracks result in AP Calc in grade twelve, with the hope that our instructional model will allow students to progress more quickly into AP Calc through intensive intervention and support in a competency-based context. Asynchronous instructional supports will assist greatly with supporting students not on track to reach AP Calc in 12th grade to reach that goal for all students.

Students who are behind will use the asynchronous time on A days in order to work on Khan Academy which will help them attain the necessary proficiency on each standard. In addition, students who continue to struggle with certain key mathematics standards will work during their flex block to master those standards. They will receive targeted, small-group instruction so as to best leverage that time.

Project-Based Learning (PBL) & Service Learning Lens

Project-Based Learning is an approach to applying academic concepts and increasing understanding through experiential learning activities that target deeper levels of knowledge. Our deliberate choice to use PBL is based on our extensive research and knowledge of best practices with similar models and student populations. DSISD will integrate a PBL approach as a component of all classes. Teachers will also develop these projects to supplement and enrich the core curriculum using research-based methods beginning with using the model of the Six A's of Designing PBL (Steinberg, 1998). Finally, PBL and Service Learning project designers will seek to use PBL as an authentic vehicle and venue to actualize the school's vision and career pathways, which focus on addressing real-world societal and environmental problems through the emerging thought areas of Social Entrepreneurship, STEM/ Engineering, and Environmental Sustainability, all of which are housed under the Design Thinking approach to problem solving. Through PBL and Service Learning, students will develop innovative solutions to the problems in these areas. Core components of PBL include:

- 1. Academic Rigor:** Projects address key learning standards related to college readiness and state standards to help students develop habits of mind and work associated with academic and professional disciplines.
- 2. Authenticity:** Projects, and especially Service Learning, use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- 3. Applied Learning:** Projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.)

4. Active Exploration: Projects extend beyond the classroom and connect to work internships, field-based investigations, and/or community explorations.

5. Adult Connections: Projects connect students with adult mentors and coaches from the wider community.

6. Assessment Practices: Projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance.

DSISD staff will become experts in PBL and Service Learning; staff will receive professional development and get the support necessary to ensure that Project-Based Learning and Service Learning are as valued and as well designed as the complimentary data driven workshop and asynchronous learning components of the school's instructional model.

21st Century Skills/College Ready Skills

College is a Choice for All. DSISD will implement school-wide college readiness strategies in order to ensure that all students receive a solid program of instruction in key cognitive strategies, attitudes and behavioral attributes, which Conley (2010) has identified as key dimensions of college and career readiness. The foundation of the programming will be the AAA 109/ Career Survey class that all students will take during their first year at DSISD. Additionally, DSISD Advisements will provide ongoing support and explicit modeling in personal organization skills, study skills, and the development of “grit” and resilience that is necessary to go “to and through” college. Additionally, all DSISD students will be supported in pursuing a rigorous course of study, which includes Advanced Placement (AP) classes, honors classes, concurrent enrollment classes, and career pathway college credit bearing elective courses, such as the Project Lead the Way Engineering classes, and Business Entrepreneurship. The formula is simple - raise expectations of students and, with college readiness structures in place, they will rise to the challenge.

Technology. The Partnership for 21st Century Skills has identified Information Literacy, Media Literacy, and Information Communications and Technology Literacy as key 21st Century Skills. Technology proficiency is an essential element of the school, as students will naturally develop their technology application skills by engaging in the instructional model. Students will also build explicit foundational skills in technological literacy through taking the Career Survey Class and participating Project-Based Learning (PBL) modules that emphasize using technology to solve problems and demonstrate learning. Technology will also be integrated into the DPS core curriculum in each core content course. Students will use Chrome Books and other lap top devices to access and complete projects and assignments in each class. The school needs to support a true one-to-one computer to student ratio to support technology integration. Teachers will design and implement course content with a strong technology focus that aligns to Common Core State Standards and Colorado Academic Standards (CAS) and allows for personalized learning.

Career Exploration and Preparation Trajectory: Benchmarks from Career Survey to Senior Capstone

A key pillar of the DSISD model is the intentional integration of post-secondary experiences that move students from developing initial awareness to identifying target career areas that are aligned with students' skills and interests. In addition to ICAP aligned Advisement lessons and the 9th grade Career Survey class, which is a prerequisite course to be completed in students' first year, DSISD will prepare students for college and careers by providing students with a continuum of Career experiences that are aligned with and authentically drive students' ICAP plans. For example, all 9 and 10th grade students will have access to job shadow experiences. 10th graders will also engage in a business entrepreneurship and public speaking class that helps them understand the intricacies of working and communicating across industry lines to solve a problem, via a viable business plan. The trajectory narrows in 11th grade when

on track to competency demonstration students declare an Industry Major and enter into an Internship that aligns with their major. As 12th graders, students synthesize the learning they have engaged in over the course of the DSISD experience by spending half the day at DSISD and the other half of the day taking general requisite and Industry Major aligned classes at the Auraria, CEC, or Emily Griffith Technical College campuses. In addition, 12th graders engage in the Capstone Project experience which is a culminating student designed independent study class that challenges students to identify a partner organization or business in the career area that they have interest in. They then spend the school year working with the partner organization using the Design Thinking approach to understand a challenge the partner organization is working to tackle and then subsequently develop and begin to implement a solution. The career benchmark mark experiences described above are aligned to students' graduation requirements as well as annual and summative demonstrations of learning.

Standards

Our unique Design Thinking Pathway curricula will meet the following standards systems: Common Core State Standards (CCSS) for Math and English Language Arts (ELA), WIDA Standards, Colorado Academic Standards (CAS), and Colorado Career and Technical Education (CTE) standards. The STEM: Engineering for Environmental Sustainability curricula is standards aligned, as it draws on the Project Lead the Way curriculum.

Scope/ Sequence

Our DSISD curriculum will align to DPS courses and essential learning goals, but will be develop in-house as outlined above and below. However, the school is waiving seat time requirements as a component of successful course completion, as demonstration of completion will be based on standard and competency mastery for cognitive skills and competencies associated with each course. The first two cohorts of students will operate under the current CO graduation guidelines, while we work with CDE and DPS on developing a more competency-based graduation requirement system to be in place over the long-term.

We have initiated the process of fully developing a scope and sequence based upon our initial instructional materials and their alignment to DPS ELGs. Please take a moment to view the attached scope and sequence in Algebra 1 aligned with the DPS Math ELGs. This is a strong example of the ongoing work we will be doing with our instructional staff in the coming months as we dig into Summit's project cache, adapt their materials according to our goals, and align them to ELGs to develop a coherent scope and sequence for each content area. We expect to make considerable progress on this in the coming weeks as a top priority for our team.

Focus Area	Supplemental Resources and Instructional Materials	Rationale
School-wide	Student 1:1 electronic devices Promethean boards Gaggle/ Edmodo virtual classroom	Students will use netbooks and Gaggle online learning tools in all core classes to develop information and technology literacy, conduct research, collaborate, publish, and present work.
Literacy	High-interest leveled independent reading libraries Culturally relevant supplemental texts	These supplies will enable teachers to ensure their content is engaging, differentiated, and culturally relevant.

	Literacy Design Collaborative (LDC) mini-tasks infused within language arts classes	
Social Studies	We The People All grades: teacher-developed LDC modules	We The People is a national competition that supports students with understanding and carefully analyzing the US Constitution and Bill of Rights. This program prepares students to enter the areas of political science and law. LDC modules support Common Core Standards for Literacy in History, Science and Technical Subjects.
Science	All grades: teacher-developed Literacy Design Collaborative (LDC) modules	LDC modules support Common Core Standards for Literacy in History, Science and Technical Subjects.
Electives	Technology-Typing program Teacher-developed PBL modules	These supplies are needed to provide high-quality electives courses. Research on Project-Based Learning indicates that in order to provide authenticity, PBL modules should be developed with the particular student and community context in mind; a pre-packaged curriculum is not appropriate and would not serve the needs of our students.

Development Timeline for Supplemental Curricula

Task	Timeline	Person(s) Responsible	Funds
Develop Four Qualities and 16 Competencies of an Innovator Framework	Was completed in February of 2015	School Leader, targeted contractors, and founding staff	Use 0 year Carnegie funds to pay for stipends, contractors, and learning trips to competency-based schools
Develop Syllabi, Scope, Sequence, and Instructional Materials for Design Thinking Pathways: Social Entrepreneurship, STEM/ Engineering for Environmental Sustainability	In Progress/ completed by 5/1/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Use 0 year Carnegie funds to pay for stipends and PD on Design Thinking and Project Lead the Way
Develop Advisement Curricula Scope and Sequence for Four Years (Linked to teaching and monitoring Four Qualities and 16 Competencies & anchored in	In Progress/ completed by	School Leader, targeted contractors, founding staff,	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and

Positive Youth Development Theory: Social Justice, Service Learning, & Self-Efficacy)	6/30/2015	and Earth Force	CASEL social-emotional learning framework experts
Create and Collect Playlist Content	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Minimal Cost, Summit Base Camp partnership can provide these resources
Develop technology integration plan (Infusion into Career Survey Class, Advisement, Core Classes)	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	No Cost
Develop PBL/ Service Learning modules	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social- emotional learning framework experts

Cultural Relevancy

As we supplement our scope and sequence in order to incorporate cross-curricular PBL's, we will make choices informed by student demographics, needs and interests. As much as possible, our model will be designed so that students can connect at a personal level through their own understanding and personal frames of reference. This will include providing opportunities that help students make connections between their own roles as citizens in their local and global communities. Project-Based Learning (learning from exemplar schools such as High Tech High) and Service Learning (learning from exemplar programs such as EarthForce) experiences will provide the ideal context for developing and implementing projects that are culturally relevant and filled with meaningful and engaging content.

We will also select literature that helps students see themselves in the curriculum, as well as learn the perspectives of diverse voices. To address the needs of our linguistically diverse population, we will utilize the *EDGE* Curriculum, an evidence-based curriculum from National Geographic that supports cultural responsiveness among students and our ELL population needs.

To prepare our staff to be culturally responsive, we will participate in anti-racism and bias trainings through summer professional development, via in-house professional development, as well as cultural responsiveness trainings from DPS experts such as Bill De La Cruz and Dr. Darlene Sampson. Throughout the year in PDs we will continue to inform ourselves of culturally responsive practices aligned to our mission through collaborative readings from books that evince promising practices like *Black, White, and Green: Farmers Markets, Race, and the Green Economy (Geographies of Justice and*

Social Transformation), by Alison Hope Alkon. DSISD will also ensure that culturally responsive pedagogy underlies the work that teachers do in PLCs on a daily basis.

DSISD will have ongoing restorative circles during the school and in advisory with students where they are asked to have courageous conversations relevant to our school's cultural responsiveness. We will use promising restorative practices employed by leaders in the field such as the [Morningside Center for Teaching Social Responsibility](#) that include restorative circles that build community and students' social emotional skills as well as restorative conferences to address situations in which harm was done as an alternative to punitive discipline. Our approach to discipline/behavior management will embrace restorative practice and will strive to avoid the disproportionate suspensions and expulsions of specific groups of students that we see across the country. We will engage in culturally responsive prevention and intervention practices that enlist students and families in conversation with school staff in ways that avoid detriment to student learning.

Our regular demonstrations of learning will incorporate local communities and families in meaningful ways that allow for cultural integration and sharing. We will organize a Bilingual Parent Action Committee (BPAC) and continue to provide DPS translation support on the structural level. As we recruit and grow our school, we will engage in targeted community engagement to reach groups such as the African-American community in Denver as we invite them into our school.

Evidence Basis for Supplemental Curricula

Broadly, we are building on the promising practices in exemplar competency-based models around the country such as Summit Public Schools, High Tech High, EPIC High Schools (NYC), the State of New Hampshire, and others. Summit Public Schools continue to significantly outperform local schools with similar populations while exposing students to rigorous, college-preparatory curricula that results in greater levels of college retention and completion. High Tech High has been a leader in the field of project-based learning and teacher preparation since 2000 with its high college acceptance rate, strong college completion rates and impressive success on standardized and Advanced Placement tests for subgroups populations. EPIC High Schools in New York City have developed a promising, evidence-based model (drawing from the aforementioned exemplars) that is showing great potential in the way that it personalizes instruction for students while maintaining high levels of rigor for all learners. Finally, the State of New Hampshire is making great strides by employing a dynamic blended instruction model as an approach to competency-based learning that is achieving promising early results with students. Finally, when developing supplemental resources, we will also plan to work with the DPS Literacy Design Collaborative (LDC) team to strengthen our approach to school wide CCSS-ELA integration and robust PBL summative products.

B. Class Size.

Classes at DSISD will seek to have an average class size of 25-28 students per class, and the structure of lessons will into three primary categories:

1. Asynchronous- Content Workshops days,
2. Collaborative Project- Teacher Consult Days, and
3. Student Choice days.

The lesson format on these days will vary from student led mini-lessons on class specific content and skills to student group presentations on elements of six week and trimester long projects. As a teacher launches a new unit and enduring understanding, she or he may leverage the gradual release of responsibility (I do, we do, you do together, and you do independently) to develop capacity of the group as a part of the initial introduction. However, in general, lessons will be more personalized and inquiry

based, as they will be characterized by self-directed learning opportunities that allow students to pace through content at a pace that is student specific and linked to promotion upon student demonstration of mastery.

C. School Schedule & Calendar

In keeping with the framework outlined in *The Strategic School* (Hawley Miles & Frank, 2008), DSISD will employ strategic use of time and resources to create schedules that meet students' needs. DSISD will follow the DPS Secondary Calendar, with the exception of the use of a trimester term structure and two Expedition and Intensives weeks that allow students to engage in field work related to daily courses as well as Service Learning and personal passion projects. Features of the schedule that will optimize learning for all students include:

Extended school day: Students will attend school for eight hours a day (8 AM-4 PM) on Monday, Tuesday, Thursday and Friday and 6 hours a day on Wednesday (8 AM-2 PM) for approximately 173.5 days a year.

Intensive professional development time for teachers: Following the highly effective staff development model used by school networks such as DSST and STRIVE Preparatory Schools, teachers will participate in intensive planning sessions before the school year begins, weekly professional learning community meetings in content and grade level teams, and weekly professional development in order to examine student achievement data and adjust instruction. During the school year, teachers will participate in 72 hours of early release professional development, nine days of in-service (Green Days) during the school year, and five days of in-service before the start of the school year.

Daily Schedule: DSISD will use a modified block schedule that strikes a balance between daily 70 minute extended blocks in Language Arts (LA), Science, and Math and alternating day 70 minute blocks in SS, Design Thinking Electives, Physical Education and World Language. The design team selected a 70 minute period length because this frame of time supports inquiry-based learning, lab classes, extended writing, and the ability to run three to four lesson elements and transitions in a single period. Additionally, a 30 minute Advisement period and 45 minute FLEX Block will be held four days per week, with Fridays being held for grade level Morning Gathering meetings during Friday Advisement. Advisement and FLEX Block will not take place on Wednesdays in order to create time for staff professional development. This schedule far exceeds the minimum instructional time requirements, and it allows for student personalized scheduling to support strategic enrichment, acceleration and remediation. Finally, it should be noted that exceptional learners, such as students with mild-moderate to intensive disabilities, students identified as English Language Learners (ELL), and students identified as Gifted and Talented, are strongly supported by DSISD's daily schedule, the use of time within the instructional model as a whole, which is designed for ensuring differentiated support in core classes and enrichment/support periods (Advisement, Lunch Lab, FLEX Block), and the data-driven personalized approach to student schedule development at the start of the year and prior to each trimester.

Appendix F- School Schedule and Annual Calendar

D. Progress Monitoring and Assessment

1. Assessments:

DSISD will implement a data-driven instructional framework similar to the model proposed by Patrick Bambrick-Santoyo in *Driven by Data* (2010). As such, progress monitoring and assessment play a central role. In order to measure students in the "Personal Academic Excellence" Innovator Quality and its four associated Competencies, which is where all content standards (CCSS, CAS, CTE Standards, WIDA standards) are tracked, DSISD will administer a variety of summative and formative assessments as outlined below:

- **State-mandated Assessments:** DSISD will administer state mandated assessments (PARCC, W-APT, WIDA-ACCESS, CMAS) in accordance with state and district mandates and time windows. Data from these assessments will be examined at the cohort level, class level, and individual student level at the beginning of the school year and when made available.
- **Interim Assessments:** While, we will not be using DPS assessment interims, we will draw on the content from these assessments and we will be using NWEA (MAPs) interim assessments as a requirement for the Carnegie grant. These tests will be administered four times per year: 1. Baseline assessment during the second week of school, 2. End of trimester 1 assessment (12 weeks), 3. End of trimester 2 assessment (24 weeks), and 4. End of year MAPs. We will administer end of Trimester interims for each core class alongside the NWEA MAPs assessment as well. The trimester exams will be informed by Advancement Placements measures (such as materials from AP practice tests) and will borrow from DPS interim and unit assessments but are not limited to this. Overall, we hope to map our assessment regime to AP and Pre AP outcomes whenever possible to ensure that we are consistently pushing students towards increasing levels of rigor. We will ensure teachers have the understanding and time to ensure instruction is data driven from these interims.
- **Unit & Edge E-Assessment Formative Assessments:** In order to stay anchored in DPS curricula and professional development supports, which have been developed with alignment to CCSS and CAS, DSISD may draw upon unit assessments that have been developed over the last year by the various curriculum departments at the district level. In addition, in support of the language development of Language Learners, DSISD will utilize the bi-weekly formative assessments and 6-8 week unit assessments that are anchored in the National Geographic Edge ELD curricula E-Assessment tool. Finally, it should be noted that due to the competency-based model and its asynchronous learning component unit and Edge E-Assessments will be administered on an individual basis when a student self-advocates for an opportunity to demonstrate mastery of the content they had been working on. This is a radical departure from the whole class approach to content delivery and subsequent assessment.
- **Daily Standards-Based Formative Assessments:** During data cycles and on a day-to-day basis teachers will develop and utilize ongoing formative assessments in the form of daily exit slips/ tasks, weekly quizzes, and quick surveys that may be administered with clicker technology.
- **Competency & Standards-Based Progress Reports:** In order to clearly communicate students' progress toward their targets, DSISD will use standards based grading to assess student progress in all classrooms. In a competency-based system, teachers report student mastery level of defined learning targets (state standards) instead of the accumulation of points. In addition to standards, DSISD progress reports will also contain measures of habits of Success Competency.
- **Other assessments:** Scholastic Reading Inventory (SRI) will be given three to four times a year as formative and nationally normed progress monitoring assessments of students' reading comprehension. Students with specific IEP goals may participate in additional progress monitoring using research-based probes.

2. Performance Goals:

DSISD will seek to meet or exceed district expectations for the School Performance Framework (SPF). Due to lack of baseline data on PARCC and CMAS for like schools, DSISD will use CCSS and CAS aligned Interim Assessment measures to gauge readiness for these national and state exams. The PARCC, CMAS, and ACCESS goals listed in the chart below are estimates based upon past outcomes on ACCESS as well as predictions in the drop on scores that is anticipated when students take PARCC.

English Language Acquisition (ELA) Interim Progress Monitoring

In order to ensure that ELL students are prepared to perform on the ACCESS and PARCC assessments, DSISD will closely monitor its English Language Development (ELD) and ELA programming via use of

the *National Geographic E-Assessment* tool, which assesses the *Edge* curriculum and students' performance on the WIDA and CCSS standards. The format of this assessment plan as well as other supports for ELL students is covered in the upcoming ELA section. However, performance outcomes are below:

- 90% of students enrolled in *Edge* ELD classes will score at least an 80% on bi-weekly progress monitoring cluster assessments
- 90% of students enrolled in *Edge* ELD classes will score at least a 75% on Unit Assessments and Language Gains Assessments

SPF Anchored Performance Goals

In addition, DSISD has set goals that meet or exceed SPF targets in the following areas:

- Subgroups' MGPs meet or exceed that of reference group
- 95% or higher daily attendance rate
- Student satisfaction survey: 90% or higher positive response rate
- Parent satisfaction survey: 60% or higher return rate, 90% or higher positive response rate

During the school's first year, enrollment, attendance, and interim assessments will be especially important in monitoring school progress.

Interim data analysis meetings will provide a venue for measuring the school's progress toward these goals at a school-wide, classroom, and individual student level.

Data-Driven Corrective Action

Immediate action will be taken in the case that DSISD students, teachers, and/ or departments fall short in reaching these performance goals. Action is ensured through the DSISD Weekly Inquiry Site Rotation Model (WISRM) and protocols as well as re-teach structures. Structured teacher reflections on student data happen on a daily and weekly during the substantial time that teachers are allotted for data analysis and planning. Results from these reflections are used to develop re-teach plans that are developed at a classroom teacher and/ or departmental level. Re-teaches will address whole class, student sub-group, and individual student needs. Furthermore, as a part of the Habits of Success Competency students and Advisement teachers are aware of re-teach needs and goals, and they collaboratively monitor progress towards reaching these goals.

Should performance fall short at the school level, the school leadership team will determine appropriate corrective actions, such as changes in the professional development priorities or intervention structure. Should performance fall short at the classroom and individual student level, corrective actions are discussed under Section IV.B, Teacher Coaching.

Approach to Dropout Prevention

The WISRM (our instructional model where students spend two days a week working asynchronously on standards-aligned playlists on which they have not yet demonstrated mastery) and daily differentiation support students passing classes and not falling behind a universal Tier #1 level, As a Tier #2, student who are at risk of failing can be enrolled lunch lab and FLEX academic support as intensive support time to ensure passing classes. Students who do fail a class have three options: re-enroll the following year, complete the course via Summit or APEX at an asynchronous time, or attend summer school. The Deans of Culture and administrative staff will review the D and F list on a weekly basis to identify and intervene with students who fall in these categories.

Progress Monitoring:

Data analysis and data-driven instructional refinements are essential elements of a data-driven instructional model. As such, DSISD teachers will frequently analyze assessment data to refine and inform instruction. At DSISD, teachers will take part in a daily PLC process built around data cycles in which they will analyze data, look at student work and provide feedback to each other. They will also receive coaching support from the Dean of Curriculum and Instruction, Differentiated Roles (DR) teachers, and other school leaders. Teachers will design common formative assessments, backwards plan instruction based on those assessments, analyze data from the assessments, and plan future instruction that informs the inquiry site rotation placement of students on a daily and weekly basis.

The PLC data cycle, in conjunction with weekly PD, also includes weekly grade-level RTI conversations that allow teachers to analyze student behavior and attendance data, develop classroom level interventions, and track the success of those interventions. Roughly every six to eight weeks, teachers will meet for a full day of data analysis. During this time, teachers will examine school-wide and district-wide data trends and meet with a content partner, DR teacher, and/or the Dean of Curriculum and Instruction to complete item analysis, standards analysis, and subgroup analysis of their assessment data in order to determine the planning needs for students who are accelerating and those who need explicit intervention for the next six weeks of instruction. Teachers will also use NWEA MAPs interim data to plan for content to be covered during Intensives weeks. The Principal, Assistant Principals and DR Teacher Leads will create protocols for helping teachers access and interpret relevant data and will work with teacher leaders to coordinate protocols for data analysis, both during daily PLCs and during interim data analysis days. The Dean of Student Engagement will work with teacher leaders to develop protocols for RTI conversations during PLC time. Student performance data will be housed in our own Learning Management Systems (LMS) that will include a competency dashboard for each class. This dashboard will inform every students' personalized learning plan (PLP) and will data from class work, asynchronous learning playlist tasks, collaborative seminar PBLs, and assessments, both formative and summative. Finally, students and parents will have access to student progress on a weekly basis through access to our LMS. Students will receive more formal progress reports once every six weeks.

Promotion/ Retention Policies & Spring Summit Demonstrations of Learning (DOL):

Because of our commitment to helping students achieve grade level mastery, DSISD's promotion and retention policies add detail to DPS Board Policy IKE-R. In order to be eligible for regular promotion, students must receive a passing grade in all core content area classes. However, students' receiving a passing grade and associated credit for the course is dependent on mastery rather than seat time per term. If a student receives a failing grade in a core content class, he or she must attend and pass the course in summer school in order to be eligible for promotion. Students may attend summer school for up to two core content classes per summer school session. In order to inform parents and students of this policy, is a) included in the DSISD parent student contract, b) included as a letter of concern on relevant progress reports and report cards and c) communicated at Advisement student-led parent-teacher conferences for relevant students and d) form part of the Advisement curriculum and protocol for examining grades. In addition to passing grades forming an element of promotion, in order to be promoted to the next grade students are required to present a synthesis of their learning for the year at the annual Spring Summit Demonstration of Learning (DOL). The content and depth of student-led DOL Spring Summits will depend on the student's grade level, as the transitions from 10th to 11th (Lower House to Upper House) and 12th to 13th (Stepping into College and Career) will carry special significance. Finally, in the Spirit of the Transformative Leadership Innovator Quality, students who successfully conclude the ASCENT Year (13th grade) will be invite to Spring Summit DOLs as keynote speakers.

Carnegie Unit and Shift to Competency-Based Promotion Model

As a Competency-Based educational program that is on the forward edge of educational reform and innovation, DSISD will reconceive promotion and retention policies in an effort to shift thinking and

practice away from the traditional structure of the Carnegie Unit, which measures student seat time and course grades, and toward a promotion policy that is rooted in student demonstrations of competency in the Four Innovator Qualities and 16 Competencies. DSISD views this shift on a continuum that spans from current district grading, promotion, and retention policies to a completely redesigned high school experience that aligns promotion to earning credentials and mastering skills that are sought after in emerging industries and career fields, such as engineering, entrepreneurship, innovative design, and environmental sustainability. DSISD is already working alongside district, state, and national policy makers to negotiate a strategic and sustainable pathway for the school's evolution to a completely competency-based model over the course of the next 1-3 years. Early examples of this shift that will be pursued in the school's first year are the use blended learning online platforms to have students demonstrate mastery of content outside of the bounds of time restraints. Additionally, the competency framework that the DSISD team has created is designed to allow for asynchronous student learning that focused first on depth before promoting students through a breadth of courses at their own pace. For example, the school's Weekly Inquiry Site Rotation Model (WISRM) will allow for a single 9th grade Social Studies World Geography class that has students working on the same content at varying levels of depths of knowledge, so that some students earn general or modified (possible Special Education option) credit, some students earn Honors credit, and some students may earn Advanced Placement (AP) or Concurrent Enrollment

(CE) credit.

In order to support students' access to college options and interschool transfers, the DSISD Competency-Based Grading Policy will convert students' grade to the DPS traditional high school grading scale, so that Term grades can be transcribed; grade conversion is a common practice in competency-based programs across the nation. The Summit Personal Learning Plan (PLP) system has a formula that converts grades.

In addition to blended learning platforms and competency-based grading measures, DSISD will function around weekly data cycles that are linked to the WISRM instructional cycle. These cycles will be used in conjunction with the DSISD Competency-Based Grading Policy to identify students who are in need of remediation and additional, real-time support with a standard or skill. Along these lines, students who demonstrate Partial Proficiency and Unsatisfactory scores are monitored on daily, weekly, six week, and trimester time frames, and results may generate any of the four intervention and/ or enrichment actions steps listed below:

Targeted Competency Re-teach Structures:

-In-class re-teach: students who demonstrate knowledge and skill gaps, via in class work and exit slips, are re-taught and regrouped within 24 hours.

-Arts Integration, FLEX Block, and Lunch Lab Re-teach: Competency-based learning and assessment expert Chris Sturgis consulted with the DSISD design team about the importance of flexible periods of time in the school day that can be used to personalize instruction and curricula to students' individual and sub-group needs. In addition to having adaptable core instructional periods, DSISD will have FLEX Block at the end of the day, which will be used for offering credit bearing, student interest based elective and enrichment classes as well as teacher assigned reteach and support opportunities. FLEX Block is a 45 minute class period that meets daily and is adjusted in schedules on a trimester basis. In addition, student will have access to the daily Lunch Lab study hall structure.

-Post-Interim "Intensives"/Re-teaches: DSISD will offer week-long "Expeditions" and "Intensives" near the end of first and third trimesters. These intensives are listed in the sample calendar. Though the primary purpose Expedition/ Intensives weeks is to engage students in personal passion learning opportunities, applied field work linked to the core, and Service Learning culminating experiences, these

weeks will also be used for intensive reteach for groups of students who are identified as being at risk of falling behind in competency demonstration.

-Summer Competency Challenge Academy (SCCA)/ Summer School: At the end of each school year students and staff will collaboratively review student mastery in each of the Four Innovator Qualities and 16 Competencies. Students who show marked deficits in one or more of these areas (with the greatest emphasis being placed on passing grades) will be recommended by Advisement teachers and will self-select to engage in a 3 week summer academy in order to be promoted to the next grade. The primary aim of this structure is to ensure that students are growing in all areas of the DSISD competency framework: students who are the furthest behind are given the most support. Growth and commitment are two of the primary measures of student success in SCCA. Students will sign a contract upon entry to DSISD that they agree to and will follow this expectation if they are determined to need this level of support. In order to fund this structure, DSISD will work with DPS to be one of the regional host sites for DPS Summer School.

**** Note on Competency-Based Assessment System**

DSISD will frame all assessment through a competency-based lens. As mentioned in Part A of the Education Program Section, DSISD students and staff will strive to demonstrate growth and eventual mastery within all the Innovator Qualities and Competencies.

Traditionally, schools have focused primarily on assessing students' knowledge of the core content areas (Math, Language Arts, Science, and Social Studies), and local, state, and national assessment systems and measures are linked to this end. One of the primary reasons high school and national secondary education policy focus almost singularly on performance in the core is because of college acceptance measures. College entry is primarily based on students' performance in the core as measured by the ACT and SAT assessments and students' high school transcripts, which reflect grades in courses completed and Carnegie seat time earned. In order to ensure that DSISD students are competitive candidates for the most prestigious universities, DSISD curriculum and assessment systems are designed to ensure that at a minimum students will perform well on ACT, SAT, and state and national assessments (PARCC/CMAS), as the college and career systems requires them to meet this end. However, demonstrating mastery of content knowledge on standardized assessments, which falls under the "Personal Academic Excellence" Innovator Qualities and Competencies, is only one of the four domains in which DSISD students will demonstrate competence. In order to equip students to be well-rounded citizens, innovators, and transformative leaders in society, DSISD's Competency-Based Assessment system provides a robust data collection framework that measures students' and staff members' competence in each of the four domains that operationalize the school's vision.

All four of the DSISD Cornerstone Competencies are assessed through a common competency-based grading framework. Below is a summary of the six elements of Competency- Based grading according to Sturgis (2014) and how DSISD programming will incorporate each element.

Elements of Competency-Based Grading

- Embrace explicit learning progression or standards so that everyone will have a shared vision of what students should learn.

Using CAS, CCSS, WIDA, and CTE standards, content teams will utilize a tool for standards tracking. Standards tracking will be at the **Evidence Outcome** level. Students will be scored on their most recent proficiency level. The purpose of this is that effective planning begins with the end in mind. As the instructional leader, the teacher must have a clear plan for what standards will be taught, at what level of rigor, and finally at what time in the academic school year. Having a clear vision of what mastery looks like (at various levels of rigor) will drive purposeful learning.

- Develop a clear understanding of levels of knowledge so that students and teachers share an understanding of what proficiency means.

The design of the school relies upon students being provided with an education that meets their academic needs and status. As a competency-based high school, students will be able to move from grade to grade, within a content area, based on their mastery of content standards. The content that teachers will cover is aligned to the Colorado Academic Standards and the Common Core State Standards. Standard mastery will be determined by having students complete a variety of assessments linked to content standards at each level of Costas Levels of Questioning.

Teachers will work in Personal Learning Communities (PLC) groups at DSISD, and with partner middle schools (GBMS and HCAS) to plan, design, implement, and execute both curriculum maps and aligned assessments. Teachers will need to determine and prioritize the academic standards that spiral throughout the grade levels (vertical planning) so that each course is built upon a common foundation. These PLC based conversations will be vital in developing a common vision for what content/standard mastery looks like for each grade level/content area.

