



Opening August 2015

Innovation Plan

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Cover Page – for Colorado Department of Education (CDE)

Innovation School Name: Northfield High School

Location (address): 5500 Central Park Blvd

Plan Contact (name and position): Avi Tropper, Principal

Email: Avi_Tropper@dpsk12.org

Phone: (303) 842-1101

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**

➤ 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

➤ If so, when was the request made and what was it for? New school code 519 granted in June

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

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

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

Will the school be seeking a waiver for graduation guidelines? **Y** requesting waiver from civics graduation requirement as all students will be taking the 2 year IB history course

➤ 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

Date: August 9, 2015

To: Denver Public Schools Board of Education and Colorado Department of Education State Board of Education

From: Avi Tropper, Founding Principal of Northfield High School

We, the innovation planning team for Northfield High School, submit to you this plan requesting innovation status for Northfield High School. Northfield High School is being founded with the vision of creating a diverse, inclusive and progressive high school that serves students from neighborhoods throughout Denver's Northeast Region. The school design was deliberately and intentionally developed so as to ensure that every single student is supported and challenged throughout high school. It is our expectation that every single student graduates intellectually and personally ready for success in a 4 year college program. The flexibilities included in this innovation plan support this mission.

The plan was developed through a collaborative process extending over one and a half years. Initially a committee consisting of over 30 people including teachers and school leaders developed a draft. Student input was also sought through focus groups and surveys. Guidance from the broader community was received via open forums and via surveys.

Throughout the faculty recruitment and hiring process our founding faculty had substantial input and influence on the plan. This process included two weeks of planning in June and in July 2015. The Northfield High School Collaborative School Committee had substantial opportunity for input and influence on the plan as well in a series of planning sessions in July and August 2015. The administration, staff, and CSC fully supports this plan and has voted in favor of this innovation plan.

As the founding school principal I am committed to implementing this innovation plan and to creating a school culture in which all adults and students are engaged with the school vision and mission. Since Northfield High School is a new school, the faculty will vote on the innovation plan during the very first faculty meeting in June. Throughout the recruiting, interviewing and hiring process there has been total transparency as to the contents of the innovation plan and how the specific waivers support the school's mission.

Sincerely,

Avi Tropper

Founding Principal

Northfield High School

INNOVATION SCHOOL APPLICANT EXECUTIVE SUMMARY

Essential Information Form

Name of Proposed School	Northfield High School
School Type	Innovation School
Grade Configuration	9-12
Model or Focus (e.g., Arts, College Prep, etc.)	International Baccalaureate Diploma Program pending authorization
Proposed Region and/or Neighborhood for School	Northeast Denver
Primary Contact Person (name, email)	Avi Tropper AVI_TROPPER@dpsk12.org

Enrollment Projections:

GRADE	2015-16	2016-17	2017-18	2018-19
9	240	240	240	260
10		240	240	240
11			240	240
12				240
Total # students	240	480	720	980

Student Demographics:

	FRL %	SPED %	ELL %
Projected Demographics	50	12	14

District-run School Executive Summary Narrative (3 page limit for this sub-section)

1. Culture:

Mission: Northfield High School engages students in a rich and challenging academic program, empowering them to discover their own strengths and pursue areas of personal interest. Our teachers inspire students to become enthusiastic lifelong learners, creative problem solvers, and effective communicators. Our focus on collaborative and global learning ensures that our graduates are prepared to be fully informed, principled, and engaged citizens of the world

Vision: Learning about ourselves and the world.

With a focus on both academic and social/emotional growth Northfield High School will support every single student as they grow as individuals and as future citizens of a global society.

The broader community has been deeply involved in the planning process for this school. Since the passage of the 2012 Bond there has been a tremendous amount of community engagement in the planning process for the new high school facility and program. Through various forums and committees (including a Design Advisory Group and a Program Advisory Committee composed of parents, teachers and school leaders in the community) the community has engaged in deep discussions about the vision for the new high school. Additional information on the outcomes of these processes can be found at this link: <http://bond.dpsk12.org/projects/northfield/>. This plan itself was written through a collaborative process with a planning committee consisting of parents, educators, and school leaders from the community.

Support for the innovation plan is widespread. A survey by Stapleton United Neighbors completed in July 2014 found that 923 community members voted yes, supporting the innovation plan for Northfield High School.¹ A petition started by “Friends of Northfield High School” in support of the innovation plan gathered many signatures from parents in neighborhoods throughout Northeast Denver including Montbello and Stapleton. As seen through the demand for Northfield High School in the 2015 school choice process demand for the school and the model described herein is tremendous. Additionally, as described in the body of this proposal, all potential hires have been provided with a link to the draft innovation plan so they are informed at the start of the process of the vision for Northfield High School. The faculty had substantial opportunity for input into the plan during two weeks of planning in June and July 2015. Faculty voted to approve this innovation plan and relevant waivers at the conclusion of our first day of school in August 10 2015. The CSC voted to approve and submit this plan on August 10 2015.

The enrollment system for Northfield High School was established with the input of the Boundary Advisory Group consisting of educators and community members from Green Valley Ranch, Montbello, Stapleton and Park Hill and was approved of by the Denver Public School Board in June 2014. The enrollment system was deliberately and

¹ Only 3% of respondents responded “no.”

intentionally constructed so as to provide quality seats for underserved neighborhoods that will help to close the achievement gap and to meet increasing enrollment needs. This provides a foundation for the creation of the diverse inclusive community that is Northfield High School. Students from neighborhoods across Northeast Denver will collaborate and work together at Northfield High School and receive a world-class, rigorous progressive education.

Upon the selection of Avi Tropper as the principal of the new proposed high school many parents and community organizations met to support the writing of this school innovation plan. Over 30 parents, teachers and school leaders served on the committee drafting this plan. The first meeting was held in the first week in February 2014. At that meeting 5 subcommittees were formed aligned to the 5 sections of the school plan. The committees met weekly and provided drafts of sections of the school plan. Subsequent to the hiring of staff and faculty and the enrollment of students at Northfield High School a Collaborative School Committee was formed in July 2015. This committee has also voted in approval of this innovation plan.

The need for a new high school serving Northeast Denver has been evident for many years. A growing student population within Stapleton and a need for additional quality high school options for students across the Northeast region suggests significant demand for this new high school. Recent DPS enrollment data shows that there are currently about 250 rising 6th grade students and approximately 450 rising kindergarten students within Stapleton alone. Across communities in Northeast Denver there will be even greater demand. Far Northeast has a need for additional high school seats according to the “Call for New Quality School” and for school options that will help close the achievement gap. The Near Northeast has a need for options that will help close performance gaps.²

As described above there has been tremendous interest in the school on the part of the community, parents, and students. For example a recent survey seeking parent input into this school plan received over 110 responses. To view the survey questions go to the following link: https://docs.google.com/forms/d/1gpje4HkljXjs8k-UPnI38tu7mLNiK_9gferBAko_xxA/viewform.

2. Leadership:

Our school leader possesses both the instructional expertise and the managerial skill to successfully lead a high school. The principal is dedicated to empowering staff, faculty, students and families to engage in leadership roles and a distributed decision-making framework. Northfield High School has created robust distributed leadership structures in which teacher cohort teams and departmental teams actively participate in decision-making within the school.

Avi Tropper has worked as a teacher, teacher mentor, dean of students and assistant principal in New York City for nine years, along with stints on the Financial Strategies and School Turnaround teams at the New York City Department of Education’s central

² See pages 12-17 <http://osri.dpsk12.org/wp-content/uploads/2011/08/Call-for-New-Quality-Schools-2014-Final.pdf>.

office. As an adjunct professor at local universities, he has worked with hundreds of teachers on developing the teaching craft. His career has been dedicated to providing students with the opportunities to explore and learn about themselves and the world around them and to supporting students as they begin to chart their path in society. Professionally he is proudest of the work done in building school communities dedicated to this vision. This includes helping to found two new high schools focused on innovative academic and student support programs.

3. Education Plan:

NHS has created an educational program that is rigorous and truly prepares students for success in college and careers. The core courses are aligned to the International Baccalaureate (henceforth IB) Diploma Program. All students will take IB courses in Math, Science, English, History, and Foreign Language. Students will also be able to choose up to two pathways that they will pursue as advanced study in specific areas of interest. The pathways include: Biomedical Science; Engineering; Computer Science; Business; Law and Politics; Studio Arts; Music; and Theater. These pathways may be adjusted pending student interest.

Core principles of our education plan include:

- A social/emotional learning component developed around the findings of positive psychology. We will maintain a low student to advisor ratio and advisors will follow a cohort of students through their high school careers, maintaining contact in college. Counselors will lead a freshman writing and communications seminar focused on positive psychology. A sample introductory unit can be found here: <http://www.ppc.sas.upenn.edu/teachinghighschool.htm>. The seminar will help build positive character traits and skills in students, will serve as a safe space for student discussions, and will create community.
- A competency-based approach to course design and evaluation. Every course will have a clear set of competencies developed in advance. Students will proceed through the course competencies alongside their peers. Within each competency students will be able to pursue study at varied performance levels and will demonstrate their understanding through competency-based assessments. Students who achieve mastery of a sufficient number of course competencies will receive an Honors designation for the class. The competency-based approach will allow students to go back and achieve mastery on competencies during the course. A digital dashboard will be created for students to upload a portfolio of work aligned to each course competency.
- An interdisciplinary approach across courses unifying each student's academic experience. Teachers will co-plan across departments to build out interdisciplinary units. These connections will be especially strong between math and science classes and between social studies and English classes. For example, our history and literature classes will align in terms of area and time period being studied. For example, a sophomore studying Ancient Greece in her World History class will be reading Homer and Sophocles in her English class.

4. Teaching:

NHS, in consultation with the District LEAP team and HR partner, shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth. The school leader and faculty will collaborate to develop this modified framework. The Framework will maintain all the domains within LEAP and will have the ability to modify the specific indicators and language to support the vision for teaching and learning at Northfield High School. The complete rubric will be developed by the founding group of faculty prior to the start of the school year and will be subject to review and approval by the district.

NHS will use internal peer-to-peer observers as part of its approach to developing professional learning communities. Additionally NHS welcomes visitors to observe and provide feedback on our work. NHS participates in the DPS Project Cam pilot in which faculty and leadership video record professional work to analyze and improve performance.

Our professional development program will create a common set of competency standards aligned to school goals and defined by role. Some are defined as non-negotiables by school leaders such as designing rigorous performance-based tasks; others may be defined by staff. Teachers will identify areas where they need competency improvement, including some that may not be specifically identified as school-wide goals. A rich and varied set of aligned opportunities is provided to teachers to fill those competency gaps which could include coaching, job shadowing, choice-based classes, workshops, or online learning modules. Improved teacher competencies are verified through assessments, observation, or portfolio work. Peer support or mentoring is offered to help teachers carry forward improved practice to the classroom. Teacher competency development is refined and iterated in a continuous-improvement cycle.

5. Governance and Finance:

The school principal, supported by the Instructional Superintendent and advised by the NHS Collaborative School Committee (CSC) will govern NHS. The school leadership team (SLT) will also advise the principal. The NHS CSC will be designed to ensure educational and operational success. The CSC will include representation from the administration, teachers, parents, and the community. The purpose and scope of the CSC is to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. The CSC was formed in July 2015 and its membership includes representation of all stakeholder groups. These initial members will develop bylaws that are in accordance with state law and that align to this innovation plan. The bylaws may include policies on membership, meeting structure, communications, and more.

As an innovation status school, approximately 90% of the total expense budget is allocated to classroom teachers. This budgeting approach is possible thanks to the flexibility provided by the school's innovation plan. The remaining 10% is allocated for the Leadership team and General Supplies. This closely aligns with the mission of NHS to provide "Excellence for All" by maximizing interaction and instruction time for students with the top-notch teachers in every classroom. NHS will budget for staff positions based on average salaries.

Savings will be found in the flexible hiring rules found in the NHS waivers and replacement policies. For example, hiring unique job descriptions who will teach individual specialized courses within our pathways offers students a quality educational program at a cost-effective approach. These positions are defined in our innovation waivers.

NHS 5 Year Budget Overview

DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SBB REVENUE	\$ 1,224,184	\$ 2,378,227	\$ 3,594,931	\$ 4,823,919	\$ 4,921,879
DPS Start Up Funding	\$ 200,000	\$ 150,000		\$ -	\$ -
TOTAL REVENUE	\$ 1,424,184	\$ 2,528,227	\$ 3,594,931	\$ 4,823,919	\$ 4,921,879
ADMINISTRATIVE FULL TIME STAFF	246,870	246,870	310,011	375,637	383,150
TEACHING FULL TIME STAFF	922,127	1,929,946	2,817,710	3,899,931	3,977,929
CLERICAL FULL TIME STAFF	17,973	17,973	18,063	36,487	37,217
FT ACCOUNTS TOTAL	\$ 1,186,970	\$ 2,194,789	\$ 3,145,784	\$ 4,312,055	\$ 4,398,296
PART TIME ACCOUNTS TOTAL	\$ 72,500	\$ 145,000	\$ 217,500	\$ 217,500	\$ 217,500
NON-SALARY BUDGET TOTAL	\$ 164,714	\$ 188,438	\$ 231,647	\$ 294,364	\$ 306,083
DISTRIBUTED BUDGET TOTAL	\$ 1,424,184	\$ 2,528,227	\$ 3,594,931	\$ 4,823,919	\$ 4,921,879
REMAINING BALANCE	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ (0)
Estimated Per Student Revenue - K-12 (K=.5)	\$ 5,934	\$ 5,267	\$ 4,993	\$ 4,922	\$ 4,922
Estimated Subsidy Per Student - K-12 (K=.5)	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ (0)
Estimated Total Cost Per Student - K-12 (K=.5)	\$ 5,934	\$ 5,267	\$ 4,993	\$ 4,922	\$ 4,922
Estimated Total Cost Per Student at school - K-12 (K=.5)	\$ 5,934.10	\$ 5,267.14	\$ 4,992.96	\$ 4,922	\$ 4,921.88

Budget Savings from Innovation

As a result of innovations in the school budget the school projects a savings over the first 5 years of operations of \$492,384 by utilizing a distributed leadership model instead of hiring an Assistant Principal. An additional \$258,340 in cost savings is realized by hiring instructors to teach elective courses on a course by course basis while the school builds enrollment to hire fulltime staff.

School Academic Goals: As a result of innovation the school expects to meet the following performance goals:

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

NHS Leadership Succession Plan:

In the event the NHS Principal vacates the positions, the Leadership Succession plan is as follows:

- 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 NHS 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.

NHS Need for Innovation Status:

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

- Curriculum:** NHS needs the ability to implement an inclusive IB curriculum for all, with Career Pathways;
- Professional Development:** NHS needs flexibility to direct more PD time for teachers and administrators to effectively implement the IB for all, and competency-based learning program with designated time for intensive peer-to-peer coaching;
- Time:** NHS needs to extend the annual calendar for staff to access more intensive PD offerings and students to extend learning time that will help ensure successful execution of a school's plan;
- Governance/Leadership:** NHS needs flexibility in the school's organizational structure to implement a distributed leadership model to maximizes teacher leaders and providing additional teaching staff;
- Human Resources:** NHS needs flexibility to recruit and select teachers that demonstrate characteristics of successful IB instruction. NHS needs flexibility for coaching and evaluation that provides the school with peer observations and evaluations using a modified LEAP framework. All teachers will have at-will employment status during their initial year. Teachers rated "effective" at the end of their first year will receive annual contracts to ensure the school is attracting and retaining high quality teachers during the early implementation phase. The school will provide appropriate supports to address poor performance.
- Budget:** NHS needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction.

Section I. CULTURE

A. Vision and Mission Statement

Mission: Northfield High School will engage students in a rich and challenging academic program, empowering them to discover their own strengths and pursue areas of personal interest. Our teachers will inspire students to become enthusiastic lifelong learners, creative problem solvers and effective communicators. Our focus on collaborative and global learning will ensure graduates are prepared to be fully informed and principled citizens of the world.

Vision: Learning about ourselves and the world.

B. Targeted Student Population

Northfield High School will become the high school of choice for the broader region of Near/Far Northeast Denver. As mentioned in the executive summary, the enrollment system was deliberately and intentionally constructed so as to provide quality seats for underserved neighborhoods that will help to close the achievement gap and to meet increasing enrollment needs. The enrollment system for Northfield High School was established with the input of the Boundary Advisory Group consisting of educators and community members from Green Valley Ranch, Montbello, Stapleton and Park Hill and was approved of by the Denver Public School Board in June 2014.

Northfield High School will serve as a choice boundary high school for the Stapleton elementary school boundary neighborhood and the East Park Hill neighborhood. Additionally, aligned to the district need for quality choice options that will close the achievement gap, the desire to launch a diverse and inclusive school, additional seats will be available for students in surrounding neighborhoods, with priority to the FNE region. These seats are projected to exceed 50% of the school's enrollment in the initial years. As the number of students within the boundary increases the number of seats available for choice may diminish but shall never be less than 35% of the school's enrollment. Additional choice seats above the 35% set-aside are available to city-wide choice. The high school will serve as a hub of community and neighborhood involvement across this broader region—as students from across the region form an inclusive and integrated school community.

The Denver Public Schools (DPS) **Call for Quality Schools** identified the need to provide the broader North East region with high-quality choice options. Additionally the Near North East Region was projecting an enrollment increase of 1,800-2,000 students by 2015 with a need for a new high school program. Northfield High School will be located at 56th Avenue and Central Park Boulevard. The facility is under construction with funding provided by the 2012 Bond.

Enrollment Projections:

GRADE	2015-16	2016-17	2017-18	2018-19
9	240	240	240	260
10		240	240	240
11			240	240

12				240
Total # students	240	480	720	980

By 2018-2019—year 4 of operation—Northfield High School will enroll about 1,000 9th-12th graders. The school will open in 2015-2016 with a founding 9th grade class of about 240 students. NHS will build by adding a new 9th grade class of about 240 students during years 2-3 of operation. DPS approved boundary preferences will aid in ensuring the diversity of NHS. These boundaries include a 35% preference enrollment for students residing the Far North East region. Upon completion of Phase 2 of the school facility construction, as the school gains a reputation for successfully offering a rich and challenging academic program to the entire student body, leadership projects a larger 9th grade class in future years. Once phase 2 of the facility construction is completed in August 2018, the facility will be able to house 2,400 students. Based on the need for quality high school seats in the Far Northeast, the current projections relayed in the **Call for Quality Schools**, and the expected growth over the next decade of student population within the boundary, NHS may enroll up to 2,400 students by 2023. Time will tell what ultimate demand for seats at this high school will be. DPS Superintendent Tom Boasberg in a letter dated April 30, 2014 stated that “Every single student in the Stapleton elementary boundary who wants to attend the school is guaranteed a seat. Diversity and inclusivity are core values of DPS, the community, and the school. Therefore, the final enrollment system will combine a boundary and a set of choice priorities that ensure a diverse student body. The school will have access to as many seats on the new campus as is necessary to honor these commitments.” See Appendix A “Evidence of Support” for a copy of this letter.

The underlying philosophy on projected enrollment is set by the following principles: a) We will meet the DPS commitment that every single student in the Stapleton elementary boundary and the Monaco Corridor neighborhoods who wants to attend the school will have a seat. b) Diversity and inclusivity are non-negotiable core values of the proposed school model and we will therefore recruit both within the boundary as determined by DPS School Board and *throughout* Denver in order to ensure a diverse student population. As the number of high school age students in NNE and FNE increases, we expect student enrollment to grow as well. Ultimate enrollment numbers will be determined by factors including the early success of the school, parent and student satisfaction, the choice-in rate within the boundary, and the number of parents/students who choice-in from outside the boundary. Within the body of this proposal we discuss how the school model will support a student population at both the lower (1500) and upper (2400) range of possible final future enrollment numbers.

Student Demographics:

	FRL %	SPED %	ELL %
Projected Demographics	50	12	14

The school leader has met with the DPS Office of Planning and Analysis and confirmed that these are reasonable projections given the boundary and priority choice framework for this high school. 2015-16 actual enrollment meets these demographic projections. Consideration of the Greater Park Hill Stapleton feeder middle schools FRL, SPED, and ELL actual percentages informed the above projections. Furthermore, the neighboring middle schools, their targeted FRL percentages, and demographics of two area middle schools phasing out – Venture Prep and Smiley Middle School—were considered. The middle schools that informed projected demographics are shown below:

Middle or Secondary (6-12 school)	FRL%	SPED%	ELL%
Bill Roberts	17.1%	7.3%	5%
Denver School of the Arts	14.7%	2.5%	1.1%
DSST Stapleton	46.6%	6.0%	13.5%
Odyssey	40%	4.4%	1.3%
McAuliffe International	21.8%	6.7%	6.1%
Smiley Middle School	81.6%	28.6%	10.2%
Venture Prep	96.2%	14.2%	30.3%
Mean	45.4%	9.95%	9.6%

The means of FRL, SPED and ELL demographics from feeder area middle schools is as follows: *45.4% FRL, 9.95% SPED, and 9.6% ELL*

The initial NHS FRL, SPED and ELL projections depicted above are in-line with the combined means while also factoring in the location of the building being in Northfield. As indicated in the **Call for Quality Schools** the Stapleton location has seen rapid growth of school-age students. It is projected that the Stapleton location will draw a high portion of students. Additionally, the commitment to a diverse and inclusive school community, as evidenced by the set-aside of over a third of the NHS’s seats for choice with priority given to access to quality high school seats for students in the Far Northeast, will increase the proportion of FRL, SPED, and ELL students beyond the base numbers within the boundary. Appropriate adjustments have therefore been made to the base numbers to reflect the broader region from which NHS will actively recruit and enroll students. Leadership recognizes that the enrollment system is merely the first step in creating an inclusive school community. Later sections of this proposal describe how the design of our instructional programs and social/emotional support systems create a school community in which every single student has equitable opportunities to learn, grow, and flourish-- thereby fulfilling their true potential.

The need for a new high school serving Stapleton and the broader community has been evident for many years. A growing student population within Stapleton and a need for additional quality high school options for students across the Northeast region suggests significant demand for this new high school. Recent DPS enrollment data shows that there are currently about 250 rising 6th grade students and over 450 rising kindergarten students within Stapleton alone. Within the broader boundary of NHS there will be even greater demand. Finally the Far Northeast has a need for additional high school seats according to the **Call for New Quality Schools** and the Far/Near Northeast Region has a need for options that will help close performance gaps.

C. Parent/Guardian & Community Participation in Application 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 1:1 meetings with the principal, two weeks of team planning: June 15-19 and July 20-24. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: June – August.

Parent /CSC provided meaningful opportunities for input into the plan. Parents/Guardians provided input on the school plan through membership on the interim-CSC, and through community surveys. The CSC dedicated time and energy to (writing, editing, revising the school plan) during 4 CSC meetings in July & August.

The CSC voted to approve this innovation plan on August 10, 2015 and the Teachers voted via secret ballot vote to approve this innovation plan on August 10, 2015. Specific vote results and letters of support can be found in Appendix A.

In addition, all interested community members were invited and encouraged to participate in one of six sub-committees to provide input on the various elements of the school plan. The sub-committees aligned to the sections of the plan including a 1) School Culture Committee 2) School Leadership Systems Committee 3) Educational Programs Committee 4) Teaching and Professional Development Committee 5) Collaborative Governance and Finance Committee and 6) Boundary Advisory Group. Members of the committee included parents, educators, and representatives of Registered Neighborhood Organizations from Stapleton, Montebello, the Far Northeast and the Greater Park Hill neighborhoods. These committees helped write this innovation plan. A letter outlining the collaboration, support, and community engagement involved in writing this plan is attached to this innovation plan. Additionally a CSC with representation from faculty, staff, leadership and parents formally approved of this innovation plan on August 10 2015. Faculty provided substantial input throughout many months including during two planning weeks in June and July 2015.

The initial committees met numerous times throughout February 2014 and into May 2014 to assist the school leader in designing the proposed program. This followed 18 months of community engagement including: Design, Programming, and Principal Search and Interview. Additionally, community members visited both public and private local schools for assistance in design. A group visited schools in the New York city/Boston area that further informed planning.

The Boundary Advisory Group (BAG) was able to strengthen the diversity of community member input, inclusive of parents from the Far North East region. The focus of those meetings was offering input into the enrollment system to ensure diversity. The BAG also discussed the school plan including the de-tracking, heterogeneous class grouping, and “IB for All” approach to ensure that the school is fully inclusive in all academic classes. The details of this program

will be elaborated upon in the sections that follow.

The school leader has presented the school innovation proposal and engaged in ongoing conversations with residents, educators, students, parents and advocates of Denver's Northeast region. These opportunities for dialogue and feedback resulted in proposal adjustments throughout all elements: school culture, leadership, education program, teaching, and operations.

Initial outreach included targeted emails and phone calls to numerous stakeholders including the education director of the Metro Denver Ministerial Alliance, Steps to Success, The Boys and Girls Club, The Foundation for Education Excellence, Montebello 20/20, Stand for Children, the Green Valley Ranch Citizens Advisory Board, and the head librarians of local branches of the Denver Public Library. The school leader has met with many of these organizations to plan outreach and community engagement in the Far Northeast. This was followed by community forums and meet and greets as described below. Additionally there have been numerous community meetings, and articles in local media such as CO.Chalkbeat.org, the Denver Post and the FrontPorch. Since his hire, Mr. Tropper has held meetings with parents from Stapleton, Montbello, Green Valley Ranch, and the Greater Park Hill area, prospective students and district administrators to gather input and inform stakeholders of the status of school design. For example a series of meetings was held with the 6th and 7th graders at McAuliffe, Odyssey and Bill Roberts middle schools on February 24th, 25th and 26th 2014 to share aspects of the school plan and to receive student feedback. Additional meetings were held in June including an event on June 2nd 2014 where students participated in selecting the school colors and a meeting on June 3rd with the 5th graders at Westerly Creek Elementary School. In August 2014 Mr. Tropper met with the Montbello 2020 community group and the Greater Park Hill Community group to share the innovation plan and gather input. Prospective students also completed an online survey aimed at providing feedback on the school innovation plan. The survey inquired into potential student current feeder middle school, preference for IB or AP programming, ideal school day start and end time, suggestions for school name, preferred Pathways electives, World Language offerings and Athletic preferences. The student feedback survey can be viewed [here](#) and results are included in Appendix A. The school has also created a brochure (in both English and Spanish) that introduces the school to prospective students and parents.

During year 0 (2014-2015) of operation, Mr. Tropper engaged in further outreach to prospective community members, parents, teachers, and students. The following entities in the Far North East were identified as essential to ensure we reached out to a diverse body of stakeholders: Steps to Success, The Boys and Girls Club, The Foundation for Education Excellence, Montebello 20/20, Stand for Children, and the Green Valley Ranch Citizens Advisory Board. Additional networking and outreach occurred through partnership with Councilman Chris Hendon, State Representative Angela Williams, and DPS School Board Representative Landri Taylor. Mr. Tropper is partnering with DPS Office of Family and Community Engagement as well as the Mayor's Office to outreach to communities that have been traditionally underserved.

Additional 'open forums' were scheduled with at least one taking place each month spanning October, 2014-December, 2014. Translation services are provided by the district. In addition, input and support has been solicited during after-school discussions at neighboring Middle Schools including STRIVE Montbello, STRIVE GVR, Farrell B Howell, Sims Fayola, Greenwood, and Florida Pitt Waller. In addition to the events described above the following is a list of Northfield High School Open Forum events that took place during choice season:

+October 9th 7:00 PM at Bill Roberts School 2100 Akron Way
+October 16th 7:00 PM at Swigert/Denver Discovery Campus 3480 Syracuse St
+October 23rd 7:00 PM at McAuliffe on the Smiley Campus 2540 Holly St
+November 6th 7:00 PM at West Commons on Evie Dennis Campus 4800 Telluride St
+November 13th 7:00 PM Montbello Recreation Center 15555 E 53rd Ave
+November 20th 6:30 PM at Vickers Boys and Girls Club 3333 Holly St.
+December 4th 6:00 PM at Green Valley Ranch Public Library 4856 Andes Ct
+December 11th 7:00 PM Martin Luther King Recreation Center 3880 Newport St
+December 13th 2:00 PM at Montbello Public Library 12955 Albrook Dr
+December 18th 6:30 PM at Sam Gary Library 2961 Roslyn St

. At these meetings the school leader presented his vision for the high school, the inclusive community orientation and the twin pillars of academic excellence and supportive culture. The vast majority of the time was devoted to questions from parents and students about the school.

The broader community has been deeply involved in the innovation planning process for this school. Since the passage of the 2012 Bond, there has been a tremendous amount of community engagement in the planning process for the new high school facility and program. Through various forums and committees (including a Design Advisory Group and a Program Advisory Committee) DPS has engaged the community in deep discussions about the vision for the new high school. The process began with a Program Advisory Committee that met five times between March-May, 2013. This committee set priorities for the High School program and set criteria for the school leader selection process. A second committee, the Design Advisory Group also met in the spring of 2013 to give input on the design of the new campus. Furthermore, spanning from October 2013- Spring of 2014, School Program Design meetings have helped shape the direction of the program and offered regular communication to Greater Park Hill Stapleton area families. Additional information on the outcomes of these processes can be found at the following link: <http://bond.dpsk12.org/projects/northfield/>

Please refer above for an overview of how continuous and broadened community engagement occurred during year 0 of operation. The school leader will continue ongoing communication.

As an IB school, NHS will engage in the International Baccalaureate IB authorization process. After the authorization process, the school will consistently engage in IB periodic evaluation designed to ensure program sustainability. IB application and other appropriate documentation will be provided to district leadership throughout the process.