Teachers will use rigorous exams such as the national PARCC assessment, the New York Regents exam, and The Colorado Measure of Academic Success (CMAS) Framework, in addition to other resources to determine the level of rigor and validity of the assessment design/question.

Professional development and Green Days will be used to ensure that teachers are planning and designing assessments/products that ensure the highest level of quality.

- Ensure transparency so that educators, students, and parents all understand where students are on their learning progression.

Throughout the history of public education grading has been used as a measure of student compliance and knowledge acquisition. However, this system results in gaps in understanding what students actually know and are able to do. The shift to a standards- and competency-based model provides teachers, students, and families with a more accurate snapshot of where students are academically. As students progress throughout the course, their status on the mastery continuum will move. Weekly data cycles, daily observations of learning, and other assessments will be used by teachers to determine their effectiveness/success and areas of need. Data will be used to inform planning for teachers. Students will use the data to determine their own areas of needs, supporting the development of student confidence and self-agency.

The key for the successful implementation of this system is the ability to design rigorous assessments that are aligned to the CAS, CCSS, and CTE standards. A successful grading system cannot be ambiguous. Nor can it be punitive, in that it punishes students for their socio-cultural identity. A student who is able to demonstrate proficiency on an exam, over time, should not be punished for compliance issues.

Example – A student demonstrates mastery on an assessment but has two missing assignments in the grade book. In a traditional grading system, the student’s level of knowledge exceeds what the grade book reflects, because grades, traditionally, are tied to completion. Conversely, the DSISD Competency-Based Grading system will ensure that a student’s grade/status is tied directly to their academic standing. Their inability to complete every assignment will show up in their assessment on a different competency, but will not be confused with their academic knowledge.

- Create a school-wide competency-based grading policy.

The Curriculum, Instruction, and Assessment (CIA) Sub-committee is tasked with leading the initiative to define the DSISD school-wide competency-based grading policy. The CIA sub-committee will ensure that this policy is fully crafted by the end of Summit Base Camp PD in June. In addition, this work will draw on exemplars of competency-based learning to define the correct balance of interim assessments, formative assessments, and authentic performance demonstration products. Likewise, in this effort the

CIA sub-committee will lead the process in selecting assessment systems and Learning Management Systems (LMS).

- Offer timely feedback and meaningful reassessments so that students can continue to progress and stay on track.

In order for competency-based grading to be implemented effectively, teachers must analyze their student mastery data through a critical lens. Teachers must be able to determine student groups for enrichment and remediation. Assessment data serves no purpose if it does not shed light as to where a student's Academic and Life Long Learning skills stand in real time. Competency-based grading provides the clearest picture. A properly designed assessment will provide the teacher with the needed information to design remediation and enrichment plans for students. At DSISD, standard/ competency mastery will be used to inform students' activities for the Intensives/ Expeditions experiential learning experiences that will take place toward the end of the first and third trimesters. Students will have the opportunity to enrich their understanding of the content in a real world context, supporting proficient students in going deeper in their understanding and not-yet-proficient students in grappling with the content from a different vantage point with supports in place to reach mastery. These learning experiences will provide students with a real world application of the content knowledge they acquire in classes.

Students who fall below the proficiency band will take part in enrichment intensives as well as a week-long intensive remediation course. This course will be designed by the content teachers and will target each individual student's area of need. The personalized learning plan, taught during the remediation week, will ensure that students in need of remediation and additional support are provided another opportunity to show mastery of content standards.

- Provide adequate information infrastructure to support students, teachers, and school-wide continuous improvement.

There are many tools that teacher leaders can utilize to ensure that students and families have real time information regarding academic progress. The DSISD LMS will provide real time feedback to students about their level of mastery on content standards. Personalized data trackers will be critical in ensuring this process. Students will track their progress and level of mastery on content standards daily through exit tickets and daily observations of learning.

Ongoing professional development on competency-based instruction and assessment will be provided. DSISD will draw on in-district expertise, such as Bob Goode and Jessica Long, to provide professional development opportunities for PLC groups and individual teachers around data driven and competency-based teaching. Teachers and school leaders will be normed on what mastery is and how to move each student toward standards mastery. These learning sessions will take place on Wednesday early release days and Green Days.

Graduation Requirements

The DSISD sequences of modules (and the learning targets therein) are aligned to DPS ELGs and AP/ CE courses such that students who demonstrate mastery within these modules will be on course to meet all current course and graduation requirements. Again, DSISD will teach required courses for DPS graduation, but will have flexibility in the seat time requirements per course. Furthermore, we are proactively planning for expected changes in state graduation requirements by developing a sequence of learning experiences that exceeds current graduation requirements and is aligned with expected changes. Our model, in general, lends itself to the positive direction in which state graduation requirements seem to be heading.

DSISD uses a comprehensive curriculum and assessment framework for teaching and monitoring mastery of the Innovator Qualities and Competencies, which are backwards planned to align with and exceed the newly proposed Colorado High School graduation requirements that are scheduled to begin with the 9th

grade class for the fall of 2017. This work will continue to evolve through an iterative process as the school builds out from grades 9-13 (ASCENT 5th year) over the next five years. Thus, DSISD will exceed the current Denver Public Schools (DPS) graduation requirements, as identified in DPS Policy IKF. The DSISD design team is being proactive in building a school model that encompasses existing DPS graduation requirements and that will meet and exceed the proposed Colorado Graduation Competency Demonstrations. This includes following the standard DPS high school departmental course sequence and credit requirements, which are based on seat time measures. However, demonstration of mastery of content for these classes will happen outside of seat time and credit will be awarded in trimester rather than semester windows. Thus, students who are able to pace through content at an accelerated rate, will be able to earn credit 50% faster, and/ or will be able to take more advanced classes. As mentioned in the grading section, the competency-based grading scale will be converted to traditional high school grades at trimester for the purpose of transcribing credit, which is still based in Carnegie Units. Grade-point averages will also be calculated following the traditional format with an A= 4.0, B= 3.0, C= 2.0, D=1.0. All DSISD students will be encouraged to take classes for honors or AP credit if the content is within their Zone of Proximal Development, as there these opportunities exist in the general classroom.

DSISD's graduation outcomes are set to meet the new Colorado graduation outcomes through both academic Competency Demonstrations (ACT, AP, Concurrent Enrollment or ASVAB, etc.), as well as the newly proposed less traditional Competency Demonstrations that are yet to be defined. For example, students may demonstrate the "Be Professional" DSISD Innovator Competency by earning industry certifications and credentials while working in an internship with one of the DSISD community partners, such as the workforce training and credentialing organization Grid Alternatives. Likewise, students' completion of the DSISD Senior Capstone Project will meet and exceed the Capstone demonstration requirements that CDE is in the process of developing, as Senior Capstone Projects will combine the CDE requirements with the DSISD requirement that students work with a community partner to identify and solve a problem of practice. Finally, the new Colorado Competency Demonstrations will represent a minimal shift in DSISD students' experience, as they will have been required to present a robust portfolio of learning at the end of each grade level during Spring Summit Demonstrations of Learning.

In addition to the outcome listed above, DSISD will ensure that EVERY student graduates with several Post-secondary options, one of which is college. Therefore, the primary post-secondary outcome for all DSISD students is to ensure that they meet high school graduation requirements on time or sooner. Secondly, DSISD programming will seek to have at least 80% of its students meet the minimum requirement to waive out of college remediation. This may involve, but not be limited to, taking developmental and advanced concurrent enrollment courses, passing thresholds for the assessment that will replace Accuplacer, having qualifying scores on AP Language Arts and Calculus assessments, and meet minimum ACT subject scores in the areas Math, English, and Reading. In addition, as a part of the Life Long Learning and Citizenship Innovator Quality, all DSISD students will be required to apply to and be accepted into at least one college or university. Along these lines, since DSISD will follow the ASCENT for ALL/ Early College model, students will be encouraged to stay enrolled at DSISD for a fifth year to continue course work toward an Associate's degree through the ASCENT program. This comes at no extra cost to the school, as students simply stay on DSISD's enrollment.

E. English Language Learner Students

English Language Acquisition Program (ELAP) Overview:

DSISD will meet the needs of all of its English Language Learners (ELLs) in compliance with Federal and State Laws (Section 22-24-105 of the Colorado Revised Statutes) through the implementation of a comprehensive English Language Acquisition Program (ELAP). The program will focus on helping the ELLs at DSISD to make progress towards attaining grade level proficiency in the areas of reading,

writing, speaking, listening, and critical thinking. Additionally, aspects of the program will be implemented school-wide with the goal of helping all students develop academic language skills in the areas of listening, speaking, reading, and writing. Based upon initial student choice in data from Choice Round #1, DSISD will serve a medium number of ELLs who have varying language proficiency levels. As the school's demographics will somewhat reflect the current demographics of Southeast region of DPS, ELLs may make up 20% to 25% of the school's student population. Therefore, school-wide and targeted academic programming for ELLs represent critical components of the school's plan for effectively meeting this student group's academic and developmental needs.

All ELLs will receive a daily ELD block (minimum of 45 minutes long) and they will attend a separate LA core block that may be every other day for 70 minutes. These classes are separate from each other and do not replace one another.

1. Identification Process:

Upon enrollment at DSISD, ELLs will be identified through their parents' completion of the Home Language Questionnaire (HLQ). Parents of ELL students will also be provided comprehensible support and resources, via oral communication by staff and DPS support department staff, as well as translation and/or native language documents, in order to make an informed decision about the type of ELA program and services that are available. Parents' responses will be sent to the Denver Public School District's (DPS) English Language Acquisition (ELA) Department, where it will be determined which students qualify to take the W-APT and WIDA-ACCESS language proficiency assessments. DSISD ELAP staff members and the Site Assessment Leader (SAL) will then administer the W-APT assessment within 10 school days of placement and/or WIDA-ACCESS tests to all identified students. The W-APT tests will be scored through the DPS ELA Department, and the results will be sent back to DSISD staff. These will determine the level of language support services ELLs will receive. Identified students whose parents opted to receive ELA services, will be placed in the appropriate ELD and sheltered core classes as soon as placement data (WAPT-ACCESS) is available and within 30 days of the time they enrolled at DSISD. This placement decision will be communicated to parents at the time services begin, which may be as soon as the DPS ELA department sends placement data back. If this is at the beginning of the school year, then parents will receive communication within 30 days of the beginning of the school year if their child is to be placed in Language Instruction Education Program (LIEP).

DSISD will follow district policies by establishing and maintaining an Instructional Services Advisory (ISA) Team. In the first year, the ISA Team will be comprised of the DSISD Principal, the DR: TTL, DR ELA Coordinator/ELA-E Team Lead, an English Language Development (ELD) teacher, and the core Language Arts teacher who will have or pursue highly qualified status for Linguistically Diverse Education. Additional ISA Team members from various content areas will be added over the course of subsequent school years. The ISA Team members will collaborate to ensure that the needs of ELL students are being met and that the DSISD ELA Program and DPS Modified Consent Decree requirements are implemented with fidelity. The ISA Team will meet on a monthly basis to address the following areas: 1. Ensure correct placement of ELL students, 2. Monitor current and exited/re-designated ELL students' language development and academic progress, and 3. Exit/re-designate students from the ELA Program.

2. Assessment & Placement:

Current ELL Students: Students who do not test proficient on WIDA Access and/or W-APT will be designated as ELLs and they will receive ELA services, if their parents opt into this programming. The ISA team will focus much of its planning and collaborative efforts on monitoring the language development of this group of students. In addition to WIDA Access, ISA team members will monitor students' language development and proficiency by using Curriculum Based Measurements from the adopted *Edge* ELD Curriculum. Parents will be notified about their child's placement in ELA Programming within the first 30 days of the onset of each academic year, via informational mailers and in

person meetings, which parents of all ELA services eligible students will be invited to. Additionally, parents of ELL students will be encouraged to attend and participate in the DSISD Bilingual Program Parent Advisory Committee (BPAC).

Monitoring Status and Redesignated ELL Students: Students who test at the proficient level on WIDA Access and partially proficient level on TCAP/ PARCC will be placed on monitor status for two years. In addition to WIDA Access and TCAP/ PARCC results, Curriculum Based Measurements (CBMs) and standardized assessments, which may include but are not limited to LEXILE reading comprehension tests, *Edge* Curriculum assessments, LDC writing samples, reading running records, and informal reading, writing, and language assessments and observations done by qualified teachers, will be used to monitor former ELL students' academic progress and ability to learn in the core without additional ELA services. Redesignated ELL students' performance on these assessments will be tracked through the RTI process, which documents all students' achievement and identifies students who are not succeeding in the general curriculum. Lastly, formerly identified and exited/monitor status ELL students will continue to receive support through the school-wide use of sheltered instruction techniques and the SIOP Model®.

3. Program Design and Curriculum:

The DSISD ELAP is anchored in three key components: 1. school-wide sheltered instruction through the use of the SIOP Model®, 2. targeted English Language Development (ELD) classes, and 3. strategic support from an ELA-S Resource teacher (if school is identified as such). These three components are combined to provide a comprehensive framework for meeting the language needs of ELL students. The ELD class and ELA-S resource teacher are the core elements of the program, as they allow ELLs to receive explicit language development instruction and access their most difficult core content classes, through expert bilingual support. The coinciding school-wide sheltering of core content and electives instruction acts as an umbrella to make the general curriculum accessible to ELL students.

Based upon regional demographic analysis data and at a full build out of 500 students, DSISD anticipates that it will have between 70 to 90 total ELL students. Furthermore, 40-50% of these students will be above the intermediate level, which suggest that the school will serve roughly 25-35 ELL students whose language proficiency is at the intermediate level or lower. Therefore, DSISD will plan to adopt the DPS ESL/ ELA-E model, but will be prepared to operate a model that also incorporates an ELA-S Resource teacher. This model entails preparing all DSISD teachers to provide native language support and sheltering of instruction, both of which allow students to access content and the general curricula. Additionally, DSISD will provide targeted supports in the form of the district adopted ELD curriculum, *National Geographic Edge*. Finally, beginner and early intermediate ELL students will receive support from a bilingual paraprofessional and possibly ELA-S resource teacher. Each program element is discussed in more detail below:

School-wide use of Sheltering Strategies from the SIOP Model®

Curriculum will be made more accessible for all students, especially ELLs, through the school-wide use of the Sheltered Instruction (SI) through the SIOP Model®. The SIOP Model® helps all teachers to shelter their instruction and structure their lessons and classrooms in ways that allow all students to both access rigorous academic content and develop social and academic language skills.

Evidence of teacher implementation of the SIOP Model® will include lesson plan and grade book documentation of the ELLs and their primary language needs, as well as evidence of instructional practice related to the eight “Components” of the SIOP Model®: 1. Lesson Preparation, 2. Building Background, 3. Comprehensible Input, 4. Strategies, 5. Interaction, 6. Practice & Application, 7. Lesson Delivery, and 8. Review & Assessment.

In addition to understanding the SIOP Model's® eight “Components,” teachers will also implement a number of the 30 SIOP “Features,” such as daily language objectives and content objectives (Features 1 & 2), adaptation of content to all Levels of student proficiency (Feature 5), links explicitly made between

past learning and new concepts (Feature 7), and grouping configurations that support language and content objectives of the lesson (Feature 17), to name a few.

Finally, SIOP Model® implementation will be anchored with evidence through formal and informal classroom observations that encompass verifying SIOP Model® artifacts as part of the observation process. Observations will be conducted by administrators and the school ELA Program Coordinator by using the SIOP Protocol®. Administrators will also participate in district and school based ELA professional development sessions, in order to support their ability to lead for effective language acquisition programming at DSISD.

We will not formally be a SIOP school but we will use the SIOP model to guide our sheltering. We will work with the DPS ELA department to develop a reliable PD and instructional round plan to support teachers with sheltering.

English Language Development Classes

The National Geographic *Edge* curriculum will be used as the primary language development curriculum for the ELD classes. The *Edge* curriculum is a research-based language development curriculum that has been proven to meet the needs of both English Language Learners (ELLs) and striving / struggling readers and writers from a variety of regions across the country.

The *Edge* curriculum addresses the four primary domains of language: reading, writing, listening, and speaking. *Edge* also includes supporting materials: Grammar lab, reliable assessments, and cooperative learning activities, such as book groups and literature circles that can be used in conjunction with the class library set of novels. The *Edge* curriculum is specifically designed for high school ELL students and struggling readers and it offers a great degree of differentiation in meeting the needs of students with language abilities that range from non-reader to the early 10th grade level: *Level Fundamentals (K-3 ability)*, *Level A (3-5 ability)*, *Level B (5-7 ability)*, *Level C (7-10 ability)*. The curricula align to both the WIDA language and Common Core State Standards.

Students who score level three (Intermediate), four (Proficient), and possibly levels five and six (above Proficient) on the WIDA Access test will be placed in the Moderate ELD/ Literature Hybrid Class. They will receive support through a daily 45 minute long ELD/ Literature hybrid class that uses the *Edge Level B, or C* curricula, both of which meet students' language development needs. Furthermore, these levels are closely aligned with the high school expectation levels of the Common Core State Standards for Reading, Writing, and Language Arts. Higher ELL students (WIDA Access 3-6) will receive this support, as well as sheltered content instruction, until they reach language proficiency, as evidenced by scoring a minimum of proficient on WIDA Access and partially proficient on TCAP/ PARCC reading and writing.

Intensive English Language Development (ELD) Class, Bilingual Paraprofessional Support

Students in the Intensive English Language Development (ELD) class will receive the greatest amount of language development support. Students in this course will be WIDA Access level 1 (Beginning), level 2 (Early Intermediate), and possible level 3 (Intermediate) ELLs. These students will participate in a daily 45 minute long ELD block. These daily ELD blocks will utilize the *Edge level Fundamentals, Inside Phonics*, and *level A Curriculum* (whichever is most appropriate to the student's current language level). As previously mentioned, students enrolled in the Intensive ELD Class will also participate in general curriculum LA and content area classes, which have had the content and instruction "sheltered" in order to accommodate all students' language needs. Finally, students at this level of support will also receive ongoing support from the ELA-S Resource teacher. This teacher will support beginner ELL students' access to the general curricula by providing native language support and collaborating with core content teachers to make content from lessons accessible.

4. ELA Program Professional Development

DSISD teachers will receive comprehensive and ongoing professional development on sheltered instruction best practices. at both the school level and through the DPS ELA certification process. Additionally, information about ELL performance and progress will be shared in an open problem solving forum on a weekly basis during the Wednesday grade level RTI meetings.

DSISD administrators will receive in-depth and ongoing professional development on serving students with English Language Acquisition needs through the development and monitoring of effective ELA programming. This training will be provided through several inputs: 1. administrator participation in district provided ELA professional development at Universal Meetings and through more targeted district leadership PD strands (i.e. affinity groups), 2. administrator participation in DSISD weekly professional development sessions (including ELA and literacy/ language development content via SIOP model), 3. administrator participation in daily LA/ ELD PLC, and 4. administrator participation in Curriculum, Instruction, and Assessment (CIA) committee meetings, which will discuss and monitor best practices in ELA programming. Lastly, administrators will receive targeted coaching and support through the Instructional Superintendent's team and leaders from the ELA department.

Teaching and Program Supervision:

The DSISD ISA/ ELAP Team will have close oversight from qualified administrative and teacher leader staff members. The ISA/ ELAP Team will be led by a committee of school leadership team members and at least one advising teacher. The committee will include, but not be limited to, one administrator with expertise and certifications in the area of English Language Acquisition, one DR Teacher (ELA Coordinator), the Operations Coordinator, and the bilingual Paraprofessional. The resumes and qualifications for each of these team members can be found in Appendix E. Finally, it should be noted that this team is made up of a variety of school leaders who have influence across all aspects of the school community and the greater neighborhood community. This depth and breadth of skill will allow the team to support and advocate for ELL students in both academic and non-academic venues.

5. Exiting/ Redesignation:

Students who test at the proficient level on WIDA Access and partially proficient level on TCAP will be placed on monitor status for two years, if the ISA team in collaboration with each student's parents determines that the student is prepared to perform in the core curricula without formal ELA programming support. In addition to WIDA ACCESS and TCAP results, Curriculum Based Measurements (CBMs) and standardized assessments, which may include but are not limited to LEXILE reading comprehension tests, *Edge* Curriculum E-assessments, reading running records, and informal reading, writing, and language assessments and observations done by qualified teachers, will be used to monitor former ELL students' progress and language proficiency. ELL students' performance on these assessments will be tracked through the RTI process which documents all students' achievement and identifies students who are not succeeding in the general curriculum. Lastly, formerly identified and exited/ monitor status ELL students will continue to receive support through the school-wide use of SI techniques and the SIOP Model®, and they may be enrolled in literacy intervention classes if they have not yet reached proficiency in reading and writing.

Additional Progress Monitoring and ELAP Program Evaluation Metrics:

Students:

ELL students will be knowledgeable about their ELL status and be able to articulate the strategies (from both SI and ELD classes) aimed at raising language proficiency. The ELAP Coordinator will inform students of their proficiency level, and ELD teachers as well as general content area teachers will explicitly review with students why the various language strategies are used. Students' portfolios will contain artifacts that reflect language growth and development.

Teachers:

Education staff shall be knowledgeable about ELL students and their areas of language need. This information will be passed on to teacher by the ELAP Coordinator during meetings and Professional Development (PD) sessions. A spreadsheet that lists all of the school's ELL students and their abilities will be available on the school's server. Sheltered instruction trainings will also be held during PD sessions on a monthly basis. Teachers will be knowledgeable about the SIOP Model® and SI strategies relevant to their content area, and they will be able to incorporate appropriate strategies into their curriculum development, lesson planning, instructional delivery, and classroom assessments. Additionally, teachers will have a strong overall understanding of the DSISD ELAP.

Administrators:

Current ELL progress will be monitored by the ELAP Coordinator and overseeing Assistant Principal with the use of WIDA Access, *Edge* curriculum formative and summative assessments, Lexile reading comprehension scores, district language and content area assessments, and CBM's. The ELAP Coordinator will report out to the administrative team and teaching staff on the status of ELL growth and development on a quarterly basis. The ELAP Coordinator will monitor language development of exited ELL students for a two year period. Instructional support and staff development will be provided on an ongoing basis through formal and informal SIOP Protocol® and LEAP Framework observations, professional development sessions, coaching/ Co-Teaching SI practices, and other individual and group activities.

F. Special Education Students

The School and District recognizes that the Plan to create an Innovation School will not impact or in any way diminish the schools' or District's obligations to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students' Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

DSISD Special Education Program will provide comprehensive and targeted support to all students with disabilities in order to ensure that they receive a Free and Appropriate Public Education (FAPE). Leadership will ensure fidelity and accountability to all federal, state, and district laws, such as the Individuals with Disabilities Education Act (IDEA). The Special Education program will be closely monitored and supervised by a highly qualified administrator who works in conjunction with a school based Special Education Coordinator/ teacher. These two leaders will collaborate on leveraging the DSISD Teacher Recruitment process to hire "highly-qualified" Special Education teachers and paraprofessionals, as defined by the Elementary and Secondary Education Act (ESEA). Based upon Special Education student enrollment, DSISD will staff its Special Education team at no higher than a 23 to 1 student to Special Educator ratio. Thus, at full build with an estimated 50 Special Education students, DSISD will have 2.0-3.0 FTE of Special Educators on staff. Additionally, the Principal and the Special Education Coordinator will collaborate with DPS Special Education and Student Services staff to provide Special Education team members targeted professional development experiences that align with DSISD Special Education students' needs.

Identification of Special Education students will happen through two primary means: 1. identification of students who are already on Individualized Education Plans (IEPs), through the enrollment process and by utilizing tools such as Infinite Campus (IC) and Enrich, and 2. initial identification of students with previously unidentified disabilities, through following DSISD's research-based RTI/ MTSS procedures and processes that lead to Student Intervention Team (SIT)/ MTSS meeting and potentially Initial IEP evaluations. In each of these cases the DSISD team will follow the district IEP processes and procedures.

Special Education students will systematically be recruited through collaborating with Special Education teams at area middle and K-8 schools. The emphasis in each of these cases will be to ensure that a seamless transition occurs for students as they move from middle to high school. Effective transitioning will happen by beginning these conversations in October of each year, in order to allow families of 8th grade students the opportunity to tour DSISD before they submit their initial choice form in December or January. Once students have selected DSISD as their 9th grade choice, Special Education department staff will begin communications with transferring middle schools' Special Education staff members to ensure that the Special Education team has a comprehensive view of students' strengths, areas of need, and interests by April, in order to inform planning for the upcoming year.

Instructional programming for Special Education students will be provided through a research-based and systematic approach. In this regard, students identified as having a “mild” to “moderate” Specific Learning Disabilities (SLD) in the areas of reading, writing, math, and communication will receive daily targeted instruction in their area of need, via small class and/or individualized instruction that may happen in or outside of the general classroom. Research-based curricula may include, but will not be limited to, *Wilson Just Words*, *National Geographic Edge*, *Language!*, *Math Navigator*, *ALECKs* (computer based intervention), and *Step Up to Writing*. Likewise, students with Emotional Disabilities will receive research-based interventions from specialists and Social Emotional Learning classes that utilize the *Peace for Kids: Aggression Replacement Training (ART)* curriculum. Finally, the DSISD team will work with district partners to develop appropriate support plans for Special Education students with Physical Disabilities and other “mild” to “moderate” disabilities.

The strength of these various programs is that they each contain assessment components that are aligned to measure students' growth and mastery of the concepts that are being strategically taught. These embedded assessment components will be the primary tools for measuring student mastery and progress. Additionally, Special Education case managers and leaders will collaborate with general education teachers to track Special Education students' progress on concepts taught in the general education classroom and mastery towards student's individual goals. This collaborative planning will also involve discussions of and planning for appropriate accommodations and modifications, which will also be reflected in students' IEPs. Lastly, the school's professional development plan will include monthly trainings on how to scaffold lessons to make content accessible to students' with various disabilities. This PD will be planned and coordinated by the Dean of Curriculum and Instruction, DR teachers, the Special Education Coordinator, and Special Education teachers.

If approached by district Student Services department to host a severe or affective needs center program, DSISD will collaborate DPS Student Services staff to plan for and develop programming that ensures that a comprehensive continuum of severe needs Special Education support services can be provided.

G. Academic Intervention & Acceleration

DSISD's robust competency-based assessment system will enable the school to identify students in need of academic intervention and acceleration on multiple levels. Thus, competency-based education and the move to viewing Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) through an integrated Multi-Tiered Systems of Support (MTSS) are almost synonymous. The assets based approach that competency-based education utilizes ensures that data is frequently collected and processed on students in academic and habits of mind areas and that appropriate supports are given in real time to help students take the next developmental step.

This happens systematically at DSISD in ways that range from initial data guided creation of the master schedule to strategic data based grouping (heterogeneous and homogenous) in the core classroom, and from student based conversations in teacher grade level teams to supporting students through FLEX Block extensions and reteaches. First, when the administrative team creates the master schedule, academic deans and teacher leaders will use state assessment data and other measures to identify students in need of literacy and math intervention – students who scored Unsatisfactory or low Partially Proficient

– and those students will be scheduled accordingly. As DSISD seeks to avoid tracking through differentiating in the core classroom, will be monitored by core teachers and provided real-time and relevant support through the Weekly Inquiry Site Rotation Model (WISRM). As a part of this model and the RTI/ MTSS process teachers, administrators, and Special Service Providers will meet weekly in grade level teams to initially classify and monitor or move students through identification as Tier #1 (Universal), Tier #2 (Targeted), Tier #3 (Intensive) along the continuum of support needs in the areas of academics, social emotional, and attendance-engagement. Students identified as Tier #2 and #3 in any of the areas will be provided a variety of supports that may include differentiation in the core, academic intervention during FLEX or Lunch Lab, credit recovery, and/or life skill support courses. Likewise, students who scored “Advanced” can be scheduled into accelerated sections of core content classes, given differentiated compacted/accelerated options, and scheduled into advanced electives courses, such as Pathways, AP, and concurrent enrollment.

Second, in addition to daily and weekly monitoring and support, teachers will use NWEA MAPs interim data to determine class-wide and small-group interventions and accelerations in the next six to eight week period using reflection and action planning protocols adapted from Bambrick-Santoyo’s data-driven instructional model (2010). Students who fall into sub-groups, such as Special Education, GT, ELLs, and the At-risk category, will be viewed through a strengths based approach and will be given careful attention during weekly grade level SIT meetings. These reviews will look for universal enrichment opportunities as well as re-teach recommendations via FLEX Block, trimester “Intensive” weeks, and Summer Competence Challenge Academy.

H. Gifted and Talented Students

Students who demonstrate abilities, talents and/or potential for accomplishments so exceptional or developmentally advanced, are identified as Gifted and Talented (G&T)/ in need of acceleration. Such students will receive special provisions to meet their educational needs at DSISD. Though DSISD may deem students as advanced learners after they enter high school, students must officially be identified as GT, Highly Gifted and Talented (HGT), and Twice Exceptional (2E) prior to enrolling in high school. As a Tier #1 GT school DSISD will receive direct support from DPS Central Office GT staff, in order to serve our gifted learners, as a competency-based model is an ideal context for GT students who tend to thrive in learning environments that allow for acceleration, authentic project based demonstration of learning, and personalization. GT programming will be led by the Post-Secondary Readiness Coordinator and the Curriculum, Instruction, and Assessment (CIA) sub-committee. Identification of students who are to be classified as G&T will happen through review of previous records. In addition, training will be provided that ensures that all teachers have a comprehensive understanding of what constitutes G&T and how this label looks at each developmental stage and by gender, as this training could support the identification of additional advanced learners who may not have been previously identified as GT. The Post-Secondary Readiness Coordinator will be allotted time during professional development time at the start of the school year and throughout the year to offer training around what are the potential indicators that a student may be G &T and in need of acceleration. With a solid understanding of G&T students and their needs, staff will be able to assess ALL students and make referral to the Post-Secondary Readiness coordinator for students whom they believe might be appropriate for the advanced learner informal identification.

As discussed above, the Post-secondary Readiness Coordinator will ensure that all staff is knowledgeable in regards to the characteristics of students who may be G&T. This is imperative as all students will be assessed. However, the assessment of all students is not enough to ensure that DSISD is working toward equality in all aspects of our programming. A component of the staff professional development about G&T will focus specifically on how G&T may manifest differently across cultures. Some cultural values will not promote students to compete against their classmates on tests. Therefore when assessing the appropriateness to refer a student from certain cultures for evaluation as an advanced learner, less

emphasis should be placed on test scores as this is not a true measure of the students' abilities, talents and potential. Additionally, staff will be challenged to confront their possible bias around students of color and their academic potential. Race and culture is central to all things human and we must examine how the expression of race and culture of one individual interacts with their interpretations of the race and culture of others. Lastly, DSISD will meet the needs of G&T students and advanced learners by adjusting their schedules when necessary.

DSISD is founded on sound instructional practices that manifest through the Weekly Inquiry Site Rotation Model (WISRM). This can only be accomplished by ensuring that the very best teachers are working with students. "Highly Qualified" in accordance with the Elementary and Secondary Education Act will be considered the minimum threshold for teaching at DSISD. The school's practices to recruit and retain an effective staff are described in the teaching section below. This standard applies for ensuring that teachers are highly qualified to teach G&T students.

DSISD will utilize experts from the district to ensure that professional development is current and encompasses best practices. The Post-secondary Readiness Coordinator will be accountable for collaborating with members of the G&T district team to obtain materials and content that will be a portion of all staff professional development on a monthly basis.

I. Supplemental Programming

Athletics and FLEX Block Elective & Enrichments

DSISD will offer a comprehensive menu of supplemental programs to foster mental, emotional and physical health for students and their families. This will be coordinated primarily through the FLEX Block and a partnership with South High School that will allow DSISD students to engage in Colorado High School Activities Association (CHSAA) sanctioned sports by trying out for South High School's athletic teams. Students who live within a different "home" high school articulation zone, such as George Washington High School, will be able to try out for that school's teams if they so choose.

In addition to supporting students with access to CHSAA sports at other schools, DSISD will coordinate and run our own after school programming to fill in the gaps or meet the needs of a particular group of students. This will be accomplished by having a teacher and administrator oversee after school activities on the DSISD campus. At present these activities may be as follows: after school tutoring, Life Time Activities PE class, poetry slam, robotics, computer coding, visual arts, sustainable gardening, and student government. These activities will be offered for academic elective credit, will be driven by student voice, and will involve community partners in collaboration with DSISD teachers and staff.

Service Learning

DSISD will have numerous opportunities for students to participate in volunteer programs and service learning experiences. These will largely be for the purpose of career exploration and developing a civic disposition. Service learning will be one of the primary mediums through which students demonstrate the Life Long Learning and Citizenship, Innovative Thinking and Action, and Transformative Leadership Innovator Qualities. Service learning projects will happen in a robust and authentic format through Advisement classes and during culminating Intensives/ Expeditions week experiences. Each Advisement will collaboratively select a service learning project to focus on over the course of the year and to implement during Intensives and Expeditions weeks. Furthermore, the project should be aligned the DSISD Social Entrepreneurship mission of addressing social or environmental needs through developing creative and innovative solutions. Finally, Service Learning projects will be rigorous academic experiences as well, as they will be aligned to the Buck Institute for Education (BIE) Standards-Based Project-Based Learning (PBL) model and they will require students to develop individual and collaborative portfolio items. In order to meet these rigorous demands, students will spend time each week with their Advisement classes focused on bringing their annual Service Learning collaborative projects from idea to action.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

DSISD leadership will employ a comprehensive and rigorous process to ensure recruitment and hiring of the best teachers. The DSISD Teacher Recruitment process draws upon the recruitment and hiring best practices of high performing charter networks and consulting firms, such as Blueprint Schools Network, DSST, and STRIVE Prep.

DSISD will use a multi-step recruitment and hiring process that was developed in collaboration with the DSSN Leadership team and Blueprint Schools Network. In short, this process first begins with defining the instructional skills and cultural competencies for a given position, in order to determine best fit. Candidate competency requirements are determined by cross referencing the DSISD instructional model (including the Innovator Qualities) with the DPS LEAP framework and the *Blueprint Turnaround Teacher Competencies and Instructional Skills and Knowledge* Framework. Blueprint's framework is guided by, "...research conducted by Public Impact and the Massachusetts Department of Education..." in order to...identify, "...the competencies, skills, and knowledge that allow teachers to be successful in high-poverty, high-need schools." Some of the most notable of the nine turnaround teacher competencies are numbers: "1. Relentless Drive for Results, 3. Data-Driven, Problem-Solving Approach, 4. Interpersonal Understanding and Cultural Awareness, and 9. Effective Classroom Management...". In addition to possessing the Blueprint teacher competencies, DSISD teacher candidates must have pedagogical beliefs and instructional skills that align with the DSISD design principles of a commitment to being data-driven, experiential and competency-based. Further, all core content staff must demonstrate "Highly Qualified" status as determined through examination of their license or transcripts. DSISD may hire non-licensed teachers for non-core positions without highly qualified requirements if the teacher has a strong background in their field.

The protocol for hiring is as follows:

- Teacher recruitment begins in the fall of every year, although formal posting and hiring does not occur until January of 2015.
- Job postings are created and circulated through five primary strategies: 1. current DSISD teachers networking to recruit peers, 2. traditional district postings and job fairs, 3. the district Talent Management department, 4. recruitment from Teach for America (TFA) annual cohorts, and 5. national advertisements and recruiting events.
- Applicants are asked to submit a resume and cover letter articulating their interest in the position.
- DSISD hiring committees review the applicants and invite the top tier to the school for an initial meet and greet or Skype meet and greet, if the candidate is located out-of-state.
- Visit #1 (candidates visit DSISD): The purpose of this visit is for the candidates to determine if DSISD might be a good fit for them and for the hiring committee to determine (through a meet and greet interview session and informal interactions) if the candidate is a potential good fit.
- Visit #2 (candidates visit DSISD a second time): A smaller pool of candidates is invited back to DSISD after the first visit to teach a sample lesson, debrief that lesson with the hiring committee, and engage in a final formal interview.
- The hiring committee scores candidates and determines the match between candidates' competencies as expressed through the interview process and the competencies stated in the job postings to determine which candidates will be invited to join the DSISD staff.
- Hiring decisions will be evaluated annually at the end of the first semester as a part of preparing for mid-year teacher-administrator feedback conversations.

DSISD will recruit and select staff members who have deep knowledge of academic concepts and a commitment to do whatever it takes to ensure that EVERY student can reach the rigorous goals outlined in this plan and to reinforce the school's vision and mission. In particular, DSISD will seek teachers who

have a Transformative Leadership mindset, who are ready to engage in the Adaptive challenge of shifting a school towards a competency-based learning model, and who demonstrate skills and aptitudes progress monitoring, data-driven instruction, project-based learning, culturally responsive pedagogy, and professional collaboration.

Staff at DSISD must demonstrate a critical awareness of and willingness to examine issues surrounding culturally responsive pedagogy. They must believe that all children can learn and be willing to create a welcoming, empowering environment for students of all backgrounds. These skills and aptitudes are essential to increasing student achievement and implementing our model.

As with recruitment of effective teachers, retention of effective teachers is critical to establishing and maintaining a school culture of academic excellence. As the research report *The Irreplaceables* (New Teacher Project, 2012) indicates, the impacts of effective teacher retention are far reaching. Furthermore, effective teachers frequently leave their schools or the teaching profession altogether due to a lack of career opportunities. In order to avoid attrition of effective teachers DSISD will offer career promotion opportunities that allow effective teachers to remain in the classroom or move to the DSISD administrative team.

- The first level of promotion will be to offer effective and exemplary teachers Teacher Leader (TL) positions through the DPS Teacher Leadership Academy (TLA).
- The next level of promotion will be to provide effective TL's with opportunities to engage in differentiated teacher roles through the DPS Differentiated Roles pilot program, which will allow teachers to be in the classroom ½ to ¾ time and to engage in leadership and coaching opportunities for the remainder of the time.
- The last teacher retention opportunity DSISD will leverage is to support proven TLs and TIF teachers as they apply to the district administrative pathway programs: UCD, Ritchie, Catapult Schools, Ascent, and Learn to Lead.

The objective for having teachers enter these programs is to develop administrators whose teaching experience has given them intimate understanding of the DSISD instructional model, mission, and vision. The target teacher retention rate is 80%, and the school leader's evaluation will be, in part, tied to meeting or exceeding this goal.

The school will use support staff positions that have been established by the Board, when applicable. When unique support staff roles are needed to effectively implement the innovation plan, the school will establish new positions and create job descriptions for these roles. The school principal or designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.

The principal, in consultation with the CSC will have the ability to offer school determined stipends to staff members for providing additional time, duties, and meeting performance based outcomes. DSISD leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas

The Innovation School will have autonomy to recruit all school staff positions and make offers to candidates outside of the traditional district hiring calendar.

- The principal or his/her designee will work with the district Human Resources office to post classified positions through the district website. The school may also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will

require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.

- The principal will consult with district Human Resources staff and incorporate hiring best practices at the school level where it is found to be appropriate.
- The school will not be required to accept an appointment of a classified employee from the district.

B. Teacher Coaching

The LEAP framework provides a robust set of goals for teacher coaching. In addition to the LEAP framework, DSISD administrators and staff have created a set of frameworks called “Collective Commitments” to measure teacher level of performance for DSISD-specific systems such as Advisement and Classroom Learning Environments. These frameworks focus on effective planning, effective lesson execution, inclusion of culturally responsive strategies, inclusion of project-based learning and technology integration. Collective Commitments are and will continue to be developed through a collaborative process. For instance, Collective Commitments to quantify implementation of competency-based grading and competency-based citizenship activities, Project Based Learning lesson creation and implementation, and the Weekly Inquiry Site Rotation Model (WISRM) are being developed in DSISD’s planning year.

The DSISD teacher coaching model will be explicitly linked to the school’s instructional model and professional development plan. The goal for teacher coaching will be to improve teacher performance as measured by the LEAP Framework and other professional practice metrics, such as the Sheltered Instruction Observation Protocol (SIOP) model, Culturally Responsive Teaching (CRT) lesson plan rubric and continuum, PBL rubrics, competency-based learning rubrics (academic and citizenship), and technology integration evaluations.

Coaching forms part of the continuum of professional development at DSISD. All teachers will participate in peer coaching and feedback through the PLC process on a weekly basis. All teachers will meet with a content area coach each month/quarter. New teachers, or teachers with specific areas of need, will participate in weekly coaching and feedback cycles. Additionally, teacher coaching will be distributed among evaluative and non-evaluative staff members. For examples, Teacher Leaders may provide non-evaluative coaching in the areas of literacy integration across the content areas (LDC and CCSS), PBL and technology integration, CRT, and SIOP. In contrast, school administrators and Differentiated Role teachers will act as evaluators who deliver strategic coaching to teachers in their essential growth areas.

Research shows that classroom observation data must be tied to school improvement priorities. At DSISD, coaching conversations will be rooted in data analysis in order to determine a teacher’s short-term goal and determine observational data relevant to that goal. Teacher coaches will record goals and observational data in an observation tracker template based on the model developed by Bambrick-Santoyo in *Leverage Leadership* (2012). In addition, coaches may collect data using the research-based LEAP framework, or DSISD’s collaboratively developed “Collective Commitments” ratings framework. This data will be used to inform individual coaching plans and small-group professional development in accordance with Burke’s results-based professional development framework (2000). Teachers and coaches can gauge the effectiveness of bi-weekly coaching feedback loops by comparing data generated from WISRM to the pacing and mastery outcomes that are expected for students who are on track and proficient in a given content area, set of standards, or course. This data comparison will then show staff where reteach and potential acceleration can occur.

Before the start of the school year, teachers will receive professional development on unit planning and lesson planning within the WISRM. Thereafter, content area coaches and administrators will review

instructional plans on a weekly basis, using the DSISD Lesson Planning Collective Commitments and provide individualized feedback to teachers. Common areas of need in instructional planning will be addressed in daily PLCs/ planning time, at weekly professional development and grade level meetings, and during professional development release time.

C. Teacher Evaluation

DSISD will use the LEAP framework as the major staff evaluation system. DSISD teachers are also expected to uphold unique aspects of the school's mission and vision, teachers will also be evaluated using DSISD's "Collective Commitments" documents, which describe teacher behaviors at the awareness, emerging, developing, impact and expert levels for such dimensions as advisement, learning environment, competency-based curriculum and assessment, upholding the attendance and tardy policy, and lesson planning and collaboration. These commitments are developed collaboratively at the beginning of the year and revised as needed by the whole staff.

Teacher evaluations will be completed by DSISD administrators and other staff members without principal licenses including Differentiated Role teachers and Deans. Evaluations will take place on a semester basis, via the completion of at least one full LEAP observation and debrief conversation, which draws on Student Learning Outcomes (SLOs) and all areas of the LEAP framework: observations, professionalism, teacher leadership, student satisfaction surveys, and academic growth outcomes. Additionally, teachers and administrators will begin the year by establishing the common understanding that, per Senate Bill 10- 191, at least 50% evaluations will be explicitly linked to student performance and growth data. Student progress for each teacher will be monitored at the highest frequency through WISRM assessment measured and interim assessments. Furthermore, the initial setting and ongoing monitoring of teacher's SLOs will also be discussed during weekly observation-feedback coaching cycle meetings and evaluative meetings, which occur a minimum of once per semester. Lastly, this broad body of evaluative evidence will be used to inform ongoing employment and annual renewal decisions.

Information from observations and evaluations will be used to inform both Response to Intervention (RTI) practices and professional development that occurs on a daily, weekly, and monthly basis. More specifically, data sets will be used to help teachers identify groups of students who are not showing growth or meeting proficiency, as well as to help teachers see how gaps in their instructional practice may be contributing to student deficits. In turn, professional development opportunities will be targeted to support strategic student groups by addressing teachers' areas of professional growth. Teachers who are rated "unsatisfactory," via the LEAP Framework and the DSISD "Collective Commitment" Framework, will be put onto a professional growth plan, which will be closely monitored during weekly observation-feedback cycles and evaluative meetings that occur once per quarter or semester. If teachers on a performance plan do not show significant growth in the area(s) of concern by the end of the year, then they may be eligible for non-renewal. Per SB 191, teachers who receive "Unsatisfactory" ratings for two consecutive years and are provided with reasonable professional growth opportunities may become eligible for non-renewal.

D. Professional Development

The Principal in consultation with the CSC will determine the school's professional development plan and requirements for staff attendance. The school retains the option to participate or not participate in any professional development offered by the district, and determination of whether or not the school's staff shall participate will be made by the Principal.

DSISD faculty will participate in extensive ongoing professional development to increase their effectiveness in helping all students meet the DSISD Innovator Qualities and Competencies through a data-driven, experiential, and competency-based approach.

Teacher leaders, coaches, and administrators will create, lead and evaluate professional development. Other teachers will lead various professional development activities depending on expertise and interest. Professional Development will take place on a weekly basis and will be led and planned collaboratively by the Dean of Curriculum and Instruction, the Principal, and Teacher Leaders. Whenever possible, PD will be differentiated, so teachers can choose sessions that they feel would be most relevant to the Professional Growth Plans (PGPs).

All faculty members will participate in additional professional development prior to students' first day of the 2015-2016 school year. During this time, teachers will review and refine the DSISD culture, mission, vision, and structures. Additionally, time will be allotted for teachers to familiarize themselves with their curricula and the systems and structures as well as common practices for data-driven instructional planning, and delivery, along with the LEAP framework. There will also be an introduction to common technology integration norms and strategic programs that align with the DSISD mission and vision. Lastly, time will be allotted for team planning, vertical planning, and planning for implementation of elements of the WISRM, which draws on workshop, student directed, and project-based learning (PBL) methodologies.

Each week of the school year, DSISD faculty members will participate in two hours of whole staff professional development differentiated based on staff knowledge and skills. This will be achieved by early release Wednesdays in which the advisement and PBL/Flex blocks are cut and periods are shortened (see Appendix K: School Calendar and Bell Schedule). Year #1 professional development priorities will include data analysis within the context of the WISRM, Common Core State Standards (CCSS) and WIDA language standards, Special Education accommodations/ modifications, progress monitoring, competency-based assessment, RTI/interventions, common instructional strategies, SIOP, PBL development, and cultural competency/culturally responsive pedagogy.

Coaches will assess teachers on their level of proficiency in implementing the DSISD "Collective Commitments" and meet with teacher leaders quarterly to plan differentiated professional development opportunities linked to areas of need. Faculty members will develop areas of expertise and will be responsible for training their colleagues in these areas. DSISD staff will have opportunities to expand their expertise by participating in best practice visits to competency-based learning and project-based learning programs like the High Tech High Network and the Summit Network in California. These learning trips will be funded through the Carnegie Grant and they will not impact the general budget.

DSISD staff will participate in daily professional development in their PLC group which will be organized by content area. PLC's will be anchored in supporting the successful implementation of the WISRM instructional design. Through this lens teachers and school leaders will collaborate during PLC time to improve instruction by connecting daily instructional practice with standards-based assessment and instruction, RTI/ MTSS, personal reflections on instruction, lesson planning, and other professional development topics.

After each NWEA MAP's interim assessment window departments will take one full day to analyze assessment data and plan for adjusting instruction for the next trimester. This collaborative analysis and planning will take place on district assessment days. Areas of need that cannot be addressed on assessment days will be addressed during whole-school professional development sessions or PLC groups.

At the onset of each Trimester, Teacher Leaders, coaches, and administrators will use teacher observation results to monitor the effectiveness of prior PD and to identify needs and set goals for upcoming professional development. At the end of each trimester, the team will assess the effectiveness of the professional development towards achieving these goals and adjust the plan accordingly.

DSISD will model collaboration within the Traditional High School Network and District by sharing innovative practices and results on key performance indicators with other school leaders and publicly via the website, social networking, and community events.

E. Pedagogy

Teachers will use backwards design techniques to plan units and lessons that infuse the existing DPS curriculum with culturally responsive techniques, techniques that support English Language Learners (ELL), use of instructional technology, Common Core literacy standards and 21st century skills. The DSISD Weekly Inquiry Site Rotation Model (WISRM) includes several key components:

- **Personalization:** Each student has a personalized lesson that is guided by a daily, standards-based Content Language Objective (CLO), which may be reached independently or collaboratively depending on the task. This is made possible through Personalized Learning Plans (PLPs) and play lists.
- **Lesson Launch:** Each Class begins with a “Lesson Launch” that includes a student-led mini lesson, a connection to the enduring understandings and key concepts that the class is currently working toward, a review of the teacher and student led workshop offerings for that day, and reminder of the norms and expectations of asynchronous independent and partner work, workshop engagement, and collaborative work.
- **Personal Mastery Check:** Each lesson ends with an “Exit ticket” – a brief task that allows the teacher (and the students) to assess their learning in relation to the objective and or task(s) that the student engaged in. This data is reviewed by teachers daily to inform instruction and grouping on the following day.
- **Inquiry Site Time:** Bookended between these opening and closing routines, DSISD teachers use a variety of instructional methods and strategies, such as direct workshop instruction, inquiry-based learning consulting on group project progress, and short burst of direct instruction on topics that may be a whole class need. Whatever the method, teachers use and emphasize similar strategies and principles in order to develop skills-based proficiency across content areas.
- **Sheltered instruction for English Language Learners:** visual supports, group supports, sensory supports, comprehensible input, modeling.
- **School-wide literacy practices related to Common Core Literacy Skills/AVID strategies:** close reading, annotation, Cornell notes, quick writes, expository writing, and persuasive writing.
- **21st century skills:** rigorous tasks that include technology integration, real-world problems and projects, collaboration, and student presentations of learning.
- **Culturally responsive practices:** connect material to students’ lives, encourage discussion and student voice.
- **Authentic Integration of the DSISD Innovator Qualities and Competencies.**

Students engage in homogenous and heterogeneous ability grouping activities throughout each day and lesson. Collaborative Strategic Reading (CSR) strategies help ensure that all students use academic language and problem solving skills in the various grouping formats.

As a part of the Lifelong Learning & Citizenship Innovator Quality and Underlying Competencies, teachers explicitly teach students academic self-efficacy habits. The Advisement class provides an important small group environment where these habits can be reinforced. During advisement, students will receive instruction on personal organization via binder checks and time management planning, effective studying techniques, reflections on monthly progress reports, setting academic goals, and self-monitoring as they work to achieve those goals. The advisor will provide motivation and reinforcement for students as they work to achieve their goals, making positive phone calls to parents to celebrate students’ growth. Each Month and Trimester, we will recognize students who are excelling in the

Innovator Qualities and Competencies, who demonstrate the greatest effort and/or growth, and who develop innovative inquiry-based projects in a public ceremony that includes parents and community members. Advisement is also where students manage their personal digital portfolio, which tracks their progress on each of the Four Qualities and 16 Competencies of an Innovator.

SECTION V: GOVERNANCE & FINANCE

A. School Governance

DSISD will waive district policy BDF-R4 by merging the duties of the Collaborative School Committee (CSC) with those of the School Leadership Team (SLT), in order to ensure that students, parents, teachers, classified staff, and the broader community have voice and impact on school governance.

Collaborative School Committee (CSC)

The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include the following voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 2 Administrators
- 1 Operations Coordinator/ Office Manager

Parents + Teaching & Student Services Positions from SLT

- SLT Teachers, DRs, and Coordinators
- 4 Parents (2 at large, 1 bilingual PAC member, 1 DSISD 501c3 member)
**We advocate for CSC Parent representation to mirror our student population*
- 1 Support Staff Member
- 2 students (11th and 12th graders)

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following:
- Approving the school's annual budget
- Determining and approving the school's master calendar and schedule

Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

There are seven sub-committees of the CSC that guide the school toward realization of the DSISD mission and vision:

1. School Leadership Committee (SLC)
2. Core Curriculum, Instruction, & Assessment (CCIA) Sub-committee
3. Culture & Empowerment Sub-committee
4. Innovation & Application Sub-committee
5. Community and Business Advisory Sub-committee
6. Parent Advisory Committee (PAC) & Bilingual Parent Advisory (BPAC)
7. Student Leadership Sub-committee

School Leadership Committee (SLC)

DSISD is using Innovation Status to define the SLC as consisting of the Principal, Assistant Principal(s)/ Deans, the Operations Coordinator, and Differentiated Role (DR) departmental leads and program coordinators, and it is chaired by the Principal. The SLC will meet weekly and the team will ensure two primary outcomes: 1. Consistent operation of a safe and empowering school culture, 2. Consistent

implementation of high-impact learning experiences that enhance achievement for ALL students and bring the school's vision to life on a daily basis. These outcomes are achieved by monitoring, supporting, and guiding the work of the other sub-committees.

Core Curriculum, Instruction, & Assessment (CCIA) Sub-committee

The CCIA sub-committee is made up of the lead teacher from each core department (LA, SS, Science, and Math), a Special Education teacher, an ELD teacher, and the Dean of Curriculum and Instruction, who is also the Chair. The purpose of the CCIA is to monitor the impact of instruction in the four core departments and to discuss/ plan for instructional methods that can improve teacher effectiveness and student achievement. Evidence of student learning that this group will draw on should be standards-based, normed assessment data, such as interim NWEA MAP assessments, DPS interim and end of course assessments, adaptive software student reports, SRI reading assessments, and mandated assessments, such as PARCC or ACCESS. This committee meets monthly during early release Wednesdays and/ or on Green Days. The work of this committee is disseminated over the course of the subsequent month during weekly departmental Professional Learning Communities (PLCs).

Culture & Empowerment Sub-committee

The Culture and Empowerment Sub-Committee is chaired by the Dean of Culture, Technology, and Assessment, and other members include the Post-Secondary Readiness Coordinator, the Positive Youth Development & Restorative Approaches Coordinator, a paraprofessional, and one to two teachers. The purpose of this committee is to monitor and guide the development of a culture of empowerment and self-efficacy amongst students and staff. Much of this work will be anchored in reviewing the impact of Advisement and Service Learning programming, the application of culturally responsive teaching methods, the authenticity of ICAP integration, the utilization of Restorative Approaches, and the evidence of student growth in the Lifelong Learning and Citizenship and Transformative Leadership Innovator Qualities. This committee meets monthly during early release Wednesdays and/ or on Green Days. The work of this committee is disseminated over the course of the subsequent month in weekly departmental Professional Learning Communities (PLCs) and weekly grade level team meetings.

Innovation & Application Sub-committee

The Innovation and Application Sub-committee is chaired by the Design Thinking Lead Teacher. Other members include one teacher from each core department as well as the Post-Secondary Readiness Coordinator. The purpose of this sub-committee is to guide the realization of the DSISD vision as it is expressed in the Innovative Thinking and Action and Transformative Leadership Innovator Qualities. Specific areas of oversight and planning include job shadow and internship experiences, student capstone projects, project based learning programming, the Design Thinking Elective Career and Technical Education (CTE) programming, concurrent enrollment and Advanced Placement (AP) programming, fall and spring "Intensives" week programming, and student access to the ASCENT program.

Community and Business Advisory Sub-committee

The Community and Business Advisory Sub-committee is co-chaired by the Post-Secondary Readiness Coordinator. Other members include the Operations Coordinator, the Special Education department chair, the Principal, business partners, non-profit partners, and community organizations, and the two 11th and 12th grade student leaders who are on the CSC. This sub-committee serves three primary purposes: 1. To understand and support the needs of the broader Denver community and the local context that DSISD is located in, 2. To understand the current state and future direction of industry in order to align school programming with industry need, and 3. To develop mutually beneficial relationships with businesses and community organizations, in order to provide our students with work world learning experiences (internships, capstone projects, service learning experiences) and provide partners with a skilled workforce and/ or community service contributions. This sub-committee meets bi-monthly

Parent Advisory (PAC) & Bilingual Parent Advisory (BPAC) Committees

The Parent Advisory Committee (PAC) and Bilingual Parent Advisory Committee (BPAC) meet monthly and are chaired by a parent that is voted in by the group. One parent from each committee will also be selected to participate on the CSC. The PAC and BPAC sub-committees will help keep the school connected with parents and the home life of students. In addition to providing input to the CSC and SLC, this sub-committee will help coordinate and provide input on the five annual Benchmark events, as well as “Intensives” week.

Student Leadership Sub-committee

Student Leadership Sub-committee will be developed via student voice in DSISD’s first year. Development of the bylaws and committee structure will happen as one of the six week projects in the 9th grade Career Survey class. Student work in this area will be guided by having the design anchored to eventual DSISD student participation in the DPS Student Board of Education (SBOE). This student-led effort will include looking at student leadership models in other schools both locally and nationally.

B. Budget & Policy Narrative

DSISD will follow the Strategic School Design (SSD) model by using financial resources in the high leverage areas of teacher effectiveness, student personalization, and maximum spending on instructional programming to promote successful implementation of the school’s instructional model.

DSISD will ensure sound financial management through collaboration between the School Leadership Committee, the school’s budget partner, the DPS Budget Department, and the Collaborative School Committee (CSC). All expenditures will be scrutinized to ensure that spending can always be linked back to promotion of the DSISD instructional model and SSD guiding principles. If expenditures meet these qualifying criteria and the expense follows conservative budgeting practices, then expenditures and annual budgets will be presented to the CSC for approval at monthly CSC meetings.

In order to develop the budget for an upcoming school year, the School Leadership Committee will follow practices that are in line with the School Finance Act, which suggests that the school will receive a set amount of state and county dollars per pupil. DSISD leadership will work with the school budget department and the enrollment projection/ planning departments to reasonably determine the funding that will be received for each year. Additionally, DSISD will take into consideration additional funding that is provided through sources such as Title I (est. 60-70% FRL), Title II, and Title VII, as well as any funding that may be provided if DSISD is selected to host a Special Education center program.

Though DSISD will be able to meet the majority of its programming needs through traditional per pupil funding sources, the school’s guiding tenant of a technology-rich environment and the SSD principle of personalized student attention are strongly rooted in the use of technology to drive and sustain personalized learning environment through the pedagogical frameworks of blended learning, competency-based learning, and project-based learning. Therefore, additional funding sources and district support will likely be required to keep technology aspects of DSISD up to date and operating at an impactful level.

The Carnegie Opportunity by Design (ObD) grant provided \$1,000,000 to DPS for the school’s design and Carnegie is considering awarding an additional implementation grant that would likely range from \$150,000-\$300,000. The initial design grant will fund the first two years of one-to-one student technology, which will be Chrome books and a laptop cart with devices that can support computer coding and engineering courses. After year two and entering year three, DSISD will reserve \$30,000 of annual general fund budget to support the school’s technology infrastructure. This should be sufficient to maintain the minimum technology capacity to support the school’s instructional model. However, in order to offset technology costs, the school will also seek out and apply for technology grant opportunities as they arise and will work with various district departments, such as the Department of Technology Services (DOTs), Blended Learning, and the Office of School Reform and Innovations (OSRI), to secure

funding for technology. Lastly, DSISD will seek to develop ongoing education technology partnerships and sponsorships with corporations such as Dell and Microsoft.

In order to ensure efficient and conservative fiscal management, DSISD leadership will operate on actual salaries and strive to set aside 5% of its annual budget for off-site experiential learning opportunities. When hiring staff members, the school will budget for 8% above each staff member's projected actual cost up to district "average teacher salaries." The practice of budgeting from actual salaries is not reflected in the required Budget Template. Therefore, the provided school budgets show salary expenses greatly impacting DSISD's overall operating revenue in years four and beyond. However, the ability to budget from actual salaries can decrease teacher salary costs by 6-10%. Using the practice of budgeting from actual salaries will allow the school to recoup roughly \$100,000 of salary expenses per year, which could be reallocated towards non-salary expenses or additional instructional positions. The same principle will likely apply to members of the leadership team, whose salaries will fall far below the administrative averages that are reflected on the budget document.

In regards to negative revenue years, 0 year spending is covered by the Carnegie ObD grant, which provides substantial resources to develop the school's innovative new model. These funds are being spent on the salaries of the Principal, the Operations Coordinator, the DPS grant liaison, student devices, and a number of contracted workers who are supporting the design of specific elements of the school, such as the competency framework, classroom physical space design, curriculum development, and student and partner recruitment. In addition, much of the ObD grant money will be spent during the summer preceding the opening year in order to build founding staff members' initial capacity and skills in the areas of blended learning, project-based learning, data driven instruction, technology integration, and competency-based education.

Year one operational spending is subsidized by \$250,000 of DPS startup funding. Year two requires \$175,000 of DPS startup funding, and year three requires only \$100,000 in startup funding, as the school will have roughly 300 students enrolled at that point and will be approaching a place where sustainable budgeting practices are viable. It should be noted that the one year of large deficit (Year #2) is due to the need to build capacity in the Student Services area by adding a Counselor and the need to continue to scale the school by carrying the Engineering position to full impact 175 students taught. Finally, the school adds an Assistant Principal position, but has few other non-instructional positions. Lastly, the deficit number does not represent the funding support that will be received for the Differentiated Roles programs. Thus, this deficit is should be more along the lines of \$30,000.

DSISD plans to operate off of a balanced and self-sustained budget by year four, if not sooner. Lastly, the leadership team believes that the negative revenues shown across five years, and especially in year 1-3, are a result of budgeting off of "averages" rather than "actuals," and the team anticipates that it will save between 8 and 10% on total salary FTE by budgeting off of actual salary numbers.

DSISD will operate off of the funding assumptions and planning as reflected in the five year budget document. However, DSISD believes that it will bring in additional revenue that is not reflected in the five year document. As mentioned above, DSISD is in the Differentiated Role grant for th1 15-16 school year, and this program will provide a subsidy of 1.25 FTE to support differentiated teacher leadership. This subsidy is reflected on the annual budget form, but not on the five year outlook form. The school understands that DPS will continue to support this initiative, but that support will decrease in subsequent years. One other revenue source that DSISD is seeking out startup support for is the CTE Engineering program, which is roughly a \$90,000 per year cost that includes CTE teacher salary, professional development costs for Project Lead the Way (PLTW) Engineering program certification, and classroom equipment. DSISD will require support funding to get the PLTW Engineering program started, but the school has budgeted to be able to gradually release need for funding support across years one through three so that the school is independently funding the STEM Engineering program by year four (Subsidy: Year #1: \$90,000, Year #2:\$60,000, Year #3 \$30,000, Year #4: \$0.0). DSISD is pursuing startup

funding for the engineering program through the Colorado Education Initiative (CEI) STEM RFP, the CTE Perkins funding annual RFP, and through budget relief. If all of these funding avenues are non-options, then DSISD will consider utilizing the Reduction in Building (RIB) process across the whole staff to ensure that the STEM program is successfully launched, as this is an essential part of the school's vision and is one of the primary enrollment drivers.

The school enrollment projection was set at 80 students and the staffing plan was built around this projection in regards to budget, but staffing capacity is able to serve as many as 110 students. With only three weeks of community engagement efforts and despite not being listed in the enrollment guide, DSISD was able to secure 60% of its enrollment by the close of Window #1. At the time of this plan development in mid-February and prior to the launch of the school's robust marketing campaign, DSISD also had a list of 15 more students (an additional 20% of the enrollment projection) who wanted to list DSISD as a first choice, but were unable to, as Choice window #1 had already closed. Thus, DSISD leadership feels the 80 student number is an underestimate and that year one enrollment will likely be closer to 90-100 students, which would allow for carry forward monies in the school budget. In the case that the school does only draw 80% of the 80 projected students, DSISD will implement the RIB process and will likely need to cut the PE/ Dean Position, as it has the least impact on the instructional program.

Year #1: We are already at 108% of enrollment and students placed with us as of 4/10. We are also making robust efforts to engage and retain families and students prior to the summer and over the summer. In the case that we fall below enrollment numbers, we will use our funds that have been held for FLEX enrichment and Expeditions in year #1 and will require staff to make an increased effort to teach and meet these needs with less resources. Staff are aware of this.