In communication with the IB Regional Office (which includes all North American schools) the following timeline has been agreed upon:

1. **April 2015**- NHS submitted application for candidacy
2. **Summer 2016**- Teachers of Class of 2019 complete IB training and create course outlines for IB courses.
3. **April 2016**- IB authorization visit and feedback
4. **August 2017**- NHS is fully authorized to and begins offering the IB Diploma Program

(Appendix A– Evidence of Support from Parents/Guardians, Community Groups, Teachers & Pupils)

D. School Culture & Student Engagement

We will build school culture using the practices of Positive Psychology with a focus on “flourishing” and building self-awareness. Contacts have been made with partners who will support the training of staff and the development of practices aligned to the positive psychology model such as the DPS Positive Success Factors pilot. Research shows that this model successfully creates a positive school culture that supports the intellectual and social development of students, inclusive of students with special needs and English Language Learners. For example one study (<http://www.ppc.sas.upenn.edu/positiveeducationarticle2009.pdf>) found that implementing a school-wide positive psychology program “is making a difference in the lives of students and teachers.” Additionally, correlations between student emotional health and academic performance are proven. These research-based practices mesh well with the Denver Plan, leveraging human capital, community engagement, and alignment to rigorous academic outcomes. The specific skills and character traits the positive psychology model sets out to consciously build in students include:

- ✓ **Creativity** (originality, ingenuity): Thinking of novel and productive ways to conceptualize and do things.
- ✓ **Curiosity** (interest, novelty-seeking, openness to experience): Taking an interest in ongoing experience for its own sake; exploring and discovering
- ✓ **Open-mindedness** (judgment, critical thinking): Thinking things through and examining them from all sides; weighing all evidence fairly.
- ✓ **Love of learning**: Mastering new skills, topics, and bodies of knowledge, whether on one’s own or formally.
- ✓ **Perspective** (wisdom): Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people
- ✓ **Bravery** (valor): Not shrinking from threat, challenge, difficulty, or pain; acting on convictions even if unpopular.
- ✓ **Persistence** (perseverance, industriousness): Finishing what one starts; persisting in a course of action in spite of obstacles.
- ✓ **Integrity** (authenticity, honesty): Presenting oneself in a genuine way; taking responsibility for one’s feeling and actions
- ✓ **Vitality** (zest, enthusiasm, vigor, energy): Approaching life with excitement and energy; feeling alive and activated
- ✓ **Love**: Valuing close relations with others, in particular those in which sharing and caring are reciprocated.
- ✓ **Kindness** (generosity, nurturance, care, compassion, and altruistic love, “niceness”): Doing favors and good deeds for others.
- ✓ **Social intelligence** (emotional intelligence, personal intelligence): Being aware of the motives and feelings of other people and oneself.
- ✓ **Citizenship** (social responsibility, loyalty, teamwork): Working well as a member of a group or team; being loyal to the group.

- ✓ **Fairness:** Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others.
- ✓ **Leadership:** Encouraging a group of which one is a member to get things done and at the same maintain time good relations within the group.
- ✓ **Forgiveness and mercy:** Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful
- ✓ **Humility / Modesty:** Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is.
- ✓ **Prudence:** Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.
- ✓ **Self-regulation (self-control):** Regulating what one feels and does; being disciplined; controlling one's appetites and emotions.
- ✓ **Appreciation of beauty and excellence (awe, wonder, elevation):** Appreciating beauty, excellence, and/or skilled performance in various domains of life.
- ✓ **Gratitude:** Being aware of and thankful of the good things that happen; taking time to express thanks.
- ✓ **Hope (optimism, future-mindedness, future orientation):** Expecting the best in the future and working to achieve it.
- ✓ **Humor (playfulness):** Liking to laugh and tease; bringing smiles to other people; seeing the light side.

These traits will be the focus of a Freshman Writing and Communications Seminar which will then allow students to carry forth throughout high school and beyond. Details of this seminar are sketched out in the Education Program section. At this point it suffices to note that these specific skills are embedded in the particular coursework that forms the core of our social emotional learning program. They can be understood as the specific standards/content that then build to the IB Learner Profile traits that are embedded in the IB Diploma Program. These two programs mutually support and develop one another. The Positive Psychology work and courses will support the development of the IB Learner Profile traits in all students in a deliberate and developmentally appropriate manner.

In order to establish the systems, structures and practices that will ensure the success of the Positive Psychology model, we will be instituting the language of positive psychology across all classrooms and throughout all school systems. The Freshman Writing and Communications Seminar will be the onboarding or foundational system to ensure that students gain the personal and behavioral skills associated with the school culture. Simultaneously, the Freshman Seminar will be an opportunity to build student writing and communication skills, which are essential to IB Programme success. Student advisors, who will support the same group of students throughout their high school experience, will teach this seminar. These important team members are elaborated upon throughout this application. Simultaneously, all teachers will be trained in this approach as part of the on-boarding process that will include a summer conference.

Routines at Northfield High School that support the positive inclusive culture include daily check-ins to ensure that each student is able to focus on learning and collaboration each day. The advisory structure will form a support group for each student. Additionally NHS will hold regular lunchtime "Town Halls" for each grade level led by student government.

As detailed above, all freshman will participate in Freshman Seminar taught by specially trained advisors and will allow us to create that culture moving forward. This seminar will use creative writing and communications approaches to support students in recognizing their signature strengths, in building empathy and understanding for others, and in developing self-awareness. Additionally, appropriate differentiation in the seminar and beyond will occur to ensure that students with special needs and Culturally Linguistically Diverse (CLD) youth are fully benefiting from the process. For example, students with limited writing abilities may be offered dictation software to help get their thinking on paper and/or one on one coaching with a teacher. Storyboarding is another approach that will be used to support students as a scaffold for sustained writing. Finally, as Positive Psychology is an asset-based model, all students—inclusive of special needs populations and CLD students—will benefit and engage in an inclusive school culture. Positive Psychology has been extensively studied and implemented with diverse populations with a high rate of success (See <http://www.bellaonline.com/articles/art63748.asp>, <https://www.repozytorium.amu.edu.pl/jspui/bitstream/10593/3264/1/SSLLT%20%282%29%20193-213%20MacIntyre,%20Gregersen.pdf> for examples).

Advisors will teach a psychology course to sophomores that continues to focus on these skills and also begins to teach research methods. This class will combine application of positive psychology traits in the day-to-day experience of each student at Northfield High School with research questions such as “how do we identify best practices in various fields?” The course will also work on building leadership skills in all students especially as they serve as models for the freshman class.

With the expectation that all teachers will practice Positive Psychology in their classrooms and that all students will practice the same in their interactions with other members of the community, we will establish an environment that respects the needs of all students. Additionally a smaller “house” structure in which students share a team of core content area teachers will provide a strong and sustainable consistent culture across the school.

Other elements focused on building school culture include celebrating students with the highest attendance rates and homework completion rates. Awards will also be given to specific classes and advisories that have the highest achievement in these areas as well.

As a new school with students coming from almost 40 different middle schools NHS will establish a culture of mutual respect among all members of the school community. NHS will create an environment in which learning is valued and students come prepared to work hard, have fun, and grow both academically and as human beings. The NHS dress code supports these values. Within pre-established parameters students provided input and decisions were made by faculty and leadership.

The NHS dress code includes the following expectations:

1. No headgear (includes caps, bandanas, do-rags, sweatbands, combs/picks, etc.).
2. No sunglasses.

3. Pants, jeans, khakis, slacks, skirts, dresses, dress shorts. Must be worn at the waist with no undergarments showing and of appropriate length no more than 3 inches above the knee. Must not have holes.
4. No sweatpants, athletic shorts, leggings (may be worn under a skirt or dress), joggers, or yoga pants.
5. Button-down shirts, polo shirts, collared blouses, turtle-necks, mock turtle-necks, Northfield High School t-shirts.
6. No tank tops, halter tops, or athletic wear such as Under armour. No graphics, wording or pictures.
7. Shoes or sneakers must be closed-toe. No flip flops, crocs, or slippers.
8. No coats, hoodies, or other outerwear worn in the school buildings.
9. No electronic devices (such as cell phones, ipods, MP3s, earbuds) permitted at any time in the academic building. These may be taken out only outside the academic building during lunch period. Students will use classroom or office phones in the event of needed contact with parents.

In order to build school culture from the start all students accepted to Northfield High School are required to attend three orientation session that will take place prior to the start of their freshman year during the months of March, April, and May. During these sessions, students will be oriented to the expectations of Northfield High School, introduced to the courses they will be taking and to the elective pathways, asked to select their program for freshman year, vote on Student Government, and provide input into a range of school policies. Additionally students will be selected for a Leadership Academy program that helps prepare them for success in high school. This year the program took place at 10 feeder middle schools after school 4 days a week. A specially developed curriculum focused on building math skills and the IB Learner Profile traits in students. Attendance in the program is mandatory for students identified as benefiting from this support. In future years, attendance in similar programs including summer programs will be provided for incoming freshmen identified as benefiting from such supports. All students are required to complete summer reading assignments and associated assessment tasks which will be placed on their transcripts.

E. Student Discipline Policy

NHS will operate on Restorative Justice Principles in supporting DPS' ladder of consequences. Students will first repair the mistake and/or make amends. This will be reinforced by discussion and debrief protocol when students makes poor decisions. The entire system will focus on students' ability to self-regulate, take ownership for actions, and learn from mistakes.

By minimizing focus on discipline as punishment and stressing disciplinary processes as self-reflection, growth and learning from mistakes, we will increase the focus on instruction and achievement. The tools and protocols for a restorative justice approach to school discipline are well known. Many resources that NHS will pull from are derived from the Restorative Justice "Fix School Discipline" toolkit available at the following website

<http://www.fixschooldiscipline.org/toolkit/educators/restorative/>. The unique aspect of our approach is the combination of Positive Psychology and Restorative Justice that will permeate every aspect of the school. This combination includes school-wide protocols such as the

debriefing process after an incident that is designed to lead to reflection and growth. Advisors will be the primary point people on issues of discipline and oversight of the Restorative Justice program with the approach being one of support and learning rather than punishment.

Within classrooms these principles will be implemented through the International Baccalaureate learner profile. Students are:

- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Inquirers
- Reflective

Students will receive regular feedback on their progress and growth in these areas. This will include feedback that is shared with parents as part of regular progress monitoring.

A Student Support Coordinator will be the point person for the NHS student discipline policy. This role is further elaborated upon in the Leadership section of this application. The Student Support Coordinator will facilitate ongoing communication between student government, building leadership, along with regular input from the school CSC. These entities will support all discipline matters and will track the data to ensure equitable outcomes. Data tracking will include routine analysis of the rate of various sub-groups—inclusive of students with special needs, students of color, FRL populations, and CLD students—to ensure that these traditionally marginalized populations are not overrepresented in incidents of discipline. Should the data reveal equity gaps, the school leadership team will make appropriate adjustments in collaboration with teachers, the CSC, and Positive Psychology partners. The student support coordinator will support this process. At faculty meetings this data will be shared so that all adults in the school are conscious of and responsive to the patterns and trends of disciplinary referrals.

F. Student Recruitment & Enrollment

NHS will recruit students from across Denver. To do so contacts have already been made with various community organizations and elected officials representing a broad swath of Denver neighborhoods. Starting in July 2014 targeted community meetings that reflect enrollment preferences have been underway continued through year 0 of operation. In other words the recruitment strategy follows the enrollment priorities as established by the DPS Board. The majority of outreach occurred in Northeast Denver with additional events in other neighborhoods outside Denver's Northeast region.

The meetings are arranged so that parents/guardians and students can meet the principal and members of the innovation planning team. Information about the school programs was shared and parents/students were given the opportunity to ask questions. NHS leadership made special efforts to reach out to families of poverty, academically low-achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure. Strategies to reach these sub-groups included providing language interpreters at meetings, multilingual written announcements, and leadership traveling to a diverse array of feeder middle schools and community spaces to engage with potential families.

The timeline for first year recruitment was as follows:

- *July-November 2014*: Community meetings sponsored by community organizations and elected officials.
- *September-October 2014*: Recruitment strategy expanded to include visits to middle schools, both inside and outside the final school boundary.
- *November-January, 2015*: Northfield High School open forums.

NHS aligned recruitment and enrollment with DPS SchoolChoice Unified Enrollment timelines. We expect 95% of our students to re-enroll. NHS is committed to seeing every student who walks through our doors as a freshman walk out of our doors as a high school graduate prepared for success in a 4-year college. As will be seen in the following sections we will be seeking regular feedback from students and parents/guardians regarding their satisfaction with the school. As we will be responsive to the feedback we envision that students will re-enroll at very high rates. Please refer to Part C of this section for more details on recruitment efforts.

Post year one, much of the recruiting strategy remains the same. The principal and leadership team will hold open forums for families interested in the school. With the success of the school in year one, word will spread about the school and we expect demand and interest to increase. Additionally NHS students and parents will serve as ambassadors for the school and will join at recruiting events. Finally NHS parents and students will staff tables at various community events that occur throughout the year in northeast Denver.

As an inclusive IB program, NHS will only enroll students post freshman year that are new to the boundary zone. The “IB for All” a model requires time with students to prepare them for the Diploma Program for the entire high school experience.

G. Student Investment & Satisfaction

Northfield High School expects to maintain a student attendance rate of 95%. A student support coordinator will be responsible for collecting and analyzing student attendance data. This person will also support the efforts of our advisory team in outreach to parents/guardians and students addressing any worrisome patterns that emerge as the data is analyzed. This role is elaborated upon in the Leadership Section of this application.

Collaborating with student government we will survey student satisfaction at regular points throughout the school year going well beyond the DPS yearly survey. They will meet with the principal to discuss the outcomes of the survey and to plan any adjustments/changes that make sense based on the feedback. Together with student government representatives, the principal will openly communicate the results of the survey with the entire student body.

Student government will be heavily involved in developing an inclusive culture and ensuring satisfaction of all community members. As mentioned above, student government will facilitate regular surveys. These student representatives will analyze data and meet regularly with the school leadership to develop a real-time responsive plan. The survey, which will be created through partnership between students and school leadership, will inquire into student academic and social-emotional satisfaction. These data will be triangulated with academic measures. As a transparent and empowering school culture, all students will be engaged in measuring their academic progress and setting competency-based goals.

H. Ongoing Parent/Guardian Involvement & Satisfaction

Refer to the School Governance section of this application for further details. NHS strongly encourages a minimum of 5 hours per year of parent/guardian involvement. Volunteer opportunities will include classroom support, serving on committees, sharing expertise, mentoring youth, participating in recruitment events, and other opportunities as developed by parent teacher organization. These opportunities will be listed in the school newsletter. Research such as that found in the book *The Broken Compass*, shows that this small time commitment has proven immense results for student achievement. NHS will have a PTO that supports the operations of the school. Concomitant with that regular surveys of the parent body will be conducted. As with the student surveys, these outcomes will be shared with the principal and the results will be openly shared with parents at community meetings. We expect that these cycles of survey and responsiveness will lead to very high ratings on the DPS yearly satisfaction survey.

Open communication and frequent opportunities for parent/guardian voice will be a foundational value of Northfield High School. One way of doing so is finding a team of parents to represent the community and having open, honest, and courageous conversations that push our school to be the best. The Principal and Parent/Guardian liaison will collaboratively facilitate this work. The CSC will follow the guidelines outlined in the innovation proposal and waivers including all other waivers/ replacement policies that are part of this plan. As the principal and other staff gets to know the parent community, they will work to recruit and ensure an equitable group of CSC members that is representative of the school community. CSC onboarding will be offered.

With a goal of 100% return rate on DPS parent satisfaction surveys; NHS is committed to ensuring each and every parent takes part in our satisfaction survey. We will have the teachers promote an award for the class that turns in the most surveys. One survey should be given for each student (not siblings shared on one survey) to ensure that each child has a voice in this process. Many parents have different feedback for individual students. Emails will go out to the families, and we will also send a hard copy in the students' backpacks. An easy, accessible online survey will be a great tool for parents to fill out. Regular postings will be in the weekly bulletin—which includes the option for parents to receive an automated voice mail and text message—and we will remind parents upon pick up and drop off. If needed, individual parent

phone calls will be made to ensure every survey is returned. If the positive response rate does not meet the standard on the SPF rubric, we re-visit our methodology with staff and our CSC to make amendments.

Section II. LEADERSHIP

A. Leadership Team Personnel

A principal advisory selection committee was established in the fall of 2013. The committee included multiple stakeholders (parents, administrators, and community members) and was coordinated by the Office of School Reform and Innovation. Development of a profile of the ideal experience and characteristics for a school leader were developed. These essential responsibilities are three-fold and included:

- I. *School Design and Launch*: Planning and leading a collaborative school design team. This includes facilitating visits to exemplar schools around the nation, researching and sharing research-based practices, development of systems and practices, and execution of operations, staffing, instructional strategies, community engagement and systems building.
- II. *School Leadership*: In Fall of 2015, assume the role of School Leader while demonstrating the attributes DPS identifies as essential for effective school leadership, including: culture and “equity, human resources, instruction, strategy, operations, and community. This leader is responsible for ensuring all students enrolled in the school achieve academic success and develop 21st century competencies for college and career. Furthermore, ensuring that students’ diverse assets and needs are recognized and accommodated. Finally, achieving recuperation and acceleration to achieve growth that outpaces schools across the state.
- III. *Ecosystem Redesign*: Documentation and codifying of design process and strategy. Working collaboratively with leaders of ecosystem redesign, innovation lab, personalized learning, and strategic school design to support the success of other DPS initiatives. Additionally, partnering with stakeholders, including communities, families, board members, grantors, and consultants. And finally, managing the internal and external politics of new school launch and innovation.

After a rigorous process inclusive of 2 rounds of interviews, finalists were forwarded to Superintendent Boasberg with a preference noted for Mr. Tropper. Avi Tropper comes to us with a set of qualifications that make him uniquely suited to open NHS. Mr. Tropper holds a New York State Building Leader License as well as several teaching certificates including English Language Arts, Social Studies, Middle Childhood Education, and Special Education. He also holds the required Colorado State Certification for the principal role. His training, along with a well-rounded career as a teacher and leader make him well suited to serve as the founding instructional leader for NHS.

Along with many other qualifications that are detailed below throughout this section, Mr. Tropper carries that preferred *skills* outlined by the search committee inclusive of his mindset for innovation and entrepreneurship. He is a skilled risk-taker, who carries a growth mindset and is confident to challenge the status quo. He has experience working collaboratively across stakeholder groups and is comfortable operating in ambiguous situations. He is experienced and skilled with change management.

Mr. Tropper carries many of the preferred *qualifications* set out for the founding leader of NHS. He is able to understand, embrace, and has demonstrated experience with competency-based design principles including personalized learning; competency-based assessment and grading; community partnerships; and differentiated, collaborative teaching. As his resume shows, he has experience with the design and launch of new schools. Furthermore, he has experience at multiple levels in the education system including classroom teaching, instructional leadership, assistant principal, and district central office.

Finally, Mr. Tropper fits the profile of preferred *characteristics* posted for this position. He demonstrates that he values putting students first, operates with integrity and embraces equity as core to his decision-making. Furthermore, he values collaboration, accountability and makes teaching and learning engaging. As the design process has led to adoption of the International Baccalaureate Curriculum, Mr. Tropper's experience and commitment to continuous professional growth will undoubtedly serve him well as he leads the founding team through IB authorization, professional development, and curriculum implementation.

Mr. Tropper is well qualified in leading NHS in achieving its mission and goals. After serving as a founding teacher at the Wadleigh Secondary School's Academy, he served on planning teams for two new Innovation Zone schools: Bronx Arena and Brooklyn Frontiers High Schools. In planning these schools, Mr. Tropper was responsible for special education, literacy, and academic support design elements. As Assistant Principal at the High School for Public Service-Bushwick, Mr. Tropper supervised and supported teachers and counselors in Social Studies, English, Foreign Language, Visual Arts, Music, Special Education, and English as a Second Language, Technology and Student Support Services departments. In addition, he reorganized departments, redesigned school programming to increase instructional time and credit-earning opportunities, modified course sequencing, and developed new interdisciplinary Common Core aligned courses with faculty. In another role as the New York Public Schools Education Officer with Financial Strategies Group and Division of Portfolio Strategy in the NYC Department of Education Headquarters, Mr. Tropper resolved school budget appeals through analysis of data on resource use, staffing, and programming. He researched and implemented weighted student formulas and innovative strategies for school-level funding, coordinated affinity groups for persistently lowest-achieving schools principals on planning, programming, and implementing instructional vision and curriculum, and collaborated on various projects including Common Core trainings, charter school audit methodologies, and review of blended-learning mastery-based courses.

Most recently, he has been the Assistant Principal of Academics at Passages Academy. In this role, he has supervised instructional programs and guidance support at nine alternative school sites, collaborated with 12 partner agencies and NYC Administration for Children's Services to develop curriculum aligned to Common Core and New York State Learning Standards, and lead implementation of Danielson Framework, Independent Reading Level Assessment, Therapeutic Crisis Intervention, and Guided Discipline initiatives. As a lecturer at Hunter, Bank Street, and City College Schools of Education, Mr. Tropper served as an adjunct instructor for courses in reading, content area literacy, math methods, classroom management, teaching practicum, developmental psychology, and differentiated instruction and assessment. He also trained incoming cohorts of NYC Teaching Fellows during pre-service summer programs.

Mr. Tropper brings with him an extensive record of quantifiably demonstrated success. At Passages Academy, he was responsible for a 38% increase in Regents pass rate—the exams being taken by the entire student body as the Regents are mandated exams for graduation by New York State—alongside a 117% increase in number of Regents exams passed and a 19% increase in number of credits earned. Additionally, he increased instructional time by 13+% and credit-earning opportunities by 20+%, and modified course sequencing which resulted in 26.5% improvement in credit accumulation and an average 44% increase in weighted pass rates.

NHS will adopt a *Distributed Leadership* structure that will enhance the success of our school by increasing ownership and accountability for outcomes by all members of the school community. This will also allow the NHS team to drive most of the school's budget directly to classroom-based personnel. Faculty members will take leadership roles in departments, on grade teams, and on school culture teams. All NHS faculty will be involved in the school leadership model and will encompass the following primary structures:

- A. **Cohort teams** consisting of interdisciplinary (English, Math, Social Studies, World Languages, etc.) teams of teachers who will follow a cohort of students throughout their 4 years of high school. Cohorts will allow teams to act as Professional Learning Communities (PLC's) that customize and align their instructional design and delivery to the needs of the group of students they are assigned. This approach to multiyear instruction, also known as looping, was founded off of Steiner's "whole child" approach to education (Moffett, 1994; Ullman, 2005; Steiner, 1996). Research studies on this approach shows that teachers, students, and families all benefit from increased time, strong relationships, and student support and engagement (Thompson, Franz, & Miller, 2009). At NHS, cohort teams will be responsible for ensuring that every single student who enters the school in 9th grade graduates prepared for post-high school. It is important to note that the teachers on each cohort team who teach the same subject will be co-planning the course each year. Time has specifically been provided in each teacher's schedule to support this work, as described in the Teaching Section of this application. Such co-planning will ease the burden for teachers of teaching a new course each year as they complete the loop. It also ensures consistency in instruction across different sections of each course.
- B. **Advisors:** In addition to the teaching cohort, NHS will hire Advisors. The team of Advisors will be responsible for the social and emotional well-being of students, supporting development and upholding of school culture, serve as point of contact for parents and service provider, support the Restorative Justice model and discipline policy, serve as IB coordinators, and provide college and career planning. Each Advisor will be assigned about 80-90 students to work with throughout their high school career. Advisors teach a specific sequence of courses that support students in high school, college and life. See Education Program for additional details. Advisors teach only 3-4 sections (a lighter course load) so that they have time to fulfill their other responsibilities elaborated upon in this application.
- C. **Departmental Teams** will be responsible for collaboration on content based IB curriculum planning, specific instructional strategies, curricular enhancements, and continued professional growth specific to each discipline and IB programming.

D. Operational Support. The school will open with a Student Support Coordinator and Operations Coordinator reporting directly to the Principal. As the school grows an Assistant Student Support Coordinator and an Assistant Operations Coordinator will be hired as well. These roles will support the logistical day-to-day operations of the school. Innovation waivers are submitted with this plan to support the creation of these positions which are unique to the needs of this model and innovation plan. See attached job description.

The Distributed Leadership Model will allow faculty to develop a sense of ownership and build leadership capacity within the faculty, which will carry over to the student body. Additionally, this form of teacher accountability is proven to build a strong sense of respect for the teaching profession and builds educator professionalism and efficacy. This model of leadership—sometimes referred to as a democratic and distributed leadership model—has research-proven outcomes including: a strong connection of teachers with the goals and mission of the school, freeing the principal to focus on essential aspects of school success such as building school culture and supporting the instructional vision. Many studies also point towards an increase in teacher retention, thereby fostering student development and performance. (Lambert, L., 2005; Ritchie & Woods, 2007; Natsiopoulou & Giouroukakis, 2010).

As a genuine distributed leadership approach the leadership roles will rotate on an annual basis as determined by each teacher team subject to approval school leader. For example, a department team will select a lead and a deputy for the 2015-16 school year. The deputy will then serve as lead for the 2016-17 school year with another deputy selected by the team subject to approval of the school leader. This process will enable all teachers to play leadership roles and to build their leadership capacity by serving in a deputy role the year prior. A similar process applies to the teacher cohort teams.

The members of the NHS distributed leadership team will need to fit the mission of NHS including being able to articulate what the mission means to them with specific examples that showcase how they will uphold the following: inclusivity, community, student engagement, student empowerment, and an asset-based mindset. The hiring committee will look for teachers and advisors who have an aptitude and/or proven experience in developing lifelong enthusiastic learners, creative problem solvers and effective communicators. Team members must lead by example through professional collaboration and be knowledgeable and resourceful in connecting students to a range of 21st century global learning experiences. Furthermore, founding leadership will seek team members who have experience with and/or passion for competency-based learning. Finally, NHS will give preference to candidates who not only fit the above criteria, but also have experience with the International Baccalaureate Curriculum. Those who do not have such experience must show a commitment to the curriculum and especially our “IB for All” approach.

The members of the NHS leadership team have been identified and bring tremendous experience to the school model. The timeline for hiring of faculty positions began in October 2014. NHS will rely on the following selection process to select the best candidates.

- **Phase 1:** Candidates submit resume, transcripts, and sample instructional materials. After reading the school innovation plan, each candidate will submit a short response

explaining why they want to teach at Northfield High School, through the lens of Northfield's innovation plan and principles. All materials will be emailed to Avi_Tropper@dpsk12.org and attached to a single email. All candidates are informed from the start of the process that applying to teach at Northfield High School represents acceptance of and support for the specific design principles outlined in the innovation plan.

- **Phase 2:** Candidates apply to Teach in Denver at teachindenver.com and must be admitted to the Denver Public Schools teacher pool. Note that this step must be completed before a candidate will be invited to Phase 3.
- **Phase 3:** Group performance tasks interview. The group interview consists of 3 tasks.
Task 1. A mock teacher cohort team meeting in which candidates discuss a class data set and the strategies they would apply to support the students in their learning. This task models Northfield High School's distributed leadership structures and teacher cohort teams in which faculty loop with students from freshman year to graduation
Task 2. Viewing a video of a teacher and providing and receiving feedback using specific indicators from the LEAP Framework. We focus feedback on indicators LE.2, I.2, I.6, I.7 in the LEAP Framework that can be found at this link <http://leap.dpsk12.org/LEAP/media/Main/PDFs/Framework-for-Effective-Teaching-2014-15.pdf>. This task models the embedded professional development and peer to peer observation system we will be using at Northfield High School.
Task 3. Discussing the specific instructional strategies and assessments each teacher would develop for a topic in their content specialty. Sample topics include causes of the Great Depression for history candidates, quadratic equations for math candidates, electromagnetic radiation for science candidates, autobiography for advisor candidates, and reader constructed meaning for literature candidates. Candidates are asked to respond to three prompts a) How would you teach the topic to students with varied levels of incoming preparation? b) What do you think would be most difficult for students to grasp and what teaching strategies would you use to address that? c) Describe the leveled assessment tasks you would create for the topic that would apply the Northfield HS competency-based learning approach and challenge every student in the class. This models the Northfield High School philosophy of teaching which includes school-wide detracking, an IB for All curriculum, and a competency-based approach to teaching.
- **Phase 4:** Demonstration lesson and small group facilitation in classrooms.
- **Phase 5:** Additional interviews at the discretion of the school leader and offers of employment to the strongest candidates.

NHS aims to create a distributed leadership team of educators that compliment and push one another's thinking. Tools such as strategic mapping of candidate content areas, skills, knowledge, understandings, and dispositions will be used to ensure that a comprehensive, complimentary and eclectic team is cultivated. By creating a culture in which all founding and future team members are an important part of the school leadership model, NHS will foster a leadership 'pipeline' in which team members who desire to become a future principal will be supported, mentored, and considered in succession planning. See Appendix B for a table detailing leadership team positions with a 3-year progression and Appendix C for the building

principal's resume.

(Appendix B – Job Descriptions for all Leadership Team Positions)

(Appendix C – Resumes for all Identified Leadership Team Members)

B. Leadership Team Coaching & Evaluation

An Instructional Superintendent will supervise the school leader. The school leader will participate in IB professional development and will consult with mentors for additional feedback and support. The principal will not be required to participate in district training or meetings unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan or are required to meet legal obligations. As part of the innovation plan it is at the principal's discretion to attend district PD and meetings. The principal will decide whether or not to attend any district PD or meetings based on the agendas for those events and the needs of the school as aligned to this innovation plan. The principal evaluation will use the DPS Leadership Framework as the basis for supervisor evaluation and feedback, which will occur twice per school year. The principal anticipates seeking coaching and evaluation feedback in a similar fashion to the 'teacher coaching' plan outlined in the Teaching Section of this proposal. In collaboration with his IS, he will develop a 3 year Professional Learning Plan and specific annual performance goals that will be measured against the DPS School Leadership Framework. Attainment of the performance goals will be measured at the bi-annual meetings and additional paperwork or submission of materials will not be required. The evidence of progress toward the performance goals will be presented at the bi-annual meetings. Furthermore, he will seek feedback and mentorship from other area experienced principals and OSRI leadership.

The school leader will attend leadership conferences and other professional development opportunities, especially partaking in International Baccalaureate training, evaluations, and continued development. For instance, the principal may attend the International Baccalaureate (IB) conference through the America's office. Already, he is strategizing with the IB Association of Rocky Mountain Schools and will continue to seek partnership and support with this organization. We will not be required to attend DPS PD for leadership, teachers, and other staff. NHS will retain the option of attending DPS PD on an optional basis as determined by the school leader.