Year #2: We will RIB or not hire (if trends are apparent) a second SS teacher, as this class meets every other day and one teacher could be scheduled to teach both 9th and 10th. Though we would prefer to have two teachers in order to support Humanities push-in to LA core classes. We will also strive to have a strong carry over from year one to year two.

C. Facility

DSISD was granted a two year temporary location in the Byers facility off of 150 S. Pearl Street. The long term plan is for DSST: Byers to fill out the entire facility with a 6-12 grades program. During the 2015-16 school year DSST will be operating grades 6-8, and in 2016-17 DSST will add grade 9. DSISD leadership has been working with the Operations Support Services department and school and network based leadership at DSST to ensure a successful co-location experience at Byers during the 2015-16 and 2016-17 school years. During these two years DSISD will have sufficient space on the top floor of Byers, which includes a separate stairwell entrance on the North side of the building, 11 available classrooms, one common area, five office spaces, and a teacher copy and break room. Shared spaces will be limited to the cafeteria and gymnasium. The DSISD and DSST programs will engage in monthly shared campus meetings that are facilitated by the Operations Support Services Department, in order to ensure that each school's programming can run without being inhibited.

Long term placement of the DSISD program is a critical topic that requires ongoing discussion and planning between several key departments and stakeholder groups. Central to this conversation are three considerations: Supporting the school's vision and instructional program, the need to provide consistent service and access to the families who chose DSISD in years one and two, and a central location that ensures the long-term viability of an open enrollment/ non-enrollment zone school. As mentioned in the opening section of this Innovation plan, DSISD intends to seek permanent facility location in the upper Southeast region of DPS, as this location supports the three considerations listed above. More specifically, DSISD plans to advocate for a location near the Denver Design District, which is off of the I-25 corridor between Broadway and Alameda. Obtaining a permanent location in this general area by the

2017-18 school year would allow DSISD to begin implementing all elements of the schools vision, the paramount of which are internships and access to college courses at the Auraria campus.

A location near the Denver Design District provides DSISD students and faculty with access to businesses that range from technology and computer networking providers, such as Integra to medical labs, such as Quest Diagnostics, and from welding fabrication at US Welding to the many Interior Design studios that are located in the Denver Design District complex. In addition, the close proximity to both the Broadway and Alameda Light Rail stations ensure that students can use Light Rail to easily access the Auraria campus or other internship and job shadow experiences that are near Light Rail. Additionally, the close proximity to the Platte River supports ease of access to outdoor Biology and Sustainability labs. In short, the programmatic benefits of this location would allow DSISD to move the competency-based education model into a real world context.

Another key consideration in the long term viability of DSISD is student access and sustained enrollment. As a non-boundary school DSISD must recruit 100% of its students each year. While strategic relationships, such as those with Hill Campus of Arts and Sciences, Grant Beacon Middle School, and Denver Kids Inc. will support sustainable enrollment of 110 9th grade students per year, location and ease of access will be one of the greatest determiners of hitting enrollment goals. The suggested Denver Design District location provides access to students, via Light Rail, from the furthest south zone of the Southeast Region. This central location is also readily accessible for students in the Near Northeast Region, the Northwest Region, and the Southwest region, which has performance needs that warrant access to high performing high school options.

DSISD leadership will work with the Operation Support Services team as well as the Planning and Enrollment Office to identify possible permanent locations that meet the above criteria. The team is flexible on the layout and design of permanent placement considerations in this general area and is open to moving into an existing school facility, renovating and industrial or office space, and/ or receiving a newly built building, perhaps as part of a 2016 Bond Measure.

Lastly, as a part of permanent facility placement, the DSISD school name will be reviewed by a committee of stakeholders that includes parents, students, teachers, partner community members and organizations, and school and district leadership. This name was selected based on the school's vision and model when the school was operating under tight student recruitment and planning deadlines. However, the design team and district leadership desire a more authentic naming process. It was determined that considerations of renaming the DSISD program would coincide with the permanent facility location identification process.

Works Cited

- Bambrick-Santoyo, Patrick (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass.
- Bambrick-Santoyo, Patrick and Lemov, Doug (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass.
- Burke, Kay (2000). "Results-Based Professional Development." NASSP Bulletin, October 2000 vol. 84 no. 618, pp. 29-37.
- Conley, D. T. (2010). *College and Career Ready: Helping all Students Succeed Beyond High School*. San Francisco: Jossey-Bass.
- Fryer, Roland and Dobbie, Will (December 2011). "Getting Beneath the Veil of Effective Schools: Evidence from New York City." National Bureau of Economic Research, December 2011, Working Paper 17632.
- Hawley Miles, Karen and Frank, Stephen (2008). *The Strategic School: Making the Most of People, Time, and Money*. Thousand Oaks, CA: Corwin Press.
- Steinberg, Adria (1998). *Real Learning, Real Work: School to Work as High School Reform*. New York: Routledge.
- New Teacher Project, the (2012). *The Irreplaceables: Understanding the Real Retention Crisis in America's Public Schools*. Retrieved March 19, 2013 at http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

Section VI: WAIVERS

Waivers Requests and Replacement Policies DPS, CBA, and Colorado State Statutes

	Policy Waived	Area of Impact
DPS BOARD POLICIES		
School Proposal	BDF-R4: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues. 	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include the following voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Administrators • 1 Operations Coordinator/ Office Manager <p><u>Parents + Teaching & Student Services Positions from SLT</u></p> <ul style="list-style-type: none"> • SLT Teachers, DRs, and Coordinators • 4 Parents (2 at large, 1 bilingual PAC member, 1 DSISD 501c3 member) <i>*We advocate for CSC Parent representation to mirror our student population</i> • 1 Support Staff Member • 2 students (11th and 12th graders) 	

	<p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following: • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule • Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	DF & DF-R: Revenue from Non Tax Sources	Governance / Budget
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> 1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested. 2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate. 3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval. 4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties. 5. The appropriate district staff will review and, if appropriate, execute the Agreement. 6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file. 7. The school(s) will proceed with the terms of the sponsorship agreement. 	
Replacement Policy	<p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	IC/ICA: School Year/School Calendar	Educational Program: Calendar and Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p>	
Replacement Policy	<p>No later than 60 calendar days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools</p>	

	<p>shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>	
School Proposal	IE: Organization of Instruction	Education Program
Policy	The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.	
Replacement Policy	The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent.	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools. To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	<p>The Innovation School’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. • Substantive interim changes must be approved by District staff. 	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.	
Replacement Policy	The Innovation School’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.	

	<ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Substantive interim changes must be approved by District staff. 	
School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>The Innovation School’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Substantive interim changes must be approved by District staff. 	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; The extent to which they meet a wide range of needs, interests, and student performance levels; The extent to which they support teaching practices known to positively impact student learning; and The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	

Replacement Policy	<p>The Innovation School’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. • Substantive interim changes must be approved by District staff. 	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	Educational Program: Promotion, Retention and Acceleration of Students
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> 1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. 2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. 3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> a. A summary of the school's interventions during the current year to meet the student's academic needs b. The interventions to be implemented during the next school year to meet the student's academic needs. 4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated. 	
Replacement Policy	<p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, attendance, and core class grades. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees. • All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. 	
School Proposal	GCF/GDF: Staff Recruitment/Hiring	Teaching: Human Resources Management: Hiring
Policy	<p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation,</p>	

	<p>gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.</p> <p>Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. • The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers. • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. • Background checks will be administered using the existing systems and processes for the district. • The School shall conduct reference checks. 	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves</p>	

	<p>long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>	
Replacement Policy	<p>The Innovation school will follow the district field trip policies and procedures with two exceptions:</p> <p>1- The school will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the school will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips.</p> <p>2- If a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.</p>	
School Proposal	IKB: Homework	Educational Program
Policy	<p>Parents should expect their children to have regular homework assignments and should question the lack of such assignments.</p> <p>Elementary school: The amount, length and type of homework at the elementary school level may vary according to individual needs and the classes and courses selected, but the minimum amount assigned shall be as follows:</p> <p>Kindergarten and grade 1- 10-15 minutes, one or two days per week Grade 2- 10-20 minutes, two days per week Grade 3- 15-25 minutes, two days per week Grade 4- 15-30 minutes, two to three days per week Grade 5- 20-30 minutes, three to four days per week</p> <p>Middle school A minimum of five hours of homework per week shall be assigned. This shall be mainly representative of the major academic disciplines but may include other subject areas.</p> <p>High school The amount of homework assigned to high school students shall vary depending upon specific subjects taken and the grade level. The expected minimum amount of homework shall be 10 hours per week in grades 9 through 12.</p>	
Replacement Policy	<p>The school will implement a homework policy that is in alignment with the educational program outlined in the innovation plan. In instances when work is not completed at school, the school will have the ability to expect students to complete their work after school in a homework help center – attendance is mandatory.</p>	

Collective Bargaining Agreement Articles Waivers

School Proposal	DCTA: Article 1-7: Definition of "School Year"	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Replacement Policy	<p>5-4 School Leadership Team.</p> <p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The SLT will meet regularly.</p> <p>Their responsibilities shall include:</p> <ol style="list-style-type: none"> a. Review data and collaborate in the development of the School Improvement b. Plans; c. Review and collaborate on the design of and schedule for the professional d. development plan within the 40 hour work week. The SLT shall take into e. consideration other professional development and teacher obligations in f. scheduling this time; g. Review and collaborate on the implementation of the District's instructional h. program as it specifically applies to classrooms and grades at the school i. including prioritizing and sequencing activities within the teacher work j. week; k. Collaborate to identify strategies for increasing enrollment at the school; l. Collaborate to develop communication strategies for regularly reporting m. student progress to parents; n. Collaborate to implement best instructional practices; 	

	o. Perform additional duties as outlined in Article 8.	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include the following voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Administrators • 1 Operations Coordinator/ Office Manager <p><u>Parents + Teaching & Student Services Positions from SLT</u></p> <ul style="list-style-type: none"> • SLT Teachers, DRs, and Coordinators • 4 Parents (2 at large, 1 bilingual PAC member, 1 DSISD 501c3 member) *We advocate for CSC Parent representation to mirror our student population • 1 Support Staff Member • 2 students (11th and 12th graders) <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule • Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45</p>	

	<p>minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>	
<p>Replacement Policy</p>	<p>The school has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. The School has the authority to establish class sizes and teaching loads that support the Innovation Plan. The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. The Leadership Team will replace the Professional Standards Committee.</p> <p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p> <p>8-8 The School's teachers will be responsible for lesson plans for the entire length of any absence.</p>	
<p>School Proposal</p>	<p>Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers</p>	<p>Leadership: Human Resource Management: Teacher Evaluation</p>
<p>Policy</p>	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher's probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At</p>	

	<p>least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status.</p> <p>Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
<p>Replacement Policy</p>	<p>Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal’s supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference.</p>	
<p>School Proposal</p>	<p>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</p>	<p>Leadership: Human Resources Management</p>
<p>Policy</p>	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt.11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension</p>	

	<p>and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	<p>The school will follow the district's basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.</p>	
School Proposal	<p>Article 13-7 Hiring timelines,</p>	<p>Teaching: Human Resources Management: Hiring & Staff Assignments</p>
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
School Proposal	<p>Article 13-8 Personnel Committee</p>	<p>Teaching: Human Resources Management: Hiring & Staff Assignments</p>
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may</p>	

	<p>have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>
Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC, will make RIBS decisions based on performance, professionalism, and merit.</p>
School Proposal	<p>Article 14-1: Summer School Teaching Positions</p> <p>Teaching: Human Resource Management: Hiring & Staff Assignments</p>
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>
Replacement Policy	<p>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.</p>
School Proposal	<p>Article 20: Procedures for Conducting Reduction in Force</p> <p>Teaching: Human Resource Management: Staffing</p>
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>
Replacement Policy	<p>The Innovation School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.</p>

School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>The School has the authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.</p> <p>Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal, in consultation with the CSC, shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
Replacement Policy	<p>As part of the budgeting process conducted each spring for the following school year, the school has the authority to determine its own compensation structure for additional work. The school has the authority to establish its own compensation system to provide stipends as necessary for all employees. The school will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.</p> <p>The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan.</p> <p>In no event shall this determination be made later than March 15th for the following school year.</p>	
CBA Article/Section	Article 7: Grievance Policy	Teaching: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been</p>	

a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.

7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.

7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.

7-1-4 An "aggrieved person" is a school staff member asserting a grievance.

7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.

7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.

7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.

7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of

	<p>Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant’s requested remedy based on its review of the situation.</p>
--	---

State Statute Waivers

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school’s principal shall receive an annual evaluation by the Superintendent or his/her designee.</p> <p>All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.</p>	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC shall determine the rate of pay during the budget cycle</p>	

	each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. School has the authority to determine the number of professional development days, days off, and late starts/early release days. In accordance with the innovation plan, the school's principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state. In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not	

	less than thirty days.	
Replacement Policy	<p>The School has the authority to create its own annual calendar. The school’s annual calendar will meet or exceed the minimum standards for the District and State.</p> <p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC, will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. • Substantive interim changes must be approved by the Principal and District Staff. 	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p>	

	<ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Substantive interim changes must be approved by the Principal and District Staff.
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development
	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections
Replacement Policy	The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel
	Teaching: Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-

	32.5-103 (2) , may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3) , or to a school in an innovation school zone, as defined in section 22-32.5-103 (4) .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All processes for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.	
School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
Replacement Policy	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The school's CSC in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Teaching: Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to</p>	

	<p>create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
<p>Replacement Policy</p>	<p>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan. Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Policy</p>	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.</p> <p>(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of:</p> <p>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</p> <p>(II) One-twelfth of the annual salary specified in the employment contract.</p> <p>(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.</p> <p>(II) Repealed.</p>	

	<p>(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.</p> <p>(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.</p> <p>(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.</p> <p>(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.</p> <p>(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.</p> <p>(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.</p> <p>(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>Replacement Policy</p>	<p>All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school principal to ensure teacher contracts are consistent with the approved innovation</p>

	<p>plan.</p> <p>Teachers on annual contracts may be dismissed mid-year for cause.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p> <p>If a teacher on an annual contract intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates. Termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p>Teaching: Human Resources Management: Dismissals</p>
<p>Statute Description</p>	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
<p>Replacement Policy</p>	<p>Teachers are hired on an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
<p>Statute Description</p>	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	

Replacement Policy	The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Teaching: Human Resource Management: Dismissals
Policy	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.	
Replacement Policy	All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. Annual contracts can be non-renewed at the end of the contract term for any reason. In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Teaching: Human Resource Management: Dismissals
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p> <p>(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.</p> <p>(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.</p> <p>(c) Expenses of the hearing officer shall be paid from funds of the school district.</p> <p>(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.</p> <p>(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.</p> <p>(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.</p>	

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to [section 22-9-106](#). The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred

	<p>on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>	
Replacement Policy	The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher's employment during the school year.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Teaching: Human Resource Management: Compensation
Policy	(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.	
Replacement Policy	The school will adopt a salary schedule that will meet or exceed the district's salary schedule. The School's Principal, in consultation with the CSC, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay.	
School Proposal	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
School Proposal	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Payment of Salaries
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year and mandated additional time. This may also include	

	activities such as coaching, tutoring, external professional development or for performance incentive pay.	
School Proposal	22-7-1207: Advancement – decision – parental involvement	Educational Program: Promotion, Retention and Acceleration of Students
Policy	<p>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>	
Replacement Policy	<p>The school will follow the school’s replacement policy IKE/IKE-R regarding retention and promotion of students.</p> <p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, attendance, and core class grades. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress. Based on the student’s progress thereafter, grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student 	

will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation or at the time of registration for all mid-year enrollees.

- All retention and promotion considerations will be communicated to students’ parents/guardians by May 1st. The school will regularly communicate student performance to parents/guardians.

Curriculum Waiver– Language Arts - The Language of Composition

1. Complete this form to request curricular resource waivers:
 - To substitute alternative materials for adopted core materials; or
 - To purchase supplemental textbooks in addition to core materials.
 - You do not need to resubmit a previously approved waiver.
2. Include curricular resources samples with this form or deliver to Division of Teaching and Learning (12th Floor, 1860 Lincoln Street) for review.
All curricular resources must be aligned with district standards (i.e., CCSS, ELD, CAS) and will be reviewed against current DPS curriculum adoption rubrics.
3. Schools email this form to the [Executive Director of Teaching and Learning](#) for Literacy or Social Studies waivers and to the [Instructional Director, Math and Science](#) for Mathematics or Science waivers. Please cc your Instructional Superintendent.
4. Wait for decision before purchasing any resources. If the request is declined, the email will indicate the reason(s).
5. For questions, contact the [Executive Director of Teaching and Learning](#).

School Name: DSISD **Principal:** Daniel Medved **Phone Number:** 720-424-2001

Request to Purchase or Use

Non-Adopted Core Curricular Resources

Title: The Language of Composition **Author:** Renee Shea, Lawrence Scanlon, Robin Dissin
Aufses **Publisher:** Bedford, Freeman and Worth

Subject Area: Language Arts **Grade(s):** 9-10th. **Copyright:** 2013

Format (click correct box): Hardback Digital

For Review of Non-Adopted Core Curricular Resources

Why are you proposing this specific curricular resource for your specific student population?

We are proposing this curricular resource as it is AP aligned and will culminate, at the end of 10th grade, in our students taking the AP Language exam. We believe that all of our students will be ready to take this exam if we are able to adopt this curricular resource.

What data and evidence support the use of the requested curricular resources with your specific student population?

For data and evidence please see evidence sent over with the IMET rubric.

How do these resources support the instructional shifts in this content area?

This resource supports our shift toward AP level content for all as well as support for English Language Learners through detailed vocabulary explanations and compelling visual inserts.

Further, this resource is structured around skills which allows students to focus on what they have to improve in their reading and writing. The resource contains introductory chapters that cover four essential skills that many of our students and especially our students who struggle with language will benefit from:

1.An Introduction to Rhetoric

2.Close Reading

3. Reading and Writing Arguments

4. Synthesizing Sources

Describe the process and frequency through which the curricular resources and assessment results would be continuously evaluated against the assessment frameworks and standards.

We will be using the District End of Year Assessments, teacher created assessments and the AP exam to evaluate this resource. Throughout the year we will be using teacher-created, AP aligned assessments and demonstrations of learning in order to assess student's progress. At the end of each year the District Tests and AP exam will be used to evaluate the resource.

What funding source(s) will be used to support initial purchase and ongoing material needs?

We will use funding from our PPOB to support the purchase of this resource if district Mill funds are unavailable.

Describe the process, structures, and systems (both initial and ongoing) that will support successful implementation and professional learning around the use of this resource? (Also, indicate the person who will lead the professional learning, either a staff member with experience with the resources or an outside consultant.)

Stephanie Price, our LA teacher, will be leading the PD on this resource starting in Year 2. She will be doing so during the LA PLC time and differentiated PD. For year 1 there will be no PD time required as Ms Price is familiar with the resource.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Student mobility will be accommodated through the alignment of the resources in this book to AP and Common Core standards so students should not have trouble coming into the program or leaving it.

Vendor: BFW High School Representative Contact Name: Christina Mancuso

Contact Phone Number: **866-843-3715 ext 1718** Contact Fax Number: **(609)689-9097**

Email: **cmancuso@bfwpub.com**

Curriculum Waiver – Geography – The Cultural Landscape, Pearson

CURRICULAR RESOURCE WAIVER REQUEST

1. Complete this form to request curricular resource waivers:
 - To substitute alternative materials for adopted core materials; or
 - To purchase supplemental textbooks in addition to core materials.
 - You do not need to resubmit a previously approved waiver.
2. Include curricular resources samples with this form or deliver to Division of Teaching and Learning (12th Floor, 1860 Lincoln Street) for review.
All curricular resources must be aligned with district standards (i.e., CCSS, ELD, CAS) and will be reviewed against current DPS curriculum adoption rubrics.
3. Schools email this form to the [Executive Director of Teaching and Learning](#) for Literacy or Social Studies waivers and to the [Instructional Director, Math and Science](#) for Mathematics or Science waivers. Please cc your Instructional Superintendent.
4. Wait for decision before purchasing any resources. If the request is declined, the email will indicate the reason(s).
5. For questions, contact the [Executive Director of Teaching and Learning](#).

School Name:

Principal:

Phone Number:

Network:

Instructional Superintendent:

Request to Purchase or Use

Non-Adopted Core Curricular Resources

Title: **The Cultural Landscape: An introduction to Human Geography**

Author: **James Rubinstein**

Publisher: **Pearson**

Subject Area: **Geography**

Grade(s):

Copyright:

Pearson Education Limited 2014

Format (click correct box):

Paperback and Digital

For Review of Non-Adopted Core Curricular Resources

Why are you proposing this specific curricular resource for your specific student population?

Our students will be a diverse group of GT (30%), ELL (20%). Further they will be coming from different cultural and ethnic backgrounds.

This resource will support our ELL students in that it includes strong visual aides to the text, key terms definitions organized by chapter rather than at the end of the entire book, and clear learning outcomes placed at the beginning of each chapter so students will know exactly what they should learn (vocabulary, content, concepts, skills) in each chapter.

This resource will also be able to support our more advanced students in that the text is aligned to the AP Human Geography content and therefore students will be able (during asynchronous learning time) to dig into more complex concepts and, at the end of the year, sit for the AP Human Geography test.

Further, the examples given in this book as case studies offer the teacher options to make the content culturally relevant and applicable to student's lives—the book is organized by key issues (e.g. migration, languages, development, food and agriculture) with many case examples under each issue.

What data and evidence support the use of the requested curricular resources with your specific student population?

This is one of a few resources approved by the College Board as an AP level Human Geography text and pre-college coursework book so many of our students will benefit from the rigorous content.

Further the online content available with this resource provides personalized learning such as mapping labs and inquiry-based activities that our students will benefit from during their asynchronous learning time.

Lastly, the images and graphics in this book will allow our ELL students to access the high level content.

How do these resources support the instructional shifts in this content area?

This book is based on relevant topics, which makes it very easy to personalize for individual students. Students have flexibility to choose different case studies on an overarching topic. This will support the instructional shift toward personalized learning.

Further this resource will support our shift toward offering acceleration and differentiation. Students, if they are ready, will be able to access AP level content and students who struggle with language will be supported through the format of the resource and the fact it includes easy to understand images and graphics. Students who struggle with Geographical concepts will have several engaging case studies to choose from and a clear expectation of what they need to know on each topic.

Describe the process and frequency through which the curricular resources and assessment results would be continuously evaluated against the assessment frameworks and standards.

We will be waiving out of district interims but we will take the final end of year assessment given by the district. We will assess the resource against the results on our end of year assessment.

Throughout the year we will have teacher designed assessments aligned to the CAS Geography standards as well as the AP Human Geography learning outcomes. We will also assess the resource against these assessments.

Finally, our students will take the AP Human Geography exam at the end of the school year, which will provide us another opportunity to evaluate this resource.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Our general fund/PPOB will be used to support initial purchase and ongoing material needs.

Describe the process, structures, and systems (both initial and ongoing) that will support successful implementation and professional learning around the use of this resource? (Also, indicate the person who will lead the professional learning, either a staff member with experience with the resources or an outside consultant.)

The primary system we will have to support the use of this text is asynchronous learning time, which will allow our students to access AP level content as well as differentiate for all students.

Professional Learning around this resource will not need to occur in the first year as our teacher already has a deep familiarity with it. Ongoing it will be provided during differentiated PD and PLC time.

Caitlin Ross, our 9th grade AP Human Geography teacher will lead the professional learning.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

As the topics are illustrated by different case studies and heavily supported by images we feel that students will be supported in their transition into this program. This program is AP aligned and has college-level content that students can access if they are ready to do so and therefore any student leaving our program would be ready to access the content in a traditional 9th grade World Geography class.

Vendor:	Pearson Learning	Representative Contact Name:	Julie Thorpe
Contact Phone Number:	303-818-3377	Contact Fax Number:	N/A
Email:	julie.thorpe@pearson.com		
Vendor Street Address:	PO Box 6820		
City:	Chandler	State:	AZ
		Zip Code:	85246

Submitted by:
(Principal)

Daniel Medved

Date:

5/8/15

Approved
(Reviewer will attach rubric with evaluation of criteria.)

Denied

Date:

(Chief Academic and Innovation Officer or Teaching and Learning Department Designee)

Date:

(Instructional Superintendent or Designee)

CURRICULAR RESOURCE WAIVER REQUEST

1. Complete this form to request curricular resource waivers:
 - To substitute alternative materials for adopted core materials; or
 - To purchase supplemental textbooks in addition to core materials.
 - You do not need to resubmit a previously approved waiver.
2. Include curricular resources samples with this form or deliver to Division of Teaching and Learning (12th Floor, 1860 Lincoln Street) for review.
All curricular resources must be aligned with district standards (i.e., CCSS, ELD, CAS) and will be reviewed against current DPS curriculum adoption rubrics.
3. Schools email this form to the [Executive Director of Teaching and Learning](#) for Literacy or Social Studies waivers and to the [Instructional Director, Math and Science](#) for Mathematics or Science waivers. Please cc your Instructional Superintendent.
4. Wait for decision before purchasing any resources. If the request is declined, the email will indicate the reason(s).
5. For questions, contact the [Executive Director of Teaching and Learning](#).

School Name: _____ Principal: _____ Phone Number: _____
Network: _____ Instructional Superintendent: _____

Request to Purchase or Use

Non-Adopted Core Curricular Resources

Title: Foundations of Physics Second Edition Author: Tom Hsu, Ph.D Publisher: CPO
Science
Subject Area: Physics Grade(s): 9th Copyright: 2011, CPS
Science
Format (click correct box): Digital

b

3

For Review of Non-Adopted Core Curricular Resources

Why are you proposing this specific curricular resource for your specific student population?

Our student population will be represented by 30% GT, 20% ELL (Majority 83% ACCESS 3 or Higher) as of May 2015. As a result we feel we will need to provide opportunities for acceleration for many of our students but also opportunities for English Language Development within all of our core content areas.

This resource will provide opportunities for our ELL population in the following ways:

- Key concepts are shown through images.
- The structure of the book is such that there is one concept per page which makes it easier to navigate.
- The math-intensive problems are solved through explicit, step-by-step solutions with images associated.
- The content is structured such that students experience hands on activities and experiments before learning key vocabulary so they are able to relate key concepts directly to something they know.

This resource will provide opportunities for acceleration in that the concepts are covered at an 11th and 12th grade level. This will provide our GT students and any students already demonstrating proficiency to go deeper into concepts and ultimately will prepare them well for a 12th grade AP Physics class.

What data and evidence support the use of the requested curricular resources with your specific student population?

Please see attached white paper regarding research on CPO Science.

How do these resources support the instructional shifts in this content area?

This resource supports the instructional shift toward NGSS standards as it is NGSS aligned.

Further, this resource is an inquiry-based curriculum which supports the shift toward inquiry-based learning in Science.

Describe the process and frequency through which the curricular resources and assessment results would be continuously evaluated against the assessment frameworks and standards.

DSISD has waived out of the district assessments. We will be creating our own assessments aligned to NGSS standards which we evaluate this resource against throughout the year.

For the end of year we will use the district assessments and we will evaluate this curricular resource against our results on that assessment as well.

We will evaluate this resource with end of trimester assessments and end of year cumulative assessments.

What funding source(s) will be used to support initial purchase and ongoing material needs?

We will use our general PPOB in order to support the initial purchase and ongoing material needs.

Describe the process, structures, and systems (both initial and ongoing) that will support successful implementation and professional learning around the use of this resource? (Also, indicate the person who will lead the professional learning, either a staff member with experience with the resources or an outside consultant.)

The lead science teacher, Jessica Goldstein will be leading the professional learning around this resource. For our first two years she will be teaching the course so we will on boarding staff after year 2 on this resource.

She has already taught using this resource so initially we will not plan on any formal professional learning around this resource. Eventually we will use our differentiated PD time to onboard staff onto this resource as well as Science PLC time.

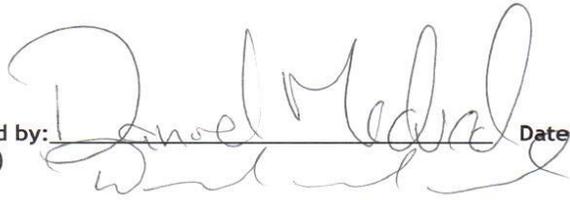
How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Foundations of Physics covers all of the content in Active Physics as well as pre-AP Physics concepts therefore students will be well prepared should they move out of our program into an Active Physics program.

Student mobility will also be accommodated into this program using our instructional model of asynchronous learning days—students will work on the concepts they have not yet mastered at their own pace.

Vendor: **CPO Science and Frey Scientific** Representative Contact Name: **Jessie Herman**
Contact Phone Number: **816-591-4560** Contact Fax Number: **N/A**
Email: **jessie.herman@schoolspecialty.com**
Vendor Street Address: **904 West 121st Street**
City: **Kansas City** State: **MO** Zip Code: **64145**

Submitted by:
(Principal)



Date:

5/8/15

Approved Denied
(Reviewer will attach rubric with evaluation of criteria.)

_____ Date:
(Chief Academic and Innovation Officer or Teaching and Learning Department Designee)

_____ Date:
(Instructional Superintendent or Designee)

Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee

Support from the School Administration:

August 24, 2015

It is with eager anticipation that the Denver School of Innovation and Sustainable Design (DSISD) planning team submits this Innovation Plan to the Boards of Education of both Denver Public Schools (DPS) and the State of Colorado. The vision to create the first competency-based high school in DPS can be traced back to efforts that began in early 2013 and that have been carried forward by numerous stakeholders from students, parents, teachers and schools and departments within DPS, as well as members of organizations that range from private businesses to the Colorado Department of Education (CDE). This plan was developed in several stages and includes the voices of teachers, future students, parents, faculty of post-secondary institutions, and members of workforce development and student support organizations. The school's design has been met with overwhelming support amongst families and staff, as 60% of enrollment was met within only three weeks of grassroots community engagement and the school was at 90% of enrollment at the time of this plan submission on 3/20/15. Finally, teachers have shown great effort in developing this plan and evidenced 100% approval during the staff's secret ballot vote on August 24, 2015.

As of the writing of this Innovation Plan throughout the spring and summer of 2015 with staff, parents, and community members, letters of support had been secured from founding staff members who had been hired to date, as well as parents, students, and partner organizations.

One final note is that the school will consider a name change at the conclusion of the second year, which coincides with the school's final facility placement timeline. The design team feels that the current name (DSISD) speaks to the school's vision and instructional model. However, the design team would also like to honor the voices of the students, staff, and broader community of the Southeast to Central Denver neighborhood where the school will eventually be located. The renaming consideration process will be facilitated by the school's CSC in collaboration with district leadership.

The school leadership fully endorses this innovation school plan.

Daniel Medved

Founding School Principal

Support from Teachers:

On 8-24-2015 100% of teachers voted to approve the innovation plan through a secret ballot process. (Additional documentation is provided below)

Support from the CSC:

August 28, 2015

Dear DPS and CDE State Boards of Education:

We wish to go on record in unanimous support of this application for Innovation Status for Denver School of Innovation and Sustainable Design (DSISD). As members of the school proposal design team and interim-CSC, we fully support this innovation plan focused on developing a competency-based Early College school model that develops students' knowledge and skills in the areas of Design Thinking, S.T.E.M., and Arts Integration. We believe this type of school model is what Southeast and Central Denver requires to prepare students to be college and career ready in the emerging global

economy. Now, during the planning year for this school, we are serving as the Collaborative School Committee in the interim before our school's families are enrolled.

This school has tremendous potential, and Innovation Status accelerates the mission of this school and the DPS mission that "every child succeeds." Please recognize the spirit and creativity represented, and approve this plan.

Sincerely,

DSISD Design Team and Interim CSC

Danny Medved, DSISD Year 0 Principal

Lisa Simms, DSISD Year 0 Dean of Curriculum and Instruction

Harry DiFrancesco DSISD Curriculum Developer

Madeline Burton, DSISD S.T.E.A.M. Coordinator & Math and Engineering Teacher

Jessica Goldstein, DSISD Lead Science Teacher and Curriculum Coordinator

Michelle Ricci, DSISD parent and Community Liaison

Tracey Pliskin, DSISD parent and member of Parent Advisory Committee

Erin Moore, DSISD parent and member of Parent Advisory Committee

Kathy Lindquist-Kleissler, Executive Director of Denver Medical Society

Election Administrator Attestation Template

Date of Vote: 8-24-15

School: Denver School of Innovation + Sustainable Design (DSISD)

I affirm that on this date, I helped administer a vote of staff based on the eligible participant list provided to me on the attached spreadsheet.

The spreadsheet was provided to me by the school principal. My role was to ensure that those who wanted to vote in the process had the opportunity to do so based on the list of eligible participants provided.

If a person present requested a ballot, but was not on the pre-printed eligible list of voters, I asked the Principal to confirm whether the person would be eligible to vote.

All eligible participants were provided with a single ballot and were then asked to vote their ballot in a designated area in order to protect voter privacy.

A ballot box was used for voters to cast ballots. The box was monitored by this administrative team.

The vote was administered in a way to ensure that voting was kept secret and that there was no real or perceived pressure on the part of the team to try and influence how a person voted.

Upon a review of the list and count of the ballots cast, the outcome of the vote was as follows:

- # of eligible voting staff on list 8
- o # of votes cast 8
 - # of votes to approve: 8
 - # of votes to deny: 0
 - # of blank ballots cast: 0
- o # of participants on the list that did not vote: 0

Harry DiFrancesco
Name


Signature

Principal Attestation Template

Daniel Madala (principal) attest as follows:

1. I am employed at Denver Public Schools (the "District" or "DPS") as the Principal of this school.
2. In August 2015 the School submitted an Innovation Plan to DPS.
3. Prior to submitting the Innovation Plan to the District Board, school leadership engaged in substantive outreach and community engagement efforts to share information and receive feedback on the proposed Innovation Plan. Activities included, but were not limited to, the following:
 - a. Engagement in strategic school planning activities which included establishing a budget, and adapting the school plan to best serve the local community needs.
 - b. Hosting meetings with school administrators, staff, and community members to evaluate the need for innovation status and to discuss policy waivers that would be needed to implement the school model consistent with the proposed design.
4. Prior to the District Board's vote approving the Innovation Plan, all school administrators provided letters of support for designation as an innovation school.
5. During the hiring cycle, all employees were provided access to the school's Innovation Plan or were made aware of the school's innovation status, and were also made aware that the Innovation Plan contained waivers to specific types of employment policies including waivers from the DCTA collective bargaining agreement.
6. DCTA covered employees were also provided opportunities for input into the innovation plan and were made aware that they would be provided with an opportunity to vote via secret ballot to waive provisions of the collective bargaining agreement as they are outlined in the innovation plan. It was also made clear that how they voted was not a condition of their employment.
7. The School's leadership ensured that adequate notice was provided, and ensured that proper protocol was followed so that it was clear there was no real or perceived pressure from administrators or other third parties related to how a person voted.

Daniel Madala

Principal

DSISD

School

8/24/15

Date

Appendix C: Evidence of Support from Parents/Guardians, Community Groups

To Whom It May Concern,

February 28, 2015

I write to you in support of the Denver School of Innovation and Sustainable Design (DSISD) and its commitment to empowering all students to take ownership of their learning in order to become positive agents of change. DSISD is the solution to a growing problem of academic failure in our nation.

As our world becomes increasingly reliant on technology, we have more and more answers at our fingertips. There are very few times that students will have to multiply five three digit numbers together in their heads – they can do it on the calculator on their phone. They don't need to memorize every element in the periodic table, they can pull up an image anywhere that they can stream data. It's important that they know *how*

multiplying manipulates numbers so that they know contextually that multiplication is the operation that they want, or how to understand different parts of the table and extract information from it, but they don't necessarily have to have every fact memorized. With such prevalence of easy-access-facts, the question becomes not whether they know them, but what they're going to do with them. If fact acquisition is no longer difficult, the things that become valued are things that only humans are able to do. Creativity and innovation cannot be duplicated in a machine.

I endorse the DSISD Innovation Plan, because it addresses the need to cultivate curious scholars by capitalizing on students' inherent desires to delve deeper in to topics. It encourages innovative thinking through the integration of 21st century skills and a problem-based curriculum. Students will be learning within the context of authentic tasks that align with real-world concerns, thus their learning expands beyond skills and in to the realm of innovative solutions.

The DSISD Innovation Plan will allow students to self-pace their learning, moving them forward through competency such that every student who completes a course truly understands all concepts from the class. Too frequently in traditional educational settings students complete a course but cannot demonstrate clear understanding of the course objectives. School is treated as a pipeline in which it is more important to move students from one end to the other than to make sure they are accurately grasping the content.

DSISD will treat students as individuals, focusing on their personal success such that every student confidently leaves our school; diploma in hand, and prepared for their future.

It is no longer a marker of success to be able to memorize facts or repeat an algorithm to solve a problem. We need to teach our students skills that can be applied and adapted to real world situations. Students need to be able to take the information presented and manipulate it to answer higher order questions that do not have a cookie cutter result.

Through their Innovation Plan, DSISD is creating students that are self-advocates and setting them up to be life long learners, successful in college and careers.

Sincerely,

Madeline Burton DSISD



Byers Campus 150 S. Pearl St. Denver CO 80209

cell: 612-600-8252

email: madeline.r.burton@gmail.com web: <http://dsisd.dpsk12.org/>

To Whom It May Concern:

February 24, 2015

I write this letter of support for Denver School of Innovation and Sustainable Design wholeheartedly, knowing that the founding of this school will make THE difference in many students' lives. Not only is DSISD founded upon principals that put the whole child first, but also in the understanding that the traditional model of what school looks like is failing kids. Too many students are not leaving high schools prepared to learn in college, or prepared to lead in the world. In most traditional education settings, students are not allowed or provided the time or space to learn how to problem solve in creative ways, and at their own pace. DSISD will be this school for all of its students through its competency-based learning model, and its mission to develop students into innovators who generate solutions to real-world problems.

Danny first approached me about the opportunity to be on the school design team two years ago when I taught at HTEC high school, where he was the assistant principal. He put together a team of thoughtful and talented teachers who crafted the first draft of the innovation plan. While the model has evolved, much of the original plan has changed, but the essence of the vision and mission has remained: When students are challenged, empowered and have personal ownership of learning, they will experience success and become positive change agents in local and global communities. We knew as a team that this vision was possible, because we saw it in action at HTEC. Danny was fundamental in creating real-world opportunities and experiences for students through internships and building partnerships with colleges, businesses and organizations in industries that are shaping the careers of the future.

At HTEC, Danny hired me as a differentiated roles teacher, which meant I was part leadership as well as a classroom teacher. I benefitted greatly from the differentiated roles experience and Danny's strong belief in distributive leadership. Currently, I am getting my principal's license, a decision that was greatly influenced by the leadership opportunities Danny afforded me. Now, as I help to create DSISD's school design, I continue to learn and grow as a leader under Danny's mentorship and guidance.

After 12 years of teaching, I have seen many leadership styles that have either built up or let down school communities. As a peer observer, I supported many teachers across the district and knew when a school had effective leadership based on how supported their teachers felt, and the palpable sense of climate upon entering a school's doors. Danny's style of leadership is the kind that builds. He promotes the strengths of teachers and students and he makes people feel valued and heard. Danny not only has vision, but also the talent, drive and commitment to execute that vision. If he doesn't know how to do something, he will find the right person who does. He holds himself accountable to the same standards he expects of others, and he always sees opportunity to grow from mistakes. Danny's style of leadership will create a climate of trust and openness that will help DSISD's model not only come to fruition, but thrive. This is why I believe in him as a leader, and why I have chosen to follow him, and build beside him a second time.

I urge your support of the DSISD Innovation Plan, as it will be an investment in allowing flexibilities that create a school in which ALL students will grow as they attain the qualities and skills necessary to be successful in both college and career. It will also serve as a model school as the competency-based learning movement takes hold statewide, and on a national level.

Sincerely,

Lisa Simms

cell: 303-842-3579

email: lisa_simms@dpsk12.org

web: <http://dsisd.dpsk12.org/>



To Whom It May Concern:

February 25, 2015

This letter is to express my wholehearted support for School Plan and pursuit of Innovation Status for the Denver School of Innovation and Sustainable Design, led by Daniel Medved. It is my belief that founding this school will not only be a milestone for public education in Denver, but will set the standard for ecologically-focused, “high tech” schools nationwide - allowing Denver Public Schools to continue its pursuit of leading the movement to change the future of public schooling.

The US is currently facing the stark reality that our human capital is grossly underprepared to compete in the global marketplace. For decades, the current public education system has failed students coming from low-income, minority backgrounds, and perpetuated inequalities - especially when it comes to preparing students for advanced scientific and entrepreneurial careers. We are also in a time when global sustainability is in peril, and where younger generations will have the opportunity to create paradigm shifts in human-environmental interactions in the future. The model for DSISD, proposed by Mr. Medved, takes an innovative, student-centered approach to enable students to become innovators and game-changers who generate feasible solutions to complex global issues.

The Denver School of Innovation and Sustainable Design proposes to accomplish these goals through its novel use of a competency-based model, by providing students with the opportunity to engage in asynchronous and self-directed learning, and by offering myriad possibilities for learning through rigorous course offerings and engaging enrichment programs. Having worked within both KIPP and Summit Public Schools, I have first-hand experience with innovative school design and I can confidently say that the school model created by Daniel Medved is rethinking what education looks like in a highly thoughtful, well-researched and authentic way.

As the Lead Science Teacher and Curriculum Developer Coordinator for DSISD, it is my mission to ensure that our science department - and school as a whole - is infused with the sustainable design theme - and that our graduates enter the real world with an innate desire to tackle complex problems in human and environmental systems. This is a dream job for me, both in terms of the content I will be creating, as well as the leadership opportunities the position affords me. Under the guidance of Mr. Medved, I see myself growing as an educator and as a leader. It is my goal to set the pace for new and innovative ecological learning in public schools settings across the nation - and I know that this team and this school will afford me that opportunity.

It is my fundamental belief that students who are connected to the environment at a young age become stewards of the environment as adults, and that the school design and curriculum being developed for DSISD will promote positive human-environmental interactions, and critical problem solving skills for the next generation of STEM leaders. As such, I highly recommend your support for the DSISD Innovation Plan. This school will serve as a game-changer in public STEM education for both Denver Public Schools, and the whole nation - and will also foster student success, regardless of socioeconomic status, through the use of its competency-based model.

Please feel free to contact me if you have questions or for more information. Sincerely,
Jessica S. Goldstein

Lead Science Teacher & Curriculum Developer Coordinator

Denver School for Innovation and Sustainable Design
631-338-0893 | jsg68@cornell.edu

To Whom It May Concern,

As a member of the design team for the Denver School of Innovation and Sustainable Design (DSISD), as a former teacher at High Tech Early College in Denver Public Schools, and as a Teach for America alum, I would like to write a letter of support for DSISD's proposed innovation plan.

While the current movement in education reform has focused nearly entirely on the achievement gap and while many schools have been successful in raising the test scores and increasing the college-entrance rate of lower-income students, few schools have addressed the fundamental problem at the root of our education system. Namely, that children do not all learn at the same rate nor in the same manner. That holds true regardless of socio-economic status, race, culture, and all the other lines along which we like to divide people. Ultimately we have been treating symptoms not causes.

DSISD, however, aims to change that. Through a system of competency-based asynchronous learning paired with project based inquiries, students will have the opportunity to learn academic subjects at their own pace while also exploring deeper applications of the content. Students will then be able to go even deeper into the application of their projects through week-long intensive periods that will occur throughout the school year. Thus, the basic structure of the school will be student-centered instead of teacher/adult/system-centered.

Further, I believe that Mr. Medved's leadership, from his ability to hire exceedingly competent individuals to his deep commitment to the learning of ALL students will provide the necessary backbone for DSISD to succeed.

Ultimately, I believe that the structure of DSISD's academic curriculum and its leadership will create an environment where students experience a unique, personalized, and fulfilling high school education. I therefore wholeheartedly support DSISD's innovation plan and would strongly support its approval.

Sincerely,
Harry DiFrancesco
School Design Consultant, DSISD

February 27, 2015

Dear Denver Public School Supporters,

As an 8th grader I was faced with the challenge of picking of a high school this year. I found that there are three types of high schools: The strict, academic, private school that is all about homework and lectures and the average public school that is also based on auditory learning. Then there are the grade-oriented S.T.E.M. schools.

After difficult deliberation I found myself conflicted. I was accepted to a very competitive, private school but felt stifled there. Then I found D.S.I.S.D.

DSISD is the perfect school for me and other people like me who are math based, creative, and most of all kinesthetic learners. School can be frustrating and overwhelming if it's not taught the way you learn. It can make you want to give up on caring about your grades. I am thrilled to have D.S.I.S.D. as my high school because I have to build and produce things with my hands (and my computer) to be truly engaged in my education. I am looking forward to having Principal Medved as a leader because he is incredibly positive, understands my way of learning. I plan to keep attending the school planning committee meetings to give my feedback as a student. I have told many friends about the school and will continue to support DSISD due to the *absolutely life-changing* approach it has toward high school education.

Thank you for considering my input,
Robert Moore (Future D.S.I.S.D. student)

Culture, Equity & Leadership Team • 1860 Lincoln Street, Suite 925 • Denver, CO 80203

Culture, Equity, & Leadership Team 1860 Lincoln St. Suite 925 Denver, CO 80203 <http://celf.dpsk12.org> Phone: 303.589.5947 Email: Stephanie_Rivera@dpsk12.org

February 23, 2015

To Whom It May Concern:

It is with great pleasure that I write this letter of support for Danny Medved as the school leader of Denver School of Innovation and Sustainable Design (DSISD). I met Danny four years ago when I was leading Denver Public School's Teacher Leadership Academy (TLA) and Danny was a teacher leader for High Tech Early College (HTEC). Upon meeting Danny, I was struck by his optimism and commitment to building leadership capacity within himself, and the entire HTEC community – staff and students alike.

Danny is a visionary and dynamic leader. Immediately after joining the TLA, Danny and the HTEC leadership team identified, leveraged, and integrated teacher leaders into their strategic school plan by defining teacher leadership roles, setting up differentiated professional learning led by teacher leaders, and driven by student data. Additionally, the team set up systems and structures, including data teams and Advisory that ensured higher staff and student engagement. HTEC quickly became the TLA's model school for how a school could strategically leverage and amplify the talent and skills of teacher leaders in support of better student outcomes. As a TLA model school, HTEC was featured in a promotional video that showcased how schools integrated and leveraged teacher leaders. Danny and his team also keynoted a TLA kick-off session that was attended by over 900 central office and school-based leaders (Principals, APs, and Teacher leaders) representing over 100 DPS schools.

Danny is highly skilled in creating positive working environments that are focused on inclusion and effectiveness. He cares about people and it shows in everything he does. Danny has a tremendous work ethic and works tirelessly to get the work done. He approaches all opportunities and challenges with a positive “can do” attitude and that energy is contagious among his staff. Danny also provides ample space and guidance that empowers his staff to make decisions, take risks, and see the work through to completion. He is masterful at bringing people together to work towards a common vision and inspires them to be the best that they can be; I can’t think of better qualities for an educator and school leader.

There’s no doubt that the Denver School of Innovation and Sustainable Design will become a high performing high school with a thriving school culture. Danny has successfully demonstrated that he can take an idea from a visionary state, to full implementation and remain focused on continuously improving. He and his team have the talent, skill, and “grit” to successfully launch a new school where the entire community *wants* to work hard and are committed to doing everything possible to ensure the school and students are successful. Please do not hesitate to contact me if you have questions, or need additional information.

Sincerely,

Nikki Rivera

Director

Culture, Equity, & Leadership Team

Denver Public Schools

February 27, 2015

To Whom It May Concern:

In the interest of collaborative service to students, Denver Kids, Inc. has started a partnership with Denver School of Innovation and Sustainable Design (DSISD). We think the values and education model DSISD utilizes, aligns well with our core mission. Both organizations have a goal to empower students through various school resources and youth development services. We believe in preparing all students for success, especially those most at-risk, by providing extensive support while in school and various career options upon graduation.

We’re excited to partner with DSISD given the vision and purposeful planning behind the design of its competency-based model. Specifically, we will be speaking with students and parents at Denver Kids about enrolling in DSISD. We aim to have 10-15 students enroll for the 2015-2016 school year. We will have a Denver Kids staff member participating on the School Planning Committee, in addition to facilitating Professional Development opportunities for DSISD faculty. Together, we hope to build a model that supports the whole child, so they can be successful as a student and in life.

Please contact Jesse Burne at 720.423.3430 or jesse_burne@dpsk12.org for any further questions.

Sincerely,

Jennifer Andrews

COO & Interim CEO

GIFTED AND TALENTED DEPARTMENT

HIGH SCHOOL COORDINATOR TEL 720-423-2060

DENVER PUBLIC SCHOOLS GIFTED AND TALENTED DEPARTMENT

Feb. 27, 2015

To Interested Stakeholders of the Denver School of Innovation and Sustainable Design:

It is a privilege and pleasure to recommend, highlight, partner, and collaborate with the design and growth of DSISD. As a K-12 Educator, GT Specialist, Central Coordinator, College instructor and Parent, I cannot overstate the urgency, importance, and gravity of this school design for our exceptionally able and twice-exceptional high school children. For this reason, Central DPS Leadership, DSIDS, and the Gifted and Talented Department collaborated and agreed that DSISD will be a Tier 1 GT High School in its opening year 2015/2016. A Tier 1 GT High School refers to one in which there are direct and regular services/supports. DSISD will be the fifth of this kind after TJ, East, Lincoln and Kennedy.

With this in mind, please consider this at-a-glance table comparing the alignment of key elements of DSISD's Design with elements of Advanced Learning Planning for GT students in Colorado.

DSISD Key Elements Advanced Learning Plan Alignment for GT

- Personalized Learning Independent Study, Self-Selected Content,
- Individualized Curriculum, Student Choice
- Advisement Classes, Career Pathways Interest and Leadership Development
- Acceleration Opportunities Curriculum and Grade-based Acceleration; Preassessment
- and curriculum compacting with
- Extensions
- Academic Interventions Tiered Assignments/Homework, Alternative
- Resources
- Project and Problem Based Learning Problem Based Learning, Group Investigations,
- In-depth Study, Research, Advanced
- Product/Presentation
- Internship/Externship Opportunities with
- Community Partners
- Mentorships/Internships with Community
- Resources, Inc.
- Early Participation in the College Experience Concurrent Enrollment, Early College
- Access/Entrance

Beyond this, the broad vision and mission of the school is entirely responsive to the needs of gifted, talented and advanced learners. The demonstration of student competency and subsequent instructional compacting and differentiation of curriculum, multiple demonstrations/assessments of learning and progressive, real world learning environments/experiences is at the core of why gifted education and this new school are essential. Combine all this with emphases on citizenship, innovative thinking, personal excellence and specialized, affective guidance and you have the recipe for what promises to be a jewel of a new high school for Denver's young adults.

Yours truly,

Brian Michael Weaver, M.A., Curriculum and Instruction

• Gifted Education Specialist for Denver Public Schools – High Schools

Colorado Department of Education

Innovation, Choice, and Engagement

201 East Colfax Avenue

Denver, CO 80203-1799

2/27/2015

To Whom it May Concern at Denver Public Schools;

It's a great pleasure to write this letter in support of DSISD's Innovation Plan. Their vision for a high school in which students and families have such a high degree of agency, and which seeks to provide kids with a rigorous competency-based progression represents true innovation in K-12 public education. In addition to their revolutionary approach and vision, DSISD's focus on ensuring that all students have the opportunity to develop postsecondary and workforce readiness skills sets them apart from nearly every other school I've encountered in Colorado. Given DSISD's truly inventive plan for their school, it's my pleasure to express my full support for their innovation plan. The school development team's commitment to engaging students and families in the process of designing DSISD sets them apart from thousands of other schools in Colorado. It's been my pleasure to have the opportunity to witness Danny and his team's commitment to student and family voice and agency first hand at the school design events they have held over the course of the last few months. Students, many of them for the first time, have had the ability to explain their thoughts about the features of their ideal learning environments and outcomes to adults who take them seriously and incorporate their ideas in to the design of the school. Furthermore, the degree of parental and community involvement in the development of the innovation plan has been nothing short of remarkable. Given the import that DSISD has placed on seeking and utilizing input from the families that they hope to serve, I'm confident that the school has the potential to dramatically shift what high school can look like for students in Denver.

Over the course of the last few months Danny and his team have engaged with me in my capacity as the Innovation and Blended Learning Specialist for the Colorado Department of Education. The process of working with the administrative team has demonstrated to me their commitment to creating a school that best meets the needs of all of their students. I've also been impressed with this team's desire to work with CDE to ensure that they are up-to-date with our work related to ensuring that all students in Colorado leave high school postsecondary and workforce ready. It's been a tremendous pleasure to have the opportunity to serve as a thought-partner in the work of developing this school.

Another aspect of the DSISD plan that I find compelling and innovative is their commitment to utilizing learning progressions of competencies in order to ensure that all of their students have an exceptional learning experience embedded in real-world application of skills and knowledge. The commitment that Danny and his leadership team have made to ensuring that all students possess, and can demonstrate mastery of, a wide variety of college and career readiness competencies appears to me to have no equal in Colorado at this point. I look forward to having the opportunity to learn from DSISD's approach, and have high hopes that it can be held up as a model for other schools in the state and around the country with regard to competency-based education.

It is without hesitation that I endorse DSISD's innovation plan. They have high aspirations for the school and what it can do for students, and all of the evidence that I've seen leads me to believe

that their approach will not only enable them to succeed, but will also serve as a true model for next generation learning in DPS and in Colorado. Please don't hesitate to reach out if there's anything I can do to be of service in your consideration of DSISD's application for innovation status.

Sincerely,

Christina Jean, Ed.D.



February 28, 2015

Danny Medved, Principal and Lead School Designer
Denver School of Innovation and Sustainable Design
Byers Campus
150 So. Pearl St.
Denver, CO 80209

Dear Mr. Medved,
Project Lead The Way, a national nonprofit, is pleased that the Denver School of Innovation and Sustainable Design (DSISD) will be using our high school Engineering program as a way for DSISD students experience rigorous, relevant, real world engineering activities, projects and problem solving opportunities that will engage students and help prepare them for college and careers.

DSISD believes that all students can benefit from being exposed to engineering and the engineering design process. This approach will allow students to realize that some of their worst initial design solutions are the springboard to successful ideas. The engineering design process provides students with a method to log their intellectual property through an engineering notebook. This notebook gives students a way to see their tenacity, growth and abilities to create sustainable designs. DSISD's approach to work with all students, including those who have not been successful in traditional schools, will provide opportunities to many who have not succeeded in the current system.

PLTW's partnership with DSISD will provide students with the ability to earn college credit through the Colorado Community College System as well as at the University of Colorado at Colorado Springs. This partnership will strengthen the college going culture for students who enroll at DSISD. The school's leadership team is strong and their plan will help place students in arena where they can achieve academic excellence while they develop the traits to become life-long learners and innovators. I am very excited about the leadership and direction of the school.

Thank you.

Yours truly,

Gwen Shuster-Haynes
Director of School Engagement Colorado & North Dakota
Project Lead the Way

Preparing students for the global economy

3939 Priority Way South Drive, Suite 400 | Indianapolis, IN 46240 | t:317.669.0200 | f:317.663.8296 | w:pltw.org

February 25, 2015

Danny Medved, Principal and Lead School Designer

Denver School of Innovation and Sustainable Design

Byers Campus

150 So. Pearl St.

Denver, CO 80209

Dear Mr. Medved,

The Center for Pre-Collegiate and Academic Outreach Programs at the University of Colorado Denver gladly provides this letter of support on behalf of the Denver School of Innovation and Sustainable Design (DSISD). We at Pre Collegiate strongly believe in assisting first-generation and underserved students. The students we serve fit the demographic of students that DSISD serves.

With this in mind, the Center for Pre-Collegiate and Academic Outreach Programs at the University of Colorado Denver (CU Denver) commits to the following:

- The Center will allow students who meet the program eligibility criteria to apply for consideration to be in the different programs even if the school does not become a target school.
- The Center will go out to the school and present programs to students who meet the eligibility criteria if the school becomes a target school.

It is with hope that this partnership will strengthen the college going culture for students who enroll at the Denver School of Innovation and Sustainable Design. We wish the school much success in working with students on academic excellence and innovative thinking and action toward a lifelong learning and transformative leadership. I have been a part of the school planning committee and I am very excited about the leadership and direction of the school. Thank you.

Sincerely yours,

Greg Lee, Director

University of Colorado Denver

Center for Pre-Collegiate and Academic Outreach Programs

PRE-COLLEGIATE DEVELOPMENT PROGRAM

Center for Pre-Collegiate and Academic Outreach Programs

Campus Box DC147 PO Box 173364| 1200 Larimer St., North Classroom #4032| Denver, CO 80217

Phone 303.556.2322| Fax 303.556.2054| pcdp@ucdenver.edu | <http://www.ucdenver.edu>

March 1, 2015

To Whom It May Concern:

I am writing to express my support for Denver School of Innovation and Sustainable Design. I find the approach the school will take to be refreshing and innovative. Specifically, the school will focus on technology and science with a project-oriented educational focus and reinforced with real-world experiences.

My child is looking for an education that is more hands on and experiential and is less interested in a lecture-based curriculum. The school that Danny Medved has described to me sounds to fit this model. My son is very excited to be a part of the energy around starting a new school. He has confidence in Danny Medved to make this school become a reality. In my interactions with Danny, he strikes me as a driven and focused leader who can pull together the many pieces to make a project-oriented and experiential school work.

I also believe that DSISD will be attractive to the most curious students in the DPS district. The school should create an environment in which students can explore their thoughts about specific subjects and learn by applying what they've learned in the classroom to real world problems. Through this approach, I believe DSISD will create problem solvers as opposed to students who can simply regurgitate facts. In sum, we are looking forward to helping Danny and DSISD succeed from the beginning in creating a stimulating and creative environment for all students.

Best Regards
Harry Pliskin

March 1, 2015

To Whom It May Concern,

Support for The Denver School of Innovation and Sustainable Design

I became familiar with the Denver School of Innovation and Sustainable Design while searching for a high school for my thirteen- year- old son Robert. Together Robert and I met with Principal Daniel Medved and Assistant Principal Lisa Simms and were delighted to hear about DSISD's innovative model. Truly, it is the curriculum and school model I had only found on the East and West coasts of the U.S. There is no similar model in DPS currently.

This school model allows unlimited possibilities for students to creatively pursue and develop their own learning path, and ultimately their own career because of its designation as Innovation Status.

The DSISD model is based on engagement, a hands-on, student-centered approach that encourages student leadership, collaboration and internships.

I have come to recognize, through my son, that many students do not learn best through exclusively listening to lectures, reading materials, and watching educators. Many students learn best from school models emphasizing engagement in hands-on activities, for example, the manipulation of building materials to construct bridges or other structures. These students are often highly creative and productive individuals.

By including more students with this learning style we can build a better work force and better-engaged citizens to lead Denver along its current path to progressive and more inclusive education. An improved work force will only lead to better problem solving and more prosperity for Denver as future employers find our Denver students to be innovative leaders in industry and social change.

In addition to my enthusiasm for DSISD, its progressive model and Innovation Status, I plan to support DSISD with my time and participation as a parent and community member. I am working to educate the community about this new DPS gem and its inspiring school leaders Daniel Medved and Lisa Simms.

Daniel Medved and Lisa Simms have shown dynamic leadership, endless energy and strong commitment to enrollment, community education and feedback, and the progress of getting DSISD up and running. After attending three school planning committee meetings with large numbers of parents, students and

community partners, I am looking forward to working alongside the many inspired friends of DSISD to ensure its success.

Sincerely,

Erin Torda Moore, LCSW

Denver Parent

Denver Public Schools

High Tech Elementary

720-424-2105

www.hightechelementary.dpsk12.org

HIGH TECH ELEMENTARY SCHOOL

8499 East Stoll Place • Denver, CO • 80238

February 24, 2015

To Whom It May Concern,

I am writing this letter in support of Danny Medved, founding principal of the proposed new school, Denver School of Innovation and Sustainable Design (DSISD). I have had the opportunity to work with Danny in his previous leadership role at High Tech Early College over the past three years. During that time Danny has demonstrated outstanding leadership skills in innovation and instructional design. As the principal of High Tech Elementary, I have had the opportunity to design and implement strategic school design principles in a collaborative setting with Danny. He has proven to be an outstanding thought partner and innovative thinker.

I have had the opportunity to listen to Danny's vision for of this new innovative program at DSID. I believe that a program focused on student's demonstrating college and career readiness competencies much like we see in professions like business and medicine would be an excellent addition to our High Tech family. In addition, a focus on personalization of student learning is essential to prepare our children for the competitive jobs they will encounter in the 21st Century.

It is without reservation that I extend my support and endorsement to Danny Medved and the proposed new Denver School of Innovation and Sustainable Design.

Sincerely Yours,

Dr. Amy Gile

Principal

Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver

Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

School Directions: If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

School Name: Denver School of Innovation and Sustainable Design (DSISD)

Name of Person Completing Form: Daniel Medved, Principal

Subject Seeking Waiver For: English/Language Arts

Date Waiver Application Submitted: 3/22/15

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team.
 - a. Principal Daniel Medved and Dean of Instruction Lisa Simms are both trained Literacy Design Collaborative Facilitators. Lisa is also a Collaborative Strategic Reading Coach within DPS.
- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)
 - a. All instructional staff will attend Summit Basecamp from June 15-July 1 in California. This will give the core instructional staff a solid foundation in curriculum design, delivery and adaptation before the start of the first school year. We will supplement the work done at Summit with our own in-house Summer Professional Development Institute during August 2015.
- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum.
 - a. Our core school leadership design team will be responsible for curriculum development and implementation as we onboard and include newly-hired teaching staff to assist with this through the next few months. As the teaching team becomes solidified, they will increasingly take ownership over the development of curricula. While we build a solid foundation of curricula, we will continuously evaluate and revise based on our understanding of student needs.

Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template.

	9 th	10 th	11 th	12 th
Language Arts	Intro to Lit	World Lit	American Lit/AP Lit	Dev Lit/AP Lang
Social Studies	World Geography	World History/Civics	US History	Economics
Science	Biology	Chemistry	Biological Engineering	Physics
Math				

	Alg/Geo	Geo/Alg 2	Alg/College Alg	AP Calc/Dev Math
Design Thinking Pathways	STEM: Intro to Engineering Design SE: Career Survey	STEM: Principles of Engineering SE: Entrepreneurship	STEM: Internship SE: Internship	STEM: Capstone SE: Capstone
Electives	PE/Spanish	PE/Spanish	PE/Spanish	PE/Spanish
Flex	Code.org/World Lang.	Sustainable Garden/Robotics	Poetry Slam/Graffiti Art	Dance/Clubs

- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans.
 - a. As noted in the above scope and sequence, we will bundle together curricular materials from various sources, tune them according to our model and relevant standards, then arrange them in an ideal scope and sequence based on our initial understanding of student needs. This process will be highly iterative as we get to know our students better and refine the projects themselves as well as the sequence in which they are deployed.
- 6) Describe the ongoing curriculum monitoring process that will be implemented.
 - a. We will engage in Cycles of Inquiry (COI) among teacher teams to constantly re-evaluate curricula. We will regularly ask for student feedback and improvements on curricular materials. We will constantly search for and procure promising curricular resources from exemplar schools doing similar work. More broadly, we will continue to partner with exemplar competency-based schools nationwide as we evolve our curriculum in partnership with our peers.