Since the vision for an inclusive school community led to adoption of IB as the curriculum best suited to meet the goals and objectives of NHS, Mr. Tropper has already visited multiple IB schools including an IB high school that has successfully implemented and "IB for All" model similar to the NHS plan. He has also developed the IB authorization process and timeline with the IB regional office. He attended the 4 day "IB Conference of the Americas" in Washington DC in July 2014 and has continued conversations with teachers and school leaders who have implemented programs designed to open access to the IB Diploma Program for all students. The application for candidacy to IB was submitted in April 2015.

The Distributed Leadership structure—encompassing all faculty—will be responsive to regular feedback elicited from faculty and student body. Through an intentional peer-to-peer coaching

model, the leadership team will grow professionally. NHS will use a peer-to-peer model that allows teachers to work one-on-one with a colleague over the course of six-week cycles, during which time teachers observe one another and implement changes to their instruction. These six-week cycles will end with teachers completing a partial LEAP evaluation for their partner during that cycle. NHS will maintain commitment to the evolving process of effective Distributed Leadership models and use regular systematically elicited feedback to make real time adjustments. This means that the school leader does not “select” specific team member to fill roles, but rather team members collaboratively distribute roles based upon qualifications, school needs, capacities, and goals at that time. As true leadership does not require set people in roles for long periods of time, these roles will evolve as the school, students, and teams evolve, allowing for timely responsiveness to organizational needs and advances. This innovative model views every teacher as a leader with the professionalism, autonomy and capacity to serve as a leader and make decisions for the good of students. The building leader will initially facilitate the process of determining who will coach and evaluate team members. Annually, under the supervision of the building leader, team member assets will be leveraged to maximize the coaching and evaluation systems at NHS. Upon opening, the Student Support Coordinator and Operations Coordinator will report directly to and be directly evaluated by the Principal.

C. School Personnel Structure

In order to ensure successful ongoing operations, NHS will open with a Student Support Coordinator and Operations Coordinator reporting directly to the Principal. As the school grows an Assistant Student Support Coordinator and an Assistant Operations Coordinator will be hired as well. The building Principal will be focused on the instructional core and school culture. The Student Support Coordinator will be responsible for collection, analysis, and follow-up on various data streams collected by the school. The data to be collected includes, but is not limited to, student attendance data, student academic data such as progress report grades, uniform school-based assessments, disaggregated PARCC and ACT data, SPF data, parent, student and faculty survey responses, and LEAP evaluations. This person will also ensure that NHS is in compliance with all ELL and Special Education policies.

The Operations Coordinator will be responsible for facilities upkeep and related issues such as food services, the budget, scheduling and logistics of athletics, and the school safety plan. Additionally, a Collaborative School Committee (CSC) including representative members from the faculty, staff and parents will meet quarterly to work on strategic priorities and proactively problem solve any issues that surface.

In conjunction with the research based principles of a Distributive Leadership Model (Oduro, 2004; NHS Change Model, 2014) teachers will serve on the Leadership Team on an annually rotating basis. The school will open with 6 core departments: Literature, Mathematics, Science, History, World Language, and Advisors. All faculty will be accountable to the principal, who will act as primary evaluator utilizing a modified LEAP framework if approved by the district. The principal may delegate evaluative duties to other staff members trained in the LEAP framework as well. Since the school will have cohort teams as explained in Part A of this section, faculty leadership roles will include department chair-people, and cohort team leaders. These leadership roles will annually rotate so that all faculty have the opportunity to take on leadership roles as the school grows and individual leadership capacities are nourished.

NHS will be a true professional learning community adopting the ongoing process of collective inquiry and continuous improvement (Williams, Brien, Sprague, & Sullivan, 2008). Teachers will participate in building leadership teams and will serve as department chairpersons and cohort leaders. A goal for NHS is that all teachers are progressing professionally towards becoming a leader in roles such as an instructional leader or individualized ways of being a teacher-leader within the school or the wider DPS community. The concept of teacher leadership is elaborated upon in the Teaching Section of this application.

NHS may outsource operational duties to third parties or consultants. An organizational chart including team member positions, titles, and year NHS anticipates adding the position is included in Appendix D. A staff roster detailing all positions for all planned staff and when certain positions will be phased in is included as Appendix E.

(Appendix D – School Organization Chart)

(Appendix E – Staff Roster)

D. Employment Policies

NHS faculty voted to approve all policies and waivers as part of the innovation plan approval process on August 10, 2015.

NHS is requesting maximum flexibility and is pursuing individual waivers that ensure stakeholders are able to:

- ✓ Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s mission and vision.
- ✓ Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- ✓ Create non-traditional job descriptions, which may include adding roles to any job description.
- ✓ Define teacher and teacher pay to meet the innovation school model.
- ✓ Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified license criteria. The school will hire teachers who meet the highly qualified requirements for all core content classes including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).
- ✓ Create a professional development program that supports the Innovation Plan. NHS will have the option to opt-out of District Professional Development and provide its own professional development aligned to the IB curriculum that is specific to the unique needs of our students, staff, and programs.
- ✓ Create a process to address under-performing employees within the framework of at-will contractual employment (with annual contracts granted to teachers who receive and maintain effective or distinguished observation ratings). This process will detail how mid-year termination of at-will teachers is based upon lawful reasons if a staff member is not responsive to coaching and any mid-year termination is based on cause of any teacher on an annual contract.

- ✓ Implement other programs and policies, such as a dress code and employee and student conduct expectations that will support the school's culture.

Waivers and replacement policies will grant such flexibility from Colorado statutes, Collective Bargaining Agreement, and DPS policies. Specific waiver requests and replacement policies are specified in the Appendix. Northfield High School has flexibility to set policies, systems, and procedures that allow for maximum flexibility in achieving the school vision and mission subject to Denver Public School Board policies and State and Federal Law and regulations not explicitly waived and replaced in the Appendix.

The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the Northfield High School innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; hire teachers at-will or offer annual contracts to teachers; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities.

The school has the authority to issue its own employment offer letters to newly hired teachers. All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered 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 Northfield High School to ensure teacher contracts are consistent with the approved innovation plan. Northfield High School will have the autonomy to determine years of experience for educators in order to account for private, international, other school experience and other related work experience. The school reserves the right to not provide additional compensation for additional time that occurs during overnight and extended trips, before/after school meetings, before/after school activities, school performances, events or games, evening meetings and professional development.

The school will use support staff positions that have been established by the Board, when applicable. When additional or unique support staff roles are needed to effectively implement the innovation plan, Northfield High School will establish new positions and create job descriptions for these roles. The school principal or his 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 may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.

Northfield High School will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies. NHS will work with the district HR office to post classified positions through the district website. The school may also choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate.

The school's principal or designee will be provided with all applications for classified positions and will make a selection using school-based processes with final hiring authority granted to the principal. Background checks will follow the traditional process. The school will not be required to accept an appointment of a classified employee from the district.

All non-teaching employees will be at will and may be dismissed mid-year for any lawful reason. Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the Northfield High School calendar.

The principal has the authority to identify, prepare, and designate personnel to conduct staff evaluations. Personnel who evaluate 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 the Licensed Personnel Evaluation Act, C.R.C. §22-9-101 et seq. Northfield High School will not use outside peer observers. All peer observations will be conducted internally between faculty employed at Northfield High School.

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

Any non-administrative teaching personnel who are not employed half-time or more at Northfield High School (regardless of whether the employee has a position elsewhere within DPS) will be hired as an hourly employee for the time that the employee works at Northfield.

(Appendix F – Personnel Policies or Employee Manual -Draft)

E. Operations - Transportation

NHS is recruiting primarily from the East Park Hill, Stapleton, Montbello and Green Valley Ranch areas. This will result in some students who will live within walking distance from the school and others who will require drop off, carpooling, and/or bussing. During the early years of operation there will be no RTD bus route to the high school. DPS will therefore develop a transportation route to ensure a diverse and inclusive high school. Once direct RTD bus routes to the high school have been established, students who are eligible will receive RTD passes. The Operations Coordinator will facilitate communication with students and parents/guardians regarding transportation options.

The following letter from DPS transportation outlined the system from the 2015-16 school year.

July 21, 2015

Dear East Park Hill/Stapleton and Far Northeast Community:

DPS Transportation Services strives to ensure Every Child Succeeds by providing high-quality services to DPS students and schools each school year. In June 2014, the Board of Education approved the boundary system for the Northfield High School that establishes how enrollment for students living in the geographic area will access school.

At this time there is no RTD access to Northfield HS, therefore yellow bus transportation will be provided in accordance with Denver Public Schools (DPS) Board of Education (Policy EEAA).

DPS Transportation Services has modified its services to support high school students in the EPHS community for 2015-2016 or until RTD bus services become available.

- Students must live within the East Park Hill/Stapleton shared boundary and attend Northfield high school.
- Student who reside more than three and one-half (3.5) miles from this school.
- EPHS students will access yellow bus transportation at:
 - a. East 23rd at Oneida at SW Corner
 - b. E 33rd Ave @ Willow Street, south side of street adjacent Central Park.

Due to the lack of RTD service availability and the need at this time for Northfield High School to serve a high volume of students from the adjacent Far Northeast Denver boundary where there is limited seat availability, transportation will be provided for the 2015-16 school year for students who reside in the Far Northeast community and attend Northfield High School. Yellow bus transportation will be provided based on the following criteria:

- Students must live in the Far Northeast high school boundary and be enrolled at Northfield High School.
- Students must complete a Transportation Exception form by August 24, 2015. Please visit the DPS Transportation website at <http://transportation.dpsk12.org> for details to access and the completion of the form.
- Far Northeast students will access a limited number of stops at:
 - a. SB Dillon St at 47th adjacent to RTD stop in Montbello
 - b. SB Flanders at 46th Ave before the RTD stop in Green Valley
- Yellow bus service will be revisited each year and may be discontinued when RTD service becomes available, and/or when sufficient high school enrollment options are available for all students in the Far Northeast boundary.

Please Note: DPS Transportation Services will determine all locations for bus stops and any need for additional stops. If additional stops are needed, additional details will be communicated online at <http://transportation.dpsk12.org>, in the Parent Portal and in letters mailed home in fall of 2015.

Thank you for your continued interest and support of your child's education.

Sincerely,

Nicole Portee

Executive Director Transportation

F. Operations – Food Services

For our opening in 2015 and in all subsequent years, in addition to consideration of DPS food services we will be pursuing the possibility of contracting with outside food service providers in order to provide the highest quality food at the best price point. Such options provide flexibility to pursue food services that are beneficial to student overall health, habits, and well-being by offering comprehensive high quality meals, health and wellness education, and opportunities for health, wellness and environmental service learning. The school will always maintain the ability to seek out and contract with vendors for these services.

On the current facilities plan the school will open with a warming kitchen with a full kitchen built as part of Phase 2 campus construction. It is important to note that a warming kitchen serves the same food as a full kitchen with the sole difference being that the food is not cooked on site. Numerous DPS schools provide students with quality, healthful food using similar facilities. Examples of schools that use a warming kitchen include: Denver School of the Arts, Pasqual Le Doux, Academy of Urban Learning, Florence Crittenton, Compassion Road, Justice HS, Wyatt Academy, University Prep, Academy 360, Escalante Biggs, Cesar Chavez, STRIVE - Federal, Bromwell, Steck, Highline Academy, Asbury, DDES, and GALS.

G. Operations - Safety and Security

The NHS 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 Facilities Manager will be a key partner in plan development and implementation. The Operations Coordinator will be responsible for maintenance and compliance of the EMP. The development of the details of the plan will take place upon hire of the Facilities Manager. The Operations Coordinator, Facilities Manager, 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. NHS will hold monthly fire drill and lockdown drills and provide documentation of these. Additionally, NHS 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

NHS will not waver in its commitment to providing and demanding “Excellence for All”. As an Innovation high school, NHS seeks waivers to adopt the International Baccalaureate Diploma Programme (IBDP) as the central curriculum. This program spans junior and senior years of high school. Therefore, our freshman and sophomore curriculum will be backwards mapped by faculty to provide appropriate scaffolding aimed to prepare students for the Diploma Programme and meet or exceed high school Common Core Standards (CCS).

Adoption of the *International Baccalaureate (DP) Curriculum, inclusive of an “IB for All”* approach, will serve as a key pillar to offering rigorous standards, an enriched, challenging curriculum, and high-expectations for success for EVERY student. We will provide an equitable learning environment for everyone and, thereby, raise the level of achievement by everyone. *Elimination of tracking in academic classes* is a second key pillar that will help NHS ensure that high standards, complex thinking, and college-readiness are the expectation for each student. Finally, adoption of a *competency-based approach to curriculum and course design* will be a third pillar that will equip teachers to differentiate instruction within each class without sacrificing rigor or diluting material for advanced students. Each of these key pillars to our curriculum is detailed in the remainder of this section.

1. **International Baccalaureate:** There is a significant and global research-base for supporting IB as a rigorous college-preparatory curriculum that fully readies students for the demands of college coursework. For over 50 years, The IB program has provided a framework of learning that encourages students to become creative, critical and reflective thinkers. The distinct features of the IB Diploma Programme include:

Diploma Programme (DP)

- ✓ Academically Challenging, yet **balanced**
- ✓ Final Examination prepares students for **Higher Education & Life Success**
- ✓ Prepares students for effective participation in a rapidly evolving and increasingly **global society**
- ✓ Develop **physically, intellectually, emotionally** and **ethically**
- ✓ Acquire **breadth and depth** of knowledge and understanding, studying courses from 6 subject groups
- ✓ Develop the skills and a **positive attitude toward learning** that will prepare them for higher education
- ✓ Study at least **two languages** and increase understanding of cultures, including their own
- ✓ **Make connections** across traditional academic disciplines and explore the nature of knowledge through the programme’s unique theory of knowledge course
- ✓ Undertake **in-depth research** into an area of interest through the lens of one or more academic disciplines in the extended essay
- ✓ Enhance their personal and interpersonal development through **creativity, action** and **service**

The evidence base for IB is expansive and supports our mission of ensuring all students are engaged in a rich and challenging program that empowers them to discover their strengths and pursue areas of personal interest. According to a study conducted by the Australian Council for Educational Research (2010), IB students outperformed their non-IB peers on the International Schools Assessment in a majority of grade levels. The 2012 IB annual review found that IB is making significant gains in breaking down barriers to increase access to IB, developing an increasingly inclusive and diverse community (2012). A 2008 (Mayer) University of Connecticut study found that an open admission International Baccalaureate (IB) program successfully attracted and retained African American, Latino, and Native American students from economically disadvantaged backgrounds. Findings are attributed to IB teachers' deeply held belief in the ability of the students to meet the rigor of the program. Finally, both nationally and globally, IB has a track record for superior college preparation with IB graduates outperforming non-IB peers in mathematical literacy, reading, narrative writing and expository writing (ibo.org, 2014).

In an extensive study sponsored by the Thomas B. Fordham Institute, a panel of experts examined both IB coursework and Advanced Placement (AP) courses. This panel found that strengths of the IB Biology curriculum include “depth and coverage of content in curriculum guide and a comprehensive assessment system.” Strengths of the IB History curriculum are “demanding, well-constructed, content-rich exams.” And the strengths of the IB English curriculum are “rigorous and comprehensive exam” and “a detailed and rigorous expectations for literary analysis skills.” Another prevalent report praised the IB curriculum for successful student preparation for the 21st Century work and life inclusive of an increasingly interconnected globalized world. This study concluded that internationally “students who are exposed to the IB curriculum are learning material that is highly aligned with the expectations of university faculty and that in many cases IB standards exceed those expectations.”

Locally, DPS currently hosts eight IB schools that range from elementary through high school. DPS describes these schools as offering “a rigorous program of study” that “aim to develop inquiring, knowledgeable, and caring people who are active, compassionate, lifelong learners who understand that other people, with their differences, can also be right” (DPS website, 2014).

There is an extensive body of research demonstrating that IB is a curriculum that prepares students for success in college. Some of the relevant studies are quoted below:

- <http://ibo.org/research/policy/programmevalidation/diploma/documents/CPSResearchsummaryFinal3-3-12.pdf> "Findings indicate that students who are in the DP are more likely to enroll in college, more likely to enroll in a more selective college and more likely to stay enrolled, compared to matched non-IB students. When controlling for college characteristics, analysis suggests that IB students are both going to better colleges at higher rates and performing better once there. Overall, the DP students interviewed generally felt that they were academically well-prepared to engage and succeed in college coursework, and described strong analytical writing and math preparation, motivation, work habits, organization and time management as strengths."
- <http://ibo.org/research/policy/programmevalidation/diploma/documents/AcademicPerformanceofIBstudentsEnteringtheUniversityofCalifornia2010.pdf> "IB students in the UC system tend to perform better than a matched comparison group and students overall, and

that performance in the IB programme in high school significantly predicts achievement in college."

- http://ibo.org/research/policy/programmevalidation/diploma/documents/DPEE_UVA_Summary_2013_05_09.pdf "When compared with former AP students, IB students were significantly more likely to indicate that they: felt prepared for college-level coursework involving research; had executed a research project at UVA; were proud of their research; intended to conduct future research; and found their research skills to be important to future success...Finally, findings showed a statistically significant relationship between EE [Extended Essay] score and college grade point averages (GPAs), after controlling for background characteristics."
- <http://ibo.org/research/policy/programmevalidation/diploma/documents/ResearchBrief-PostSec-3Eng.pdf> "At each institution comprised in this sample, the graduation rate of DP candidates was consistently higher than the institutional rate."
- <http://ibo.org/research/policy/programmevalidation/diploma/documents/PostsecondaryenrollmentpatternsofIBcertificateanddiplomacandidates-USdomestic-2011.pdf> "Overall, 81% of IB students graduated within 6 years of enrolling full-time at a 4-year institution, compared to the national average of 57%."
- <http://ibo.org/research/policy/programmevalidation/diploma/documents/CollegeReadinessSummaryEng.pdf> "former DP students were more likely to persist and to complete college."
- <http://ibo.org/research/policy/programmevalidation/diploma/documents/ResearchBrief-PostSec-3Eng.pdf> "At each institution comprised in this sample, the graduation rate of DP candidates was consistently higher than the institutional rate."

2. IB and De-Tracking: In selecting the IB curriculum NHS design team also reviewed the research literature on equity and access for all students. A review of the literature found that the IB program, when implemented well, strongly supports de-tracking and excellence for all. For example, one report cited the example of school in Virginia that used the IB model to successfully de-track their programs. This resulted in doubling the number of African American students earning an IB Diploma over a 3-year period. Mr. Tropper has met with the leadership at this school to learn from their experience about systems and structures that support this inclusive approach. Another study has demonstrated that the IB program is "transformative" for traditionally underserved students, closes the "diploma gap" for low income and minority students, and is a strong predictor of higher education success. Finally, in a position paper on the topic of students with special needs, the International Baccalaureate Organization contended "inclusion is more about responding positively to each individual's unique needs" rather than "marginalizing students because of their differences." The IB approach to inclusion mirrors the mission and values of NHS. This same paper goes on to share many important practices that are also corroborated by key educational researchers (Marzano, Pickering, & Pollock, 2001; Tomlinson & Edison, 2003; Tomlinson, 2014) that IB teachers are trained to incorporate differentiated instruction to meet the needs of all learners. These pedagogical practices include: leveraging student learning preferences (Gay, 2010), incorporation of a wide range of strategies and flexibility of timing and approach (Tomlinson), and use of diverse and relevant assessment

practices (Pohlman, 2008). These practices, along with the value that IB curriculum puts on linguistic diversity, integration of transdisciplinary Cognitive Academic Learning Proficiency (CALP) has been shown to boost the educational outcomes for Culturally Linguistically Diverse populations.

A NHS leadership visit to Sturgis Charter Public School in Hyannis Massachusetts revealed how the “IB for All” approach works in practice. This school is recognized as the number 1 school in Massachusetts. Mr. Tropper will continue to seek support and adapt systems already in place from Sturgis as this school has a well-documented record of successfully de-tracking and meeting the needs of students on IEP’s and ELL’s as well as the plethora of unique learners NHS will enroll.

3. IB and a Competency-Based Model: All of our curriculum will be structured using a competency based approach to course design. Competency Based Learning has a strong track record for creating a flexible structure in which students’ progress as they demonstrate mastery of content. This type of learning has been found to enhance student engagement because the content is relevant to each student and tailored to his or her unique needs. It also leads to better student outcomes because the pace of learning is customized to each student. This approach will further support the de-tracking commitments discussed above. Furthermore, the IB curriculum is a seamless match for a competency-based approach. An elaborated description of how NHS will enact a competency-based model is discussed below.

Curriculum Description:

The IB DP Core Requirements has proved especially attractive to the school design as they relate to our mission. In short, each requirement offers the following:

- ✓ Extended Essay: This required portion of IB allows scholars to investigate a topic of special interest while gaining the necessary research and writing skills expected in college. Extended Essay will ensure that NHS students develop these skill sets while cultivating individual interests and passions, making curriculum relevant. Advisors will teach a Research Methods course to juniors (that will include both qualitative and quantitative research methods) that will support the writing of the extended essay.
- ✓ Theory of Knowledge: This rigorous interdisciplinary course develops a coherent approach to learning that transcends and unifies the academic areas and encourages an appreciation of other cultural perspectives. Additionally, students gain 21st century skills that equip them to contribute globally.
- ✓ Creativity, Action, Service: Alongside academic studies, the IB program requires that students engage in activities that foster creative thinking, physical activity to encourage a healthy lifestyle, and service in local, national and international contexts. NHS believes that this important requirement offers rich experiences that will help make learning relevant to students, fostering enthusiastic and physically and emotionally healthy learners complementing the features of Positive Psychology detailed in the Culture Section of this application.

Furthermore, the following graphic is an IB representation of the DP and showcases how IB integrates International Mindedness with core subjects and innovative approaches to teaching and learning:

All NHS
will
mandatory
training as

teachers
partake in
IB
part of



onboarding and subsequent professional development. NHS requires that participants submit, as a deliverable, an IB course outline for their content area. This process will allow teachers to gain a foundational understanding of IB curriculum that we will strengthen through continuous Professional Development. Additionally, in order to customize NHS “IB for All” approach to the diverse student demographics we will serve, an important aspect of our initial summer institute will involve the founding staff in collective design of a shared curriculum and lesson-planning template. This template will weave in Competency-Based PBL principals, CCSS, Sheltered Instruction, Gradual Release Model and other student-needs based differentiation strategies. This tool will help ensure that teams align all 9th and 10th grade curricula to that of the International Baccalaureate Diploma Program while simultaneously ensuring that courses are appropriately designed to meet the needs of all learners inclusive of our CLD populations and students with disabilities. As discussed above, extensive research supports NHS commitment to an inclusive “IB for all approach” when appropriate differentiation and accommodations are present. NHS will ensure that IEP & ELL accommodations are incorporated into lesson planning and delivery. Additionally, NHS will engage interventionists and special education staff in IB professional development specific to ensuring appropriate accommodations for students in need. For example, ELA & special education staff will engage in an adapted IB unit that focuses on appropriate scaffolds, differentiation, and accommodations for LD populations. Teachers will use a strengths-based approach to meeting the needs of all learners across all groups of students acknowledging and planning for the unique and specific needs of every single student independent of designation.

NHS curricula will be intentionally designed to build the critical thinking and writing skills of students. Briefly described, IB requires that to earn the Diploma students take courses and associated rigorous assessments in each of six broad areas as follows: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, the Arts. Students need to take three “standard level” (SL) exams and three “higher level” (HL) exams based on their choice in each of the six areas (with the option of not taking an exam in the arts and taking two exams in one of the other areas instead). Our curricula and sequencing—both within and between departments—will be deliberately and intentionally structured to provide equity and access for all students. Below we provide the course sequencing in the core academic departments and describe the reasons for the specific decisions made.

Science:



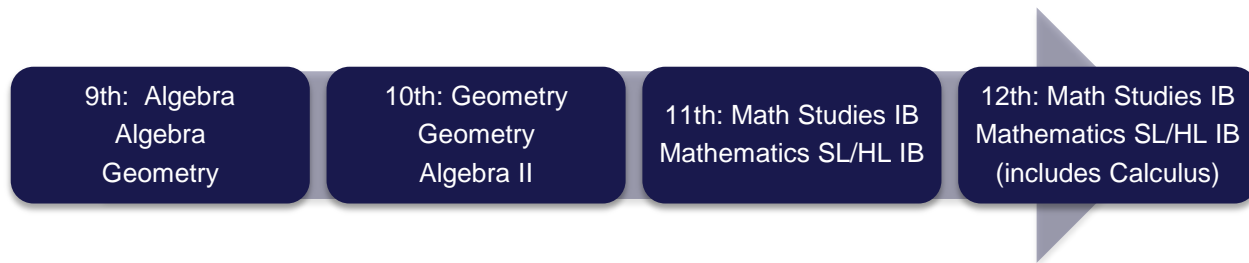
Our science program is designed to build from the foundational sciences up. For that reason the 9th grade course is Physics, the 10th grade course is Chemistry, the 11th grade course Biology and the 12th grade course Environmental Science. The rationale for choosing Physics as the 9th grade science curriculum spawns out of the “Physics First” movement which has a research-based track record of improving Algebra learning, a stronger science content and skill foundation, and improved integration of the sciences. Additionally, our science program, as well as all other content areas, will align with the IB Diploma Programme that features 11th grade Biology and 12th grade Environmental Systems & Societies. The 12th grade IB Science course allows students to explore the concepts, theories, models and techniques that underpin each science subject area and through these develop their understanding of the scientific method.

NHS will closely align complementary curricula so that students see the interdisciplinary connections and engage in interdisciplinary projects and assessments designed by the faculty. Teams—in this instance science and math teachers—will collaborate during professional development to align curriculum that will optimize student connections. Studies on curriculum integration have shown learner benefits including a strong fostering of connections and transference of knowledge (Drake & Burns, 2004; Jacobs, 1989). Finally, students who wish to take a Sciences (Higher Level) HL exam will have a second year of Biology- as per IB HL Sciences requirements.

Textbooks for science program include CPO Physics. DPS will support the procurement of all materials for the Northfield High School science program by providing the equivalent funding

that would have been used to purchase standard curricular materials. Any monies from this sum that are not spent on materials can be used by NHS for other school initiatives.

Mathematics:



The NHS Math program is designed to both accelerate students who enter with weaker math backgrounds and simultaneously provide for access to rigorous and engaging courses for students at different levels of achievement in Mathematics. With these two goals in mind, students who enter high school having already taken and successfully mastered high school level Algebra (an internal placement assessment will determine mastery of content) will have Geometry in 9th grade, Algebra II in 10th, and then will take the IB Mathematics course (note that this course includes calculus) in 11th and 12th grades. Students who enter not having taken or achieved proficiency in Algebra in middle school may have the option of a combined Algebra/Geometry double block course in 9th grade. The goal of this course is to build student mathematics knowledge through an intensive course that then puts students on track to complete Calculus by the end of high school. Furthermore, as mentioned above, 9th grade Physics will also help strengthen Algebra skills, allowing for these learners to experience meaningful connections between Science and Math. Students requiring additional support as determined by the school's analysis of student data will take a Math Methods course. Our rationale for this approach is that Algebra is known as the "gatekeeper subject" with surmounting studies showing that the achievement gap widens when 8th grade students do not successfully master Algebra 1. Therefore, in line with our commitment to de-tracking and equity for all, NHS will put significant resources into helping entering Freshman make necessary catch up growth through intensive math resourcing with the goal that all students have the opportunity to attend college without remediation. Students who successfully master the content of this course would then proceed to take the math sequence described earlier. Students who do not successfully master the double curriculum will proceed to take Geometry in 10th grade, and the IB Math Studies course in 11th and 12th grade IB Statistics/Calculus. In addition, our extended schedule, discussed below, will offer multiple opportunities for those struggling in Math to make catch up growth. NHS will be using Interactive Mathematics Program textbooks (in the Meaningful Mathematics adaptation) in 9th and 10th grades and the Oxford IB textbooks for upperclassmen.

Textbooks for mathematics program include the Meaningful Mathematics curriculum. DPS will support the procurement of all materials for the Northfield High School mathematics program by providing the equivalent funding that would have been used to purchase standard curricular

materials. Any monies from this sum that are not spent on materials can be used by NHS for other school initiatives.

History:



NHS History program is designed to expose students to diversity across the world. We therefore begin with an American History course. 9th graders complete a course on American History. 10th graders study World History . 11th and 12th graders take the HL history IB course on Contemporary Issues in World History and on the History of the Americas. In addition to the IB curriculum our curricular and pedagogical approach to teaching history will follow the research-based “Reading Like a Historian” approach out of Stanford University. “Reading Like a Historian” will allow NHS teachers to map inquiry based history, following our competency-based model. This curriculum promotes critical thinking and practicing essential content-area reading strategies such as sourcing, contextualizing, corroborating, and close reading. Finally, “Reading Like a Historian” is well suited to differentiate in an inclusive atmosphere in which heterogeneous groups of students can equally engage in, contribute to, and progress through the inquiry process.

NHS teachers will align the History and English curriculum, much like the Math and Science programs mentioned above. Additionally, as an innovation status school, NHS will ensure that appropriate waivers are filed to follow IB DP. Northfield High School students will be required to complete an IB History course in lieu of a course on civil government of the United States and the state of Colorado. Civics standards shall be embedded into existing History courses.

Textbooks for history program may include works such as Who Built America. DPS will support the procurement of all materials for the Northfield High School history program by providing the equivalent funding that would have been used to purchase standard curricular materials. Any monies from this sum that are not spent on materials can be used by NHS for other school initiatives.

Literature:



Our Literature program is carefully aligned to our History program. As with the Math/Science alignment, this will allow for strong curricular connections to be made between these two disciplines. Similar to the Math/Science alignment History and English teachers will have dedicated co-planning time so that they can create interdisciplinary units and projects across their disciplines. Team planning will include an agreed upon structure for curriculum mapping to ensure consistency across departments and grade levels, while allowing enough flexibility for professional decision making. For example, in the 10th grade when students are studying Ancient Greece in History they will be reading works such as *The Odyssey* in their English class. Finally, the IB curriculum includes American Literature texts. Teacher teams will embed these requirements into interdisciplinary unit design and delivery. NHS leadership will ensure innovation status waivers are appropriately granted.