Section 3--The How: Plan Implementing

- 7) Describe the tools and resources you will use to develop and implement curriculum.
 - a. All instructional staff will participate in Summit Basecamp this summer as we gain access to high-quality, rigorous projects at the 9th grade level that we will adapt according to our needs. We will supplement these adapted projects with LDC modules and Project Lead The Way modules for our STEM pathway. On an ongoing basis, we expect our instructional staff to develop and continually refine a solid cache of teacher-adapted and teacher-created projects and curricular materials.
- 8) Describe the process by which instructional materials will be selected.
 - a. We will cross-check all instructional materials against our competencies, qualities of an innovator and standards such as CCSS/CAS as we adapt them for our use. We will pilot their use with small groups of potential students to continually refine the materials.
- 9) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles.

- a. We will utilize baseline rubrics such as [this](#) (for Common Core alignment) and [this](#) (for general curriculum design) to support our teachers’ development and adaptation of curricular materials.
- 10) Describe the plan for ongoing and sustainable professional learning that will support the implementation of curriculum, including the support for teachers to align pedagogy and practice aligned with curriculum.
- a. All instructors will start with a deep dive into project-based instruction and competency-based curriculum development through Summit Basecamp. Over the summer, we will supplement the learning at Summit with our own in-house institute to better hone our unique model and adapt the tools that we receive from Summit. Teachers will have significant weekly planning time alongside structured professional learning sessions on a regular basis.

Section 4--The When: Timeline for Implementation

- 11) Describe the timeline for curriculum development.

Development Timeline for Supplemental Curricula

Task	Timeline	Person(s) Responsible	Funds
Develop Four Qualities and 16 Competencies of an Innovator Framework	Was completed in February of 2015	School Leader, targeted contractors, and founding staff	Use 0 year Carnegie funds to pay for stipends, contractors, and learning trips to competency-based schools
Develop Syllabi, Scope, Sequence, and Instructional Materials for Design Thinking Pathways: Social Entrepreneurship, STEM/ Engineering for Environmental Sustainability	In Progress/ completed by 5/1/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Use 0 year Carnegie funds to pay for stipends and PD on Design Thinking and Project Lead the Way
Develop Advisement Curricula Scope and Sequence for Four Years (Linked to teaching and monitoring Four Qualities and 16 Competencies & anchored in Positive Youth Development Theory: Social Justice, Service Learning, & Self-Efficacy)	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts
Create and Collect Playlist Content	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Minimal Cost, Summit Base Camp partnership can provide these resources

Develop technology integration plan (Infusion into Career Survey Class, Advisement, Core Classes)	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	No Cost
Develop PBL/ Service Learning modules	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts

- 12) Describe the timeline for PD around curriculum implementation.
 - a. As noted above, we will start with Summit Basecamp, followed by our in-house PD institute over the summer, followed by regular check-ins (at least monthly) with the teaching staff focused on curriculum implementation and instruction.
- 13) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made.
 - a. Curriculum will be evaluated on an ongoing basis, starting with initial intake when we gain access to Summit’s materials and other procured materials over the next six months. As we onboard teachers, we will ask them to continually develop and “tune” materials to the DSISD model. After the end of the first year, we will have a fairly significant cache of DSISD-aligned (also aligned to CCSS/CAS) curricular materials for use in posterity.

Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver

Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

School Directions: If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

School Name: Denver School of Innovation and Sustainable Design (DSISD)

Name of Person Completing Form: Daniel Medved, Principal

Subject Seeking Waiver For: Math

Date Waiver Application Submitted: 3/22/15

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team.
 - a. Principal Daniel Medved and Dean of Instruction Lisa Simms are both trained Literacy Design Collaborative Facilitators. Lisa is also a Collaborative Strategic Reading Coach within DPS.
- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)
 - a. All instructional staff will attend Summit Basecamp from June 15-July 1 in California. This will give the core instructional staff a solid foundation in curriculum design, delivery and adaptation before the start of the first school year. We will supplement the work done at Summit with our own in-house Summer Professional Development Institute during August 2015.
- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum.
 - a. Our core school leadership design team will be responsible for curriculum development and implementation as we onboard and include newly-hired teaching staff to assist with this through the next few months. As the teaching team becomes solidified, they will increasingly take ownership over the development of curricula. While we build a solid foundation of curricula, we will continuously evaluate and revise based on our understanding of student needs.

Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template.

	9 th	10 th	11 th	12 th
Language Arts	Intro to Lit	World Lit	American Lit/AP Lit	Dev Lit/AP Lang
Social Studies	World Geography	World History/Civics	US History	Economics
Science	Biology	Chemistry	Biological Engineering	Physics
Math				

	Alg/Geo	Geo/Alg 2	Alg/College Alg	AP Calc/Dev Math
Design Thinking Pathways	STEM: Intro to Engineering Design SE: Career Survey	STEM: Principles of Engineering SE: Entrepreneurship	STEM: Internship SE: Internship	STEM: Capstone SE: Capstone
Electives	PE/Spanish	PE/Spanish	PE/Spanish	PE/Spanish
Flex	Code.org/World Lang.	Sustainable Garden/Robotics	Poetry Slam/Graffiti Art	Dance/Clubs

- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans.
 - a. As noted in the above scope and sequence, we will bundle together curricular materials from various sources, tune them according to our model and relevant standards, then arrange them in an ideal scope and sequence based on our initial understanding of student needs. This process will be highly iterative as we get to know our students better and refine the projects themselves as well as the sequence in which they are deployed.
- 6) Describe the ongoing curriculum monitoring process that will be implemented.
 - a. We will engage in Cycles of Inquiry (COI) among teacher teams to constantly re-evaluate curricula. We will regularly ask for student feedback and improvements on curricular materials. We will constantly search for and procure promising curricular resources from exemplar schools doing similar work. More broadly, we will continue to partner with exemplar competency-based schools nationwide as we evolve our curriculum in partnership with our peers.

Section 3--The How: Plan Implementing

- 7) Describe the tools and resources you will use to develop and implement curriculum.
 - a. All instructional staff will participate in Summit Basecamp this summer as we gain access to high-quality, rigorous projects at the 9th grade level that we will adapt according to our needs. We will supplement these adapted projects with LDC modules and Project Lead The Way modules for our STEM pathway. On an ongoing basis, we expect our instructional staff to develop and continually refine a solid cache of teacher-adapted and teacher-created projects and curricular materials.
- 8) Describe the process by which instructional materials will be selected.
 - a. We will cross-check all instructional materials against our competencies, qualities of an innovator and standards such as CCSS/CAS as we adapt them for our use. We will pilot their use with small groups of potential students to continually refine the materials.
- 9) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles.

- a. We will utilize baseline rubrics such as [this](#) (for Common Core alignment) and [this](#) (for general curriculum design) to support our teachers’ development and adaptation of curricular materials.
- 10) Describe the plan for ongoing and sustainable professional learning that will support the implementation of curriculum, including the support for teachers to align pedagogy and practice aligned with curriculum.
- a. All instructors will start with a deep dive into project-based instruction and competency-based curriculum development through Summit Basecamp. Over the summer, we will supplement the learning at Summit with our own in-house institute to better hone our unique model and adapt the tools that we receive from Summit. Teachers will have significant weekly planning time alongside structured professional learning sessions on a regular basis.

Section 4--The When: Timeline for Implementation

- 11) Describe the timeline for curriculum development.

Development Timeline for Supplemental Curricula

Task	Timeline	Person(s) Responsible	Funds
Develop Four Qualities and 16 Competencies of an Innovator Framework	Was completed in February of 2015	School Leader, targeted contractors, and founding staff	Use 0 year Carnegie funds to pay for stipends, contractors, and learning trips to competency-based schools
Develop Syllabi, Scope, Sequence, and Instructional Materials for Design Thinking Pathways: Social Entrepreneurship, STEM/ Engineering for Environmental Sustainability	In Progress/ completed by 5/1/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Use 0 year Carnegie funds to pay for stipends and PD on Design Thinking and Project Lead the Way
Develop Advisement Curricula Scope and Sequence for Four Years (Linked to teaching and monitoring Four Qualities and 16 Competencies & anchored in Positive Youth Development Theory: Social Justice, Service Learning, & Self-Efficacy)	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts
Create and Collect Playlist Content	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Minimal Cost, Summit Base Camp partnership can provide these resources

Develop technology integration plan (Infusion into Career Survey Class, Advisement, Core Classes)	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	No Cost
Develop PBL/ Service Learning modules	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts

- 12) Describe the timeline for PD around curriculum implementation.
 - a. As noted above, we will start with Summit Basecamp, followed by our in-house PD institute over the summer, followed by regular check-ins (at least monthly) with the teaching staff focused on curriculum implementation and instruction.
- 13) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made.
 - a. Curriculum will be evaluated on an ongoing basis, starting with initial intake when we gain access to Summit’s materials and other procured materials over the next six months. As we onboard teachers, we will ask them to continually develop and “tune” materials to the DSISD model. After the end of the first year, we will have a fairly significant cache of DSISD-aligned (also aligned to CCSS/CAS) curricular materials for use in posterity.

Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver

Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

School Directions: If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

School Name: Denver School of Innovation and Sustainable Design (DSISD)

Name of Person Completing Form: Daniel Medved, Principal

Subject Seeking Waiver For: History/Social Studies

Date Waiver Application Submitted: 3/22/15

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team.
 - a. Principal Daniel Medved and Dean of Instruction Lisa Simms are both trained Literacy Design Collaborative Facilitators. Lisa is also a Collaborative Strategic Reading Coach within DPS.
- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)
 - a. All instructional staff will attend Summit Basecamp from June 15-July 1 in California. This will give the core instructional staff a solid foundation in curriculum design, delivery and adaptation before the start of the first school year. We will supplement the work done at Summit with our own in-house Summer Professional Development Institute during August 2015.
- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum.
 - a. Our core school leadership design team will be responsible for curriculum development and implementation as we onboard and include newly-hired teaching staff to assist with this through the next few months. As the teaching team becomes solidified, they will increasingly take ownership over the development of curricula. While we build a solid foundation of curricula, we will continuously evaluate and revise based on our understanding of student needs.

Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template.

	9 th	10 th	11 th	12 th
Language Arts	Intro to Lit	World Lit	American Lit/AP Lit	Dev Lit/AP Lang
Social Studies	World Geography	World History/Civics	US History	Economics
Science	Biology	Chemistry	Biological Engineering	Physics
Math				

	Alg/Geo	Geo/Alg 2	Alg/College Alg	AP Calc/Dev Math
Design Thinking Pathways	STEM: Intro to Engineering Design SE: Career Survey	STEM: Principles of Engineering SE: Entrepreneurship	STEM: Internship SE: Internship	STEM: Capstone SE: Capstone
Electives	PE/Spanish	PE/Spanish	PE/Spanish	PE/Spanish
Flex	Code.org/World Lang.	Sustainable Garden/Robotics	Poetry Slam/Graffiti Art	Dance/Clubs

- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans.
 - a. As noted in the above scope and sequence, we will bundle together curricular materials from various sources, tune them according to our model and relevant standards, then arrange them in an ideal scope and sequence based on our initial understanding of student needs. This process will be highly iterative as we get to know our students better and refine the projects themselves as well as the sequence in which they are deployed.
- 6) Describe the ongoing curriculum monitoring process that will be implemented.
 - a. We will engage in Cycles of Inquiry (COI) among teacher teams to constantly re-evaluate curricula. We will regularly ask for student feedback and improvements on curricular materials. We will constantly search for and procure promising curricular resources from exemplar schools doing similar work. More broadly, we will continue to partner with exemplar competency-based schools nationwide as we evolve our curriculum in partnership with our peers.

Section 3--The How: Plan Implementing

- 7) Describe the tools and resources you will use to develop and implement curriculum.
 - a. All instructional staff will participate in Summit Basecamp this summer as we gain access to high-quality, rigorous projects at the 9th grade level that we will adapt according to our needs. We will supplement these adapted projects with LDC modules and Project Lead The Way modules for our STEM pathway. On an ongoing basis, we expect our instructional staff to develop and continually refine a solid cache of teacher-adapted and teacher-created projects and curricular materials.
- 8) Describe the process by which instructional materials will be selected.
 - a. We will cross-check all instructional materials against our competencies, qualities of an innovator and standards such as CCSS/CAS as we adapt them for our use. We will pilot their use with small groups of potential students to continually refine the materials.
- 9) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles.

- a. We will utilize baseline rubrics such as [this](#) (for Common Core alignment) and [this](#) (for general curriculum design) to support our teachers’ development and adaptation of curricular materials.
- 10) Describe the plan for ongoing and sustainable professional learning that will support the implementation of curriculum, including the support for teachers to align pedagogy and practice aligned with curriculum.
- a. All instructors will start with a deep dive into project-based instruction and competency-based curriculum development through Summit Basecamp. Over the summer, we will supplement the learning at Summit with our own in-house institute to better hone our unique model and adapt the tools that we receive from Summit. Teachers will have significant weekly planning time alongside structured professional learning sessions on a regular basis.

Section 4--The When: Timeline for Implementation

- 11) Describe the timeline for curriculum development.

Development Timeline for Supplemental Curricula

Task	Timeline	Person(s) Responsible	Funds
Develop Four Qualities and 16 Competencies of an Innovator Framework	Was completed in February of 2015	School Leader, targeted contractors, and founding staff	Use 0 year Carnegie funds to pay for stipends, contractors, and learning trips to competency-based schools
Develop Syllabi, Scope, Sequence, and Instructional Materials for Design Thinking Pathways: Social Entrepreneurship, STEM/ Engineering for Environmental Sustainability	In Progress/ completed by 5/1/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Use 0 year Carnegie funds to pay for stipends and PD on Design Thinking and Project Lead the Way
Develop Advisement Curricula Scope and Sequence for Four Years (Linked to teaching and monitoring Four Qualities and 16 Competencies & anchored in Positive Youth Development Theory: Social Justice, Service Learning, & Self-Efficacy)	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts
Create and Collect Playlist Content	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Minimal Cost, Summit Base Camp partnership can provide these resources

Develop technology integration plan (Infusion into Career Survey Class, Advisement, Core Classes)	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	No Cost
Develop PBL/ Service Learning modules	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts

- 12) Describe the timeline for PD around curriculum implementation.
- a. As noted above, we will start with Summit Basecamp, followed by our in-house PD institute over the summer, followed by regular check-ins (at least monthly) with the teaching staff focused on curriculum implementation and instruction.
- 13) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made.
- a. Curriculum will be evaluated on an ongoing basis, starting with initial intake when we gain access to Summit’s materials and other procured materials over the next six months. As we onboard teachers, we will ask them to continually develop and “tune” materials to the DSISD model. After the end of the first year, we will have a fairly significant cache of DSISD-aligned (also aligned to CCSS/CAS) curricular materials for use in posterity.

Appendix D: Waiver Templates 2- Teacher Developed Curriculum Waiver

Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

School Directions: If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

School Name: Denver School of Innovation and Sustainable Design (DSISD)

Name of Person Completing Form: Daniel Medved, Principal

Subject Seeking Waiver For: Science

Date Waiver Application Submitted: 3/22/15

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team.
 - a. Principal Daniel Medved and Dean of Instruction Lisa Simms are both trained Literacy Design Collaborative Facilitators. Lisa is also a Collaborative Strategic Reading Coach within DPS.
- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)
 - a. All instructional staff will attend Summit Basecamp from June 15-July 1 in California. This will give the core instructional staff a solid foundation in curriculum design, delivery and adaptation before the start of the first school year. We will supplement the work done at Summit with our own in-house Summer Professional Development Institute during August 2015.
- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum.
 - a. Our core school leadership design team will be responsible for curriculum development and implementation as we onboard and include newly-hired teaching staff to assist with this through the next few months. As the teaching team becomes solidified, they will increasingly take ownership over the development of curricula. While we build a solid foundation of curricula, we will continuously evaluate and revise based on our understanding of student needs.

Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template.

	9 th	10 th	11 th	12 th
Language Arts	Intro to Lit	World Lit	American Lit/AP Lit	Dev Lit/AP Lang
Social Studies	World Geography	World History/Civics	US History	Economics
Science	Biology	Chemistry	Biological Engineering	Physics
Math				

	Alg/Geo	Geo/Alg 2	Alg/College Alg	AP Calc/Dev Math
Design Thinking Pathways	STEM: Intro to Engineering Design SE: Career Survey	STEM: Principles of Engineering SE: Entrepreneurship	STEM: Internship SE: Internship	STEM: Capstone SE: Capstone
Electives	PE/Spanish	PE/Spanish	PE/Spanish	PE/Spanish
Flex	Code.org/World Lang.	Sustainable Garden/Robotics	Poetry Slam/Graffiti Art	Dance/Clubs

- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans.
 - a. As noted in the above scope and sequence, we will bundle together curricular materials from various sources, tune them according to our model and relevant standards, then arrange them in an ideal scope and sequence based on our initial understanding of student needs. This process will be highly iterative as we get to know our students better and refine the projects themselves as well as the sequence in which they are deployed.
- 6) Describe the ongoing curriculum monitoring process that will be implemented.
 - a. We will engage in Cycles of Inquiry (COI) among teacher teams to constantly re-evaluate curricula. We will regularly ask for student feedback and improvements on curricular materials. We will constantly search for and procure promising curricular resources from exemplar schools doing similar work. More broadly, we will continue to partner with exemplar competency-based schools nationwide as we evolve our curriculum in partnership with our peers.

Section 3--The How: Plan Implementing

- 7) Describe the tools and resources you will use to develop and implement curriculum.
 - a. All instructional staff will participate in Summit Basecamp this summer as we gain access to high-quality, rigorous projects at the 9th grade level that we will adapt according to our needs. We will supplement these adapted projects with LDC modules and Project Lead The Way modules for our STEM pathway. On an ongoing basis, we expect our instructional staff to develop and continually refine a solid cache of teacher-adapted and teacher-created projects and curricular materials.
- 8) Describe the process by which instructional materials will be selected.
 - a. We will cross-check all instructional materials against our competencies, qualities of an innovator and standards such as CCSS/CAS as we adapt them for our use. We will pilot their use with small groups of potential students to continually refine the materials.
- 9) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles.

- a. We will utilize baseline rubrics such as [this](#) (for Common Core alignment) and [this](#) (for general curriculum design) to support our teachers’ development and adaptation of curricular materials.
- 10) Describe the plan for ongoing and sustainable professional learning that will support the implementation of curriculum, including the support for teachers to align pedagogy and practice aligned with curriculum.
- a. All instructors will start with a deep dive into project-based instruction and competency-based curriculum development through Summit Basecamp. Over the summer, we will supplement the learning at Summit with our own in-house institute to better hone our unique model and adapt the tools that we receive from Summit. Teachers will have significant weekly planning time alongside structured professional learning sessions on a regular basis.

Section 4--The When: Timeline for Implementation

- 11) Describe the timeline for curriculum development.

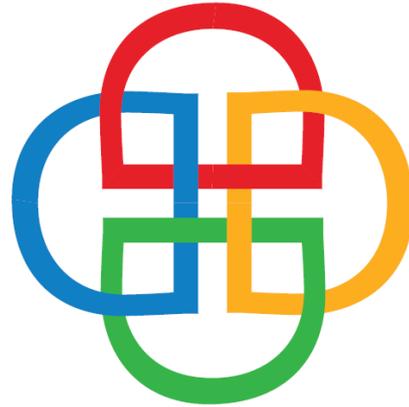
Development Timeline for Supplemental Curricula

Task	Timeline	Person(s) Responsible	Funds
Develop Four Qualities and 16 Competencies of an Innovator Framework	Was completed in February of 2015	School Leader, targeted contractors, and founding staff	Use 0 year Carnegie funds to pay for stipends, contractors, and learning trips to competency-based schools
Develop Syllabi, Scope, Sequence, and Instructional Materials for Design Thinking Pathways: Social Entrepreneurship, STEM/ Engineering for Environmental Sustainability	In Progress/ completed by 5/1/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Use 0 year Carnegie funds to pay for stipends and PD on Design Thinking and Project Lead the Way
Develop Advisement Curricula Scope and Sequence for Four Years (Linked to teaching and monitoring Four Qualities and 16 Competencies & anchored in Positive Youth Development Theory: Social Justice, Service Learning, & Self-Efficacy)	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts
Create and Collect Playlist Content	In Progress/ completed by 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	Minimal Cost, Summit Base Camp partnership can provide these resources

Develop technology integration plan (Infusion into Career Survey Class, Advisement, Core Classes)	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and DPS CTE staff	No Cost
Develop PBL/ Service Learning modules	4/1 to 6/30/2015	School Leader, targeted contractors, founding staff, and Earth Force	Use 0 year Carnegie funds to pay for stipends and PD with <i>Earth Force</i> and CASEL social-emotional learning framework experts

- 12) Describe the timeline for PD around curriculum implementation.
 - a. As noted above, we will start with Summit Basecamp, followed by our in-house PD institute over the summer, followed by regular check-ins (at least monthly) with the teaching staff focused on curriculum implementation and instruction.
- 13) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made.
 - a. Curriculum will be evaluated on an ongoing basis, starting with initial intake when we gain access to Summit’s materials and other procured materials over the next six months. As we onboard teachers, we will ask them to continually develop and “tune” materials to the DSISD model. After the end of the first year, we will have a fairly significant cache of DSISD-aligned (also aligned to CCSS/CAS) curricular materials for use in posterity.

DENVER SCHOOL
of INNOVATION
and SUSTAINABLE
DESIGN



Staff Handbook

2015-2016

**Denver School of Innovation and Sustainable Design (DSISD)
Mission & Vision**

Vision:

The Vision of DSISD is to challenge and empower ALL students to take personal ownership of their learning through demonstrations of competencies, skills, and rigorous college and career level content knowledge, so they can become innovators, leaders, and positive change agents in our city, our nation, and the world.

Mission:

DSISD's mission is to provide ALL high school students with access to a culturally relevant, rigorous, and standard-based curricula that is characterized by authentic and personalized competency and project-based learning experiences, which equip learners with the knowledge and skills necessary to become contributing citizens in our diverse, global society.

Welcome DSISD Staff!

Thank you for being a part of the DSISD team. This manual contains general information on our organization's policies and procedures. Please keep your handbook in the binder provided, as we will add important employee information throughout the year. Lastly, please ask questions when you need more clarity on policies and expectations. Your questions affirm the norms and policies of our organization. I am committed to responding to questions and feedback in a timely manner.

-Danny Medved

DSISD is founded upon a desire to meet the needs of students and families in the Southeast region of Denver Public Schools (DPS) through providing an authentic, empowering, and holistic competency based learning educational program. The competency based learning mission, vision, and instructional model of DSISD are actualized through the Four Qualities and 16 Competencies of an Innovator which are as follows:

1. Personal Academic Excellence
2. Life-long Learning & Citizenship
3. Innovative Thinking & Action
4. Transformational Leadership

All DSISD students and staff members intimately understand and strive to grow in personal application of the Four Cornerstone Competencies. These measures are our North Star and reaching them means successfully reaching our destination of empowering EVERY student.

DSISD Sample Staff Collective Commitments

Please review the Collective Commitments that are provided as handbook appendices and sign off that you read, understand them and agree to follow, model, and uphold them.

Teacher: _____ date: _____ / Supervisor: _____ date: _____

General Staff Policies

Teacher Absence

Teachers may call the Substitute Employee Management System to record and review absences. You may report absences for your own illness or a family emergency/illness **only**. All other absences require prior administrative approval and must be reported to the system.

Substitute Employee Management System phone number is: (720) 423-3231

Please call your absence in to the system as early as possible. Late calls may mean a job is not filled. If you know of your absence in advance, or would like to request a particular substitute, see the secretary. If you do not plan to return the next day, please call the secretary before 1:00 P.M. so she may try to retain the substitute.

All teachers have the responsibility to make the following preparations for a substitute:

1. Complete the basic information for both regular and special school activities on the Information For Guest Teachers form.
2. Explain where seating charts and lesson plans are to be found. It is vital that these items always be kept in the place indicated on your guest teacher form. Be sure to include an explanation of any special duties such as supervision, assembly responsibilities, etc. Leave instructions for fire and security drills.
3. Lesson plans are to be in the teacher's mailbox if you know you will be absent the following day. Lesson plans may also be emailed to the Office Manager. (As often as possible all lesson plans and instructions for substitutes should be emailed to the Office Manager as soon as possible). Each teacher is responsible for having a key to his/her room available for the substitute in the Main Office key box.
4. It is necessary for teachers to have a set of emergency lesson plans on file.
5. Monitors and class helpers should know what assistance they could give a guest teacher. There should be a note to the guest teacher or a mark by the names of pupils who are dependable and reliable. (This should be updated periodically.)
6. Teachers should remind pupils that the same kind of cooperation and class work is expected at all times. Guest teachers are qualified people. They work in schools throughout Denver, and this is an opportunity to establish a good citywide reputation and to show true school spirit.
7. Teachers are to complete the back of the "Guest Teacher's Summary Report". Be honest - this is the only way we can have quality guest teachers.

Accident Reports

Employee:

Call 911 and contact an Administrator for a serious accident.

DPS Policy 1611 requires the Principal to report all accidents occurring to staff members to the Secretary - Treasurer of the School District within 48 hours of the accident. Accidents occurring to staff members must be reported immediately to the Secretary to avoid loss of Workman's Compensation. Accident report forms are available from the Office Manager.

Students:

Call 911 and contact an Administrator for a serious accident.

All accidents and injuries occurring to pupils, regardless of the apparent seriousness, must be reported to an **administrator** immediately. Student accident report forms are available in the Main Office.

Announcements

Announcements will be made during advisement. Turn in any information that you would like included in these announcements in the Main Office. Daily announcements will be also be posted on the school web site.

Attendance/Tardy Reporting Procedure (student)

The integrity of our attendance reporting and tardy reporting policies relies on each teacher being prompt and consistent with reporting procedures. **Attendance must be taken on IC within the first five minutes of every class period.**

Care of Classrooms, Books, Equipment

The classroom is the responsibility of the teacher using the room. Help the custodians by keeping the rooms picked up. Students who litter the floors should be encouraged to pick up the debris. It is important for each teacher to assume the responsibility of keeping the classroom neat and clean during the day and to teach students to respect and care for classroom material, equipment, and furniture.

General classroom reminders:

- Each class should leave the floor, desks, and chalkboards in good condition for the next class.
- Wall thermostats are not to be tampered with. If there is a heating problem in the room, please fill out a Custodial Request form.
- When leaving the room at any time, all lights should be turned off; when leaving the room at night, the door should be locked as well.
- Do not attach anything to electric fixtures anywhere in the building by fire code regulations.
- Do not permit students to sit on top of the student desks.
- Students should not be allowed to mark or write on the desks.
- Scotch tape, glue, etc., should not be used on furniture, chalkboards, plaster, or woodwork.

If your classroom furniture is in need of repair, or if you have some need for the services of the custodial staff, please fill in the form requesting custodial services or repair. This form is available in the Main Office. The care and condition of all desks and equipment is the responsibility of the teacher. Students should never be allowed to deface the furniture and equipment in any way. If you see a student damaging property, please take appropriate action. Books for your subject area are your responsibility. Take all precautions necessary to insure the proper care of books.

- Keep a written record of the number of each textbook issued to a student on an official textbook checkout record. Follow this procedure for any book issued, whether it is for a day or a semester. Include the cost for replacement of the textbook on this form.
- Be sure that each book issued has the student's name and your name in the space provided.
- Inform students that they are responsible for the loss or damage of the textbook.
- If a student has been given a hold for a textbook and the student's name does not appear on a book list the hold will automatically be waived.

Cell phone and Electronic Devices

Students are not allowed to use cell phones and electronic devices in classrooms at School unless they are being utilized for instructional purposes. Students who need to make contact by cell phone may do so between classes, at lunch, and after school. If your student is caught with one of these devices in class the first time it will be taken by the teacher and returned at the end of class. The second time the device will be given to an administrator. A parent contact will be made. On the third infraction, the device will be kept in the Main Office pending a parent conference with a member of the administration.

Staff members are asked to model this behavior for students and not use cell phones during instructional periods.

Child Abuse Reporting

When any school personnel becomes aware of suspected child abuse or neglect it must be reported to the Department of Human Services within 48 hours. Contact the school counselor and an administrator immediately.

Class Coverage

An administrator will arrange for a teacher to cover another teacher's class only in emergency situations or on days of unusual scheduling.

Because of the shortage of substitute teachers, a yearly plan has been established to allow proper coverage for times when substitute teachers are not available.

Course Syllabi

A detailed, typed course syllabus is to be handed out to each of your students on his/her first day of class.

An additional copy is to be turned into the office by the end of the third week of each semester. The syllabus must include the following information:

- Course name and description
- Teacher contact information – phone number, voice mail number, email address and room number
- Course expectations
- Grading policy and procedures
- Required materials including fees
- Type and frequency of assignments
- Homework policy
- Absence/attendance policy – make-up work
- Curriculum content standards and outline of the course

Discipline

Teachers will use the DSISD discipline ladder (3 R's) for classroom issues; Redirect, Remind, Refocus.

The Refocus process will include Restorative Approaches as an intervention intended to give the student the chance to "right their wrong" and return to class. If this level of intervention is ineffective the student will be given a referral to meet with administration for a second RA opportunity. If the student responds well to the RA option from administration the students will fulfill their RA obligation and return to class. If this is ineffective administration will contact parents to involve them in the RA process. This system will provide 3 levels of Restorative Approaches as a positive, strength based solution to behavior issues. While suspension will be used in accordance to the district's discipline ladder of consequences, it will be reserved for situations where student safety is a concern. In the majority of cases our system of multiple Restorative Approaches will allow us to reduce the number of suspensions, and eliminate the suspension discrepancy.

Remember, you cannot make a student do anything they do not want to do! Call the office if assistance is required.

Staff will follow DPS guidelines and ladder concerning student discipline.

- All teachers and staff have the option of holding students in detention before school, during lunch or after school. This is entirely at the teachers' discretion. The teacher holding the student in detention is responsible for supervising that student. Also, please **document all detentions in IC.**
- At no time will a teacher assign a student to In-School Suspension. ISS assignments are solely at the discretion of the administration.
- Staff may write a disciplinary referral for a student by following the Disciplinary Referral Guidelines. **All disciplinary referrals must be documented in IC using the referral atom.**

- DSISD is committed to Restorative Justice as a positive means of handling disciplinary issues. Staff will follow Restorative Justice Guidelines (Appendix D) use the Restorative Justice Agreement (Appendix B) and/or the Student Success Plan (Appendix E). **Make sure to document all steps in IC.**
- In order to ensure uniform enforcement of the student code of conduct, all staff is expected to address all violations immediately. **Make sure to document all incidents in IC.**

Dress Code (Employee)

The Board of Education adopted a resolution concerning appropriate dress for District employees on March 18, 1999. You may view the entire policy of the district website at: [Denver Public Schools](http://denverpublicschools.org). During the work day and any time employees attend work-related activities, employees shall appear in appropriate professional dress.

Emergency Procedures

All staff members will be issued an Emergency Procedure Handbook at the beginning of each school year. All staff members should be thoroughly familiar with the contents, especially duty assignments during any possible emergency. Teachers should discuss the various procedures, as they apply to their individual rooms, with students early in the school year.
Emergency Response Team

The Emergency Response Team (ERT) has been designated to coordinate DSISD's handling of an emergency situation. This team is part of the Emergency management plan of the school. A complete listing of this team with crisis management responsibilities will be determined.

Fire Drills

Fire drills will be held at various times throughout the school year. These drills are extremely important and students must behave as if the drill were a real emergency.

Food and Drinks in the Classroom

Food and drinks are not allowed in the classrooms except with teacher permission. No food or open drinking containers will be allowed around computer equipment.

Grades and Grading

Teachers will maintain updated grade books on IC. Grade Reports, showing absences and all grades given to students during the semester, are to be checked in with the Secretary no later than two weeks after the end of the first semester and before leaving on the last day of the school year.

Grades will reflect individual student performance and progress toward meeting content standards and be based on a variety of assessments such as tests, quizzes, essays, projects, reports, discussions, labs, case studies, performances, etc.