Textbooks for the Literature program include original novels, plays and poetry. DPS will support the procurement of all materials for the Northfield High School literature program by providing the equivalent funding that would have been used to purchase standard curricular materials. Any monies from this sum that are not spent on materials can be used by NHS for other school initiatives.

Physical Education:



NHS students will be required to take a physical education course every day. Research supports this as leading to improved health outcomes through adulthood. Daily physical activity has also been shown to increase mental acuity and function leading to better academic outcomes for students. Additionally, IB DP emphasizes the importance of health and wellness. Students will be able to choose from among a diverse range of physical education options such as yoga, dance, and team sports.

World Language:



Students will be required to take 4 years of a single World Language. This aligns to the admissions requirements of many selective universities and IBDP requirements. The results of a community survey showed that over 75% of respondents were interested in a Spanish course, 15% in French, 6% in Mandarin Chinese and 3% in other languages including Latin, German and Arabic. Therefore, NHS will begin programming with Spanish and French in place. However, NHS is committed to responsiveness to evolving student needs and desires. Should a small cohort of students show interest in another language such as Mandarin, NHS will pursue alternative options such as enrollment in online Foreign Language courses.

Know Thyself:



As detailed in the Culture Section of this application, NHS prioritizes not only the academic development of our students but their social/emotional growth as well. We take the notion of educating the whole child very seriously. We will therefore implement a “Know Thyself” curriculum (2010) focused on teaching students about themselves and helping students to grow as individuals and as members of larger society. NHS “Know Thyself” curriculum is backward mapped from the IB DP Extended Essay and Theory of Knowledge to ensure that 9th and 10th graders have ample opportunities for self-discovery and are acculturated in this type of self-care prior to officially beginning IB DP requirements. Additionally, this important aspect of our curriculum will help ensure that the Positive Psychology programming is thoughtfully integrated

into academics. For example, the Freshman Seminar on Writing and Communications will consist of units that combine social emotional learning and academic skill building. The first unit in this course will be “autobiography.” Students will read autobiographies from different cultural settings, discuss their own life paths and dreams for their futures, and as the final assessment in the unit, will write their own autobiographies. Refer to Culture section for additional details on the 9th and 10th grade classes and Positive Psychology. These courses are designed to allow students the opportunity to identify a topic of particular passion and relevance to themselves as learners and to research and write about that topic in-depth. The IB Extended Essay course provides the structure for that project. The Theory of Knowledge course is discussed in further detail in Appendix G.

Pathway Options:

“Pathways” at NHS will serve as elective sequences and replace district requirements for electives for graduation requirement Policy IKF. These elective sequences replace DPS elective requirements as per NHS’s Innovation Plan. Students will pursue Pathway sequences for four years oftentimes leading to an HL IB exam connected to the chosen trajectory. Students will be exposed to these different pathways during an orientation process upon admission to the high school. With that exposure, their own self-assessment of their interests, and consultations with an advisor and with their parents/guardians, students will select up to two pathways. Students identified as needing additional supports based on set criteria including scores of less than proficient on state exams will be required to take a Methods class that will frontload content and provide academic support for the core academic classes. This will help ensure that all students are successful in the detracked school model. In early meetings with students there is a great amount of excitement and anticipation around these options and about the opportunity to pursue areas of passion. Of course, as NHS is committed to responsive programming, the specific Pathways will be adjusted if necessary to meet student interests and needs. This will entail the responsive adjustments based upon regular surveys, data analysis, follow up and conversations with students to garner input and interests. Staffing for these pathways will benefit from the flexibility to hire staff who do not possess teaching licenses as specified in the relevant waiver and replacement policy. Pathways may entail the following options:

A. Biomedical:



This pathway will use curriculum such as Project Lead the Way. This rigorous and relevant four-course Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person

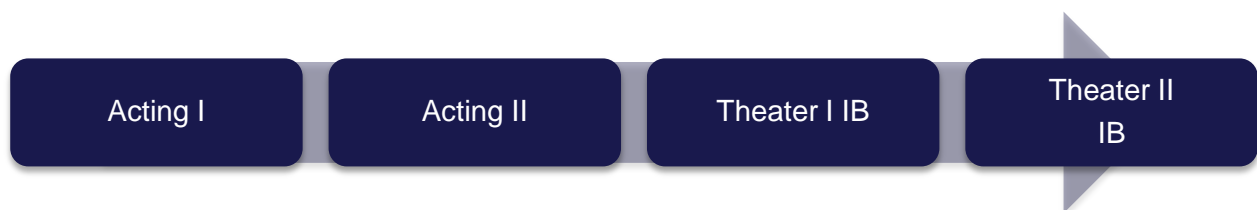
to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future.

B. Law



This pathway may include programs such as Mock Trial and We the People competition. We the People: The Citizen and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. The We the People printed textbook's and Enhanced E-book's interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers. The program enjoys active support from state bar associations and foundations, and other educational, professional, business and community organizations across the nation. Since its inception in 1987, more than 28 million students and 75,000 educators have participated in the We the People Program. We may also use the Street Law curriculum (see www.streetlaw.org) for the criminal law freshman class.

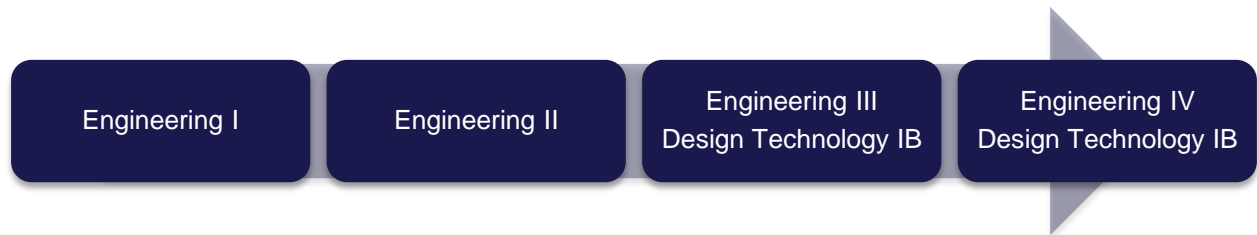
C. Drama



The final IB assessment for this Pathway requires that “students...must adopt a directorial perspective and write a rationale, outline and detailed description of a proposal for staging a performance... It should include written work, scenarios, images, storyboards and any other materials that convey the essence of the proposed performance, and the practical preparations necessary to realize it.” Acting 1 and Acting 2 will give students following this Pathway the foundations to seamlessly take part in the IB Theater curriculum and pass the IB HL exam. Senior level Theater 2 students will construct a proposal that contains appropriate visual materials and does not depend solely on written descriptions. They will also include a report on

the wider theoretical context of the proposed performance, based on the research they have done and the experience and personal perspective they have developed during the preparation period.

D. Engineering



This Pathway will use curriculum such as Project Lead the Way Engineering, which is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

E. Business



This pathway will include programs such as the Network for Teaching Entrepreneurship competitions. The NFTE program model is classroom-based with entrepreneurship curricula that teach math and literacy skills in the context of building a business plan. Programs are rigorous, experiential, and vital to students' futures. Volunteers from local businesses share their expertise in business classrooms. At the end of the course, the students have a chance to compete for seed capital through a series of business plan competitions, from their classroom, to Regionals, to NFTE's national competition. Ultimately this pathway leads to the IB Business and Management exam.

F. Music



The final IB assessment for this pathway requires that “students create three pieces of 3 to 6 minutes in length choosing from a wide range of styles and media, including traditional instruments, voices and/or music technology, and reflect on their understanding of the intention, process and outcome of the pieces. In the performing component, students must submit a program of contrasting pieces in any style of music that is 20 minutes in length.” NHS 9th and 10th grade Music Pathway will be backwards designed to give students the foundational knowledge to successfully complete the IB DP Music competencies and pass the HL exam.

G. Visual Arts



The final IB assessment for this pathway requires that “students... submit carefully selected materials which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities.” IBDP requires that the work, which may be extracted from their visual arts journal and other sketch books, notebooks, folios, etc. and have led to the creation of both resolved and unresolved works. The selected process portfolio work should show evidence of student technical accomplishment during the visual arts courses and an understanding of the use of materials, ideas and practices appropriate to visual communication. The work selected for submission for DP should show how students have explored and worked with a variety of techniques, effects and processes in order to extend their art-making skills base. This will include focused, experimental, developmental, observational, skill-based, reflective, imaginative and creative experiments, which may have led to refined outcomes. NHS 9th and 10th grade Studio Arts Pathway will be backwards designed to give students the foundational knowledge to successfully complete the IB DP Visual Art competencies and pass the HL exam.

H. Computer Science



The NHS Computer Science Pathway will use curriculum such as [Project Lead the Way](#) . The PLTW Computer Science program of study engages high school students in computational

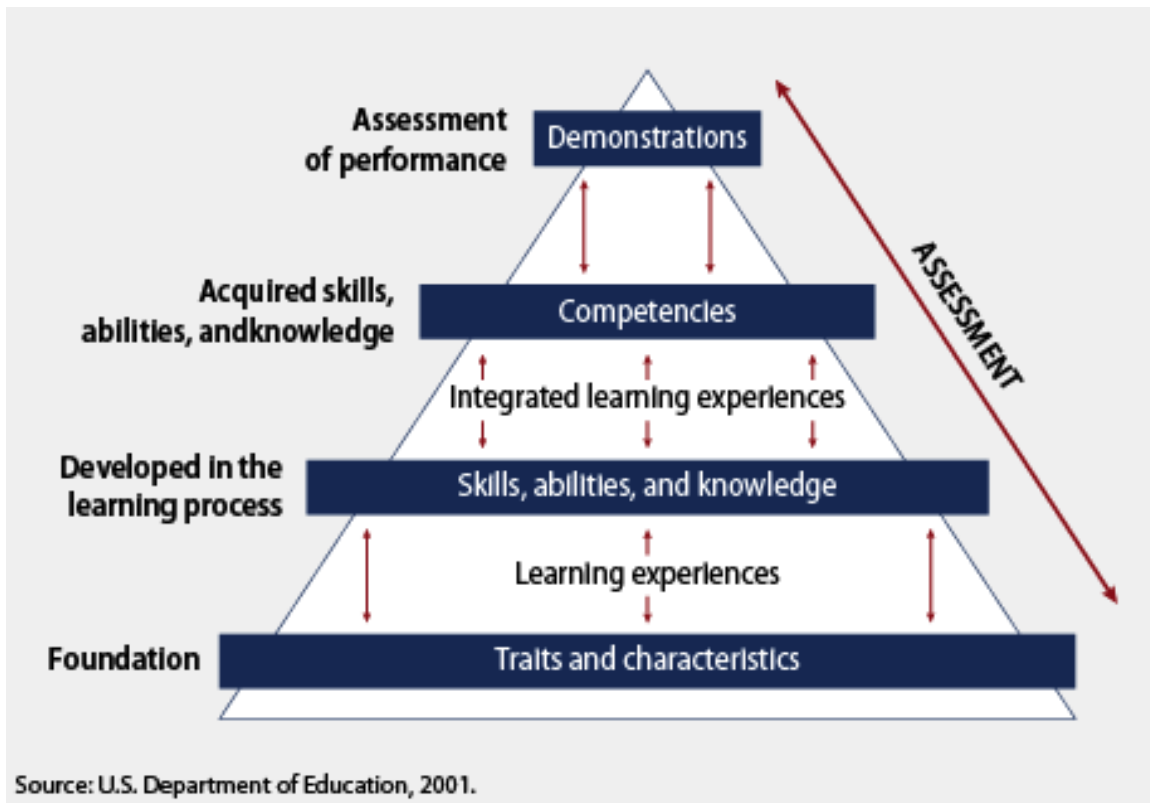
thinking and prepares a computationally aware and capable workforce. This program comprises introductory, foundation, and specialty courses. Schools that choose to implement Computer Science will bring on two yearlong foundation courses. Schools can then choose from an introductory course and a variety of specialty courses to complete a minimum of three (3) years of content for the program.

Refer to Appendix G for an outline of NHS course programming and an example IBDP course sequence.

(Appendix G – Course Scope and Sequence for One Grade in Each School Level)

Curricular connections to Competency-Based Model:

NHS teachers will use a competency-based framework to set out clearly when developing the course syllabus the specific key understandings that students will be expected to master within the course. Associated with each key understanding teachers will develop performance tasks that students must complete to demonstrate their level of competency with the content. The graphic below is an example of the framework NHS will follow in developing competency-based coursework:



Students will be able to demonstrate varying levels of expertise with student demonstrating mastery receiving “Honors” designation for the class. This allows for each student to be

challenged at their zone of proximal development while interacting with and learning from a heterogeneous group of peers. In order to support the NHS competency-based approach, each class will be designed using an enhanced discovery-based pedagogy. These practices, similar to a constructivist paradigm (Piaget), entails setting up the resources and conditions for the learner to uncover the knowledge base, rather than directly supplying this knowledge or conceptual framework. This approach has a wide evidence- base. For instance, in a 2010 American Psychological Association meta-analyses found that discovery based learning that incorporates feedback, work samples, scaffolding, and student elicited explanations show statistically significant student gains.

In addition to the curriculum structures discussed above, NHS will also have the following structures in place: Block Scheduling, Bi-Annual Week-Long Seminars, Experiential Learning Opportunities, Extended and Summer Learning, and Differentiated Course Offerings. Following is a description of these important structures:

- **Block Scheduling:** Block scheduling, outlined in Appendix H will allow students for more in-depth and intense study. This structure will help leverage the competency-based curriculum and allow for intensive time and opportunities for differentiation in our de-tracked model. Through block scheduling, teachers see fewer students during the day, giving them more time for individualized instruction. With the increased span of teaching time, longer cooperative learning activities can be completed in one class period. Students have more time for reflection and experience depth versus breadth of information over the course of a school day. Additionally, teachers have extended time for planning, co-planning and co-teaching.
- **Bi-Annual Weeklong Seminars:** Seminars, which will occur during the last weeks of each semester will allow students opportunities to further pursue areas of unique interest through an independent study- teacher coaching model. Simultaneously, seminars will allow NHS opportunities to re-teach and offer intensive academic support and interventions for students in need.
- **Experiential Learning:** NHS is committed to forming partnerships and opportunities for students to extend learning beyond the classroom and into the real world. Interdisciplinary teams will plan Experiential Learning opportunities within their shared unit planning. The Operations Coordinator will coordinate Experiential Learning opportunities.
- **Extended & Summer Learning:** Leaders in 21st century education innovations continuously point out how the traditional U.S. schooling calendar is antiquated and urge for schools to think about how to maximize opportunities for learning beyond the academic calendar. Milton Chen (2010) calls this reconceptualization the “Time/Place Edge” arguing that with the use of technology, schools can foster structures to engage students beyond the school day, the workweek, and during summer break. NHS will leverage the Time/Place Edge to offer academic supports for students in need of interventions as well as opportunities for advancement through online study and tutoring opportunities. NHS will use technology, such as online course forums, Reading Plus, digital recording devices, and other tools to support differentiation and academic interventions. For instance, the growing MOOC (Massive Open Online Courses) and other forums allow for free access to thousands of online courses that can offer students

opportunities beyond the immediate school resources and expertise. Students will be required to complete a summer learning opportunity which may include online courses and/or required reading lists and assignments over the summer. This will help lessen summer learning loss.

- **Differentiated Course Offerings:** Differentiation will occur within courses and within the system of course schedules. Within NHS courses, our competency-based design will include support for learners who may be struggling and opportunities for enrichment for students who have demonstrated mastery of subject matter. Deliberate differentiation will allow teachers to keep every learner engaged. NHS will ensure that regular professional development offers all teachers and advisors an evolving toolbox of differentiation strategies that are responsive to assessed student needs. Examples include: adapted/shortened or varied leveled readings, taking advantage of resources such as Audible so all students have access to rigorous content regardless of reading struggles, intentional questioning, deliberate and flexible grouping, flipping of lectures to allow students to review and listen multiple times, guided notes, and more.

Within course differentiation will take center stage in order to allow for access for all. For instance, in a recent Educational Leadership article, Burriss and Murphy (2014) shared how their diverse high school made IB available to all, successfully de-tracked, and supported all learners in becoming college ready. They shared that by “manipulating the level of difficulty, teachers can make highly complex work more accessible to all students. Further, by differentiating some readings and assignments, as well as the support we give students to complete those task, teachers can ensure that all learners are challenged, including high achievers”. NHS will achieve a high level of customized course differentiation through dedicated full-faculty planning time. During this time, teachers will collaboratively plan curriculum with specific attention to intentional differentiation based on regular analysis of student data. We will also leverage the advising system (Refer to Teaching Section) to allow enough human resources so that educators can spend ample time working with students individually so that they can support each student at their current level while pushing them to the next.

NHS will provide every student the opportunity to perform at a high level of rigor. As such, ability grouping will occur only when necessary within a class and will be flexible and limited. Every student will have the opportunity to achieve “Honors” in any class by demonstrating completion of mastery level tasks that go beyond the core competencies for any particular class. Similarly, all students will study an enriched, challenging college-preparatory curriculum in preparation for International Baccalaureate success.

Course schedules will be differentiated to meet all legal requirements and accommodations (IEP, ELL, etc.).

Standards:

Most importantly, as an IB school, extensive and up to date research reveals a strong connection and alignment between IB and CCS (<http://www.ibo.org/iba/commoncore/>, 2014). NHS plans to adopt the Colorado adapted CCS as the basis of our academic standards. CCS will inform curriculum mapping and unit design—both horizontally through cross-departmental

collaboration and vertically through grade level cohort collaboration. NHS will follow the research-based curriculum mapping methods of Hayes-Jacobs and unit backward design methods of Wiggins & McTigh.

Scope/Sequence: NHS will follow the IB liberal arts program with core subject groups as follows:

Diploma Programme (DP)
1. Language Acquisition (L1 & L2)
2. Language & Literature
3. Individuals & Societies
4. Sciences
5. Mathematics
6. The Arts

The scope and sequence for all coursework was detailed extensively above. NHS will backwards map the 9th and 10th grade core curricula to ensure student readiness for the IB DP. Refer to Appendix G for a sample course scope and sequence.

Instructional Materials:

For each core subject area we have selected instructional materials that align to our IB curriculum for all and to our enhanced inquiry approach to pedagogy. Core materials include:

- ✓ **Science:** We will be using approaches such as POGIL Process Oriented Guided Inquiry Learning. “POGIL uses guided inquiry – a learning cycle of exploration, concept invention and application – as the basis for many of the carefully designed materials that students use to guide them to construct new knowledge. POGIL is a student-centered strategy; students work in small groups with individual roles to ensure that all students are fully engaged in the learning process. POGIL activities focus on core concepts and encourage a deep understanding of the course material while developing higher-order thinking skills. POGIL develops process skills such as critical thinking, problem solving, and communication through cooperation and reflection, helping students become lifelong learners and preparing them to be more competitive in a global market.” We will also be using the IB Oxford textbook series.
- ✓ **Social Studies:** We will be using programs such as the “Reading Like A Historian” curriculum out of Stanford University and the IB Oxford Textbook series. This includes “Parallel Curriculum Units for Social Studies” designed for Grades 6-12. Titles include: Our History: Teaching with Primary Sources; Why Won't You Just Tell Us the Answer?: Teaching Historical Thinking in Grades 7-12; Document Based Assessment Activities for U.S. History Classes; Teaching U.S. History as Mystery; Short Role-playing Simulations for US History Classes; Teaching World History as Mystery; Short Role-playing Simulations for World History Classrooms; Breaking Away from the Textbook: Creative Ways to Teach World History; and Document-Based Assessment for Global History.

- ✓ **Mathematics:** NHS will use units such as the Parallel Curriculum Units for Mathematics, Grades 6-12. Titles include: Uncovering Student Thinking About Mathematics in the Common Core, High School: 25 Formative Assessment Probes; Hands-On Math Projects With Real-Life Applications: Grades 6-12; Model-Centered Learning: Pathways to Mathematical Understanding Using GeoGebra; Focus in High School Mathematics: Reasoning and Sense Making in Algebra Math: We will also incorporate the Interactive Mathematics Program and the IB Oxford Textbook series.
- ✓ **Science:** NHS will use units such as the Parallel Curriculum Units for Science, Grades 6-12. These include: Project Method of Teaching Physics; Teaching High School Science Through Inquiry: A Case Study Approach; Biology Inquiries: Standards-Based Labs, Assessments, and Discussion Lessons; and Teaching Inquiry-Based Chemistry: Creating Student-Led Scientific Communities.
- ✓ **English:** NHS will use units such as the Parallel Curriculum Units for Language Arts, Grades 6-12. Titles include: using the Workshop Approach in the High School English Classroom: Modeling Effective Writing, Reading, and Thinking Strategies for Student Success; Literacy Projects for Student-Centered Classrooms: Tips and Lessons to Engage Students; When Text Meets Text: Helping High School Readers Make Connections in Literature; and Literature for Every Learner (Grades 9-12): Differentiating Instruction with Menus for Poetry, Short Stories, and Novels.

These resources will support the development of a common language and understanding of how our instructional resources will be used in the classroom to support diverse learners. To develop faculty familiarity and practice with these resources, part of the summer institute will be devoted to the curricular resources available to support our instructional model. Additionally each department will read touchstone texts that serve as the shared foundation for developing the instructional model using the curricular resources.

Cultural Relevancy: Cultural relevancy is of central value to NHS. Extensive discussions and surveys of stakeholders—inclusive of instructional leaders, teachers, community members, parents/guardians, and students—named an inclusive community that engages all students in a rich and challenging competency based academic program as a dominant goal. Through extensive visits and inquiry into to successful schools serving a similar demographic to projected NHS demographics, the design team overwhelmingly agreed that IB would champion the hopes and dreams of current and future stakeholders. All curricula taught at NHS will demonstrate cultural relevancy by understanding, inspiring, and communicating learning effectively to students and families across differences of race, class, gender and sexual orientation. Classroom instruction will be culturally relevant so that students can relate to the course content and find personal meaning in the academic content. Diverse student cultures will be acknowledged and celebrated within the instructional process.

NHS sees IB as an opportunity to equip scholars with the “cultural capital” (Bourdieu) necessary to attend and thrive in college and transform the lives of our students, their families, and our communities. The IB Diploma will allow a diverse set of students to develop the collaborative and global learning opportunities necessary to be fully informed and principled citizens of the world. Furthermore, the global lens of IB, inclusive of second language and intercultural studies,

will provide a platform for NHS students to engage with diverse perspectives and gain the 21st Century Workplace Skills and multicultural proficiencies to champion change and contribute to a global economy job market (DLENM, 2013; Lindholm-Leary, 2000).

NHS will customize curriculum and service experiences to ensure responsiveness to student needs and cultural relevancy that uses education as a platform to understand and act upon the issues that students encounter on a daily basis. NHS Positive Psychology and tight-knit Advising systems (Refer to Culture Section) will allow the school to forge an asset-based Biography Driven Culturally Linguistically Responsive lens (Herrera, 2010). The IB program will allow us to ensure cultural relevancy in a rigorous and engaging manner.

NHS will incorporate Culturally Responsive Instruction PD to ensure that all faculty become experts in providing a culturally responsive curriculum. This will entail deep study and incorporation of the 8 principles of culturally responsive education as defined by Dr. Gloria Ladson Billing from her book, The Dreamkeepers (1994):

- ✓ Communication of High Expectations
- ✓ Active Teaching Methods
- ✓ Practitioner as Facilitator
- ✓ Inclusion of Culturally and Linguistically Diverse Students
- ✓ Cultural Sensitivity
- ✓ Reshaping the Curriculum or Delivery of Services
- ✓ Student-Controlled Discourse
- ✓ Small Group Instruction.

Additionally, NHS will borrow from Geneva Gay's (2000) practical tools for culturally responsive teaching and Socorro Herrera's (2010) Biography Driven Culturally Responsive Instruction.

Class Size:

NHS will aim for a 30:1 student to teacher ratio in all high school core classes with variation subject to budgeting constraints. Varied class sizes may be used to meet differentiated needs of different learners.

Timeline of Curriculum Development:

NHS will follow IB curriculum with a special focus on de-tracked competency-based curriculum. Summer onboarding along with dedicated time for team collaboration and planning are essential and will ensure that curricula are thoughtfully adapted to meet student needs. NHS will develop/refine and align IB curricular maps to CCCS by department once faculty have engaged in stage 1 IB training. This training will ensure that IB is implemented with fidelity. In order to warrant ample time for curriculum mapping, NHS plans to have each teacher trained in IB during year 1/ summer institute (2015-2016). These team members will engage in curricular mapping during year 0 and during our summer institute prior to opening. Curriculum mapping will begin shortly after this training with a goal to have first semester units all subject matters in

9th grade fully mapped out prior to opening. This process will allow teams to continue curriculum mapping and interdisciplinary unit design during dedicated planning time. Each subsequent summer will be dedicated to mapping the upcoming grade levels curricula. NHS will leverage quality teacher professional development and dedicated planning time to continually adapt and refine the original curriculum maps. See section on Professional Development for a description of the planning tools. A similar process will be followed each year as NHS adds a grade level and builds another cohort team.

B. School Schedule & Calendar

Students will receive at least 185 days of instruction and each school day will be 8 hours. This will expand the in-school learning time available for students, thereby providing students with additional learning opportunities. For example, as mentioned above, expanded learning time will allow NHS to create week long specialized seminars 2 times a year, at the end of each semester. These will be coordinated by the Student Support Coordinator and will allow students to pursue specialized, interdisciplinary or unique topics. This will also provide students needing targeted support with additional time to catch-up on specific course competencies they missed during the regular semester. Additionally, extended learning time will also allow seniors who are pursuing an HL IB exam in a specific content area to spend more time in meeting the specific criteria of an HL-level exam. These students will engage in independent study or small group learning opportunities to support their exam preparation. The extended learning time school calendar directly supports programming that subsequently reinforces the ongoing classroom level differentiation that occurs during the regular semester. ELD blocks are scheduled to support the language development of our CLD populations.

Student schedules will consist of A/B days allowing for longer class periods and deeper authentic learning. Math/Science core classes will be scheduled on the same given day for each student and History/English core classes on the other. This further supports the interdisciplinary approach to these content areas as described above and allows teachers to combine their classes for co-teaching purposes. Teachers and students will be able to use time flexibly to support depth of engagement with interdisciplinary project based and experiential learning (Schmoker, 2006).

School will start at 8:45 in response to research showing that adolescents require additional sleep during the early morning hours (CFAH, 2010).

Teachers will have ample time (at least 90 minutes per day) to co-plan, co-teach, observe each other's classes and hold office hours/small group sessions with students as seen in the sample schedule in the Appendix H. This time will be carefully scheduled so that teachers in the same content area share an overlapping co-planning period.

NHS will follow the DPS calendar for major holidays.

(Appendix H – School Calendar & School Day Schedule)

C. Progress Monitoring and Assessment

Measurement of student learning will be based on ensuring that students are held to rigorous standards and aligned competencies. As such, complex academic content will be used to develop students' core competencies necessary to be learners, creators, and citizens of the 21st century. Assessment will be used to demonstrate these competencies, not to facilitate the memorization and regurgitation of facts. Student data collection and analysis form the core of the instructional decision making process at NHS. Likewise, the IB model also calls for continuous formative assessment stating that regular assessment and reporting plays a significant role in:

- ✓ the students' and parents'/guardians' understanding of the objectives and assessment criteria
- ✓ the students' preparation for final assessment (at end of DP)
- ✓ The development of the curriculum according to the principles of the IB Programme.

NHS faculty will collect data inclusive of:

1. **Classroom instructional data:** Curriculum embedded assessments, teacher developed formative assessments, routine exit slips, pre & posttests, quizzing, and end of unit projects will be collected. Additionally, IB formative assessment recommendations will be gathered including:

- ✓ open-ended problem-solving activities
- ✓ investigations
- ✓ organized debates
- ✓ hands-on experimentation
- ✓ analysis and reflection

These varied approaches to formative assessment will be an important component of student body of evidence used by classroom teachers to make instructional decisions. Teachers will focus on developing varied and authentic means of assessment that will enable students to demonstrate mastery of core competencies within each course. With the goal of developing the habits of mind and critical thinking skills that will prepare each of our students for college and career, standardized assessments will be used only insofar as necessary to demonstrate proficiency in Common Core State Standards. More meaningful and complex assessment practices will include, but will not be limited to, extensive paper writing, analytical discussions, capstone projects, and presentations.

Our competency-based approach to course design and teaching inherently includes progress monitoring. As such, NHS will not be participating in the DPS interim assessment schedule since students will be receiving regular progress updates using the competency-based approach and teachers will be using these data to tailor their instruction. We will, of course, assess students using the mandated Colorado assessments as per the State's testing schedule. Internally we will be continuously monitoring demonstrated student learning as measured by the performance tasks associated with each essential key understanding in each course. Our goal is that 95+% of students

demonstrate at least competency on each key understanding. For each competency-based project, teachers will develop a detailed rubric that will communicate to students clear expectations to reach competencies and simultaneously guide teachers in measuring student progress towards competencies. For students who do not meet this goal see the section below on RtI and other support structures.

Data will be collected by teachers and analyzed by teachers in three ways: individually, in grade level cohort teams and in department teams. The RtI model for tier identification will also be used to inform immediate classroom and course instructional decisions. AIMSweb or similar math and reading assessments will be used to monitor weekly progress of students in Tier 3 interventions. Grade level and department teams will meet weekly to analyze formative assessment data and make decisions about backwards mapping of unit design, instructional grouping, pacing, and instructional approaches.

- 2. Grade level data:** Student data will be collected at the grade level to identify students “at risk”. Data collected consist of above formative body of evidence, formal grades/IB “marks”, attendance, and behavior events. Each category will be weighted and students placed in tiers for intervention by administrators, advisor, social worker, and/or other support resources. This data will be collected from the data portal system and distributed weekly to teachers. Data will be analyzed weekly by the teacher cohort teams and interventions adjusted, as determined necessary. All “at risk” interventions will be individualized, unless specifically determined that a group intervention is most appropriate.
- 3. Summative Data:** Summative data is inclusive of formal measure of academic standards (ACT/PARCC), language proficiency (ACCESS), and IB Programme final assessments (oral, written, practical work, and DP external assessments). Tri-annually, longitudinal data will be collected that will include PARCC performance, college acceptance rates, college enrollment rates, ACT performance, GPA, student and parents satisfaction, behavior incidents, and achievement and growth gaps, as reflected on the district SPF. As these data become available, they will be charted for historical trending quarterly and projected forward for 5 years. Based on these projections, the teacher cohort teams and CSC will evaluate the effectiveness of the current academic program and make real-time adjustments on a routine basis. These data will also be shared with the community, students, faculty, and parents/guardians on a continuous basis. NHS will solicit community feedback on data trends.

The NHS Student Support Coordinator will have the primary responsibility of overseeing the implementation of the NHS assessment plan. The teacher cohort teams (which will be composed according to our distributed leadership model, See Leadership Section) will meet bi-weekly to review grade level student data and make recommendations for adjustments to scheduling or interventions. Bi-annually, the relationship of formative data and longitudinal data to state/national/IB achievement data will be analyzed and used to adjust assessments, systems and instruction as necessary. All three forms of data discussed above will be compared and contrasted on a semester-by semester basis to look for continuity or discontinuity between various measures and triangulation between

sources. This process will be facilitated by the Student Support Coordinator and teacher cohort team facilitator and deputy facilitator and examined in professional development—allowing teachers to dig into data, come to first-hand conclusions, reflect upon findings, and develop a plan of action.

The combination of formative assessment data and grade level data described above has been found to be a reliable predictor of student academic progress and provides meaningful information to drive instruction and interventions. Formative and summative assessments will be created at the departmental level through regularly scheduled cohort and subject team planning and related professional development. Teams will be supervised by a rotating department chair, the building leader and the Student Support Coordinator. Departments will create an assessment program that follows a partially system-wide and partially department-specific program. Department assessments will be grounded in competency-based learning and essential learning goals (ELGs) developed by the departments and based upon CCCS, ACT standards, ACCESS standards (where appropriate), and IB Programme criteria. In addition, departments will unpack IB sample assessments to ensure that instruction and assessment are matching the rigor and expectations to earn high marks upon student earning the IB Diploma.

NHS has waived all district interim and end of year assessments.

In order to track and communicate data, NHS will create shared Excel ‘data trackers’ that record student proficiency on all benchmarks and standards. These templates will be customized for each aforementioned data point discussed and created in coordination with the Student Support Coordinator and other interested team members. These ‘data trackers’ will be foundational to weekly data team discussion, professional development days and our cohort team and CSC monitoring of academic progress. The CSC version of data trackers will be adapted into a dashboard format to allow members to see data from a higher-level “helicopter view” and simultaneously triangulate important data sources. Additionally, ‘data trackers’ will be adapted into student-friendly versions in which students will graphically display their progress towards standards and set learning goals. For instance on a routine basis students may be supplied with a simplified Excel spreadsheet showcasing their data and trajectory on assessed benchmarks. Advisors will lead students in gaining the skills necessary to analyze their understanding of their own data and set appropriate goals.

Northfield High School graduation requirements are outlined below in three components: 1) basic DPS High School graduation requirements, 2) additional requirements specific to Northfield High School that align to expectations of top universities, and 3) elements required to successfully obtain an IB Diploma.

1) DPS High School Graduation Requirements: Northfield High School uses the high school graduation requirements set by Denver Public Schools as a required baseline.. Below is a summary of those requirements by content area, and details of those requirements may be viewed here.

[full link: <http://webdata.dpsk12.org/policy/pdf/GradRequirementsUpdated1109.pdf>]

DPS High School Diploma – Total of 24 units:

- 4 units in Literature
- 4 units in Mathematics
- 3 units in Science
- 3 units in Social Studies
- 1 unit in Physical Education
- 1 unit in Arts or Technical Education
- 8 elective units

Northfield High School has increased these requirements for students to be eligible to graduate.

2) Northfield High School Endorsed Diploma: Northfield extends the DPS high school graduation requirements in science, physical science, foreign language, elective pathways, and additional electives, for a total 36 units as listed below. These Northfield High School requirements are aligned to expectations of top universities for high school coursework. All students are required to take the requirements listed below in order to earn a diploma. In addition, an honors endorsement may be achieved for students who earn honors designations in at least half of their academic courses.

- 4 units in Literature
- 4 units in Mathematics
- 4 units in Science
- 4 units in Social Studies
- 4 units in Physical Science
- 4 units in Foreign Language
- 8 units in chosen Pathways including Methods
- 4 units in elective core

3) IB Diploma: Attainment of the IB Diploma requires 6 exams, with one each in Literature, Mathematics, Science, Social Science/Humanities, Foreign Language and Arts (in place of an Arts exam, students can take a second exam in one of the other groups). At least three and not more than four exams are taken at higher level (HL), the others at standard level (SL), for the total of six exams distributed according to students' choices and interests. Students must also complete an extended essay, the Theory of Knowledge course, and a Creativity, Action, Service Project. More information about the IB Diploma and university recognition can be viewed here.

[full link to more on IB: <http://www.ibo.org/diploma/recognition/guide/slided.cfm>]

4) Students with Disabilities will be eligible to receive one of the following 4 Diplomas

1. Students with disabilities who meet the requirements of a General Course of Study shall receive a Denver Public Schools Diploma.
2. Students with disabilities who meet the requirements of the Combined General Course of Study shall receive a Denver Public Schools Diploma.
3. Students with disabilities who meet the requirements of a Work Experience and Study Program shall receive a Denver Public Schools Diploma.
4. Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the

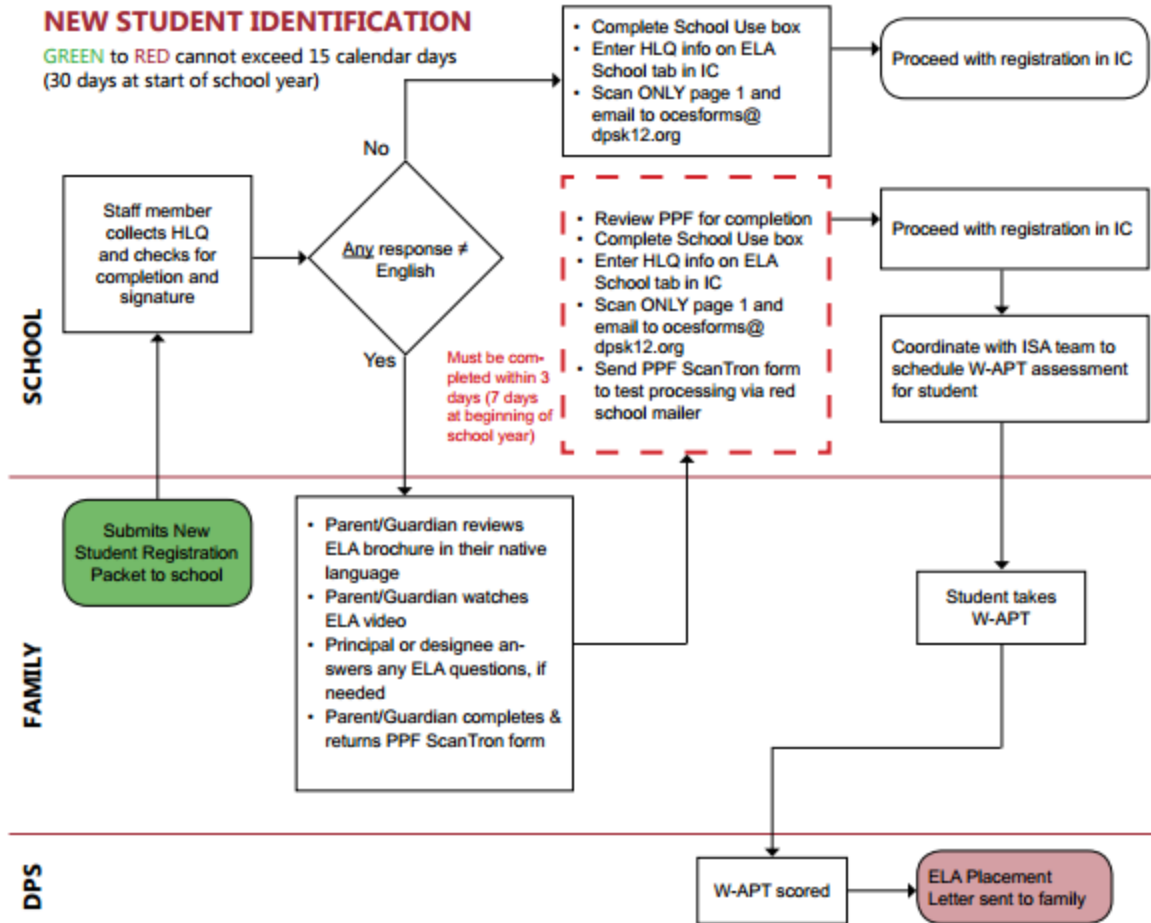
requirement of a Designated Course of Study shall receive a Denver Public Schools Diploma.

Note that the specific course that students with disabilities take will be the core academic and pathway elective courses that are the Northfield High School curriculum. Students with disabilities will receive all appropriate adaptations and modifications that will allow them to succeed in these mainstream classes. Note also that the specific curriculum waivers and the waivers to Policy IKF apply to special education students as well.

D. English Language Learner Students

Identification Process and Parent Involvement

To ensure that our students are accurately identified as English language learners, parents/guardians will fill out the DPS Home Language Questionnaire during the registration process. This paperwork will be collected and entered into our database by the NHS Student Support Coordinator during registration. We will ensure that if the parent/guardian completing the form has any questions we will have trained and knowledgeable people who are familiar with our ELA supports and the Home Language Questionnaire. How the parents fill out the questionnaire will determine the placement for the student. The school will provide parents notification of the HTQ, purpose and goals in their language when registering their child. The ELA video will be shown and Principal designee will be available for clarification questions. Parents will be notified about their provisional placement pending the assessment results. Parents will be notified within 30 calendar days of the registration or 15 days following the enrollment. The school will seek translation services from the district to provide parents the materials needed in their home language.



Assessment and Placement

If the parent/guardian answers indicate a second language presence, we will follow-up by administrating the W-APT within 10 days, but no later than 25 calendar days after registration and will provide ELL services within 30 days of arrival. Parents will be notified about the placement in a Language Instruction Educational Program (LIEP) via letter or meeting within 15 calendar days but no later than 30 days following enrollment.

A fully qualified ELA-E teacher (State-endorsed in teaching the culturally and linguistically diverse, has earned a Masters or doctorate degree in teaching the linguistically diverse, or has completed the approved District ELA-E training) will be responsible for the management of the ELA program with oversight and support from the school’s principal. This teacher will lead our Instructional Services Advisory (ISA) Team that will meet regularly to review students’ data and collect a body of evidence that will be used to determine placement and exit and shared with parents in making such decisions. The ISA team will also monitor students’ progress and be available to teachers and parents who have concerns or question regarding their student. This important aspect of NHS ELA monitoring can be summed up in seven steps:

1. Review services for newly identified English Learners.

2. Monitor identification of English Learners to check inappropriate identification and placement
3. Review English Language Proficiency and Academic progress of all English Learners (including those who have declined services)
4. Identification of English Learners in need of intervention to address the student's instructional needs through collaboration with the teaching team
5. Review English Learners information/data with recommendation to the ELA department in regards to the re-designation of English Learners
6. Review English Learner student information/data with recommendation to the ELA department regarding the reentry of ELL's into the program
7. Recommendation to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent/guardian.

Program Design and Curriculum

In accordance with the consent decree, we will be working with DPS ELL experts in order to ensure that we are in alignment with district priorities and operating within state law, but most importantly best serving our English Language Learners in an inclusive and supportive environment that prepares students for career or college moving forward.

The English Language Acquisition (ELA) Program provides ELL students with the English language skills to meaningfully and equally participate in the Mainstream English Language Instructional Program as defined by the Consent Decree. Each student will receive grade-appropriate content instruction that is designed to enable them to perform at grade level, reach their full potential, and be on track to graduate from high school prepared for success in life, work, civic responsibility, and higher education.

Should Northfield High School meet the criteria required for a TNLI program NHS will phase-in a Transitional Native Language Instruction (TNLI) services as the school phases in grade levels should the school achieve the number of ELLs required for implementing a TNLI model. Should 100 eligible students enroll at Northfield High School via the DPS school choice and enrollment process the school will fully implement a TNLI model, components of which shall include native language instruction in Spanish, Supported English Content Instruction, and English Language Development (ELD) and a transition from Spanish to English instruction based on Language Allocation Guidelines. The TNLI model will focus on an early-exit approach in order to maximize learning in English in the secondary grades.

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The following schedule details the courses that will be available and provided using Spanish Instruction in pink, ELD in green, and Spanish language supports in white should Northfield HS meet the criteria set for a TNLI program. Depending on Access levels this schedule allows students to receive Spanish instruction as required by DPS Language Allocation Guidelines for secondary schools.

	A Days	B Days
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8:45-9:35	Math (Spanish Instruction)	English
9:35-10:25	Math (Spanish Instruction)	English
10:25-11:15	Spanish Language (Spanish Instruction)	Writing Seminar
11:15-12:05	Spanish Language (Spanish Instruction)	Writing Seminar
12:05-12:35	Lunch	Lunch
12:35-1:25	ELD	History (Spanish Instruction)
1:25-2:15	ELD / Elective 1	History (Spanish Instruction)
2:15-3:05	Physical Education	Physical Education
3:05-3:55	Science (Spanish Instruction)	ELD
3:55-4:45	Science (Spanish Instruction)	ELD / Elective 2

The Spanish instruction classes in grades 9 and 10 the school will utilize Northfield HS curricular resources in Math, Spanish, Science, and History to provide Spanish instruction. In grades 11 and 12 the school will provide International Baccalaureate curriculum with Spanish instruction and materials using IB Spanish resources and texts. During the 2016-2017 school year, the school will determine specific Spanish language curricular materials for Math, Spanish, Science, and History. IB curriculum is taught throughout the world and several publishers provide materials in Spanish. The Northfield HS ELA teachers will determine the best-fit resources per the principal's guidance.

The school will provide at ELA-S teachers in Math, Spanish, History and Science for each grade level.

With guidance and supervision from the Principal the Student Support Coordinator shall be responsible for ensuring HLQs are on file for all students, parent choice (PPF) matches student placement, designating core content teachers per school ELA program needs, nominating ISA team members and establish monthly ISA team meetings, establishing monthly PAC meetings, identify DAC representative, reviewing ELL lists to ensure proper placement of students at a minimum of 96%, and establishing L1 support with Spanish materials.

ELL students will be monitored on a monthly basis through gathering and analysis of a writing sample that is embedded into their regular coursework. In addition, on a weekly basis, teachers will also informally assess students as part of regular data gathering and RtI, team meetings and professional development. The results will be analyzed and discussed during team planning. The data will indicate what we have to cover and how we will differentiate in small groups or mini-lessons.

Classroom-based instructional strategies based on best practices will include but not limited to: SIOP strategies such as building background knowledge, comprehensible input, scaffolding techniques, various question types based on Bloom's Taxonomy, a balanced reading and writing program to include reciprocal reading, the use of graphic organizers, and mental models, word walls, the use of Kagan strategies to provide cooperative learning and insure frequent

opportunities for interaction and discussion. Our ELA-E or ELA-S designated lead will support teachers in ensuring appropriate accommodations are in place for all ELA students. This person will also support classroom instruction through push in and small group lessons when needed.

We will effectively implement the district curriculum, National Geographic EDGE, for English language development by insuring that our students are grouped correctly and are able to transition from one level to the next based on a body of evidence that will include assessments such as the STAR test and writing samples. NHS will use the WIDA standards to measure the progress of ELL students. Our ISA Team will monitor student progress in English language proficiency and core content area by collecting a body of evidence, which will include ACCESS scores, PARCC scores, and reading and writing samples as well as:

- ✓ Report card grades
- ✓ Completion of the Denver Public Schools English Language Acquisition Department English Language Development Profile form
- ✓ Classroom data collected through our competency-based approach and all data mentioned in Part C of this application above.

When all this information is collected, the ISA team will review, analyze, discuss, and reach a consensus of whether the student is performing satisfactory or not. If the student is not being successful, we will ask the teachers why the student is not making satisfactory progress and what actions have been put into place to help the student succeed. A meeting with the student, teacher, and parent/guardian to further discuss and understand the lack of progress will occur. This meeting will then include a collaborative planning of goals, interventions, and weekly data collection to ensure progress. The ISA Team will consist of the principal or designated administrator, 2 teachers, at least 1 of whom is fully qualified as ELA-T, ELA-E, or ELA-S.

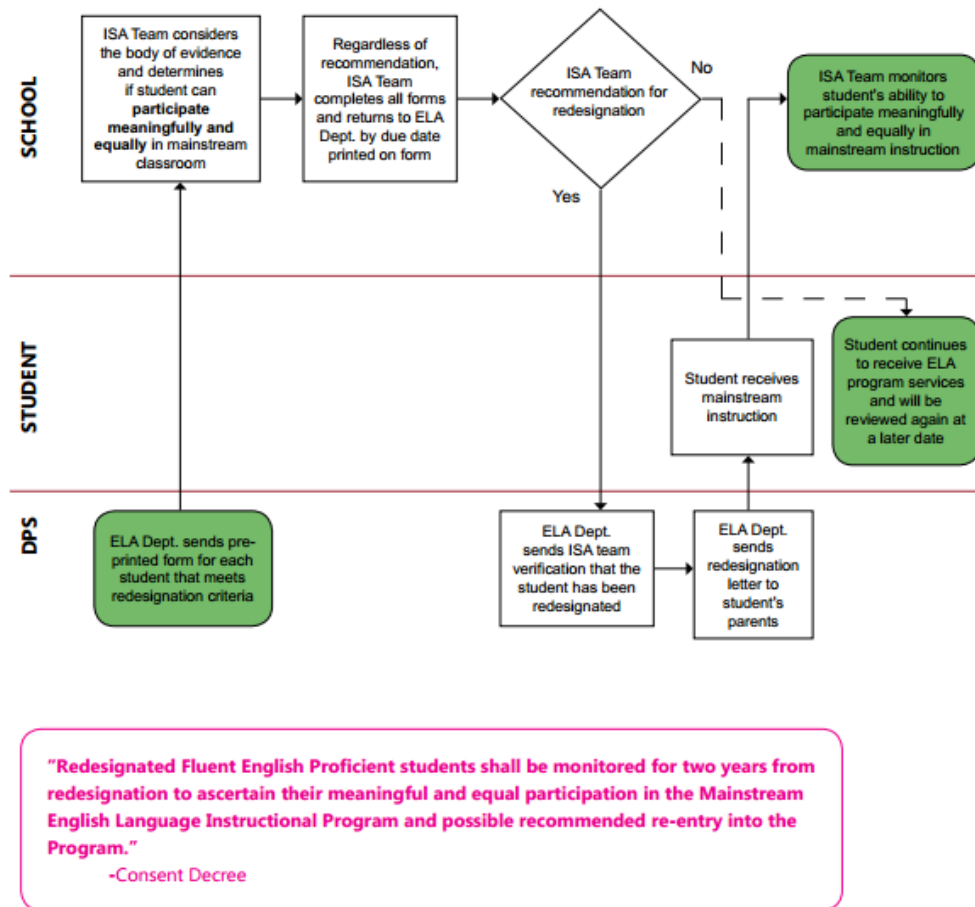
Professional Development and Evaluation

All NHS teachers will partake in ELA training to satisfy requirement of district ELA-E or ELA-S certification. As an innovation status school, NHS will receive on-site ELA-E and ELA-S professional development that will adapted to mirror a competency-based model. Such PD shall consist of language development and second language acquisition, effective teaching strategies including SIOP to make content comprehensible to ELLs, and other essential elements in teaching ELLs in the IB Program. An ELA-S certified member of the NHS faculty will provide internal PD once the faculty member has been trained by the ELA Office. The DPS ELA department will provide a stipend to the teacher who teaches in-house ELA PD with at least 20 teachers attending. The DPS ELA department will also pay for the courses UCD 5770 and UCD 5030 if at least 15 teachers in the building register for these courses. UCD will have their instructor teach these courses at the school location.

The principal shall be responsible for oversight of effective implementation of the ELA program, will consult with the ELA District Office, and will request any needed support or training.

Exiting/Redesignation and Monitoring Criteria

The school will implement a collaborative plan for determining whether a student is to be exited/redesignated in accordance with district requirements detailed in the graphic below. The process shall include meaningful collaboration and information about student progress with the parent(s) of students based on a body of evidence and consistent with CDE standards including ACCESS scores, PARCC scores, and reading and writing samples. Students that are redesignated as Mainstream shall be monitor by the ISA Team for at least two years to determine if additional ELA program services are needed.



E. 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.

As a high school, NHS projects that approximately 12% incoming students will have been previously identified with special needs. For these students, the special education staff will review all accessible data and ensure that proper services are in place on the first day of school. However, for students who come to NHS without an IEP, identification of students with special needs will begin in the core classes. If a student is struggling in the mainstream classes and the teachers have already tried a number of interventions that haven't been successful, then the teacher will formally notify the advisor, special education teacher, administration and staffing team members. The team will review the challenges the student is having, along with the different interventions that have been tried and the impact of those interventions. The special education teacher will spend time observing the student in class, recommend additional interventions, and then monitor implementation of those interventions for 30 to 45 days. The team will attempt to implement between 3 to 5 different interventions during the observation period. At the end of the observation period, if the interventions are still not working, the student is referred to the special education team for testing. To determine eligibility, the school must conduct a full evaluation of the student in all areas of the suspected disability. The school's special educator leads the evaluation process. The type of testing and who administers the tests depends on the type of struggles the student is having. If the student's needs are more extreme, NHS may call on the district to help with the testing and/or rely on the schools' Center Based special educator for support. The testing process is based on collecting the broadest base of data possible to ensure that any diagnosis is accurate. If the body of evidence indicates that the student has a disability that is having an adverse effect on his or her educational progress, then the student is eligible for special education services. At this time, the child's family and the special education team meet to review the testing results and begin development of an IEP for the student. The IEP should be developed and implemented shortly after the determination of eligibility for special education services. When developing an IEP, the team considers the strengths of the student; the concerns of the parents/guardians for the student's education; results of the evaluation; and the academic, developmental, and functional needs of the child. Once the IEP has been fully developed, the school will share the IEP with all of the student's teachers, advisors, caregivers, and the student. IEP's are reviewed annually and are thoroughly re-evaluated triennially.

NHS aims to offer an inclusive school model and will not restrict access to students with disabilities. Based upon feeder middle schools that NHS is recruiting from, the school projects a 12% Special Education demographic. In accordance with ESA Act, NHS will hire highly qualified licensed Special Educator(s) with the appropriate Special Educator to Special Education Student Ratio. In order to ensure the best special education services possible, NHS aims to hire an experienced teacher who has a track record of successfully serving a diverse body of high school students with mild and moderate needs. Like all team members, the special education teacher will be a mission fit for NHS, including a steadfast determination to offer all students access to a rich and challenging competency based IB curriculum. Ideally, the selected special education teacher will also have experience with IB, de-tracking, and competency-based learning and understand how this model is beneficial to exceptional learners. NHS will recruit nationally through the National Association for Special Education Teachers (NASSET) and locally through DPS Human Resources and the Colorado Education Association (CEA).

NHS is committed to ensuring that students with disabilities can access the general education curriculum in the Least Restrictive Environment (LRE). Core teachers will be expected to collaborate extensively with the special educator. Collaboration will entail a shared

understanding of each student's IEP goals, team developed targeted differentiation supports which may include but are not limited to: adapted reading/shortened passages and assignments, extended time, guided notes, pre-teaching of new concepts, preferential seating, smaller cooperative grouping, special educator "push-in", technology to aid in reading and writing, and more. All teachers will partake in data teams that will include review of individual student progress toward IEP goals, along with all other data gathering and analysis mentioned above and in Part C. All teachers will be trained to use core and supplemental curricula that differentiates instruction to ensure meaningful access to all types of learners.

The IB curriculum has a track record for successfully offering equity and access for all students. The IB program, when implemented well, strongly supports de-tracking and excellence for all, inclusive of students with learning disabilities. For instance, in a position paper on the topic of students with special needs, the International Baccalaureate Organization contends "inclusion is more about responding positively to each individual's unique needs" rather than "marginalizing students because of their differences." The IB approach to inclusion mirrors the mission and values of NHS. This same paper goes on to share many important practices that are also corroborated by key educational researchers (Marzano, Pickering, & Pollock, 2001; Tomlinson & Edison, 2003; Tomlinson, 2014) that IB teachers are trained to incorporate to differentiate instruction to meet the needs of all learners. To name a few: leveraging student learning preferences (Gay, 2010), incorporation of a wide range of strategies and flexibility of timing and approach (Tomlinson), and use of diverse and relevant assessment practices (Pohlman, 2008). In addition, the competency-based learning model also has a proven track record for successfully engaging special needs students in a rigorous inclusive model. For example, the National High School Center promotes competency-based learning as an approach that is responsive to student needs allow special education students alternative mechanisms to demonstrate their proficiency in content areas.

NHS will offer mainstream classroom accommodations and push-in supports and targeted interventions based on the specific need of each student with a disability. Intervention classes will be available for students needing extra support. Students on IEP's may receive their supplemental block from the special education teacher. However, when a special education student is better suited, based on the goals of their IEP, to join an intervention block facilitated by the intervention teacher, this may occur. In such cases, the special education teacher will continue to engage with the student, the team of core teachers and all other professionals supporting IEP goals. Break out rooms will be provided for children who need quiet areas for assessment, a place to calm down, or a place to get additional individualized and small group instruction.

In addition to weekly team meetings in which assessment of, evaluation and progress monitoring of student progress toward IEP goals will be embedded, NHS will regularly evaluate and monitor the progress and success of our special education students during IEP specific team meetings. Parents/guardians and the student will be part of these meetings. The meeting will be an annual review, along with additions, revisions to the individual student IEP, or program exit. These meetings will be documented and then communicated to the general education teachers so that these teachers could join in on the conversation or be contacted regarding what was discussed and be provided with next steps. Furthermore, data gathered through aforementioned competency-based programming will offer extensive progress monitoring that will be

triangulated with other data gathering. District and state level data will also inform progress monitoring and evaluation of IEP goals. Finally, when needed, regular assessments with accommodations outlined in student IEP's (such as but not limited to: a quiet area, extended time, a scribe, instructions read out loud) or alternative assessments created by special education teacher will be provided.

Our school culture will provide an inclusive atmosphere in which each student is appreciated for their unique talents and contributions to the learning community. As much as possible, NHS will hire experienced teachers who have successfully served the needs of mild and moderate special education students in the mainstream classroom. New teachers will be expected to attend trainings (outside conferences, workshops, seminars, courses) that will support the training necessary to ensure special education student needs are met in the an inclusive setting. In addition, NHS will incorporate school-wide professional development on meeting the needs of exceptional learners into its summer training, curriculum training, and regular professional development planning. The team atmosphere—including extensive shared planning time—will also allow for and require that the special education team support and collaborate with core teachers. Finally, regular observations and teacher coaching will include differentiation strategies that support learning differences.

NHS will house a Center Based Program for students with severe special needs. This program will be fully incorporated into the NHS culture allowing enrolled special needs students to benefit from the LRE and modeling of their peers, while simultaneously benefiting the mainstream student population through exposure to the unique gifts, needs, and contributions their special needs peers provide. As much as possible, NHS Center Based students will participate in general education coursework, competency-based learning and the IB diploma programme. As a safety net and when necessary NHS shall provide opportunities for students to graduate through the district's General, General/Combined, Work Experience, or Designated pathways to graduation. These diploma options will also follow all NHS curricular waivers and students will participate in the NHS educational program.

All service providers, such as school psychologist and social worker and nurse, at Northfield High School will be interviewed by the principal, and at the principal's discretion a hiring committee. The structure of the interview process is at the discretion of the principal. It is only with the approval of the school principal, post an interview, that a service provider may begin working at Northfield High School unless the district requires temporary services to serve a student with a disability. Should the school choose not to opt-out of district services, the district will provide additional candidates for any positions at the principal's request if available. In all cases the school will provide adequate services to all students.

F. Academic Intervention & Acceleration

Along with dedicated shared planning time discussed in this application, cohort teams will engage in a regular data team structure that will allow NHS staff to quickly identify students in need of academic intervention and acceleration. Staff will collectively design a data team protocol that will embody a "Plan, Do, Check, Adjust" model and the "Teaching/Learning

Cycle” to ensure continuous quality improvement in order to meet or exceed our achievement goals. This process is as follows:

1. **Plan:** The staff of NHS will meet on a regular basis to collaboratively plan quality instruction and create common formative assessments. Specifically, teachers will identify the unit’s learning objectives based on the IBDP, learning competencies and CCSS. They will strategically group students, select the appropriate instructional approaches, choose the best resources for the unit and create authentic performance-based assessments.
2. **Do:** Teachers, interventionists, advisors and other appropriate staff will implement the instructional approaches and performance tasks created in the planning stage of the process. They will gradually release support for the students as new learning occurs.
3. **Check:** Teachers, interventionists and other appropriate staff will collect information about the progress of their learners. They will collaboratively assess student work to establish inter-rater reliability and analyze the data gathered from the assessments. Students will receive descriptive feedback that allows them to focus their learning and adjust their performance. Teachers must be able to answer the following questions about each student: 1) *What does the student know?* 2) *What can the student do?* 3) *What does the student need to do next?*
4. **Adjust:** Teachers and interventionists will adjust their instruction and assessments based upon the data that they accumulated in the previous step. They will strategically re-group students based on performance data. Those students that need additional time and attention with a particular learning objective will be allowed that time using a different instructional approach in a more individualized setting. Those students that demonstrated proficiency with the previous learning objective will be able to move on to their next learning objective.

NHS views Response to Intervention a whole-school intervention model that improves educational outcomes for all students (including English Language Learners, at-risk students, underperforming students, and gifted and talented students). The NHS RtI approach is elaborated upon below.