Student grades provide the following:

- Information for parents about the achievement of their children
- Feedback for student self-evaluation
- Documentation of students' performance to evaluate the effectiveness of Instructional programs
- An incentive for students to learn and maximize academic achievement
- Guidance to teachers for instructional planning, re-teaching, and interventions
- Data to plan for student matriculation, retention, and future course work.

Grading and Reporting Systems

Since grades and reports of student's progress affect a young person's attitude toward learning and influence the future options he/she may have, it is important that the procedures followed at DSISD be defined and perceived as fair. The following guidelines are established for this purpose.

1. Methods of reporting progress shall serve to enhance feedback regarding learning and parent/student/school communication. While formal reporting shall include a report card system on a set schedule, the school encourages frequent contact through telephone calls, e-mail, notes, progress reports, and additional conferences.
2. Formal reporting to parents shall take place in the middle and at the end of each grading period.
3. A reasonable effort will be made to notify parents when students are not making satisfactory progress during the grading period.
4. Although periodic report cards are in themselves a kind of failure notice, it is advisable, for your own protection, to always contact the parent when a student is failing your class. At a minimum, failure notices must be issued at the 11th week of each semester if a student is in danger of failing a class.

Teacher Responsibilities

Whenever a student is not meeting the content standards and/or there exists the possibility of failure, the parent or guardian must be notified with a progress report no later than midway through the quarter or semester indicating a failing grade. The teacher must offer to conference with a parent by phone, e-mail or in person. During the conference the teacher will discuss the student's work habits with the parents. The failure of a parent or guardian to attend the conference or respond to the written report will not preclude failing the student at the end of the grading period.

1. Teachers will record evidence of student achievement on an ongoing basis in the designated electronic system.
2. Teachers are expected to record and provide feedback to students on a reasonable number of assignments and other formative assessments each marking period.
3. Teachers are expected to record periodically a reasonable number of summative assessments on which to base the final grade.
4. The responsibility for assigning a grade for a course or subject rests with the classroom teacher. Grades will be reviewed by the administration only to determine that proper procedures and teacher performance expectations were followed. When proper procedures and teacher performance expectations have been followed, the teacher's judgment will be final. Students or parents who believe a grade has been issued inconsistently with school procedures should contact the classroom teacher.

Identification (Student/Staff Identification Cards)

At DSISD our foremost priority is the safety and security of our students and staff. All students and staff need to wear in a visible fashion School Identification while in the school and on campus. At registration students will receive one free identification card, any replacement cards will cost \$5 each. Students are required to have this identification at all times while in the school and on campus.

Injuries (Student)

Immediately send students to the main office (call the main office for assistance or send another student if necessary). Teachers must complete and sign an injury report before the end of the day.

Keys

All staff members will be given building keys. Students should not be given school facility keys at anytime. Teachers are responsible for the cost of replacement and the rekeying of doors when classroom keys are lost. Under **NO** circumstances should a staff member go outside the building to make a copy of a key. See administration should a duplicate key be needed. The teacher is responsible for having keys available for a guest teacher in the Main Office.

Leaves (Professional, Personal and Bereavement)

Leaves for professional, personal and bereavement days must be approved by the administration. Medical appointments, when known in advance, will be counted toward sick leave. This assists the office in arranging for a substitute. Leave request forms are in the office.

Leaving the Classroom

Teachers are expected to remain with their class at all times. In the event of an emergency, the teacher must get another teacher to cover the class. The second option is to send a student to notify the Main Office that assistance is needed. This is a serious responsibility, and neglect of duty can lead to dismissal.

Lesson Plans and Seating Charts

Though daily lesson plans need not be submitted, they must be available for review at any time. Semester plans should be developed at the beginning of each term. Adjustments in over-all projects can be made as the unit progresses. The administrative team and school leadership team are available at any time to assist teachers in developing lesson plans for classroom projects and units of study. Lesson plan booklets are available in the Main Office. Up-to-date seating charts must be readily available for substitute teachers.

Mailboxes - Staff

Individual mailboxes for each member of the staff are located by the Main Office. Staff members should check their box at least twice daily for messages and school information. Students are not allowed to collect mail from staff mailboxes.

Parent Conferences/ Contact

DSISD will host two opportunities during the year for parent conferences. Conference times will be announced. This will give parents/guardians time to discuss student progress with a teacher. Attendance for all staff members at parent conferences is mandatory.

It is important that we increase contact with parents. Please use the phones often, both to alert parents to potential problems and to give them good news about their children.

Passes

In order to ensure that DSISD maintains an acceptable academic environment, it is important for students to be in class during class periods. In order to leave a classroom, students and staff will follow the guidelines of this hall pass policy.

- Students must have a valid, dated pass.
- Only 2 passes will be issued, on an emergency basis, per class period each week
- Only one pass may be in effect at a time in each classroom.

Release of Student Information:

Student information is **not** to be released without the consent of the principal.

Supervision- Hall & Lunch Duty

The responsibility for hall supervision falls to all DSISD staff members. All teachers are required to be in the hallway, by their classroom doors, during passing periods. Teachers going to lunch should assist in clearing the halls. Teachers returning from lunch should be on duty at the end of lunch period. Teachers whose next class period is planning are to remain in the hall area adjacent to their rooms until the tardy bell has rung. All teachers are charged with the responsibility of regulating student behavior in and around the building. Please handle these situations, or when necessary, notify the Main Office. This is the most important assignment since it has proven to be a major factor in reducing accidents and monitoring student behavior.

Supplies and Materials

Textbooks and Department Materials

Each school is allocated, by the Board of Education, an instructional fund to be used for the purchase of instructional materials and equipment. Specific procedures and forms must be utilized to insure fiscal accountability and proper distribution of materials. Appropriate procedures can be discussed with the requisitions clerk. Careful inventory must be taken of classroom textbooks. When possible, it is more effective to check the book out to the student, as they will then take more responsibility. Otherwise, check the books in and out each time very carefully, and when the books are not in use, have them in a secure place.

A school-wide inventory is taken of the textbooks checked out and the textbooks checked in. When students misplace a textbook, it is important to immediately follow up with a note to the home and a telephone call to parents. As soon as possible, fill in a "Hold Slip" and give it to the business/office manager so we may act upon the loss quickly. When textbooks cost an average of \$60.00 per book, it is imperative that we keep a good inventory.

Classroom Supplies

Classroom materials and supplies should be obtained from the Main Office. Forms, grade books, seating charts, etc., are available in the Main Office.

Visitors to Building

Please do not admit visitors into any of your assigned areas unless they have a visitor's pass signed by the office. Please inform any visitor you see in the school that they must register with security or the main office. We do not allow student visitors unless accompanied by their parent or

guardian. Students who are interested in attending DSISD are allowed to “Shadow” as a current student through arrangement with the administration.

Any adult who wishes to volunteer in the classroom or any student observer must go through the DPS background check before they can come into the classroom.

Voice Mail

Each teacher has his/her own voice mailbox. Please update your message weekly with current assignments and be sure to check for messages at least two times per day.

Please also Review all Waivers that are associated with the DSISD Innovation Plan. The waivers highlight elements of our program such as autonomy in the area of curriculum, staffing, licensure, and enrollment. The specific replacement policies are indicated in the school’s innovation plan.

DPS BOARD POLICIES

- BDF-R4: Collaborative School Committees
- CFBA: Evaluation of Evaluators
- DF & DF-R: Revenue from Non Tax Sources
- IC/ICA: School Year/School Calendar
- IE: Organization of Instruction
- IGA: Curriculum Development
- IGD: Curriculum Adoption
- IIA/ IIA-R: Instructional Materials
- IJJ/ IJJ-R: Instructional Materials
- IKE / IKE-R: Promotion, Retention and Acceleration of Students
- GCF/GDF: Staff Recruitment/Hiring
- IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)
- IKB: Homework

DCTA Collective Bargaining Agreement Articles Waivers

- Article 1-7: Definition of “School Year”
- Article 2-4-1: Waivers from Agreement
- Article 5-4: School Leadership Team
- Article 8: Professional Standards
- Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load
- Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers
- Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action
- Article 13-7 Hiring timelines,
- Article 13-8 Personnel Committee
- Article 14-1: Summer School Teaching Positions
- Article 20: Procedures for Conducting Reduction in Force
- Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time
- Article 32: Extra Duty Compensation
- Article 7: Grievance Policy

State Statute Waivers

- Colorado State Statutes:
- Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel
- Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
- Section 22-32-109(1)(g): Handling of Money
- Section 22-32-109(1)(n)(I): Schedule and Calendar
- Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
- Section 22-32-109 (1)(n)(II)(B): School Calendar
- Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks
- Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards
- Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development
- 22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
- 22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel
- 22-32-126: Employment and authority of principals
- TECDA Section 22-63-201: Employment - License Required – Exception
- TECDA Section 22-63-202: Contracts in Writing Duration Damage Provision
- TECDA Section 22-63-203: Renewal and Nonrenewal of Employment Contract
- TECDA Section 22-63-206: Transfer of Teachers – Compensation
- TECDA Section 22-63-301: Grounds for Dismissal

- TECDA Section 22-63-302: Procedure for dismissal - judicial review
- TECDA Section 22-63-401: Teachers Subject to Adopted Salary Schedule
- TECDA Section 22-63-402. Services – disbursements
- TECDA Section 22-63-403: payment of salaries
- 22-7-1207: Advancement – decision – parental involvement

2015-2016 Sample Bell Schedule & Calendar

Day in the Life of a DSISD INNOVATOR

Time	Learning Landscape	Description	Purpose
8:00-8:30	Advisement	-Daily counseling and mentorship -Develop academic and personal habits of success -Monitoring of Mastery of Cornerstone Competencies -Service Learning Projects	To empower students to develop the skills and traits of 21 st century learners, leaders and innovators.
8:33-9:43	Core Language Arts	Students will master rigorous national competencies and standards in Language Arts, Social Studies, Math, Science, and career and technical education (STEM and Business)	In order to be prepared for college and careers, students must acquire the skills and knowledge necessary to be successful in 21 st century careers.
9:46-10:56	Core Social Studies		
10:59-12:09	Core Math		
12:10-12:50	Lunch/Learning lab		
12:50-2:00	Core Science	***	***
2:03-3:13	Core: Design Thinking Pathways	-In 9 th and 10 th grades students will take college credit bearing classes alternating between STEM/Engineering and Social Entrepreneurship . -11 th grade, students will select a major in either STEM or Social Entrepreneurship and begin internships -12 th grade- ½ day college credit classes at a community college aligned to their major.	This is one of the many experiences at DSISD that sets us apart from other schools. We will not only prepare students for success for college and career, we will get them started by providing authentic opportunities to learn and work in real-world career and college environments.
3:16-4:00	FLEX	Students will select from a variety of Enrichment Opportunities/Electives such as: Software coding, world language, sustainable gardening, robotics, poetry slam, graffiti art, dance, clubs, etc. Many of these classes will be designed with student interest in mind.	To provide students an opportunity to grow their personal interests from play to passion and to purpose.

July- August 14th Summer Break

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August
 13-14 Walk-in Registration
 17 First Day
 17-21: Student Culture Induction
 24 TRI 1 Begins
 27 Back to School night

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September
 7 Labor Day, No School

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October
 19-20 T PD/Data Analysis, No Ss
 21 Student Lead Conferences

November 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November
 2 Veteran's Day, No School
 3-6 Intensives
 20 End TRI 1
 30 Beg TRI 2

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December
 16 Community Presentation: Demonstrations of Learning #1: 12-7PM
 12/21-1/3 Christmas Break No school

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

January
 1- New Year's Day
 4-5 T PD/Data Analysis, No Ss
 11- MLK, No School

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

February
 15 President's Day, No School
 29 T PD/Data Analysis, No Ss

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March
 2 Student Lead Conferences
 4 End TRI 2
 7 Beg TRI 3
 3/28- 4/1 Spring Break, No School
 31 Cesar Chavez

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April
 11 Veteran's Day No School

May/June 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	6/1	2	3	4
5	6	7	8	9	10	11

May/June
 9-13 Intensives
 30 Memorial Day, No school
 6/2 Community Presentation: Demonstrations of Learning #2: 12-7PM
 6/3 End TRI 3- T PD/Data Analysis No Ss

June 6th Summer Break Begins

**Day in the Life of a DSISD Teacher
Sample Schedule 2015-16**

Time	Less than 80 Ss	80-110 Students
7:30-8:00	Planning (30 minutes)	Planning (30 minutes)
8:00-8:30	Advisement (30 Minutes)	Advisement (30 Minutes)
8:33-9:43	3 Classes (70 minutes each)	3 Classes (70 minutes each)
9:46-10:56		
10:59-12:09		
12:10-12:50	Lunch (40 minutes)	Lunch (40 minutes)
12:50-2:00	Planning (70 minutes)	1 Class (70 minutes)
2:03-3:13	Planning (70 Minutes PLC)	Planning (70 minutes)
3:16-4:00	Flex Block Elective (45 minutes)	Planning (45 minutes PLC)
Total Minutes	Student Contact: 285, 2 preps (1 FLEX) Non-Instructional-210 Total Plan: 170 Lunch: 40	Student Contact: 310, 1 prep Non-Instructional- 185 Total Plan: 145 Lunch: 40

School Leadership Team

One unique and defining characteristic of DSISD is its strong emphasis on teacher leadership, as every licensed employee in the DSISD program will engage in providing daily direct instruction to students. From first year teachers to the school leader everyone has a foot in the classroom, in order to stay connected to our students' needs and the rigors of effective instructional practice.

Though staff and students alike are expected to model the Four Qualities of an Innovator, each leadership team member will lead the explicit modeling and implementation of at least one of the Four Qualities of an Innovator; the Principal and Dean of Curriculum and Instruction will lead two each to ensure that the two primary school leaders have a strong presence across all four Qualities. This entails developing and monitoring the implementation of systems associated with the application of that Quality and its underlying Competencies at a student, classroom, grade level, and school-wide basis. For example, the principal will be the primary leader in charge of the Transformative Leadership Innovator Quality. This leadership may entail collaborating with a variety of stakeholders to develop comprehensive curricula to deliver the learning experiences associated with Transformative Leadership, such as Internships, Capstone Projects, Student Government, and Mentoring. Likewise, the Dean of Curriculum and Instruction will lead the implementation of the Personal Academic Excellence and Life Long Learning and Citizenship by ensuring Advisement and daily core instructional model are running smoothly.

Proposed members of the DSISD leadership team and their associated duties, qualifications, credentials, assigned Innovator Qualities, and cross training for redundancies are listed below:

Principal: Danny Medved

- i. **Primary Innovator Qualities Led:** Transformational Leadership/ Innovative Thinking & Action
- ii. **Class Co-Taught:** Literacy Intervention, ELD, Advisement
- iii. **Programs Supervised & Duties:** Student Services Staff (social worker, school counselor, psychologist, nurse), Teacher Team Leads (Math & Science), Dean Curriculum & Instruction, PYD/ Restorative Approaches Coordinator, Post-Secondary Readiness Coordinator, ELA/ Special Education Coordinator, Literacy Intervention program, Master Schedule, interim assessment & data cycle model supervision, work with leadership members to develop and implement differentiated PD aligned to school's mission, vision, and instructional model.
- iv. **Qualifications:** Administrative Type D License, Master's Degree or advanced knowledge in areas supervised, expertise in staff supervision/ evaluation, professional development, curriculum, instruction and assessment. (See School Leader Competencies-Section #2)
- v. **Redundancies/ Cross-trained Duties:** PBL/ Asynchronous Competency Based Learning Model, Site Assessment Leader (SAL), LA and SS program supervision, Student Discipline/ restorative approaches, Credit Recovery, Post-Secondary Readiness, Concurrent Enrollment, Career and Technical Education (CTE), deliver effective Professional Development.

Dean of Curriculum and Instruction(CIA): Lisa Simms

- i. **Primary Innovator Qualities Led:** Personal Academic Excellence/ Life Long Learning & Citizenship
- ii. **Class Taught:** Career Survey for Year #1
- iii. **Programs Supervised & Duties:** PBL/ Asynchronous Competency Based Learning Model, Social Studies and LA Teams, LDC/CCSS-ELA school-wide Implementation, Site Assessment Leader (SAL), Credit Recovery, Advisement Program, Culturally Responsive Teaching (CRT), work with leadership members to develop and implement differentiated PD aligned to school's mission, vision, and instructional model.
- iv. **Qualifications:** Administrative Type D License (completing UCD Licensure program for Innovation and Charter schools), Master's Degree or advanced knowledge in areas supervised, expertise in staff coaching and supervision/ evaluation, professional development, curriculum, instruction and assessment.
- v. **Redundancies/ Cross-trained Duties:** Student Services Staff (social worker, school counselor, psychologist, nurse), Teacher Team Leads, ELA/ Special Education Coordinator, Literacy Intervention program, Post-Secondary Readiness Programming, Master Schedule, deliver effective Professional Development

Post-Secondary Readiness Coordinator/ Lead Counselor: *(unidentified)*

- i. **Primary Innovator Quality Led:** Lifelong Learning & Citizenship
- ii. **Class Taught:** Career Survey Class/ Senior College Seminar Class (rooms Advisements)
- iii. **Programs Supervised & Duties:** PEP/ ICAP, Advisement, Career Survey Class, Senior College Seminar class, College & University Partnerships, Concurrent Enrollment
- iv. **Qualifications:** Counseling license and teaching license
- v. **Redundancies/ Cross-trained Duties:** Community Outreach and engagement, CRT, Master Schedule, Site Assessment Leader (SAL) team member

Positive Youth Development / Restorative Approaches Coordinator: *(unidentified)*

- i. **Primary Innovator Quality Led:** Lifelong Learning & Citizenship
- ii. **Class Taught:** PE, Advisement
- iii. **Leadership Initiative(s):** Student Engagement, collaborate with Student Services Staff (social worker, school counselor, psychologist, nurse), RTI: Behavior & Attendance, lead Restorative Approaches (RA)/Discipline programs, Life Skills Program, supervise Academic Intervention Room (AIR) Program, Supervise Restorative Approaches Para, provide RA/ CRT professional development.
- iv. **Qualifications:** RA/ Discipline experience, strong CRT skills, PE teaching license,
- v. **Redundancies/ Cross-trained Duties:** CRT PD, Service Learning, Site Assessment Leader (SAL) team member

English Language Acquisition/ Special Education Coordinator: *(unidentified)*

- i. **Primary Cornerstone Competency Led:** Lifelong Learning & Citizenship
- ii. **Class Taught:** ELD/ Literacy Intervention (1/2 time)
- iii. **Leadership Initiative(s):** Lead the development and implementation of Special Education and English Language Acquisition (ELA) programs at HTEC. Recruit and develop ELD teachers and Special Educators as the school builds out.
- iv. **Qualifications:** Licensed in Special Education and Linguistically Diverse Education (ELA-E minimum), effective literacy and ELD instruction, Special Education and ELA program level compliance.
- v. **Redundancies/ Cross-trained Duties:** ELA best practices

Design Thinking Lead Teacher: *(unidentified)*

- i. **Primary Innovator Quality Led:** Innovative Thinking & Action
- ii. **Class Taught:** 9th and 10th grade Engineering classes and support 12th grade Capstone
- iii. **Leadership Initiative(s):** Develop the STEM program and four + course sequence, work with Social Entrepreneurship teacher/ 9th & 10 grade counselor, work with core teachers to develop trans content projects and learning experiences.
- iv. **Qualifications:** Strong STEM engineering background, ability to develop courses and programs, learner disposition and flexible growth mindset, ability to teach concurrent enrollment classes as adjunct faculty,
- v. **Redundancies/ Cross-trained Duties:** Site technology support, concurrent enrollment, Site Assessment Leader (SAL) team member.

Technology & Blended Learning Coordinator: Matt Dodge

- i. **Primary Cornerstone Competency Led:** Innovative Thinking & Action
- ii. **Class Taught:** Math Core
- iii. **Leadership Initiative(s) :** Collaborate with SLC and TLs to develop school-wide integrated technology implementation plan, provide school-wide and targeted coaching on technology/ blended learning integration
- iv. **Qualifications:** Teacher Leadership experience, strong understanding of instructional technology applications and blended learning structures/ methods, strong instructional practice, experience coaching peers.
- v. **Redundancies/ Cross-trained Duties:** PBL/ Competency-Based Learning Coordinator role

LA Differentiated Role/ Teacher Team Lead: *(unidentified)*

- i. **Primary Innovator Quality Led:** Personal Academic Excellence/ Transformative Leadership
- ii. **Class Taught:** Core Language Arts classes (.75 time)
- iii. **Leadership Initiative(s):** Collaborate with core LA team to implement strong instructional core anchored in school's Inquiry Site and Asynchronous formative assessment model. Use classroom to model best practices on data-driven instruction, culturally responsive teaching, and project-based learning, and coach teachers on implementing these practices through strong lesson planning and reflective practice (observation-feedback cycles).
- iv. **Qualifications:** Ability to analyze data to drive instruction and increase student achievement, ability to mentor and coach teachers on data analysis and instructional planning practices, ability to differentiate lessons based on student need and interest, ability to facilitate the Inquiry Site instructional model, able to move teacher practice through growth based and evaluative observation-feedback cycles.
- v. **Redundancies/ Cross-trained Duties:** LDC/ CCSS-ELA, Social Studies department leadership

Math Differentiated Role/ Teacher Team Lead: *(unidentified)*

- i. **Primary Innovator Quality Led:** Personal Academic Excellence/ Innovative Thinking & Action
- ii. **Class Taught:** Core Math classes (.75 time)
- iii. **Leadership Initiative(s):** Collaborate with core Math team to implement strong instructional core anchored in school's Inquiry Site and Asynchronous formative assessment model. Use classroom to model best practices on data-driven instruction, culturally responsive teaching, and project-based learning, and coach teachers on implementing these practices through strong lesson planning and reflective practice (observation-feedback cycles).
- iv. **Qualifications:** Ability to analyze data to drive instruction and increase student achievement, ability to mentor and coach teachers on data analysis and instructional planning practices, ability to differentiate lessons based on student need and interest, ability to facilitate the Inquiry Site instructional model, able to move teacher practice through growth based and evaluative observation-feedback cycles.

Science Team Lead: *(unidentified)*

- v. **Primary Innovator Quality Led:** Personal Academic Excellence/ Innovative Thinking & Action
- vi. **Class Taught:** Science
- vii. **Leadership Initiative(s):** Collaborate with core Science team to implement strong instructional core anchored in school's Inquiry Site and Asynchronous formative assessment model. Use classroom to model best practices on data-driven instruction, culturally responsive teaching, and project-based learning, and collaborate with teachers on implementing these practices through strong lesson planning and reflective practice.
- viii. **Qualifications:** Ability to analyze data to drive instruction and increase student achievement, ability to mentor and coach teachers on data analysis and instructional planning practices,

ability to differentiate lessons based on student need and interest, ability to facilitate the Inquiry Site instructional model.

SS Team Lead: *(unidentified)*

- ix. **Primary Innovator Quality Led:** Personal Academic Excellence/ Transformative Leadership
- x. **Class Taught:** Core SS classes (.8 time)
- xi. **Leadership Initiative(s):** Collaborate with core SS team to implement strong instructional core anchored in school's Inquiry Site and Asynchronous formative assessment model. Use classroom to model best practices on data-driven instruction, culturally responsive teaching, and project-based learning, and coach teachers on implementing these practices through strong lesson planning and reflective practice.
- xii. **Qualifications:** Ability to analyze data to drive instruction and increase student achievement, ability to mentor and coach teachers on data analysis and instructional planning practices, ability to differentiate lessons based on student need and interest, ability to facilitate the Inquiry Site instructional model.

Operations Coordinator: Cassandra Torres

- vi. **Primary Innovator Quality Led:** Innovative Thinking & Action
- vii. **Leadership Initiative(s) :** Daily operations management, community engagement, parent outreach, business partnership development, fund raising, communications, HTEC entrepreneurial initiatives
- viii. **Qualifications:** Experience working in public and private sectors, public relations experience, fund raising/ grant writing experience, parent and community engagement experience; ability to establish and maintain business partnerships and committees; ability to market DSISD brand via student led entrepreneurial initiatives.
- ix. **Redundancies/ Cross-trained Duties:** Student discipline, walk-in scheduling

Appendix H: Leadership Team Resumes

Danny Medved

34535 Stanton Dr. ~ Golden, CO 80403

Daniel_medved@dpsk12.org ~ Cell: (720) 256-0445/ Home: (303) 642-0431

Objective

Obtain the position of founding school designer and leader for the DPS/ Carnegie Competency Based Learning high school. Strategically lead through the lenses of equity, culture, instruction, and personalization in a way that prepares ALL students and the greater community for college and 21st century careers. Committed to being a leader in a high performing and innovative urban professional learning community that creates a culture of empowerment and uses data to direct instructional practices, individualize student learning, and advance student achievement.

Education

University of Denver: Morgridge College of Education/Doctorate of Education (Ed.D.) Program
7/2013-present

Education and Leadership Policy Studies (ELPS) Ed.D. Program/ GPA 3.9

Dissertation Focus: Designing & Implementing Competency Based Learning Programs

University of Denver: Morgridge College of Education/ Ritchie Principal Licensure Program
7/2012-5/2013

Ritchie Program for School Leaders Program- DPS Cohort #10/ GPA: 4.0

University of Colorado at Denver/ M.A. 8/2009- 8/2011

Language, Literacy, and Culturally Responsive Teaching graduate program

M.A. in Curriculum & Instruction-Secondary Reading/ Writing & LDE emphasis/ GPA: 4.0

Teacher Institute at La Academia/ Licensure 8/2008-6/2009

Special Education Generalist Licensure / GPA 4.0

Western State Colorado University/ B.A. 1/2005- 9/2006

Major: Outdoor Education & Recreation/ Minor: Business Administration/ GPA: 3.53- Cum Laude

Professional Experience: Education

High Tech Early College (HTEC) DPS high school: Denver, CO

6/2011- Present

Supervisor: Jarod Scott (Principal)

Current Position/ Duties: Learn to Lead Principal Resident

Ridge View Academy DPS charter high school: Watkins, CO

4/ 2008- 6/2011

Supervisors: Ed Cope (Assistant Principal)/ Rachel Collins (Special Education Coordinator)

Position/ Duties: Literacy/ LA, Special Education Teacher, Team Leader, ELA Coordinator

Colorado Education Credentials:

- Colorado Principal License
- Colorado Professional Teaching License with endorsements in Secondary English/ Language Arts, Reading Teacher, Linguistically Diverse Education, Special Education, Social Studies, and Elementary Education

Instructional Leadership & Staff Development Experiences:

- Facilitate the HTEC Professional Learning Community (PLC)/ Data Cycle and Professional Development programs by working with Teacher Leaders to ensure fidelity to the Short Cycle Assessment Network (SCAN) process and HTEC three week data and professional learning cycle.
- Co-led PDU by planning for and delivering engaging and relevant professional development sessions that align with student needs and the HTEC mission and vision.

Culture and Equity Leadership Experiences:

- Collaborated with district Culturally Responsive Teaching coordinator, Dr. Darlene Sampson, to embed CRT best practices within instruction and the school-wide culture.
- Led the development and implementation of the HTEC Culture and Climate Initiative (CCI), which evaluated culture building practices from effective schools, such as DSST and STRIVE Prep, in order to establish similar structure at HTEC.
- Lead school Culture and Climate Team, which encompasses both proactive culture programing (Advisement & PBS) and Restorative Approaches

Strategic Leadership Experiences:

- Designed HTEC recruitment process, ELA plan, RTI Literacy intervention plan, Teacher Incentive Fund (TIF) Differentiated Roles proposal, PBL and reteach support structures.
- Led application development for HTEC middle school and HTEC:GLA, via Call for Quality Schools process

Human Resource Leadership Experiences:

- Oversee and directly supervise core HTEC instructional programs and the DR teachers
- Facilitate daily walkthrough observations, weekly one-on-one coaching/ debrief/ project management sessions, and semester based performance conversations with teachers and DRs.

Organizational Leadership & Program Supervision Experiences:

- Oversee, monitor, and facilitate adjustments of curriculum, instruction, and assessment practices for Language Arts, Literacy Intervention, Special Education, Language Development, and Blended Learning programs.

- Have Led implementation of school-wide academic initiatives: Gates Foundation Literacy Design Collaborative (LDC) Common Core State Standards writing framework, AVID strategies implementation, and TCAP and ACT prep programs.
- Co-develop budget with other leadership team members to strategically support HTEC vision, staff skill set and capacity, and student and community needs

Previous Position/ Duties at HTEC

Assistant Principal/ Ritchie Principal Intern

Literacy Coach

TLA Data Team Teacher Leader/ School PDU Leader

Special Education Dept. Chair

ELA Program Coordinator/ ISA Team Leader

LA/ Literacy Intervention/ ELA/ Special Education Teacher

DPS & Denver Summit Schools Network (DSSN): Additional Professional Experiences

Coordinated DSSN *Edge/ Inside* Curriculum Roll-out & Coaching program

Coordinated DSSN Literacy Design Collaborative (LDC) 2013-14 Cohort

Member of DSSN Assessment Framework Development Committee

DPS District Trainer and Consultant for *National Geographic Edge and Inside* Curricula

Member of Literacy Design Collaborative (LDC) Capacity Building Team

Member of Assistant Principal Framework Closed Committee

Member of DSSN Summer Teacher & Student Programming Plan Development Committee

Accomplishments, Experiences, & Recognitions

- Founding teacher and administrator at the high growth and high achieving DPS High School High Tech Early College (HTEC)
- Participant in OSRI Strategic School Design (SSD) Cohort #1, which resulted in the successful design, submission, and approval of HTEC Middle School
- Nominated in 2011-12 school year as one of six DPS teachers to attend the 2012 Bill and Melinda Gates Teacher Leadership conference (Elevating & Celebrating Effective Teaching/ Teachers-ECET2) in Scottsdale Arizona
- Sat on nationally televised *NBC Education Nation* panel as representative for DPS Turnaround initiative. Discussed implications of Common Core State Standards and college/ workforce readiness
- Spotlighted in Teacher Leadership Academy newsletter for facilitating implementation of innovative practices for fostering school-wide student efficacy and literacy
- Presented on education technology best practices at the 2011 *Colorado Language Arts Society (CLAS)* conference

- Awarded *Outstanding Graduate Student* recognition at Winter 2011 University of Colorado Denver graduation ceremony
- Represented DPS as a school leader at Bill & Melinda Gates *Group Genius 2012: Strengthening Networks, Cultivating Leaders* conference in Atlanta, GA
- Represented DPS as a school leader at the *Aspen Institute Urban Literacy Learning Network (ULLN)* convening in Baltimore, MD
- Accepted into the highly-competitive DPS *Ritchie Principal Program Cohort #10*
- Keynote presenter with HTEC leadership team and Teacher Leaders at 2012 Teacher Leadership Academy (TLA) Fall Summit event: Topic- Implementing Best Practices for Supporting Teacher Leadership
- Panelist at DPS Fall 2014 Culturally Responsive Speakers Bureau
- Represented DPS in May of 2014 at Carnegie Competency Based Learning school design session in New York, NY

Additional Credentials & Professional Development Experiences

- Completed *SIOP Model Level 1* and *Response to Intervention (RTI)* certifications
- Completed the *CDE Twice Exceptional* (level 1) Special Education/ GT training.
- Certified on all four levels of the *Peace 4 Kids: Aggression Replacement Training (ART)* behavior management and character development program
- Co-Coordinator of the HTEC *AVID* program, completed the *AVID Critical Reading*, *ELL: Write Path*, and *Administration #1* trainings, and have been a member of an *AVID* site team for three + years
- National trainer for National Geographic/ Hampton Brown *Edge: Reading, Writing, & Language* literacy intervention and language development curriculum
- Trained on the DPS *Language!* and *Wilson* reading intervention programs
- Trained on the Scholastic *Read 180* and *System 44* reading intervention programs

Robert M. Florio

20865 E Girard Place ■ Denver CO, 80013 ■ 518-528-6505 ■ Robert.florio3@gmail.com

Exceptional Student Education Teacher

I am a motivated and excited Exceptional Student Education teacher, who is dedicated to helping students make gains, and achieve personal, as well as academic goals.