NHS will implement a RtI program to differentiate and support each individual student’s academic needs. Data will be used to monitor student progress, identify students who are struggling and accelerating academically, implement strategic interventions, adapt interventions to student performance and identify students with learning challenges, disabilities, and acceleration needs. The NHS RtI model will be based on the Colorado (CDE) Multi-tiered Model of Instruction and Intervention:

1. RtI starts with high quality instruction in every classroom.
2. Achievement data drives all RtI decisions.
3. Regular progress monitoring is essential for the RtI process.

4. Data will inform re-grouping decisions every 6 weeks.
5. RtI is a tiered program:
 - Tier 1 = instructional rigor, data-driven instruction and best practices in every classroom. This applies to 100% of students.
 - Tier 2 = small group interventions of moderate intensity to address learning or behavioral challenges for most at-risk students (5-15%).
 - Tier 3 = individualized interventions for students (1-5%).

There are no lines between the three levels as they are designed to be fluid. With all three tiers, teachers are constantly re-assessing students to determine whether interventions are successful or whether new strategies should be used. In order for RtI to truly be successful, there are six components to the model that must be in place: leadership (see Leadership Section), problem solving (Team collaborations, Ongoing PD, Plan/Do/Check/Adjust), curriculum and instruction (Discussed throughout Education Section), assessment and monitoring (Plan/Do/Check/Adjust), positive school climate (See Culture Section), and family/community (See Culture Section). Each of these six components will be expected at NHS, resulting in climate where RtI permeates the school's culture and practices, ensuring that all students are learning.

Data teams will examine big picture 'gap data' on a consistent basis. The CSC will also be engaged in monitoring of 'gap data' at least every other month in order to ensure that multiple stakeholders are carefully monitoring. This may include released PARCC and SPF reports with disaggregated proficiencies based upon ethnicity, race, free and reduced lunch, gender, ELL, GT, and SPED status. Additionally, teacher teams will regularly monitor formative measures inclusive of student performance through our competency-based approach. Finally, teacher teams will also monitor IB exam performance. These data points will be triangulated to ensure a full picture of learners is painted. Team members will consider both status and growth when examining these data points. Careful attention to 'gap' trajectories will be explored. If gaps exist and trajectories do not show timely closure, corrective action will occur. Corrective action will be specific to the types and extent of gaps and could include: targeted professional development, shifting or reallocation of resources, supplemental material adoption, changes in staffing, curricular and programming audits.

G. Gifted and Talented Students

Through inquiry-based learning and student-centered classrooms, NHS will encourage and embrace creativity and divergent thinking amongst its students. The school's culture will place an emphasis on fostering creative thinking, high levels of achievement, and embracing challenges. All teachers will have training on teaching exceptional learners, including gifted students and divergent thinkers. Specific instructional programs, practices and strategies that NHS will employ to build and enhance the abilities of all students include:

- Strategic grouping of students for instruction.
- Push-in programs on an as needed basis for added enrichment in math, science, literacy or social studies.
- Accelerated, student-paced learning within a content area or across grade levels.

- DPS special programs such as Destination Imagination, Shakespeare Festival, The Young Author's Conference, Spelling/Semantics Bee, Brain Bowl, Robotics, and Mathletics.
- Completing MOOCs and other extended learning opportunities under the guidance of a teacher.

Moreover, through partnership with the DPS GT High School Coordinators, NHS students will benefit from support in the following ways:

- ✓ Collaborate with school advisors, staff and administrators in support of gifted and talented students; assist to streamline students to success in post-secondary education/career
- ✓ Create a supportive environment and presence for gifted students and families that includes appropriate class work, schedules, extended learning opportunities, and common post-secondary goals
- ✓ Collaboratively plan and guide GT students to their goals
- ✓ Establish and nurture high school relationships with GT students and families
- ✓ Support and guide GT Students off track to graduate
- ✓ Design and collaborate with staff development and teacher training for advanced learning
- ✓ Provide resources and make district connections
- ✓ Strategize and track structure, action items and value-based results for year two of high school GT programming
- ✓ Support retention and drop-out prevention of GT students
- ✓ Bridge ELA and underrepresented GT staff /student relationships
- ✓ Monitor the progress of GT students
- ✓ Coordinate smooth, seamless strong and fruitful 8th to 9th Grade and 12th - College transitions

H. Supplemental Programming

A goal of NHS is to create and foster a learner-driven culture. As such, students are expected to take an active role in their own education. A positive school counselor (called Advisor) to student ratio of 1:80/90 will allow for intensive work with each student identifying strengths and growth opportunities, exploring the passions and interests unique to each student and determining a meaningful and deliberate course of study. The Freshman Seminar (described in School Culture) will initiate this process, but the journey will continue through graduation. The required IB Extended Essay is one way that students may demonstrate their growth.

We will also have an experiential learning component during which students take learning experiences outside of the school walls. This can range from apprenticeships in a specific craft, to work in a science laboratory, to volunteer work. This program will also count toward the service credit necessary to earn the IB diploma, which is the expectation for all students.

Our expectation is for students to have the space and time within their 4 years to expand their knowledge of core subjects, but also to develop an awareness of and commitment to intellectual challenge. Students in 11th and 12th grade may also relish an opportunity to serve as mentors to incoming students. Providing a wealth of leadership and enrichment opportunities for students

throughout the school including, such as, athletics, extra-curricular, student government, yearbook, debate, arts, and National Honor Society will foster the well-rounded student. Students will have a strong sense of connection to each other and to an adult in the building.

Athletics programming will be provided insofar as it aligns to the school vision and mission with the primary focus on academics. Students will not miss significant amounts of school time for athletic events as practices will take place after the school day and games will be scheduled for dates and times that do not interfere with the school day. Northfield High School has increased the minimum eligibility requirements for student athletes, as permitted by CHSAA regulations, to a minimum 2.7 GPA (B- average) and student athletes must meet expectations on the IB Learner Profile Traits. CHSAA regulations will be followed by all NHS athletics teams and will serve as the sole set of policies followed in all questions related to athletics. The DPS Athletics department will follow the criteria established above in working with NHS.

On Friday's last period may be dedicated to no-prerequisite electives subject to sufficient qualified volunteers. During this time community members will volunteer to teach an 8 week long seminar (that meets once per week on Fridays for 45 minutes) in their area of professional expertise. Volunteers may teach courses on topics ranging from medicine to law to real estate to criminal justice to public service. All volunteers will be cleared by DPS HR department.

Section IV: TEACHING

A. Teacher Recruitment, Hiring & Retention

First and foremost, candidates must demonstrate that they are a strong fit with the school's mission and values. They must believe deeply in the ability of all of our students to succeed. Applicants will be expected to show evidence of their own individual academic success and that they are lifelong learners, have experience teaching a similar student population and demonstrable student achievement in classes they have taught. Applicants will be expected to have exceptional command of the subject matter and to possess an engaging and inspiring personality in working with adolescents and an effective and inspiring classroom management style. All staff will need to show a strong work ethic, self-discipline, and a willingness to assume responsibilities beyond the classroom. Applicants must exhibit the personal characteristics we are hoping to instill in our students, including, but not limited to: intellectual curiosity, civility, honor, adaptability, and compassion. Candidates must have the capacity to communicate and work effectively across differences of race, class, gender, and sexual orientation. Applicants should be able to demonstrate culturally responsive practices and a disposition that embraces diversity and de-tracking. Applicants must demonstrate an ability to use academic material to develop students' core competencies to prepare and inspire them to be learners, inventors, creators, and citizens of the 21st century. NHS will hire a team of teachers with a range of experiences including some teachers who have IB experience—although this is not a must as all staff will take part in IB training and professional development—and those with experience in competency-based teaching models. We will also be looking for teachers who have the requisite degrees to support concurrent enrollment programs.

These qualities are essential in creating and maintaining an environment of academic rigor in which our students learn to be critical thinkers and problem solvers, adaptable, collaborative, curious, and effective communicators.

We will follow mandatory Federal Law regarding “Highly Qualified” teachers, in accordance with the Elementary and Secondary Education Act (ESA). Staff who teach core subjects must be “Highly Qualified” in both their content area, as well as their grade level (Secondary Education). As such, candidates must have a bachelor's degree, full certification, and pass the state's content examination in any field in which they plan to teach or have 24 semester hours of preparation in each subject they plan to teach. As per DPS, “Teachers are not considered highly qualified if certification / licensure requirements have been waived on an emergency or temporary basis. Teachers enrolled in the Teachers in Residence program are considered to have the necessary certification” (NCLB). Outside of core “Highly Qualified” mandates we will not require staff to be “Highly Qualified.”

Prerequisite qualifications include the aforementioned qualities, as well as a willingness to work collaboratively with other teachers to facilitate the sharing of best practices and an interdisciplinary course of study. Teachers must be capable in their content areas so that they can focus on fostering a learning environment that is organized, adaptable, rigorous, inspiring and relevant for every student. As the school grows from one grade level (9th) to 4 (through 12th), teachers will be expected to be adaptable to the unique needs associated with having a small staff

and growing student body. Because the staff will grow quickly in relation to the student body, teachers will be expected to assume leadership and mentoring roles within the staff.

NHS will use the following criteria in recruiting and hiring teachers: Applicants for all staff positions will be screened using the most robust standards and a rigorous application and interview process that will be facilitated by the building leader and an interview committee a rigorous application and interview process that entails the three stages will occur:

- 1) **Application Submission:** Along with a resume and cover letter, applicants will be required to submit transcripts including ACT/SAT scores, lesson plan samples, a unit plan, and respond to a prompt related to the school plan and mission. Sample lesson plans and the unit plan will be evaluated on the candidates ability to demonstrate an understanding of various learning styles, pacing, high expectations, differentiation, data-based decision making, and particularly, using academic content to develop students' core competencies. The hiring team will evaluate each application looking for criteria mentioned above. The hiring committee will create a rubric to ensure each quality is captured and evaluated.
- 2) **Group Interview:** Applicants who pass the paper screening will be invited to a group interview with other candidates. The group interview consists of 3 tasks.
Task 1. A mock teacher cohort team meeting in which candidates discuss a class data set and the strategies they would apply to support the students in their learning. This task models Northfield High School's distributed leadership structures and teacher cohort teams in which faculty loop with students from freshman year to graduation
Task 2. Viewing a video of a teacher and providing and receiving feedback using specific indicators from the LEAP Framework. We focus feedback on indicators LE.2, I.2, I.6, I.7 in the LEAP Framework that can be found at this link <http://leap.dpsk12.org/LEAP/media/Main/PDFs/Framework-for-Effective-Teaching-2014-15.pdf>. This task models the embedded professional development and peer to peer observation system we will be using at Northfield High School.
Task 3. Discussing the specific instructional strategies and assessments each teacher would develop for a topic in their content specialty. Sample topics include causes of the Great Depression for history candidates, quadratic equations for math candidates, electromagnetic radiation for science candidates, autobiography for advisor candidates, and reader constructed meaning for literature candidates. Candidates are asked to respond to three prompts
a) How would you teach the topic to students with varied levels of incoming preparation?
b) What do you think would be most difficult for students to grasp and what teaching strategies would you use to address that?
c) Describe the leveled assessment tasks you would create for the topic that would apply the Northfield HS competency-based learning approach and challenge every student in the class. This models the Northfield High School philosophy of teaching which includes school-wide detracking, an IB for All curriculum, and a competency-based approach to teaching.

- 3) **Teaching demonstrations at feeder middle school:** Candidates who demonstrate necessary attributes measured in the group interview will be invited for a demo lesson at a feeder middle school or at another school. In this final process, candidates will engage in a teaching demonstration with a middle school class similar to their content area. Additionally, the candidate will push in to other classes and work with students in small groups and one on one. This final process evaluates the teaching potential and candidate's ability to connect with youth. Should candidates reside in a distant location, they will be asked to submit a video of themselves teaching a lesson and facilitating a class in lieu of traveling to the feeder middle school. This process will end with debrief of the lesson and experience will be facilitated with the building leader. The hosting classroom teacher, students and the candidate will all be in attendance for this final piece.

Additional follow up may occur at the discretion of the school leader prior to making an offer to top candidates. NHS will follow a similar annual process to the above process with adjustments as deemed suitable (for example demo lessons going forward will take place at NHS or possibly a teacher's home school or the process may be enhanced or streamlined) as we add new quality members to our team.

The recruitment and selection process for teachers for NHS will happen on an as-needed basis and is not limited to the DPS hiring window. Job descriptions, requirements and qualifications will be posted through multiple websites, career fairs, partner organizations (IBO) and professional networks (ACSD, CASE, CDE, etc.). We are committed to expanding the usual outreach in order to recruit a diverse and talented group of applicants. All available local and national forums for teacher recruitment will be utilized to ensure that NHS attracts the best talent available. For instance, the school leader has begun to develop relationships with the Teach For America Alumni office, the Mayors office, Urban League, and Colorado Chamber of Commerce to ensure diversity of applicant pool. The Principal will work closely with DPS Human Resources to create job profiles, post positions, and screen/hire applicants. The Principal will make all hiring decisions in the schools initial year(s). The goal is to have all teachers hired by June to allow for intensive preparation and professional development to prepare for the following school year. This preparation is detailed below, but includes a two week summer institute focused on team building, competency-based model, IB training, norm building, positive psychology, and unit design. Summer Institute is budgeted for with stipends allotted for teachers, as their regular salary will not begin until the start of the school year.

At the very start of the application process, teachers are made aware of all waivers to the collective bargaining agreements that are included in the innovation plan and are provided with this innovation plan. Specific waivers include but are not limited to: Initial hiring of teachers are at-will employees with dismissal for any lawful reason, teachers that receive ratings of effective may be provided annual contracts, curriculum waivers, waivers from DPS interim assessments to be replaced with competency-based tasks, the ability to make modifications to LEAP described in detail below, waivers from Denver Public Schools hiring processes, waivers from aspects of DPS union contracts, waivers from DPS professional development and curriculum. For a detailed description of waivers and replacement policies see Appendix.

Our recruitment and selection process will be reviewed and revised by the school leader as

needed.

All teachers at NHS will be expected to demonstrate cultural competencies by understanding, inspiring, and communicating effectively with fellow staff, students and families across differences of race, class, gender, and sexual orientation. Classrooms that are culturally relevant enable each student to relate course content to his or her cultural context and, therefore, find personal meaning in academic content. Staff that are culturally proficient are able to bridge those connections in the classroom in a positive and inclusive manner. Students of all backgrounds, ethnicities, cultures, native languages, and learning preferences will be encouraged to attend NHS. Geneva Gay in *Culturally Responsive Teaching: Theory, Research, and Practice* identified characteristics of culturally relevant teaching that include: validating and affirming, comprehensive, multidimensional, liberating, empowering, and transformative. These competencies will be developed through incorporation in regular professional development, curricular planning, instructional delivery, and daily routines. For instance, teachers will engage in a book study exploring culturally relevant pedagogy and lesson study during our professional development cycles. Every team member will know, understand, and work with families that come from different race, ethnicities, and linguistic backgrounds, expose children to role models from their own culture as well as those from other cultures, and utilize students' cultures to help them learn the subjects and skills taught in school. The NHS interview process will screen for candidates that match this vision of cultural competency and our school mission. The hiring team will screen for these proficiencies by looking at lesson and unit design that incorporates cultural relevance and watching for how candidates connect with diverse peers and students throughout the interview process.

With the success of our rigorous screening and hiring process, our staff will provide a firm foundation for the growth of NHS from one to four grade levels. We understand that retaining a qualified and engaged staff is essential to the success of our school and our students. We will target a 90% retention rate, without sacrificing our standards for quality teaching. We will insist on the same culture of excellence for the work of our teachers that we do for our students. NHS sees retention resulting from building an intentional environment in which teachers enjoy the work, are empowered to influence their surroundings, have the opportunity to take on leadership roles, and identify with the school mission. School conditions that are found to impact teacher's ability to thrive include interpersonal and organizational contexts (Johnson, Kraft & Papay, 2012), or as Bryk and Schneider (2002) coined, "relational trust". These social and transformative conditions include collaborative interactions and shared investment between teachers, students, families, and administration (Johnson et al, 2012). Our goal is to provide leadership and mentoring opportunities for all staff members and to, thereby, fully support the career growth and goals of each staff member. Primarily, the NHS Distributed Leadership model (See Leadership Section) inclusive of a cohort team facilitator and deputy, a department team facilitator and deputy are examples of structures that will allow for teachers to take on leadership on a rotating basis. An experienced teacher will mentor all new teachers. Pending the budget, NHS leadership is exploring the option of teaming new teachers with an experienced mentor to co-teach one section of their teaching load. Additionally, NHS will embed the Positive Psychology principals to teacher development, understanding that research supports a "Know Thyself" model in ensuring teacher longevity and capacity to thrive (Britzman, 1991, Danielewicz, 2001, Lipka & Brinthaupt, 1999, Nieto, 2003; Palmer, 2007)

Each teacher will meet with the Principal, or designee, annually to discuss teacher directed goals and growth opportunities. The Principal will offer input to teacher directed goals when necessary. Professional development opportunities will be abundant and delivered weekly during dedicated planning time and during summer institute. Staff success and growth will be widely recognized and celebrated.

Each faculty member will develop an Individual Professional Development Plan (IPDP) that covers a 3-year period and serves as a framework for the teacher's individual professional development and informs collective PD. As part of the plan, the principal will seek to identify ways in which the school can support the staff member's goals, whether by adjusting schedules and assignments or by participating in programs and opportunities offered by DPS, professional organizations or institutions of higher learning. In addition, teachers will have the opportunity to participate in a professional development unit (PDU's) for extra pay and learning (as per Pro Comp). Although NHS is able to opt of DPS professional development in favor of a competency-based teacher PD model, teachers will still have the opportunity, to the extent that it does not interfere with teaching responsibilities and the school day, to participate in and share their learning through DPS's Teacher Leader Training, Empowering Excellent Educators, and Professional Content Knowledge initiatives. Our staff members who participate in trainings will have the opportunity to train other teacher leaders in the building; thus, developing capacity in others and an organizational 'leadership pipeline'. Excellence in staff and faculty performance will be recognized and celebrated at monthly meetings where teams will share Interim assessment data and team SMART goal results derived from the performance based tasks in each unit as per our student competency based approach. Standardized test results –inclusive of PARCC and IB exams—will be published by grade level and posted to the school website where recognition will be given to excellent performance.

We acknowledge that teachers who are fulfilled, challenged, and inspired will lead to students who feel the same. As such, we consider the development, achievement and retention of our staff a parallel goal to student achievement and retention.

B. Teacher Coaching

The primary goals for teacher coaching at NHS are to increase instructional efficiency and efficacy through a rigorous and collaborative culture. Specifically, we will use peer and administration facilitated coaching to ensure that teachers meet and exceed “effectiveness criteria” on the LEAP framework, or a modified LEAP framework. Our teachers must produce results as measured by formative and summative data measures. The school will use ‘peer coaches’ based on experience and effectiveness scores, per the LEAP framework, or our modified LEAP model, to lead and coach other teachers. We will not be using outside peer observers preferring to include NHS peer observations as part of our teacher cohort, distributed leadership and professional learning community model. A subset of Peer Learning Observers (PLO's) will support teachers in their coaching cycles to allow for learning labs, videotaping and other reflective practices. As stated by Paul Bambrick-Santoyo in *Leverage Leadership*, “By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.” Based on this research, our schedule enables our teachers to offer and

receive regular feedback, either through peer-to-peer “mini-observations” and/or principal conducted observations.

NHS’s culture will emphasize lifelong learning and the relentless pursuit of excellence; therefore, the leadership of the school will fully support the career goals of its faculty and staff and uphold high standards and expectations for teacher performance. Teacher coaching will be an essential aspect of the school culture and take part throughout the day. The principal and peer coaches who are the entire collegial faculty will schedule regular coaching cycles that are customized to each teacher’s IDPD. Coaching will be focused on helping our teachers achieve their goals while enhancing the learning experience and achievement of every student. As we use the “Competency Based Learning” framework to structure our learning, teachers will receive regular and continual coaching related to distilling the essence of course material into discrete competencies and outlining various paths by which students can achieve and demonstrate mastery of various degrees. Coaching will be focused on ensuring that student instruction is relevant, engaging and differentiated. NHS teacher “Competency Based Learning” framework will be created to fit a personalized learning paradigm.

All teachers will observe 2 peer classrooms for 15 minutes every six weeks. Since we will operate on a Block (A day/B day) schedule, on the opposite week, that same teacher will provide feedback from the observation. The Principal will do the same, but will commit to at least two teachers per week. In this rotation, each teacher will be observed or provided feedback by two different people around two indicators from the LEAP framework. One indicator will be from the ‘Learning Environment’ domain and one indicator will be from the ‘Instruction’ domain.

We will use the LEAP framework, or a modified LEAP framework, and will emphasize areas depending on our PD focus and assessed teacher need. Teacher coaches will focus on “Common Teaching Recommendations of National Curriculum Reports,” a common set of principles widely believed to be characteristic of quality instruction that promotes a caring community in which learning takes place daily by each student. Teacher coaches will focus their attention and feedback on developing and sharing characteristics of exemplary teaching.

In conjunction with the Teacher observation and feedback discussed above, faculty lesson plans will be submitted weekly and reviewed by a peer, team facilitator, or the Principal. NHS’s focus on “Competency Based Learning” will require that specific attention is paid to an instructor’s ability to distill each segment of the course down to its core competencies and that instruction facilitates a learner-guided process of discovery and mastery. Instructional planning is expected to be thorough, relevant, and completed well in advance of instruction to allow for a well-developed and transparent scope and sequence at the onset of each course. As indicated above, teachers will submit weekly lesson plans. Additionally, as each team develops their competency-based interdisciplinary units, these will also be submitted for review and feedback. Teachers will be working collaboratively on planning during their common planning time periods and weekly Professional Development. Our model is focused on doing depth versus breadth of coverage. Our model will focus on allowing teachers to collaboratively design quality lessons that engage students, are rigorous, and offer differentiated supports for each student to access the content. Shared daily planning time of one period and a collaborative and interdisciplinary faculty focus will encourage the informal sharing of instructional plans. Peer and

Principal observations will allow more formal feedback. Professional development will be provided to assist a new faculty in employing the competency based model for planning and instruction.

C. Teacher Evaluation

Teachers will be evaluated using the DPS LEAP evaluation frameworks, or a modified LEAP framework, which include student growth data as measured on standardized assessments, principal observations and student feedback. Standards of performance, relative to our Competency-Based learning model discussed above, will be developed by the administration, will be transparent to the faculty, faculty will be supported using directed professional development, and will meet and exceed existing DPS standards. NHS in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth. The school leader and faculty will collaborate to develop this modified framework in the event that the modified LEAP framework is approved by the district HR and LEAP team. The modified LEAP Framework would maintain all the domains within LEAP and would have the ability to modify the specific indicators and language to support the vision for teaching and learning at Northfield High School.

All teachers will be evaluated 4 times per year using the DPS Effective Teaching Framework, or modified LEAP Framework. Evaluations will focus on specific, school-wide indicators. The evaluating administrator will perform 2 of the observations and internal peer observers will perform the other 2. These evaluations will be based on 15-minute observations. All teachers and administrators will be trained in the LEAP evaluation framework. Administrative and internal peer observer scores will be documented in the LEAP framework system – SchoolNet. In addition to the 15-minute observations, the Principal will perform additional observations and classroom walkthroughs regularly for all teachers, as mentioned in the coaching section above. He will provide the observed teacher with specific and useful written feedback regarding what was observed in the lesson and allow time for the teacher to meet and discuss the observations.

The development of our teachers and their progress toward attaining their own career goals is a critical component of our assessment of our school's success. The Principal, Administration, and peer leaders will coach teachers in the development of rigorous and attainable individual goals, and those goals will inform the professional development of each faculty member. NHS will use the LEAP evaluation system framework, or modified LEAP evaluation system framework, and observation tools to set individual performance goals at goal-setting conferences which will occur at the start of the school year.

Teachers, in consultation with the Principal, will set goals for themselves around student growth using the competency-based assessments and the LEAP Framework, or modified LEAP Framework, for Effective Instruction. They will choose one area of focus, or indicator, within the 'Instruction' domain as a personal focus and the school will also choose another indicator focus to support school-wide success on systemic goals.

Individual, grade level, and collective evaluations will be used to drive professional development. Professional development resources and opportunities will be directed strategically at areas of instructional weakness identified by LEAP, or the modified LEAP. This may include whole group professional development training on a specific area on the LEAP framework, or modified LEAP framework, alterations to teacher goal setting, a team book study, and/or sending teachers in need to specific workshops, seminars, or trainings. It is expected that teachers will demonstrate growth in areas of weakness, instruction will improve and; as a result, student engagement and academic achievement will improve as well.

Any approved modifications to the LEAP evaluation frameworks shall be consistent with SB-191 policy.

NHS will use the LEAP framework, or modified LEAP framework, with competency-based modifications discussed above—as our teacher evaluation system. The LEAP, or modified LEAP performance management will be implemented. Teacher performance data, student surveys and student achievement data are used to establish a fair assessment of a teacher’s overall performance. In subsequent years, teachers and administrators will use LEAP data, or modified LEAP data, to guide the setting of professional goals and professional development priorities. Using the LEAP framework, or modified LEAP framework, will enable us to have a concrete and thorough set of criteria to use in evaluating our faculty, thus enabling relevant and useful feedback and targeted professional development.

If a teacher’s performance is deemed unsatisfactory, either by LEAP scores, modified LEAP scores, and/or student data, the steps to be taken include coaching from the school leader or a peer, depending on the specific needs of the teacher. If performance still does not improve, the administrative team and Human Resources will consider possible termination. When it is determined that an employee is under an improvement plan the school can post the job position immediately and will hire pending an actual vacancy. This process is designed to ensure that students have a qualified instructor immediately, even under circumstances when the teacher changes.

D. Professional Development

The principal in consultation with teachers will determine guidelines and rationale for attendance of school personnel at professional meetings. The school’s professional development plan is specified in the innovation plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school’s mission and vision. All of the school’s professional development shall be approved by the school’s principal. The school retains the option to participate or not participate in any professional development programs offered by the district at the principal’s discretion.

With support from DPS, the school planning team held a focus group with the goal of developing an innovative professional development plan for NHS that is included in the Appendix. Below you will find a shining example of an outcome from an imagined teacher’s perspective that resulted from the design session:

- “As a professional, I have always been concerned with improving my practice. Because of this, I have engaged in many professional development opportunities throughout my career and focused on reflection as my main avenue for improvement. In starting at a new school, I was excited to see what opportunities for continued advancement were in store. At this school, I am a part of a competency-based PD system that allows me to choose which skills I need to work on and then demonstrate my proficiency in a process of peer-review and micro credentialing. At its most basic, I get the PD structures I need in order to advance, exactly when I need them. When I need coaching to improve, I get coaching. When I need a best practice protocol to improve, I get it. When I need a team to collaborate with in order to problem-solve, I get together with my team. This is the most supported I have felt within a school. But, it doesn’t stop at where I need to improve. Because I am a part of this community of teachers, I am able to leverage my skills in teaching and learning to help others. I have already been given a series of Badges based upon these skills in order to help other teachers identify whom they should come to for support. I had to demonstrate my proficiency on these competencies at the beginning of the school year, and because of this, I lead the review team for other teachers who are still in the process of learning the skill. All of our competencies, for which we choose professional learning structures and the various ways to demonstrate our learning, are based upon the modified LEAP Framework because it allows us to see the direct connection from professional learning to success in the classroom. At the beginning of the year, we identified those competencies most important to improving our individual practice and those that we have the most capacity to support others with. We were charged with demonstrating our proficiency using things like video captures of our classroom, collaborative lesson planning documents, or reflective blog posts but we can choose other ways of demonstrating if we work with the “competency leads” to make sure they still fulfill our needs. Much of our work is collected in an online portfolio, and each time we make progress on our competencies, it shows up there too. At least once a week, we have Common Competency Time, in which we work both on our learning and leading competencies. The best part about this process is that we get to use student data and evidence to prove our competency choices are having a direct effect on student learning. This is a huge shift from how I have done PD in the past, but I really like how much choice and ownership I can take in this work, both as a learner and as a leader.”

As exemplified in the above narrative, NHS leadership believes in trusting and supporting teachers and school leaders to make the decisions that will be in the best interest of our students. That the skill needed to make these decisions well is best developed in peer-to-peer learning communities focused on reflective practice; teachers reflecting on planning, instruction, and assessment; leaders reflecting on enabling conditions for student learning. Thus, an individual’s professional development should be explicitly aligned to the outcomes to which that individual is held accountable. To the greatest extent possible, each teacher in collaboration will determine the focus of professional development with his/her mentor or Principal. NHS believes that teachers’ and school leaders’ efficacy for their students increases substantially if they are supported by an effective community.

NHS Professional development will work according values of integrity, students first, collaboration, equity, accountability and fun. Time will be prioritized for educators and leaders

to reflect on their development, work and learn from peers, and lead their own professional learning. Similar to NHS students, all staff will have access to just-in-time resources in response to learner needs. Teams will collaborate to ensure established effective practices are clear as expected outcomes of an individual's professional development. Teams will hold each other accountable to clearly defined outcomes, not pre-determined paths. Teachers and school leaders will be self-motivated professionals who are constantly growing within an authentic and effective learning community, thus enabling them to make the complex decisions that will increase the academic achievement and personal well-being of each student in DPS.

After training on the IB model, Positive Psychology, and competency-based curriculum design, there will be dedicated time during summer institute for teachers to become familiar with and select/propose competencies on which they would work during the year. Teachers will have at least one period of collaborative time each day dedicated toward meeting the objectives of this PD model. At the end of the year, teachers will complete final submissions of a competency-based professional project, connected to their predetermined learning goals and related peer reviews.

On top of the 10 days of summer onboarding, NHS will have one period per day dedicated to teacher collaborative planning as part of their ongoing professional development. Additionally, as shown in the school schedule, teachers may have 1 hour of dedicated professional development time. Pending the development of a service learning program this time may occur during an early 0 period for teachers on Fridays when PD will start at 7:30.

Competency Based Professional Development will leverage the innovation status and goals of NHS. This PD strategy includes the following:

- a) Adoption of a common set of competency standards aligned to school goals and defined by role. Some are defined as non-negotiables by school leaders, while staff will define others.
- b) Within this framework, teachers identify areas where they need competency improvement, including some that may not be specifically identified as school-wide goals.
- c) A rich and varied set of aligned opportunities is provided to teachers to fill those competency gaps, which could include coaching, job shadowing, choice-based classes, workshops, or online learning modules.
- d) Improved teacher competencies are verified through assessments, observation, or portfolio work.
- e) Peer support or mentoring is offered to help teachers carry forward improved practice to the classroom. Teacher competency development is refined and iterated in a continuous-improvement cycle.

NHS will align PD with student competencies. As mentioned in the Education Program portion of this application, staff will engage in regular data analysis that will drive continuous interdisciplinary unit design and refinement.

Badges and Rebadging will be a critical part of our PD model. Badges have expiration dates and will need to be renewed/updated and re-evaluated. Badges will work in a series of micro-credentials and macro-credentials. Micro-credentials are those discrete skills that are part of a larger competency skill. Macro-credentials are those larger competency skills that demonstrate a

variety of micro-credential skills. In order to deploy initial badges teachers and the principal will collaboratively define the school competency focus during designated summer onboarding. One essential focus will always include ensuring the cultural competency necessary to effectively serve linguistically and culturally diverse students. Once all school competency foci have been determined, the teachers will act as a peer review panel to credential each other. This process will determine whom the competency leads will be based on faculty who are badged in specific competencies. All teachers will have opportunities to serve on the peer review panels.

In order to sustain badges, teachers can propose and develop their own micro-credentials that may be outside of the core-identified competencies. The community of people working on a particular competency (whether learning or leading) is those that ultimately decide whether or not the outcome has been reached and a badge should be awarded to a member of the community. Peer review processes will occur periodically, during regularly scheduled PD, as the way for a badge to be awarded. Since learning is an ongoing process badges expire so new and deeper learning is encouraged to occur.

D. Pedagogy

As discussed in the Education Program section the instructional vision for NHS assumes that pedagogy and curriculum design are inextricably intertwined. The central focus of NHS instructional methodology is competency-based learning. Teams of teachers will develop performance tasks that students must complete to demonstrate their level of competency with the content. Each class will be designed using an enhanced discovery-based pedagogy. These practices, similar to a constructivist paradigm (Piaget) entails setting up the resources and conditions for the learner to uncover the knowledge base, rather than directly supplying this knowledge or conceptual framework. This approach has a wide evidence-base. For instance, in a 2010 American Psychological Association meta-analysis found that discovery based learning that incorporates feedback, work samples, scaffolding, and student elicited explanations show statistically significant student gains.

Within the discovery-based pedagogy, NHS will customize curriculum and service experiences to ensure responsiveness to student linguistic and cultural backgrounds. This will include active teaching methods, methodology that offer consistent opportunities to “see themselves” in the curriculum, small group learning and student-controlled discourse (Ladson-Billings, 1994). Our Positive Psychology and tight-knit Advising systems (See Leadership Section) will be fundamental in supporting our asset-based Biography Driven Culturally Linguistically Responsive lens (Herrera, 2010) to curriculum and pedagogy.

NHS is dedicated to de-tracking. Thus mainstream classroom accommodations and push in supports will be the main strategies for student grouping. When absolutely necessary, pull out targeted interventions based on the specific student needs will occur. Grouping will be mainly heterogeneous, with occasional, flexible and targeted homogenous groups when necessary.

Teachers will use a variety of planning tools to support competency-based learning. Teachers will use an adapted UBD unit-planning template to prepare instruction. In addition, during our initial summer training, staff will collectively design a shared lesson-planning template that weaves in unit competencies, IB learning, CCSS, Sheltered Instruction, Gradual Release Model, SIOP and other student-needs based differentiation strategies.

Teachers at NHS will create shared Excel ‘data trackers’ that record student proficiency on all competencies. These ‘data trackers’ will be foundational to data team discussion, professional development days and our CSC monitoring of academic progress. Furthermore, our competency-based approach will clearly articulate to teachers and students alike what learning objectives must be met in order for students to meet or exceed proficiencies.

‘Data trackers’ will be adapted into student-friendly versions in which students will graphically display their progress towards standards and set learning goals. Regularly scheduled events will celebrate student academics through using routines that allow student-led ‘call-outs’ to their peers around academic celebrations such as perseverance, aptitude, high-achievement scores and over and above instructional success. We will also use this time to celebrate Positive Psychology character values that we adhere to at our school.

Section V: GOVERNANCE & FINANCE

School Governance

1. The school principal, supported and supervised by the Instructional Superintendent and advised by the NHS Collaborative School Committee (CSC) will govern NHS. Additionally the school leadership team (SLT) will include all members of the full time faculty in year one, and proportional grade-level representation thereafter or will be constituted as determined by the faculty. The NHS CSC will be designed to ensure educational and operational success. The CSC will include representation from the administration, staff, teachers, community member and parents. The purpose and scope of the CSC is to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. The initial members will develop bylaws that are in accordance with DPS policy and state law and that align to this innovation plan. The bylaws may include policies on membership, decision-making process, meeting structure, communications, and more.

Along with an active CSC, the school seeks to establish a culture of strong parent and student engagement, offering a number of opportunities to serve of committees. The following table lists some possible committee opportunities.

NHS Committees	
Committee Name	Responsibilities
Staff Support	This committee will coordinate monthly lunches or breakfasts for Staff. This committee will also plan activities for Teacher Appreciation Week each spring.
Fundraising	This committee will coordinate fundraising for NHS.
Special Events	This committee will plan and coordinate two student mixers/dances each school year. This committee will also include student representatives.
Partnerships	The committee will work to establish partnerships in the community.
Tutoring/Mentorship	Members will volunteer to serve as tutors/mentors to students and help coordinate the student tutoring/mentoring program at NHS.
Critical Needs	Members will work to provide material support to students in need of school supplies, clothing, food or other items in order to be healthy and successful in school.
Volunteer Coordination	Members will track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.
Visual and performing Arts	Members will support the visual and performing arts at NHS as well as other extracurricular activities. They will help promote performances, create and print programs, and help with overall logistics surrounding performances and activities.

2. The NHS CSC will determine meeting schedules and dates and meet at least quarterly. The meetings will be open to the public and will be held at NHS either before or after the school day. Meeting dates, agendas and minutes will be posted on the school web site.

The CSC will provide meaningful accountability and support of NHS's mission and vision by:

1. Advising on annual school performance goals and monitor school performance data including SPF, PARCC, school-based interim assessments, and internal formative data.
 2. Advising on the Unified Improvement Plan (UIP), education programming, budget and staffing allocations.
 3. Monitoring school culture.
 4. Establishing relationships with parents, community members, and neighborhood organizations to increase involvement in the school and provide a forum for community input.
 5. Providing input and feedback on the principal's involvement in and support of the CSC.
3. Throughout the year the CSC and the Principal will discuss and the CSC will advise on spending based on the goals for the school and any needed improvement. The Principal in collaboration with the Operation Coordinator will prepare the budget and present it to the CSC prior to submission to DPS. The CSC will have the opportunity to review the budget and evaluate how well it aligns with the school's goals and provide feedback.
4. In the event the NHS Principal vacates the positions, the Leadership Succession plan is as follows:
- In consultation with CSC, DPS will appoint an interim school leader if necessary.
 - In consultation with DPS, the CSC will identify an interview team.
 - This team, along with district leadership, will develop a job description based on faculty, parent, and community input.
 - This job description will then be posted on DPS's website and other external outlets.
 - Next the team will engage in application screening and scoring, followed by interviews including performance tasks such as classroom observations and feedback sessions.
 - The interview team will make recommendations and the CSC will select final candidates.
 - The CSC chair will submit two recommendations to Superintendent for final approval.
 - Once a candidate is secured, the CSC will announce position acceptance to the NHS staff, students, parents, and community.

As a distributed leadership team model, the CSC along with teacher leaders (see Leadership section) will rely upon the leadership pipeline as a proactive measure for succession planning. Additionally, if needed, the DPS superintendent will appoint an interim principal replacement in consultation with CSC while the above search occurs. These systems and the strong culture and

climate of NHS 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.

A. Budget & Policy Narrative

NHS will strive to ensure that our budget closely supports and aligns to our mission, vision and education plan. Using year 0 budget the following items ensured that the school's education plan was fully developed for the 2015-16 school year.

- One FTE allocation:
 - An operations Coordinator who worked closely with DPS facilities on monitoring construction and creating the operational systems and structures at NHS.
- Preparation, printing and copying of promotional and communication materials and a website upgrade for providing effective communication to the community about the school.
- Parent engagement activities that supported the communication and involvement of parents.

We will request additional start-up funding from DPS for years 0-3, similar to other new schools in DPS, to cover additional cost needed to operate a new school that is not fully populated. For instance, the Academic Pathways programming (see education section) will need to be fully staffed with qualified teachers in order to maintain program integrity. This additional funding will follow the standard funding model that DPS has provided to other new schools.

As an innovation school, approximately 90% of the total expense budget is allocated to classroom teachers. This budgeting approach is possible thanks to the flexibility provided by the school's innovation plan. The remaining 10% is allocated for the Leadership team and General Supplies. This closely aligns with the mission of NHS- to provide "Excellence for All" by maximizing interaction and instruction time for students with the top-notch teachers in every classroom. NHS will budget for staff positions based on average salaries.

Savings will be found in the flexible hiring rules found in the NHS waivers and replacement policies. For example, hiring unique job descriptions who will teach individual specialized courses within our pathways offers students a quality educational program at a cost-effective approach.

As mentioned in the "Governance" section, the NHS CSC will advise on budget, staffing and programming. This oversight will ensure that budgeting decisions are financially sound and align with the school's mission and vision. The Principal will directly manage the schools budget in collaboration with the operations coordinator.

NHS estimates that 50+% of our students will qualify for free or reduced lunch. This number was based on calculations of average FRL percentages in the known boundary area combined with average FRL percentages in the surrounding Northeast Denver area. With 240 students per grade in the school's first years this equates to 120 FRL students, with \$496 per pupil granted by the district. This equates to a total amount of \$59,520 for the 2015-2016 school year. Ensuring this level of socioeconomic diversity as the schools grows and as the high school age student population within the boundary neighborhood increases is a priority for the school.

No private revenue sources have been identified at this point but school administration and parent community will explore opportunities in this area and leverage innovation status by filing

a waiver to pursue additional funds. NHS will receive a waiver to fundraise and seek grants outside of DPS policy.

School leadership retains the option of contracting Food Services. NHS may hire non-certified unique job descriptions and/or independent contractors outside of the core subjects. These team members will be screened through DPS Human Resources and the school interview process and will undergo a DPS background check.

If anticipated revenues are not received or are lower than expected, we will decrease our expenses in a variety of ways. Given that our staffing model is built with very low overhead costs (an ancillary benefit of our distributed leadership approach) we will be easily able to adapt to any changes in enrollment. In schools with high overhead and large fixed administrative costs it becomes difficult to adjust to changes in expected enrollment. However, at NHS, given the fact that the vast majority of the budget is in classroom teachers, we will be able to budget specifically to student need. If enrollment increases the additional funding that we get from those students will be used to hire the teachers and counselors needed for those students. If enrollment projections are not met, we will not hire teachers and counselors who are not needed. Choice data from this year demonstrates the significant demand for seats at Northfield High School making any concerns about insufficient enrollment for the projected budget moot. Additionally we have flex funding starting in year 1, as indicated in the budget spreadsheet. The additional free sums will be used to adjust staffing and resource use based on the needs that become evident when the school has scaled up to full grade build-out.

NHS easily met its enrollment goal. Again we expect that this number will increase past year 5 as the student population within the neighborhood expands. This will include planning a school with academic and extracurricular choices that appeal to a variety of families and providing “Excellence for All” as depicted in the other sections of this application.

B. Facility

The Northfield High School facility will be located at 56th Avenue and Central Park Boulevard. Phase I is scheduled for completion in July 2015. Phase II (pictured below) is scheduled for completion in July 2018.



Appendix B: Evidence of Support – Key Stakeholder Groups

Administration Approval:

The school principal and administration fully support this innovation plan.

Teacher Approval:

On 8-10-2015 teachers voted to approve the innovation plan. 100% of teachers that voted through the secret ballot vote recommended approval of the plan. Of the 19 eligible voters, 15 voted to approve the plan and 4 did not cast ballots, resulting in 79% indicating approval.

(Additional documentation provided below)

CSC Approval:

On 8-10-2015 the NHS CSC voted unanimously to approve the innovation plan. 18 out of 18 CSC members voted to approve the plan, resulting in 100% approval.

(Additional documentation provided below)

Election Administrator Attestation Template

Date of Vote: 8-10-15

School: Northfield HS

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

o # of votes cast

▪ # of votes to approve:

▪ # of votes to deny:

▪ # of blank ballots cast:

o # of participants on the list that did not vote:

19
15
15
0
0
4

Mark Koester
Name

Mark Koester
Signature

8/10/15

Principal Attestation Template

I, Avi Tropper (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 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.



Principal

Northfield High School

School

8/10/15

Date

Poll Sheet Template Northfield High School - DCTA

Last Name	Position	Signature - Receipt of Ballot
ALLEN-HATCHER, ELIZABETH	TEACHER, MATH AND PHYSICS	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Elizabeth Allen-Hatcher</i>
BAHR, STEPHANNI M	TEACHER, FOREIGN LANG FRENCH	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
DEANGELES, PAULA A	TEACHER, MUSIC	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
DOAK, JAMIE L	TEACHER, IB ADVISORY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Jamie Doak</i>
ESSERMAN, SCOTT	TEACHER, IB ADVISORY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Scott Esserman</i>
FLETCHER, NICHOLAS HARRINGTON	TEACHER, FOREIGN LANGUAGE & ELD	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Nicholas Fletcher</i>
FOSTER, NICOLE	TEACHER, SPECIAL EDUCATION	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
GILL, JOE DAVID	TEACHER, THEATER	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Joe Gill</i>
HOLM, ANNA M	TEACHER, MATH & COMPUTER SCIENCE	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Anna M Holm</i>
KOCHER, WILLIAM MARK	TEACHER, SPECIAL EDUCATION & TECHNOLOGY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>William Kocher</i>
LANGLOIS, KATIE	TEACHER, LITERATURE & METHODS	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Katie Langlois</i>
LIN, JIAN	TEACHER, FOREIGN LANG MANDARINE	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Jian Lin</i>
OPFER, CATHY J	TEACHER, STUDIO ARTS	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Cathy Opfer</i>
PORTER, MICAH	TEACHER, IB ADVISORY	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Micah Porter</i>
PORZEL, LOUISA J	TEACHER, HISTORY & METHODS	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Louisa Porzel</i>
STICKRATH, BRENT T	TEACHER, PHYSICS & BIOMEDICAL SCI	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Brent T Stickrath</i>
WHITELEY, HEATHER	TEACHER, PHYSICS & ENGINEERING	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Heather Whiteley</i>
WRIGHT, PETER R	TEACHER, HISTORY & POLITICS AND LAW	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Peter Wright</i>
ZABLOCKI, JOHANNA M	TEACHER, LITERATURE & ECON AND BUSINESS	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>Johanna Zablocki</i>
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August 18, 2015

To Whom It May Concern:

This letter serves as documentation confirming that members of Northfield High School's (NHS) Collaborative School Committee (CSC) participated in a process of reviewing the school's innovation plan and the structures necessary to support its successful implementation. Members of the CSC had substantial opportunity to provide input on and make changes to all aspects of the Northfield High School Innovation Plan, including waivers from DPS Board Policies, DCTA Policies, and State of Colorado Statutes pertaining to employment status and contracts. Review and input took place during a number of meetings in which the innovation plan was reviewed page-by-page. CSC members had opportunity to ask questions, engage in discussion, and provide feedback. Suggestions made by the CSC were openly deliberated and agreed upon recommendations were integrated into the plan.

The Northfield High School's CSC is satisfied with its review of the innovation plan and looks forward to supporting the school's success.

Some specific examples of CSC input and changes:

- Projection numbers outlined in innovation plan were changed to reflect the start of school.
- The rationale and purpose of only using internal peer reviewers was thoroughly discussed.
- CSC suggested that what diversity means to NHS faculty should be discussed and defined during the 1st year of the school.
- It was decided that the SLT will be a separate committee from the CSC.
- CSC added to innovation plan that faculty can bank sick days as per standard DPS policy/

All CSC members voted and were unanimously in favor of approving Northfield High School's Innovation Plan.

The Northfield High School's (NHS) Collaborative School Committee (CSC)

5 parents/legal guardians: Janell Gotier-Juanda, Thad Jacobs, Victoria Jaramillo, Dani Prunty, Laura Sanchez; 4 faculty members: Jamie Doak, Heather Whiteley, Peter Wright, Scott Esserman; 4 staff members: Marie Bencomo; Ezekiel Ocansey; Kevin Holt; Keyoka Coe; 4 principal/principal appointees: Avi Tropper, Philip Bernhardt, Gregory Hatcher, Marisol Enriquez; 1 community representative: Mark Koester

Sincerely,

A handwritten signature in black ink that reads "Philip E. Bernhardt".

Philip E. Bernhardt

Central Park Boulevard & 56th Avenue, Denver, Colorado
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email :: Avi_Tropper@dpsk12.org
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[facebook.com/NorthfieldHighSchoolDenverColorado](https://www.facebook.com/NorthfieldHighSchoolDenverColorado)

Denver Public Schools



August 10, 2015

To Whom It May Concern:

This letter serves as a summary of the input Northfield High School's (NHS) faculty has given in the process of developing the school's innovation plan and the structures necessary to support its successful implementation. The majority of the input and work described below took place during two separate weeks of summer institute during June and July of 2015. The use of "we" and "our" in this document refers to the faculty signatories listed at the end of this letter, all of whom participated in this summer's institute. NHS faculty input has included, but is not limited to, the following elements of the NHS innovation plan:

Section I: Culture

The innovation plan outlines the role of Positive Psychology and the IB Learner Profile in creating an engaging and successful school culture. Led by advisors Micah Porter, Scott Esserman, and Jamie Doak, the faculty has created a Northfield-specific balanced learner profile that serves as the vision for the socio-emotional development of our students. Together, we agreed to create protocols that enable students to reflect on and track their development on the traits included in the learner profile. We also planned the founding class trip to Estes Park, the first day of school assemblies, and put in place structures to continue developing school culture as the school opens and grows. This included protocols and interventions for students who are not meeting aspects of the learner profile. Additionally, we collectively shaped the role of student advisors in academic and socio-emotional growth and collaboratively planned structures and procedures to ensure frequent communication between advisors and other faculty, including specific meeting times and agendas. Finally, we crafted the NHS dress code, behavioral expectations, and procedures for implementing restorative approaches that are included in the plan, including assigning specific roles and responsibilities for implementing these approaches.

Section II: Leadership

The NHS faculty provided input on the Distributed Leadership structure. For example, we successfully argued for the division of each grade-level into gold and blue houses, which will serve as the basis for Professional Learning Communities. Equally important, house meetings will provide the forums to craft and reflect on student interventions, since all of the teachers in each house will teach each of the students in each house. Such an approach maximizes the skills and experience of our team members, with Will Kocher's team supporting Special Education students and Nick Fletcher's supporting bilingual/ELL students. Also, it distributes responsibility for student well-being and achievement to a group of teachers who are excited about taking on that responsibility and who are personally invested in the success of those students. Faculty has endorsed the idea of looping (i.e. moving up with students as they progress through high school). Faculty also put forth the idea of peer-to-peer feedback, and collaboratively decided on four areas of focus for this feedback, as well as how often team members would be observed by their peers and how often teachers were responsible for evaluating their peers. William Kocher suggested a model that allows teachers to work one-on-one with a colleague over the course of

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Denver Public Schools

six-week cycles, during which time teachers observe one another and implement changes to their instructional practices. We decided that these six-week cycles will end with a partial LEAP evaluation for their partner during that cycle. The full-time faculty unanimously voted to move forward with this model of observation, and the innovation plan now reflects this initiative.

Section III: Education Program

The NHS faculty has unanimously agreed to de-track classes and offer competency-based classes that make it abundantly clear to students the skills and understandings they will develop in our classes. To that end, Brent Stickrath ran a collaborative workshop wherein we developed NHS's specific approach to competency based learning and shared draft unit plans. Led by Elizabeth Allen-Hatcher and Anna Holm, we developed a grading policy that reflected a commitment to equity, de-tracking, and a competency based approach. We have formulated norms, procedures, and templates to use while discussing student interventions to ensure equity and support for all students in the de-tracked model. For example, Katie Langlois and Louisa Porzel developed protocols for coordinating front-loading efforts between core classes and the College Methods (intervention) courses, and the remaining faculty has provided feedback and agreed to engage fully with this collaborative effort. We have agreed on the course sequencing outlined in the innovation plan and backwards planned our 9th grade courses to align with the assessment objectives of the stated IB Diploma Programme courses. Physics teachers Heather Whiteley, Brent Stickrath, and Elizabeth Allen-Hatcher modeled the development of Mastery and Honors level tasks by sharing a two-tiered task allowing students to show mastery of vectors. We have also developed cross-curricular experiences that will enable students to deepen their understanding of subject matter and prepare for the interdisciplinary nature of IB assessments and higher education. For example, Literature teachers Johanna Zablocki and Katie Langlois, along with History teachers Louisa Porzel and Peter Wright worked to align American Literature's study of *The Great Gatsby* with student exploration of the "Roaring 20s" in US History. Finally, teachers debated the merits and challenges of holding bi-annual weeklong seminars and we decided to move forward, starting the planning process for seminars that capture unique teacher passions including foreign film, bison, The War on Drugs, and many others.

Section IV: Teaching

The faculty designed and unanimously approved a competency-based professional development plan. This plan allows teachers to select areas of expertise and areas of need, and engage in the PD process both as mentors and learners. Accountability for professional learning, which in this case will take the form of badging, is included in Appendix I and is supported by the faculty. We ultimately decided on this approach because it models the type of learning our students will be engaging in while also leveraging and expanding the skillset and leadership capacity of all faculty members.

Section V: Governance & Finance

Teachers nominated and unanimously elected four faculty members of the CSC.

Appendix F: Personnel Policies or Employee Manual

As part of the hiring process, faculty members were given access to the innovation plan and invited to submit feedback. During our two weeks of summer institute, we had additional opportunities to provide feedback on all aspects of the innovation plan, including personnel policies. During this time, we reviewed and agreed to each of the policies outlined including employment status, work day length, and extended school year.

DPS Policy Waivers

Per the Instructional Materials waiver, all academic teachers had significant input in choosing textbooks and other curricular materials for their courses. Regarding the waiver to policy GBABA-R, we created the NHS Dress Code which applies to all school staff as well as students.

Additional Evidence of Community Support & Input

Petition by Friends of Northfield - Regarding Innovation Status for Northfield High School

We, the undersigned students, parents, and community members, support innovation status for Northfield High School as outlined in the plan to be submitted to the Colorado Department of Education. The flexibility in areas including, but not limited to: faculty hiring, staffing, work rules, licensing, evaluation, school schedule and calendar, educational programming, budgeting, curriculum, assessment, leadership and management, and governance that is provided by innovation status will allow Northfield High School to fulfill its mission of providing every single student in this diverse high school with an excellent education. Under the leadership of Principal Avi Tropper and in collaboration with the community and faculty, Northfield High School is committed to implementing the innovation plan and building a school culture dedicated to inclusion and excellence.

CURRENT PETITION SIGNERS

- 92. SOPHIA BRIEGLEB FROM DENVER, CO.
- Q91. NICOLE STEPHAN FROM DENVER, CO
- 90. ERIK RYGG FROM DENVER, CO
- 89. BRIDGET AREND FROM DENVER, CO
- 88. KAREN KROPP FROM DENVER, CO
- 87. GREG LORENZ FROM MONTBELLO, CO
- 86. ROBIN FRENCH FROM DENVER, CO
- 85. HEATHER ROESINK FROM DENVER, CO
- 84. Matt Tartar from Denver, CO
- 83. Meg Evans from Denver, CO
- 82. Caroline Bergman from Denver, CO
- 81. Kari Guinness from Montbello, CO
- 80. Lisa Tartar from Denver, CO
- 79. Birgit Roesink-Miller from Denver, CO
- 78. Jason Shofnos from Denver, CO
- 77. Kim Ezrine from Denver, CO
- 76. Shannon Daly from Denver, CO
- 75. Richard Kranz from Denver, CO
- 74. Heidi Crum Anderson from Denver, CO
- 73. Craig Kelly from Denver, CO
- 72. Julie DeLong from Denver, CO
- 71. Benari Burroughs from DENVER, CO
- 70. Sandra Burroughs from Denver, CO
- 69. Heather Vaughan from Denver, CO
- 68. Jodi Clifford from Denver, CO
- 67. Sarah Kranz-Rabuck from Denver, CO
- 66. Shira Belman from Montbello, CO
- 65. Catherine Dell from Denver, CO
- 64. Burt Rabuck from Denver, CO
- 63. Felicia Ho from Montbello, CO
- 62. Amy pulley from Montbello, CO
- 61. Melissa Peterson from Denver, CO
- 60. Anne Draper from Denver, CO
- 59. Melissa Martin from Denver, CO
- 58. Melissa Martin from Denver, CO
- 57. Nadine rasmussen from Denver, CO
- 56. Jessica Maitland from Montbello, CO
- 55. Melissa Morris from Denver, CO
- 54. Russ Perez from Denver, CO
- 53. Tammy Rudolph from Denver, CO
- 52. Jerrold Spaeth from Denver, CO
- 51. Abby Reynolds from Denver, CO
- 50. Kelley Crum from Montbello, CO
- 49. Jennifer Seward from Denver, CO
- 48. Alex Kwan from Montbello, CO
- 47. Tina Turner Walters from Denver, CO
- 46. Todd Giery from Montbello, CO
- 45. Nicole Parker from Montbello, CO
- 44. Margaret Batchelor from Denver, CO
- 43. Julie Eck from Denver, CO
- 42. Tracie Poland from Montbello, CO
- 41. Rob Callahan from Montbello, CO
- 40. Richard D'Ambrosio from Denver, CO
- 39. Amy Davis from Denver, CO
- 28. Christine Staberg from Denver, CO
- 27. Graham Ray from Denver, CO
- 26. Steve Gottesfeld from Denver, CO
- 25. Karen Gottesfeld from Denver, CO
- 24. Kristen Vanderport from Denver, CO
- 23. Ashley Rieck from Montbello, CO
- 22. Nicole Sakai from Denver, CO
- 21. Stephanie Holsinger from Denver, CO
- 20. kelly denlinger from Montbello, CO
- 19. Lindsay Blew from Denver, CO
- 18. Danielle Raeburn from Denver, CO
- 17. Frank Callahan from Denver, CO
- 16. Todd Larson from Denver, CO
- 15. Ronnie Galang from Denver, CO
- 14. Amy Frankmore from Denver, CO
- 13. Holly Larson from Denver, CO
- 12. Stacy Neir from Denver, CO
- 11. Damon Knop from Denver, CO
- 10. christina sevilla from denver co 80238, CO
- 9. Kathy Epperson from Denver, CO
- 8. Bernadette Slowey from Denver, CO
- 7. Susan Cleveland from Denver, CO
- 6. Jennifer Callahan from Montbello, CO
- 5. Jay Epperson from Montbello, CO
- 4. Robin M from Montbello, CO
- 3. Joshua Whittington from Denver, CO
- 2. Carrie Meurer from DENVER, CO
- 1. Heather Ottele from Denver, CO

The survey below asked for input on naming the school within general categories and received 86 responses.

Summary

Inform about the school's mission [Rank the following possible purposes of a school name:]

Most important	12	18%
Second most important	34	50%
Third most important	13	19%
Not important	9	13%

Identify the neighborhoods and communities served [Rank the following possible purposes of a school name:]

Most important	55	81%
Second most important	8	12%
Third most important	4	6%
Not important	1	1%

Honor a person who has made great contributions to society [Rank the following possible purposes of a school name:]

Most important	3	4%
Second most important	15	22%
Third most important	27	40%
Not important	23	34%

Which of the following themes would you like the school name to connect to?

Geographic Location	58	45%
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Historical Person	6	5%
Academic Mission	18	14%
Colorado	27	21%
Related to Flight	17	13%
Other	2	2%

The following survey asked for input on specific names for the high school and received 381 responses. As can be seen below Northfield High School was the prohibitive favorite. It is also worth noting that "Northfield High School" was also named as one of 5 possible names by a committee consisting of community members and DPS board members.

I am a:

Student	36	9%
Parent	345	91%

Vote for your FIRST CHOICE for the name of the new high school.

Colorado Preparatory High School	25	7%
Mountain View High School	94	25%
Colorado Preparatory High School at Northfield	16	4%
Mountain View High School at Northfield	8	2%
Northfield High School	186	49%
Central Park High School	52	14%

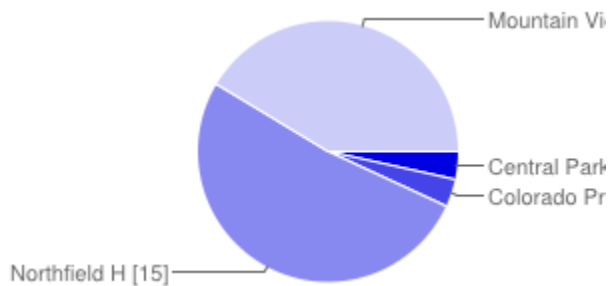
Vote your SECOND CHOICE for the name of the new high school.

Colorado Preparatory High School	22	6%
Mountain View High School	107	28%

Colorado Preparatory High School at Northfield	13	3%
Mountain View High School at Northfield	35	9%
Northfield High School	10 2	27 %
Central Park High School	10 2	27 %

Summary (this survey was specifically taken by 5th grade students at Westerly Creek. After a visit to describe the plan for the new high school students wanted to vote on the name as they hadn't voted in prior surveys)

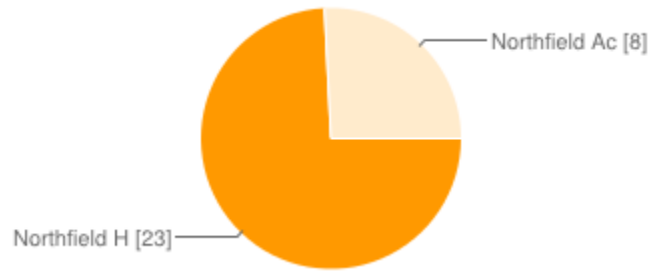
Vote on your #1 choice for the new high school's name.