Core Competencies

- Engaging lesson plans
- Differentiated instruction
- Evidence based practices
- Classroom Management
- Behavior management and discipline
- Assessing student needs
- Exceptional Student Education/ IEPs

Experience

Denver School Of Innovation and Sustainable Design (DSISD) Denver, CO

Dean of Culture, Physical Education, Special Education, English Language Learner Education Teacher March 01, 2015-Current

- Founding Teacher
- Community and Culture Designer
- Special Education Case Manager
- Innovative Physical Education Development

High Tech Early College, Denver, CO

Language Arts, ELA-Intervention/Special Education Teacher 2012-Current.

- Implement research based Techniques to teach ELA and Intervention classes
- Developed and implemented a school wide RTI program
- Develop consistent contact with students families to create a learning community
- Consistently and Actively Participate in Professional Development
- Serve as Special Education Chair and developed new school wide protocols
- Served in Differentiated Role Pilot Program

Wharton High school, Tampa, FL

Intensive Reading/Critical Thinking Study Skills Teacher 2011-2012

- Develop lessons that are curriculum based and help students generalize material with familiar life experiences
- Regularly used redirection, behavior management techniques, and knowledge of students to assist in overall classroom management
- Create a culturally relevant classroom environment
- Volunteered as an assistant Wrestling Coach

Air Force/Reserves March 2001-Current

- Trained other service members how to operate material handling equipment on the job in various locations
- Oversee training, and career progression as a section manager in Scotia NY
- Teach base wide cargo buildup classes Scotia, NY
- Team leader in joint forces transportation involving the Russian and U.S. Air Force while in Germany
- Selected for Presidential Detail in 2008

Education & Credentials

Hudson Valley Community College — Troy, NY 2006

AA in Physical Education

University of South Florida –Tampa, FL 2011

BS Exceptional Student Education

University of South Florida- Tampa, FL 2011

Reading Endorsement.

University of South Florida- Tampa, FL 2011

ESOL Endorsement. (ELA-E)

LISA SIMMS

CONTACT

LISA SIMMS
2342 Gaylord St.
Denver, CO 80205

LISA_SIMMS@dpsk12.org
303-842-3579
Linkedin.com/lisasimmsdps

EDUCATION

ALPS PRINCIPAL
LICENSURE PROGRAM
University of Colorado
Denver
2014 – Present

MASTER OF EDUCATION
Regis University
Denver
2006 – 2008

BACHELOR OF ARTS,
ENGLISH
Colorado State University
Fort Collins
1992 – 1996

GENERAL STUDIES
University of Southern
Colorado
Pueblo
1991 – 1992

OBJECTIVE

To collaborate with innovative educators who are committed to designing sustainable education opportunities that will support the personal and academic success for all students ensuring college and career readiness and success.

EXPERIENCE

DEAN OF CURRICULUM AND INSTRUCTION/SCHOOL DESIGNER
Denver School of Innovation and Sustainable Design (DSISD)/December 2014- Present

- School Designer for Denver's first Competency-based high school
- Developer of curriculum and data tracking LMS system
 - Developer of staff professional development and founding staff onboarding
 - Co-creator of DSISD's school design, competencies and school innovation plan
 - Co-facilitator of the recruitment of DSISD's founding staff and students
 - Co-facilitator of school planning and open house community meetings
 - Co-author of communication materials to promote DSISD (Brochure, Web)

COLLABORATIVE STRATEGIC READING COACH (CSR)

- Denver Public Schools/June 2014-Present
- Coach teachers through frequent observation cycles to implement CSR in instruction
 - Facilitate professional development and teacher leader meetings at Lake, Bruce Randolph, MLK and Wyatt Academy (25+ teachers)
 - Coach teachers in CSR for certification through video coaching

TIF TEACHER (DIFFERENTIATED ROLES PILOT)

- High Tech Early College/July 2013-June 2014
- Instructed American Literature, 10th grade
 - Coached Science, Social Studies and CTE teachers in LDC
 - Facilitated Language Arts PLCs
 - Created assessments through SCAN for the DSSN Network

HUMANITIES COACH

- Manual High School/October 2012-July 2013
- Facilitated grade and content-level small group PDs and coaching cycles for humanities teachers
 - Facilitated excursions as a student advisor/discipline dean

PEER OBSERVER

- Denver Public Schools LEAP/ July 2011-October 2012
- Evaluated teachers throughout the district using the LEAP Framework for Effective Teaching (20 schools, 60+ teachers)
 - Formulated feedback for teachers identifying strengths and areas of growth
 - Coached teachers by sharing resources and consulting on best practices

LISA SIMMS

EXPERIENCE continued

TEACHER

Skinner Middle School/August 2008-July 2011

- Instructed sixth and seventh grade Language Arts classes using Spring Board as well as supplementary curriculum
- Developed honors program and data driven school-wide initiatives including student-led conference protocols
- Developed and coordinated Culture & Climate and Service Learning Committees
- Coordinated and facilitated talent shows
- Coached softball

Mapleton Expeditionary School of the Arts/ July 2003-August-2008 (founding staff member)

- Instructed interdisciplinary Humanities classes for 6th through 8th grades
- Developed Humanities Scope and Sequence
- Created curriculum for nine expeditions (three trimesters for three years) and several week-long intensives experiences
- Organized and facilitated outdoor education opportunities
- Reviewed and evaluated school-wide initiatives as a member of the school's CSC

Horace Mann Middle School/August 2001-August 2005

- Instructed sixth and seventh grade ELD Language Arts and Social Studies.
- Coordinated and planned ELD school-wide curriculum instruction
- Reviewed and evaluated school-wide initiatives as a member of the school's CSC
- Coached soccer, softball and North High School basketball

Escuela Tlatelolco/August 1999-May 2001

- Developed and implemented culturally relevant, interdisciplinary, and thematic curriculum, grades 6-12
- Organized and supervised multi-grade level travel and outdoor education experiences related to classroom content

SKILLS

- School Designer
- Teacher Evaluation
- Teacher Coaching
- Curriculum Development
- Assessment Creation- (SCAN)
- Cognitive Coaching training certification
- Literacy Design Collaborative (LDC) Trained
- Collaborative Strategic Reading (CSR) Coach
- AVID training certification
- ELA-E training certification
- Expeditionary Learning trained
- Electives Facilitator (Music, Art and Sports)
- EFL (English as a Foreign Language/ Mexico)
- Microsoft Office, Excel and Google proficient

REFERENCES

- DANNY MEDVED
Principal
DSISD
720-256-0445, DANNY_MEDVED@dpsk12.org
- DAN VILLESAS
Project Director
CSR Colorado
303-629-8921, DANIEL_VILLESAS@dpsk12.org
- BRIDGETT BIRD
Program Manager
LDC
303-946-2676, BRIDGETT_BIRD@dpsk12.org

Otto J. Espinoza

11250 Florence Street, 14B, Henderson, CO 80640 - 719-588-3911 (H) - 719-588-3911 (C) - ojstoli@gmail.com

Summary

Eight years in a special educations classroom, providing individual and small group instruction to students with learning disabilities in the regular education classroom. I am focused on building each student's strength and confidence, as well as giving students firm guidelines, regularity and dependability to foster their social and academic growth. I am well versed in working with all learning styles and creating individual student goals that set a high standard, but provide frequent opportunities for reflection that lead to academic success and growth. I am a kind compassionate optimistic individual who believes that every student has the potential to be successful in school and deserves an education that is appropriate for their learning styles, needs and goals.

Highlights

Classroom management Differentiated instruction IEP development & implementation Collaboration Spanish Speaking, reading, comprehension
Kauffman Test of Educational Achievement (K-TEA) Woodcock-Johnson Achievement Test (WJ-IV)
AIMS Web Progress monitoring Wechler Individual Achievement Test

Accomplishments**Education**

* Special Education Program Development for Expeditionary Learning Model *Transition Planning Mentor for Mapleton School District Special Education Teachers *CDE District Sample Curriculum Project Member *CDE Transition Planning presenter *Applied Suicide Intervention Skills Training (ASIST) trainer *District Curriculum Development Team member

Experience

DPS Denver School for Innovation and Sustainable Design

Founding Staff Member/School Design Team

February 2015-Present

Mapleton Public Schools

Special Education Teacher, MESA High School

August 2007 to Current

Thornton, Co * Develop individual educational plans (IEP) designed to promote educational, physical and social development. * Establish and communicate clear objectives for all lessons, units and projects to both students and parents. * Write and present documents for Individual Education Plan conferences. *Conducted small group and individual classroom activities with students based on differentiated learning needs. *Managed a case load of an average of 25 students each school year.

North Conejos Schools Mentoring Program

Mentoring Program Director

April 2003 to July 2007

La Jara , Co *Identification of at-risk students to participate in program *Recruitment, training, screening and ongoing support for all program volunteers *Development of orientation program, mentor trainings and educational programming for participants

San Luis Valley Comprehensive Community Mental Health Center August 2001 to March 2003

SIED Classroom 7 Outpatient Counselor

Alamosa, Co Counselor for middle school and high school students with emotional and behavior disorders in a self-contained classroom to address personal issues, behavior problems, social skills and other related issues.

University of Phoenix 2007 Master of Arts: Special Education Generalist

Adams State College 2003 Bachelor of Arts: Exercise and Sports Science Alamosa, Co, USA

1120 Fay Street
 Redwood City, CA 94061
 (650) 338-0893
 jsg6@cornell.edu

JESSICA S. GOLDSTEIN

EDUCATION	<p>CORNELL UNIVERSITY '13 ITHACA, NY MFS GLOBAL DEVELOPMENT, <i>SUMMA CUM LAUDE</i> GPA: 4.0</p> <p>LOYOLA MARYMOUNT UNIVERSITY '12 SAN JOSE, CA CERTIFICATE: SPECIALIZED PROGRAMS IN URBAN EDUCATION CALIFORNIA STATE TEACHING CREDENTIAL – SECONDARY SCIENCE, GPA: 4.0</p> <p>CORNELL UNIVERSITY '10 ITHACA, NY BS IN INTERNATIONAL AGRICULTURE & RURAL DEVELOPMENT, <i>MAGNA CUM LAUDE</i> ANIMAL SCIENCE MINOR, GPA: 4.0</p> <p>UNIVERSITY OF MASSACHUSETTS – AMHERST '09 DAKAR, SENEGAL CERTIFICATE IN SUSTAINABLE COMMUNITY DEVELOPMENT GPA: 4.0</p>
------------------	--

TEACHING EXPERIENCE	<p>LEAD SCIENCE TEACHER – DENVER PUBLIC SCHOOLS 06/2015-PRESENT Lead teacher for 9th grade science for the Denver School for Innovation & Sustainable Design. Develop all science curriculum and collaborate with other departments to create cross-curricular projects. Transitioning to Department Chair in the 2016-2017 school year to provide leadership in the development and management of science curricula for 9th-12th grade.</p> <p>CURRICULUM DEVELOPMENT COORDINATOR – DENVER PUBLIC SCHOOLS 02/2014-PRESENT Coordinate the building of sustainable design-focused STEM curriculum for the new Denver School for Innovation & Sustainable Design. Assist Dean of Curriculum & Instruction in managing curriculum development for incoming teachers. Lead advisor for sustainability and environmental education components of curriculum.</p> <p>MATHEMATICS & ART TEACHER – KIPP SAN JOSE COLLEGIATE 08/2014-04/2015 Lead teacher for Drawing I, Drawing II, and Yearbook; as well as AP Statistics and Applied Math for two maternity absences throughout the 2014-2015 school year. Collaborated with teachers to plan units & daily activities, participated in Department Meetings, parent-teacher conferences, and advised thirteen 12th graders.</p> <p>DIRECTOR OF SUBSTITUTE PROGRAM – SUMMIT PUBLIC SCHOOLS 08/2014-10/2014 Develop and manage the substitute system for all 7 Summit schools in the Bay Area. Direct meetings and liaison with outside agencies to arrange coverage for the whole network. Collect and manage data on teacher absences. Collaborate with other administrators regarding procedures, disciplinary structures, curriculum and other managerial aspects of school leadership. Lead, teach, or coach as needed in all subjects 6-12.</p>
----------------------------	---

	<p>CURRICULUM CONSULTANT – EDUTECH, INC. 04/2014-PRESENT Design and implement rigorous and innovative Common Core aligned online science curriculum for dissemination to over 40,000 public and private school teachers and 400,000 students, utilizing the Edutech.com(beta) platform.</p> <p>CURRICULUM CONSULTANT & TEACHING FELLOW – STANFORD UNIVERSITY 06/2011-08/2012 Authored & implemented two courses offered to high school and undergraduate students at Stanford School of Medicine during the Summer 2012 & 2013. Produced an innovative curriculum for Anatomy & Physiology incorporating 3D digital images. Managed & administered summer intern program with ten local high school students.</p> <p>HONORS PHYSICS & ANATOMY TEACHER – KIPP SAN JOSE COLLEGE 06/2010-06/2012 Created and implemented rigorous curriculum for courses at a small public charter school in a historically underserved urban neighborhood. Led students to achieve 77% mastery of Physics standards in the first year (2010-2011) and improved to 100% mastery of standards in the second year of teaching as measured by State of California exams and district benchmarks, demonstrating 66% improvement from the 2009-2010 school year with their former teacher.</p> <p>ASSISTANT PROFESSOR – GLOBAL VILLAGE NETWORK (SENEGAL) 12/2008-08/2009 Taught <i>Principles of Sustainable Development</i> course to twenty US study abroad students and Senegalese nationals from the University Chick Anta Diop. Conducted courses in sustainable development and training in EcoVillage Design Education in 20 villages with over 500 attendees. Developed EcoVillage sustainability projects to serve over 45 Senegalese villages including composting programs, indoor based micro-insurance strategies, health and veterinary initiatives.</p>
LEADERSHIP EXPERIENCE	<p>EVALUATION ASSOCIATE – CORNELL UNIVERSITY 01/2013-01/2013 Managed a four-person team as part of the North Mediterranean analysis group to conduct research, compile and analyze data for the Midterm Review of the United Nations Convention to Combat Desertification (UNCCD) Findings and recommendations were presented to UNCCD and the UN Secretariat in April 2013.</p> <p>PROGRAM ASSOCIATE – THE MIDNIGHT FOUNDATION 01/2013-01/2013 Coordinated with field sites in Africa & Asia to manage existing grant projects concerning pro-poor plant breeding operations & poverty reduction schemes for the Collaborative Crop Research Program. Collaboratively developed and managed the new CCRP website funded by The Bill & Melinda Gates Foundation, and organized Quarterly Newsletters sent to donors.</p> <p>TEACHER LEADER & 2010 CORPS MEMBER – TEACH FOR AMERICA 08/2011-06/2012 Selected from 46,000 applicants nationwide to join a 4,500 person national teaching corps. Designed & hosted professional development seminars on rigor in science education for Corps Members during the 2011-2012 school year with 100% positive feedback from attendees who strongly agreed that the seminars were instrumental in developing their classroom leadership skills.</p>
ACHIEVEMENTS	<p>Teach For America Sue Lehmann Award for Excellence in Teaching: SF Finalist (2012)</p> <p>Loyola Marymount University Award for Excellence in Teaching (2012) American Society of Animal Science Scholar (2009 & 2010) Meridian Award Scholar (2009 & 2010)</p>
SKILLS	<p><u>Languages:</u> <i>Mastery:</i> French, English; <i>Intermediate:</i> Wolof, Spanish; <i>Novice:</i> Italian</p> <p><u>Technology:</u> <i>Mastery:</i> MS Office, Adobe Creative Suite; <i>Intermediate:</i> Verimix & Stella</p>

Caitlin C. Ross
958 Washington Street #10
Denver, Colorado 80203
Caitlin.Caitlyn.Ross@gmail.com
815.621.8989

SKILLS AND EXPERTISE:

- Blended Learning
- Differentiated instruction
- Culturally responsive pedagogy
- Common Core State Standards
- Standards based grading
- Project Based Learning
- Data analysis and utilization
- Restorative approaches and PBIS

EDUCATION AND LICENSURE

- The University of Iowa, Iowa City, Iowa
- Bachelor of Arts Degree, May 2011
- Major: History Minors: African-American Studies and Political Science
- Cumulative G.P.A. 3.64
- Professional License: Colorado 7-12 Social Studies
- Certified Advanced Placement American History Teacher

EMPLOYMENT AND TEACHING EXPERIENCE:

Founding Member, Curriculum Designer, World Geography Teacher **March 2015**
Denver School for Innovative and Sustainable Design, Denver, Colorado

- Created essential questions and mastery rubrics for skills and content based on Advanced Placement Human Geography
- Collaborated with other department leads on school culture and cross curricular design

World Geography and Advanced Placement U.S. History Teacher **July 2014-June 2015**
High Tech Early College High School, Denver, Colorado

- Created and implemented lesson plans for 180 students daily
- Led weekly grade level assemblies that built community with awards, shout-outs, games, and announcements
- Monitored and documented weekly team conversations surrounding emotional, behavioral and academic needs and interventions of all 9th graders
- Advised Student Council to ensure positive student culture by providing a venue for student suggestions, projects, and events
- Built a supplemental Professional Development program that met monthly to provide after school training based on teacher needs and requests
- Acted as a lead mentor for six new teachers by creating materials and trainings, communicating best practices and reflective questions, matching and managing mentors and mentees, and advocating for needs of first year teachers
- Generated a Blended Learning Toolkit with an interdepartmental team
- Wrote two Short Cycle Assessments used network wide to compare Geography data

World Geography and U.S. History Teacher **July 2013-June 2014**
High Tech Early College High School, Denver, Colorado

- Instructed a diverse group of students by using technology, Project Based Learning and culturally responsive techniques in order to achieve the movement of 93% of students one or more proficiency levels in Common Core standards
- Taught a English Language Development U.S. History Class to students with limited language skills, including monolingual students with the help of a Spanish speaking aid

- Built strong and trusting relationships with students, parents, and staff
- Coordinated with administrators, teachers, and parents to maximize student achievement
- Utilized frequent data cycles to monitor student achievement and alter instruction
- Created Student Council as a Project Based Learning class that mentored elementary school students, organized all school events, and functioned as student voice to administration
- Prepared educational course outlines, objectives and materials according to DPS curriculum, Colorado Academic Standards, and Common Core Curriculum
- Wrote and implemented two Literacy Design Collaborative units
- Presented subject matter to students, using various teaching methods and technology, and adjusted teaching style and method to meet student learning style and educational needs

Math Fellow

January 2013-June 2013

Lake International Middle School, Denver, Colorado

- Provided students with 240 minutes of small-group math instruction per week in low-income middle school where only 20% of 7th graders are on grade level in math.
- Developed and teach individualized, data driven lesson plans in basic math skills and grade level content to close the achievement gap
- Achieved an average growth of 2.5 grade levels in math skills between January and May
- Utilized critical questioning to drive a student-centered environment
- Raised student confidence by setting goals and tracking progress
- Built strong and trusting relationships with students
- Coordinated with classroom teachers, school staff, and families to maximize student achievement
- Communicated with Math Fellow Team to develop best practices and effective lesson plans

Youth Vote Director

March 2012-November 2012

Obama for America, Des Moines, Iowa

- Designed and implemented a comprehensive and metrics driven state-wide plan and budget for youth outreach
- Managed 39 campus organizers and teams that resulted in over 10,000 voter registrations and 20,000 early votes cast
- Evaluated community organizer's progress to goal, and managed outcomes by providing positive reinforcement, feedback, and additional support
- Supported community organizers by offering trainings, budgets, field visits, surrogates, events, and designing and allocating materials
- Assumed leadership roles for large scale events, including preparation and execution of logistics, press, attendance, technology, and volunteer coordination for celebrities, local officials, First Lady Michelle Obama, Vice President Joe Biden, and President Barack Obama

MADLINE BURTON

8231 Peridot Dr, Apt 405
McLean, VA 22102

(612) 600-8252
madeline.r.burton@gmail.com

- EDUCATION:** Cornell University (2007-2013)
- B.A. in Computer Science with a concentration in Computer Vision
 - B.F.A. in Fine Arts with a concentration in Photography
- ACADEMIC:** Johns Hopkins University (2014- present)
- M.S.E.D expected 2015
- EXPERIENCE:**
- Founding School Design Team Member, DISID, Denver, CO February 2014 – Present**
- Develop math and engineering curriculum map for the Denver School for Innovation and Sustainable Design.
 - Advise technology hardware, platforms, and software for 1:1 technology program and support teachers in implementation of technology.
- Math, CTE engineering, and Arts Integration Coordinator, Denver, CO February 2014 – Present**
- Coordinate the integration of math, engineering and the arts within the Denver School for Innovation and Sustainable Design.
 - Teach Math and Project Lead the Way Engineering courses
- Curriculum Developer: Objective and Content Specialist, Code.org, Seattle, Washington (Remote) September 2014 – Present**
- Design a curriculum for the forthcoming AP CSP course based in JavaScript.
 - Design online portal for CSP curriculum.
 - Edit lessons prepared by other curriculum writers.
- Curriculum Writer, CS Matters in Maryland, Baltimore, MD May 2013 – Present**
- Work on a team of 16 teachers to write curriculum for the forthcoming AP CSP course.
 - Edit lessons prepared by other curriculum writers.
 - Present lessons in class and assess the outcomes to refine lessons.
- Teacher, Columbia Heights Education Campus, Washington, DC August 2013 – Present**
- Teach Pre-Calculus, Algebra I and AP Computer Science courses.
 - Participate in the school's leadership team.
 - Pilot a blended learning curriculum throughout math and CS courses.
 - Develop grant proposals for blended learning.
- Tutor, Akari Tutoring Fairfax County, VA January 2013 – June 2013**
- Assisted high school students with Algebra II and Pre-Calculus.
 - Created lessons for students excelling in Geometry to prepare for the following year.
 - Worked one on one with Algebra II student, raising grade by three full letters in two months.
- Teaching Assistant, Cornell University Ithaca, NY September 2010 – December 2013**
- Taught lab courses in Matlab and Python programming languages.
 - Held office hours to assist students debug their own code.
- Instructor, Cornell After School Game Design Program Ithaca, NY Fall 2013**
- Designed 10 week curriculum for Ithaca middle and high school students.
 - Worked with individuals and small groups to design graphics, music, character development, storyline, and write corresponding code.
- Math Teacher and Tech Specialist, LearningWorks: A Blake Breakthrough Program, Mpls, MN Summers 2008-2012**
- Developed and implemented a six-week summer enrichment curriculum.
 - Routinely contacted parents with updated information on their student's progress.
 - Researched techniques for introducing technology to the classroom and held workshops for faculty and staff. Maintained a 50 chromebook network with Google Apps for Education.
- Programs and Outreach Manager, LearningWorks: A Blake Breakthrough Program Mpls, MN August 2008- January 2009**
- Provided tech support, including maintenance of web page, advertisement, and video production.
 - Communicated with families and prepared for meetings and performances.

PROFESSIONAL DEVELOPMENT:	<p>DCPS, Math Assessments October 2014, one day Teaching Agile Mind Algebra I: developing curriculum for students to engage with technology within the math classroom.</p> <p>DCPS, Math and Language August 2014, one day Integrating writing in to the math curriculum: How to engage students with the Hochman writing techniques in the math classroom.</p> <p>Maryland University, Assessments of Learning vs. Assessments for Learning, August 2014, 14 days Explain the necessity of assessment of learning and assessment for learning to direct instructions within the classroom and how each can be achieved through multiple forms of evaluation.</p> <p>DCPS, Computer Science May 2014, one day How to engage students in computer science with writing techniques and develop skills in analysis.</p> <p>National Council of Teachers of Mathematics September 2014, 2 days Attend multiple workshops within the conference pertaining to student engagement, engaging multiple learning styles, mathematical content development, and teaching English language learners.</p> <p>DCPS, Computer Science April 2014, one day Development of differentiation for English language learners and special education students.</p> <p>Maryland University Exploratory Learning August 2013, 14 days Analyze and create exploratory lessons that engage students through multiple entry points, student based learning that develops the need for critical thinking, grit, and communication.</p>
RECOGNITION:	<p>Selected as one of 100 "superstar" teachers by the National Science Foundation Invited to the White House to participate in Hour of Code event.</p>
ACTIVITIES:	<p>Apropos Studio Graphic Designer and Wallpaper Artist (2012 – Present) Cornell Outdoor Education Indoor and Outdoor Rock Climbing Instructor (2008-2013) Photography Darkroom Student Manager (2011-2013) Cornell Varsity Fencing, Team member (2007-2008)</p>
COMPUTER SKILLS:	<p>Expert-level knowledge of: Adobe Products including Photoshop, InDesign, and Illustrator Microsoft Word/Excel/PowerPoint HTML, CSS, JavaScript, Java, Matlab, Python and C++ Programming languages</p>

Appendix I: School Organization Chart

DSISD Organization Chart			
Leadership Team Members	Leadership Member Title & School-wide Innovator Quality Ownership	Programs & Initiatives Supervised/ Led	Supervised By
<i>Danny Medved</i>	<i>Principal Transformative Leadership Innovative Thinking & Action</i>	-Oversight of Comprehensive DSISD Program -Master Schedule -Supervise Electives, SPED, ELD	Instructional Superintendent
<i>Lisa Simms</i>	<i>Dean of Curriculum & Instruction, Personal Academic Excellence Life-Long Learning & Citizenship</i>	-Supervise, recruit, and develop LA & SS teams -Culturally responsive teaching -Co- Lead data driven instruction -Co-lead “Intensives” -Arts Integration Lead -Site Assessment Leader (SAL)	DSISD Principal
<i>(unidentified)</i>	<i>Post-Secondary Readiness Coordinator/ Counselor (11th & 12th Counselor) Life-Long Learning & Citizenship</i>	-Co-lead “Intensives” -Co-Lead Advisement program -Ensure authentic ICAP/ PLP implementation -co-lead Internships/ Externships -Teach Career Survey & College Seminar Classes	DSISD Principal
<i>(unidentified)</i>	<i>Positive Youth Development & Restorative Approaches Coordinator Life-Long Learning & Citizenship</i>	-Co-Lead Advisement program -Lead Social Justice, Service Learning, Restorative Approaches programming -Lead/ teach PE program - Co-lead “Intensives” -Culturally Responsive Teaching	DSISD Principal
<i>(unidentified)</i>	<i>Design Thinking Lead Teacher (STEM Engineering teacher) Innovative Thinking & Action</i>	-co-lead “Intensives” -co-lead Advisement, -co-lead PBL/ FLEX Block	DSISD Principal
<i>Matt Dodge (shared w/ other HTEC Secondary)</i>	<i>Dean of Culture, Personalization, & Assessment (Matt Dodge) Innovative</i>	- Develop/ manage technology & LMS plan -Instructional tech coaching	DSISD Principal & Imaginarium Director

<i>programs)</i>	<i>Thinking & Action</i>	-Site Assessment Leader (SAL) -Supervise Math team -Liaison between Beacon Network & Imaginarium -Co- Lead data driven instruction	
<i>(unidentified)</i>	LA Differentiated Role Teacher Team Lead <i>Personal Academic Excellence</i> <i>Transformative Leadership</i>	-Supervise, recruit, and develop LA team -Culturally responsive teaching	Dean of Curriculum & Instruction
<i>(unidentified)</i>	Math Differentiated Role Teacher Team Lead <i>Personal Academic Excellence</i> <i>Innovative Thinking & Action</i>	-Supervise, recruit, and develop math team -Culturally responsive teaching	DSISD Principal
Jessica Goldstein	Science Team Lead <i>Personal Academic Excellence</i> <i>Innovative Thinking & Action</i>	-Lead Science Team in TL role -Culturally responsive teaching	DSISD Principal
<i>(unidentified)</i>	SS Team Lead <i>Personal Academic Excellence</i> <i>Transformative Leadership</i>	-Lead SS Team in TL role -Culturally responsive teaching	Dean of Curriculum & Instruction
<i>(unidentified)</i>	ELD/ Special Education Coordinator & Culture DR <i>Life-Long Learning & Citizenship</i>	- ELA Consent Decree commitment & compliance -Teach ELD and Literacy Intervention classes -Special Education commitment & compliance -DR Culture: rigor, relevance, relationships	DSISD Principal
Cassandra Torres	Operations Coordinator (Cassandra Torres) <i>Innovative Thinking & Action</i>	-Lead parent engagement -Lead student & staff recruitment -co-lead “Intensives” -co-lead Internships/ Externships	DSISD Principal

Appendix J: Staff Phase-in Roster

Positions and Phase-In Year					
Position	Phase-In Year 2015-16	Phase-In Year 2016-17	Phase-In Year 2017-18	Phase-In Year 2018-19	Phase-In Year 2019-20
School Leader (Danny Medved)	1.0 FTE				
Assistant Principal (Lisa Simms) Year #2		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Dean of Curriculum & Instruction (Lisa Simms) DR TTL Year #1	1.0 FTE				
ELD/ Special Education Coordinator & Culture DR (.5 Special Ed./ .5 ELD) (ELA-E)	1.0 FTE	1.0 FTE	1.0 FTE	1.5 FTE	1.5 FTE
Operations Coordinator/Office Support (Cassandra Torres)	1.0 FTE				
Positive Youth Development & Restorative Approaches Coordinator (.5 Special Education/ .5 PE Teacher) (ELA-E)	1.0 FTE	1.0 FTE	1.0 FTE	1.5 FTE	1.5 FTE
Design Thinking Lead Teacher/ Engineering	1.0 FTE				
Lead LA Teacher Differentiated Role Team Lead (year #2 DR Grant) (ELA-E)	1.0 FTE				
Lead Math Teacher Differentiated Role Team Lead (year #2 DR Grant) (ELA-E)	1.0 FTE				
Lead Science Teacher Differentiated Role Team Lead (year #2 DR Grant) (ELA-E)	1.0 FTE				
Lead SS Teacher Differentiated Role Team Lead (year #2 DR Grant) (ELA-E)	1.0 FTE				
Bilingual (Spanish) Paraprofessional	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Nurse	.2 FTE	.2 FTE	.2 FTE	.4 FTE	.4 FTE
School Social Worker	.2 FTE	.2 FTE	.6 FTE	.8 FTE	.8 FTE
School Psych.	.2 FTE				
Restorative Appr. Para/ STR	-	-	1.0 FTE	1.0 FTE	1.0 FTE
Math Teacher #2 (ELA-E)	-	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE

<i>Language Arts Teacher #2 (ELA-E)</i>	-	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Social Studies Teacher #2 (ELA-E)</i>	-	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Science Teacher #2 (ELA-E)</i>	-	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Design Thinking Pathway Teacher #2 (Career Survey Class/ Entrepreneurship Class/ 9th-10th Counselor)</i>	-	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>World Language Teacher (Spanish)</i>	-	.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE
<i>Post-Secondary Readiness Coordinator (11th-12th Counselor)</i>	-	-	.5 FTE	1.0 FTE	1.0 FTE
<i>Math Teacher #3 (ELA-E)</i>	-	-	1.0 FTE	1.0 FTE	1.0 FTE
<i>Language Arts Teacher #3 (ELA-E)</i>	-	-	1.0 FTE	1.0 FTE	1.0 FTE
<i>Social Studies Teacher #3 (11th & 12th grade) (ELA-E)</i>	-	-	1.0 FTE	1.0 FTE	1.0 FTE
<i>Science Teacher #3 (ELA-E)</i>	-	-	1.0 FTE	1.0 FTE	1.0 FTE
<i>Math Teacher #4 (ELA-E)</i>	-	-	-	1.0 FTE	1.0 FTE
<i>Language Arts Teacher #4 (ELA-E)</i>	-	-	-	1.0 FTE	1.0 FTE
<i>Social Studies Teacher #4 (ELA-E)</i>					1.0 FTE
<i>Science Teacher #4 (ELA-E)</i>	-	-	-	1.0 FTE	1.0 FTE
<i>FTE Totals by School Year</i>	2015-16	2016-17	2017-18	2018-19	2018-19
	11.6 FTE	18.1 FTE	24.5 FTE	29.4 FTE	30.4 FTE