Central Park High School	1	3%
Colorado Preparatory High School	1	3%
Northfield High School	15	52%
Mountain View High School	12	41%

Northfield has received the most votes in prior surveys. If Northfield is in the final school name,

which of the following 2 versions would you prefer?



Northfield High School	23	74%
Northfield Academy	8	26%

This survey asked parents for input on the school plan during the early stages of the planning process. It received 148 responses and many answers were quite detailed in their feedback.

Current Grade Level of Oldest Child:

7th Grade	15	10%
6th Grade	23	16%
5th Grade	13	9%
4th Grade	21	14%
3rd Grade	4	3%
2nd Grade	21	14%
1st Grade	12	8%
Kindergarten	16	11%
Other	22	15%

Current School Child Is Attending:

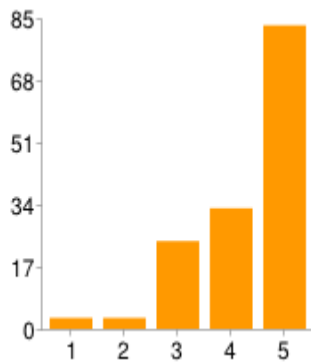
Blessed Sacrament Denver Language School DSST Stapleton	McAuliffe Monarch Montessori Children's House	Isabella Bird McAuliffe Odyssey
---	---	---------------------------------------

Polaris at Ebert
 Swigert
 Montessori Casa
 International Preschool
 Stanley BPS
 Isabella Bird
 Isabella Bird
 Denver Discovery
 McAuliffe
 Bill Roberts
 DLS
 Westerly Vanguard Classical
 School
 Montview Community
 Preschool & Kindergarten
 Odyssey Charter
 Montessori children's house
 of Denver Primrose
 Bill Roberts

High Tech
 Bill Roberts
 Isabella Bird
 McAuliffe
 Westerly Creek
 Logan School
 The
 Westerly
 Creek
 Polaris
 Cory
 Bill Roberts
 Denver Language
 Polaris at Ebert
 McAuliffe
 High Tech
 Westerly Creek Elem
 WCE
 Isabella Bird
 Swigert
 Homeschool
 Roberts

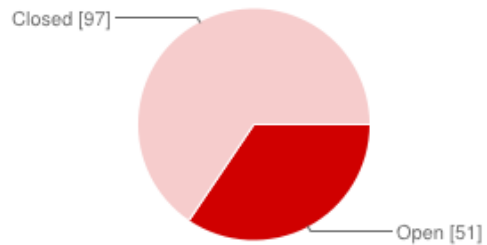
Swigert
 McAuliffe International
 Westerly creek
 Swigert International School
 Westerly Creek
 McAuliffe
 DSST Conservatory Green
 Logan
 MIS
 Denver
 East
 Swigert
 Monarch
 IBCS
 Isabella Bird
 DSST
 Isabella bird
 Westerly Creek
 Hill Campus of Arts & Science

How likely are you to send your child to the new Northfield High School?



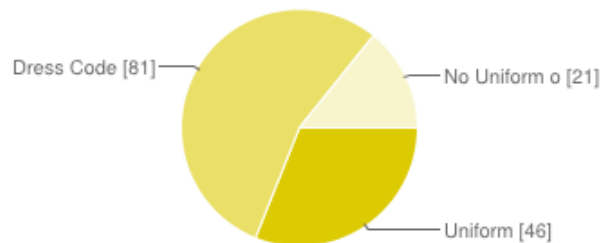
1	3	2%
2	3	2%
3	24	16%
4	33	23%
5	83	57%

Would you prefer an open or closed campus?



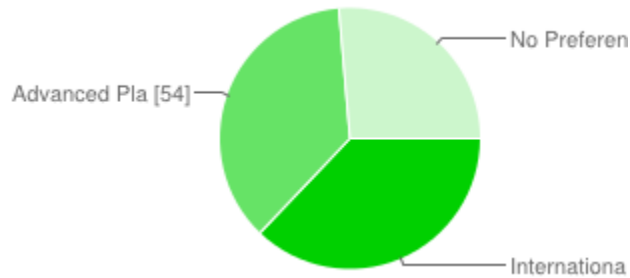
Open	51	34%
Closed	97	66%

What student dressing rules would you prefer?



Uniform	46	31%
Dress Code	81	55%
No Uniform or Dress Code	21	14%

Would you prefer that the school have IB (International Baccalaureate) or AP (Advanced Placement) courses for upperclassmen?



International Baccalaureate	55	37%
Advanced Placement	54	36%
No Preference	39	26%

How interested do you think your child would be in an Art major?

1	28	19%
2	31	21%
3	42	28%
4	32	22%
5	15	10%

How interested do you think your child would be in an Engineering major?

1	7	5%
2	16	11%

3	44	30%
4	49	33%
5	32	22%

How interested do you think your child would be in a Law/Politics major?

1	18	12%
2	31	21%
3	55	37%
4	37	25%
5	7	5%

How interested do you think your child would be in a Music major?

1	40	27%
2	28	19%
3	40	27%
4	25	17%
5	15	10%

How interested do you think your child would be in a Biomedical Science major?

1	10	7%
2	19	13%
3	48	32%
4	44	30%

How interested do you think your child will be in a Theater/Acting major?

1	38	26%
2	36	24%

3	31	21%
4	28	19%
5	15	10%

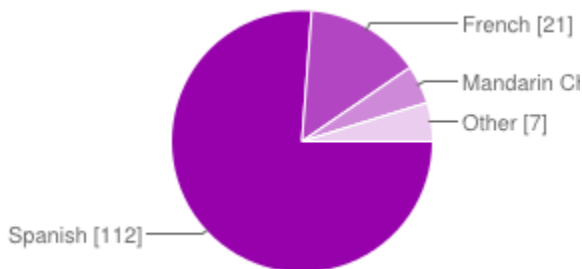
How interested do you think your child would be in a Business major?

1	11	7%
2	25	17%
3	52	35%
4	44	30%
5	16	11%

How interested do you think your child would be in a Computer Science major?

1	9	6%
2	13	9%
3	43	29%
4	54	36%
5	29	20%

What foreign language do you think your child would want to take in high school?



Spanish	112	76%
French	21	14%
Mandarin Chinese	7	5%

Other	7	5%
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If you selected "other" what language do you think your child would want to learn?

French Arabic Latin French Spanish Mandarin
German Latin Hebrew Chinese Mandarin
Japanese Sign Language

How interested do you think your child would be in competitive Team Sports as a physical education class?

1	6	4%
2	13	9%
3	20	14%
4	28	19%
5	81	55%

How interested do you think your child would be in Dance as a physical education class?

1	41	28%
2	13	9%
3	25	17%
4	27	18%
5	42	28%

How interested do you think your child would be in CrossFit as a physical education class?

1	31	21%
2	23	16%

3	43	29%
4	30	20%
5	21	14%

How interested do you think your child would be in Yoga as a physical education class?

1	15	10%
2	13	9%
3	40	27%
4	42	28%
5	38	26%

How interested do you think your child would be in Running as a physical education class?

1	13	9%
2	16	11%
3	44	30%
4	41	28%
5	34	23%

How interested do you think your child would be in Martial Arts as a physical education class?

1	24	16%
2	23	16%
3	47	32%
4	33	22%
5	21	14%

How in favor are you of an extended school year, adding a couple of weeks to the school's calendar?

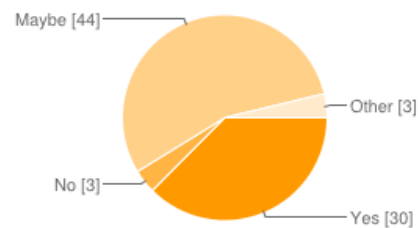
1	15	10%
2	13	9%
3	35	24%
4	28	19%
5	54	37%

THIS WAS A STUDENT SURVEY THAT RECEIVED 80 RESPONSES REQUESTING INPUT INTO THE SCHOOL PLAN.

Where do you currently attend school?

Swigert McAuliffe International MS	67	84%
Westerly Creek	4	5%
Venture Prep	0	0%
Smiley MS	0	0%
Hill Middle School	0	0%
Bill Roberts	5	6%
Other	4	5%

Are you planning to attend the New NNE High School?

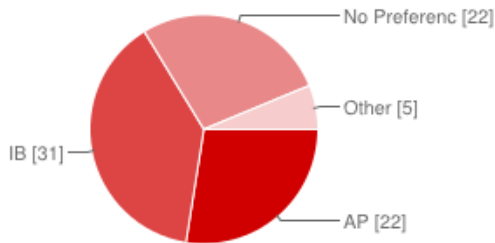


Yes	30	38%
No	3	4%
Maybe	44	55%

Other	3	4%
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Education Program

Do you prefer that the school offer an Advanced Placement (AP) or International Baccalaureate (IB) program?



AP	22	28%
IB	31	39%
No Preference	22	28%
Other	5	6%

Course Options: Pathways and Electives

Pathways

Biomedical Science	8	13%
Law	1	2%
Theater	16	25%
Engineering	10	16%
Business	4	6%
Computer Science	3	5%
Music	6	9%
Art	16	25%

Pathways

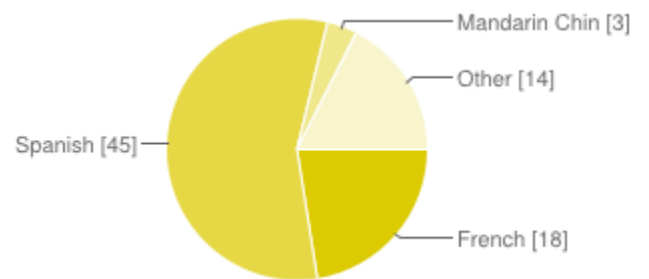
Biomedical Science	9	14%
Law	9	14%

Theater	5	8%
Engineering	9	14%
Business	4	6%
Computer Science	5	8%
Music	13	20%
Art	10	16%

Pathways

Biomedical Science	4	6%
Law	9	14%
Theater	8	13%
Engineering	13	20%
Business	10	16%
Computer Science	9	14%
Music	5	8%
Art	6	9%

Languages



French	18	23%
Spanish	45	56%
Mandarin Chinese	3	4%

Other	14	18%
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Sports and Extracurriculars

Please select the FALL sports that you would be interested in.

Football	16	15%
Cross Country	22	20%
Boys' Golf	8	7%
Girls' Softball	11	10%
Field Hockey	8	7%
Volleyball	35	32%
Boys' Tennis	9	8%

Please select the WINTER sports that you would be interested in.

Basketball	57	83%
Wrestling	12	17%

Please select the SPRING sports that you would be interested in.

Boys' Baseball	12	11%
Lacrosse	21	18%
Girls' Soccer	24	21%
Girls' Golf	8	7%
Track	27	24%
Tennis	22	19%

Stapleton Foundation
for sustainable urban communities

7350 E. 29th Avenue, Suite 300
Denver, CO 80238
(303) 393-7700
(303) 393-6805 Fax

To Whom it may Concern:

I am writing this letter to support the request for Innovation Status for the Northfield High School (NHS). As the CEO of the Stapleton Foundation, a community foundation that works in all of the neighborhoods that are within the boundary for NHS (Stapleton and the Monaco Corridor), plus the additional neighborhoods that have priority status (Montbello, Green Valley Ranch and Greater Park Hill) for NHS, I know many parents and students who have requested the flexibility of Innovation Status to implement the International Baccalaureate (IB) curriculum.

The new Principal of NHS, Avi Tropper, has been most effective in reaching out to the communities that I have mentioned above, especially to potential students and their parents. They are excited about the IB curriculum. They are in favor of longer school days and a longer school year to support the academic rigor of the IB curriculum. And they know that Innovation Status will provide the Principal and the entire faculty with the flexibility they needed to provide the proper funding and resources for the unique requirements of an IB curriculum.

We are very excited about this new Northfield High School, and the new leadership, therefore we are committed to working with Avi Tropper to help him with community outreach to make certain potential students and their parents understand and will soon come to embrace the new IB program. This goal will be much easier to attain if we can talk with certainty about Innovation Status for Northfield High.

Sincerely,



Beverly Haddon
CEO, Stapleton Foundation



August 14, 2014

To: DPS Board of Education, Colorado Department of Education
Fr: Stapleton United Neighbors (SUN) Education Committee

Re: Application for Innovation Status by Northfield High School

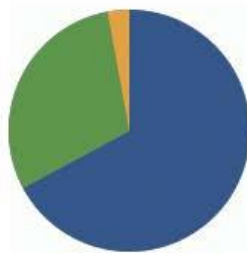
This letter affirms the support from the Stapleton United Neighbors (SUN) Education Committee for Northfield High School's pursuit of Innovation Status in Denver Public Schools. This committee, in its role advocating for school capacity and educational quality across the Stapleton neighborhood, offers the following points as evidence of strong community support for Innovation Status for the new high school.

Recent survey results

SUN conducted a survey in July/August 2014, which included a question asking if the community supported innovation status for Northfield High School. Out of a total of 1479 responses, 993 (67.1%) supported Innovation status, while only 43 respondents (2.9%) did not; 443 respondents (29.9%) were not sure or felt they needed more information. See below for the phrasing of the question and the results with a pie chart.

Survey question:

Northfield High School will be applying for innovation status. Innovation status allows public schools additional flexibility in areas such as: faculty hiring, work rules, curriculum, assessment, and governance. Do you support such status for the Northfield High School?



67.1% [Yes, support it \(993\)](#)
29.9% [Not sure / need more information \(443\)](#)
2.9% [No, do not support it \(43\)](#)

Past evidence of community support for Innovation Status

The SUN Education Committee also points to past support for Innovation Status for other schools in the neighborhood as evidence of general support of this status for new schools. While our first two elementary schools, Westerly Creek Elementary and Bill Roberts (K-8), were

established prior to the creation of an Innovation program within DPS, all subsequent schools created after this have chosen to pursue Innovation Status. These schools include: Swigert Elementary, McAuliffe International School, Isabella Bird Community School (elementary), High Tech Elementary, and Denver Discovery School.

Respect for the school planning process

The SUN Education Committee respects the process of school leaders, staff, and parent steering committees in determining the choice to pursue Innovation Status. Such Innovation schools in Stapleton report its benefits in school design, curricular programming, staffing, financial management, and governance.

Respectfully,

The Stapleton United Neighbors (SUN) Education Committee
Co-chairs: Rebecca Loy and Jennifer Arzberger

Appendix B: Job Descriptions for all Leadership /Administrative Team Positions

Denver Public Schools - School Leader Job Description

ESSENTIAL FUNCTIONS

- ❖ School Design and Start-up
- ❖ Establishes a clear mission and vision for the new school
- ❖ Informed by the DPS mission and conversations with the community, establishes a clear vision and mission for the school
- ❖ Uses this mission and vision to inform all aspects of the school design
- ❖ Translates vision and mission into an implementable strategic and tactical plan
- ❖ In accordance with the school's vision and mission, project manages the many complex variables of school start-up, including school design, fundraising, hiring, enrollment, procurement, facility set-up, etc.
- ❖ Leads the development superior systems, structures, and processes
- ❖ Ensures that the school plan meets or exceeds expectations on the DPS School Quality Framework in School Culture, Educational Program, Leadership, Teaching, and Governance/Finance.
- ❖ Designs a school with evidence-based practices including elements of Strategic School Design.
- ❖ Actively engages parents, teachers, students, and community members in the school design decisions.
- ❖ Empowers community members and staff to participate in the development of the new school plan and program.
- ❖ Demonstrates attributes of a school founder, including comfort with ambiguity, urgency, emotional resilience, and perseverance

Culture and Equity Leadership

- ❖ Leads for equity toward college and career readiness.
- ❖ Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
- ❖ Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.
- ❖ Leads for culture of empowerment, continuous improvement and celebration.
- ❖ Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
- ❖ Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs.

Instructional Leadership

- ❖ Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft.
- ❖ Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs.
- ❖ Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.
- ❖ Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).
- ❖ Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).
- ❖ Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis.

- ❖ Leads for effective English Language Acquisition programming.
- ❖ Ensures that the DPS best practice on identification of, instruction of, assessment of, and program evaluation for English language proficiency takes place.
- ❖ Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas.

Human Resource Leadership

- ❖ Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.
- ❖ Develops any unique hiring or retention strategies necessary to implement the new school's vision and mission
- ❖ Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
- ❖ Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.
- ❖ Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.
- ❖ Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are support in articulating their strengths and discovering their areas for growth.
- ❖ Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

Strategic Leadership

- ❖ Leads the development, articulation, and implementation of the school's Vision, Mission and Strategic Goals to support college readiness for all students.
- ❖ Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
- ❖ Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.
- ❖ Distributes leadership to inspire change in support of an empowered school culture.
- ❖ Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
- ❖ Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others.

Organizational Leadership

- ❖ Strategically aligns, people, time and money to drive student achievement.
- ❖ Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
- ❖ Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.
- ❖ Manages through ambiguity and builds the systems necessary for all team members to contribute to the success of the school
- ❖ Ensures effective communications with and between all staff and stakeholders.
- ❖ Establishes clear processes to communicate through the start-up period of the school
- ❖ Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
- ❖ Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

- ❖ Actively advocates for members of the school community and effectively engages family and community.
- ❖ Actively finds ways to communicate the successes of the school to the broader community and creates partnerships to bring additional people and resources into the school.
- ❖ Uses innovative ideas that increase student enrollment (as appropriate), using a comprehensive marketing plan as well as planned activities for outreach at various points during the school year.
- ❖ Demonstrates professionalism and continuous professional growth.

- ❖ Reflects shared values in interactions in the school, district, and community; demonstrates high standards for professional and personal interaction.
- ❖ Models and upholds high standards for professional behavior that are representative of the positive norms, values, and culture of the organization.

EDUCATION & EXPERIENCE

- ❖ Master's Degree with appropriate specialization such as high school/secondary education, administration, curriculum, instruction, and guidance is preferred.
- ❖ Five (5) to seven (7) years of actual experience as an educator.
- ❖ Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint).

LICENSURE & CERTIFICATION

- ❖ A current, valid State of Colorado Type D Certificate Endorsed Principal, or a Colorado Principal License, or authorization.
- ❖ Valid Colorado Driver's License, appropriate insurance coverage and acceptable driving record for the past three years.

KNOWLEDGE & OTHER QUALIFICATIONS

- ❖ Demonstrated ability to lead the design and implementation of a new school plan.
- ❖ Demonstrated experience in or comfort with start-up environments.
- ❖ Outstanding process, people, and project management skills with the proven ability to hire, train, supervise and coach staff in order to foster a cooperative team environment and positive school culture.
- ❖ Demonstrated ability to work with a diversity of community members.
- ❖ Openness to innovation in teaching and learning with a relentless focus on continuous improvement.
- ❖ Proven track record of attaining rigorous academic goals for students.
- ❖ Experience developing and implementing formative assessments to drive instruction and achieve academic growth.
- ❖ Demonstrated experience developing and implementing high-quality curriculum, instruction and assessment practices, including for English language learners, and students with disabilities.
- ❖ Ability to leverage technology that will support the learning environment.
- ❖ Demonstrated knowledge of DPS Human Resource and other departmental policies.
- ❖ Demonstrated effective and diplomatic oral and written communication skills.
- ❖ Ability to recognize and resolve conflicts or potentially controversial situations through diplomacy.

EQUIPMENT & VEHICLES USED

- ❖ Operate and use general office equipment and supplies, telephones, personal computers, related software and equipment (e.g., printer).

PHYSICAL & ENVIRONMENTAL CONDITIONS

Physical Demands:

- ❖ While performing the duties of this job, the employee is regularly required to communicate. The employee frequently is required to remain stationary. The employee is occasionally required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move 10 pounds. Vision: Close and distance required with ability to see objects in presence of glare or bright lighting (e.g., computer screen) for extended periods of time. Speech/Hearing: Frequently interact with coworkers, students and public.

Mental Functions:

- ❖ While performing this job, the employee is regularly required to compare, analyze, synthesize, and evaluate data and must rely on interpersonal skills when working with employees, students and/or the public. Frequently required to communicate, coordinate, instruct, compute, compile and negotiate.

Work Environment:

- ❖ Work is performed in climate controlled indoor administrative office setting and occasionally includes exposure to outdoor weather conditions. The noise level in the work environment is usually moderate, depending upon office or meeting location.

Operations Coordinator

will:

Work with students, families, teachers, administrators, and members of the community to implement systems that ensure efficient and effective school operations and promote clear communications throughout the school community. Excellent candidates will be dedicated to establishing and maintaining organizational structures that fiercely defend and support instructional time in a school setting with a willingness to roll up their sleeves to complete a wide-range of tasks. The ideal candidate has a high capacity for problem solving, logistics, and coordinating details in a fast-paced environment. This is an administrative position with growth opportunities toward organizational leadership, particularly in an operational capacity. Spanish proficiency preferred.

The Operations Coordinator reports to the School Principal.

	Primary Responsibilities
Student Life	<ul style="list-style-type: none"> Supervise daily student breaks, arrival, and dismissal in collaboration with the Administrative Team.
Learning Environment/ Facility	<ul style="list-style-type: none"> Minimize and quickly address disruptions to the learning environment. Manage the day-to-day needs of the facility, including photocopiers and technology. Manage relationship with facilities Coordinator and custodial staff.
Budget & Resources	<ul style="list-style-type: none"> Ensure critical resources are available and easily accessible and campus spending adheres to available budget. Manage all aspects of the budget and accounts, including procurement, purchasing, ordering, and reimbursements. Manage HR processing.
Safety & Efficiency	<ul style="list-style-type: none"> Procedures and structures are established to promote safety and efficiency among students, staff, and families. Provide students with an effective and professional learning environment. Coordinate all ERCM (Emergency Response Crisis Management) compliance requirements and establish internal safety protocol. Communicate systems and schedule with staff for fire drills, lock down drills, and crisis drills. Supervise food service program.
Scheduling	<ul style="list-style-type: none"> Develop schedule for students and faculty Ensure most efficient use of physical spaces.
	<ul style="list-style-type: none"> Other duties as determined by the school principal.

Student Support Coordinator

will:

Work with students, families, teachers, administrators, and members of the community to implement systems that ensure efficient and effective student support services and promote clear communications throughout the school community. Excellent candidates will be dedicated to establishing and maintaining student support services that fiercely defend and support instructional time in a school setting with a willingness to roll up their sleeves to complete a wide-range of tasks. The ideal candidate has a high capacity for problem solving, data analysis, and coordinating details in a fast-paced environment. This is an administrative position. Spanish proficiency preferred.

The Student Support Coordinator reports to the School Principal.

	<i>Primary Responsibilities</i>
<i>Student Life</i>	<ul style="list-style-type: none"> • Supervise daily student breaks, arrival, and dismissal in collaboration with the Administrative Team. • Manage student discipline in collaboration with Administrative Team. • Organize and implement student rewards programs.
<i>Data Analysis</i>	<ul style="list-style-type: none"> • Analyze assessment data and produce reports noting trends in the data for individual teachers, cohort teams and departments • Share the data with faculty at professional development and at planning sessions • Support teachers with curriculum development and use of student data to inform planning and instructional delivery
<i>Compliance</i>	<ul style="list-style-type: none"> • Create assessment schedules • Ensure compliance with special education regulations • Ensure compliance with ELL regulations
<i>Programming</i>	<ul style="list-style-type: none"> • Develop partnerships to support experiential learning program
	<ul style="list-style-type: none"> • Other duties as determined by principal.

Appendix C: Resumes Leadership Team Members

Avi Tropper

30 Waterside Plaza, Apt 33K • New York, NY 10010
646-265-0177 • tropper.avi@gmail.com

SCHOOL LEADERSHIP and DISTRICT EXPERIENCE

Assistant Principal of Academics at Passages Academy • 3/2013-Present

- Supervise—in collaboration with site-based assistant principals—instructional programs and guidance support at nine alternative school sites. Outcome: 38% increase in Regents pass rate alongside a 117% increase in number of Regents exams passed. 19% increase in number of credits earned.
- Collaborate with 12 partner agencies and NYC Administration for Children’s Services to develop curriculum aligned to Common Core and New York State Learning Standards for students at residential centers.
- Craft and oversee delivery of differentiated professional development for faculty and partner agency staff.
- Lead implementation of Danielson Framework, Independent Reading Level Assessment, Therapeutic Crisis Intervention, and Guided Discipline initiatives.
- Develop systems and structures for teacher teaming. Enhance peer-to-peer learning through intervisitations and joint development of performance-based assessments and project-based learning tasks.

Education Officer with Financial Strategies Group and Division of Portfolio Strategy at New York City Department of Education Headquarters • 3/2012-2/2013

- Resolved school budget appeals distributing \$50 million through analysis of data on resource use, staffing, and programming.
- Researched and implemented weighted student formulas and innovative strategies for school-level funding.
- Coordinated affinity group for Persistently Lowest-Achieving Schools principals on planning, programming, and implementing instructional vision and curriculum.
- Wrote briefs analyzing multi-year performance trends and recommending instructional and structural improvements for Persistently Lowest-Achieving Schools.
- Collaborated on various projects including Common Core trainings, charter school audit methodologies, review of blended-learning mastery-based courses, and middle school improvement initiative.

Leadership Intern at Truman High School and New York City Department of Education • 8/2011-2/2012

- Partnered on teacher effectiveness, leadership development, and school accountability projects with the Office of Labor Relations, Office of the Chief Operating Officer, and the Office of School Accountability.
- Led team of assistant principals in planning iLearn blended-learning program.
- Initiated College Preparatory Course pilot. Outcome: 170+% increase in students successfully completing an approved college-ready course prior to graduation.
- Developed rubric, systems for cycles of targeted instructional feedback, and related Common Core aligned instructional resources and supports in collaboration with assistant principals. Outcome: Grade of “A” on Progress Report.

Assistant Principal at High School for Public Service-Bushwick • 8/2010-7/2011

- Supervised and supported teachers and counselors in Social Studies, English, Foreign Language, Visual Arts, Music, Special Education, English as a Second Language, Technology and Student Support Services departments. Outcome: 8.5-26% gains in weighted Regents pass rates, 21% improvement in Regents completion rate, 105% increase in Regents pass rate for students with disabilities, 7.4% gains on weighted diploma graduation rate for students with disabilities and 19% gains for English Language Learners, 32% increase in students graduating with 3+ credits in the arts, and 21% increase in students educated in inclusive environments.
- Reorganized departments, redesigned school programming to increase instructional time by 13+% and credit-earning opportunities by 20+%, modified course sequencing, and developed new interdisciplinary Common Core aligned courses with faculty and the NYC Writing Project for the 2012-13 school year. Outcome: 26.5% improvement in credit accumulation and an average 44% increase in weighted Regents pass rates.
- Led weekly professional development and departmental inquiry teams focused on curricular alignment, implementation of Common Core Standards, and use of data to inform instruction and interventions. Outcome: 5.5-10% gains in Adequate Yearly Progress across sub-groups.
- Supervised and supported school aides, safety agents, and deans, communicated with NYPD, and managed safety plan to improve school environment. Outcome: 19% decrease in school disciplinary and safety incidents.

School Building Leader Intern at High School of Economics & Finance • 9/2009-6/2010

- Led Professional Learning Communities Initiative and supported 10 Collaborative Inquiry Teams. Designed initiative to build collaboration among staff in implementing and evaluating the effectiveness of interventions, including curricula redesign and improvement of school practices. Outcome: Well-developed Quality Review, 15+% gains on collaboration and use of data questions on the Learning Environment Survey, and 4-17% gains on targeted Regents.
- Led Youth Development initiatives. Outcome: 8.7% increase in the number of students in the lowest third remaining on track for graduation and a 20% decrease in suspensions.

TEACHING and LEADERSHIP EXPERIENCE

Teacher, Mentor Teacher and Dean, New York City Teaching Fellows • 2005-2010

- Selected to Master Teacher Pool by joint United Federation of Teachers and NYC DOE panel.
- Founding teacher at **Wadleigh Secondary School** Academy for at-risk students. Exemplary proficiency gains by students in the lowest third. Joined administrator and team of teachers from Wadleigh as part of turnaround effort at **Manhattan Theater Lab High School**. Won AmeriCorps grant for project-based Living Environment course. Dean of Students at **University Neighborhood High School**. 5-8% gains on the relevant Safety and Respect questions on the Learning Environment Survey. Co-developed special education inclusion program and served as a mentor teacher at **Academy of Government and Law**. 100% of students with special needs educated in less restrictive environments, over 10% transitioned to general education, and a 24% increase in exemplary student proficiency gains placed program in top fifth of all city schools.
- Taught general and special education (self-contained and co-taught) classes in a variety of settings. Courses included: *Earth Science, Living Environment, Geometry, Consumer Math, Global History, United States History, English Language Arts, and College Prep Advisory*. Student outcomes included double-digit gains on Regents exams and a 100% college placement rate in advisory.
- Served on planning teams for two new Innovation Zone schools: **Bronx Arena** and **Brooklyn Frontiers High Schools**. Responsible for special education, literacy, and academic support design elements.

Coach • 2006-2011

- Obtained a Beat the Streets grant and founded wrestling team at the JHS 56 Corlears Complex.

- Brazilian Jiu Jitsu instructor for Henry Street Settlement and NYCDOE after-school programs.

UNIVERSITY TEACHING EXPERIENCE

Lecturer at Hunter, Bank Street, and City College Schools of Education • 2009-2011

- Adjunct instructor for courses in reading, content area literacy, math methods, classroom management, teaching practicum, developmental psychology, and differentiated instruction and assessment.
- Trained incoming cohorts of NYC Teaching Fellows during pre-service summer programs.

CERTIFICATION

- NYS School Building Leader
- NYS English Language Arts 7-12
- NYS Social Studies 7-12
- NYS Students with Disabilities Generalist 5-9
- NYS Generalist Middle Childhood Education 5-9

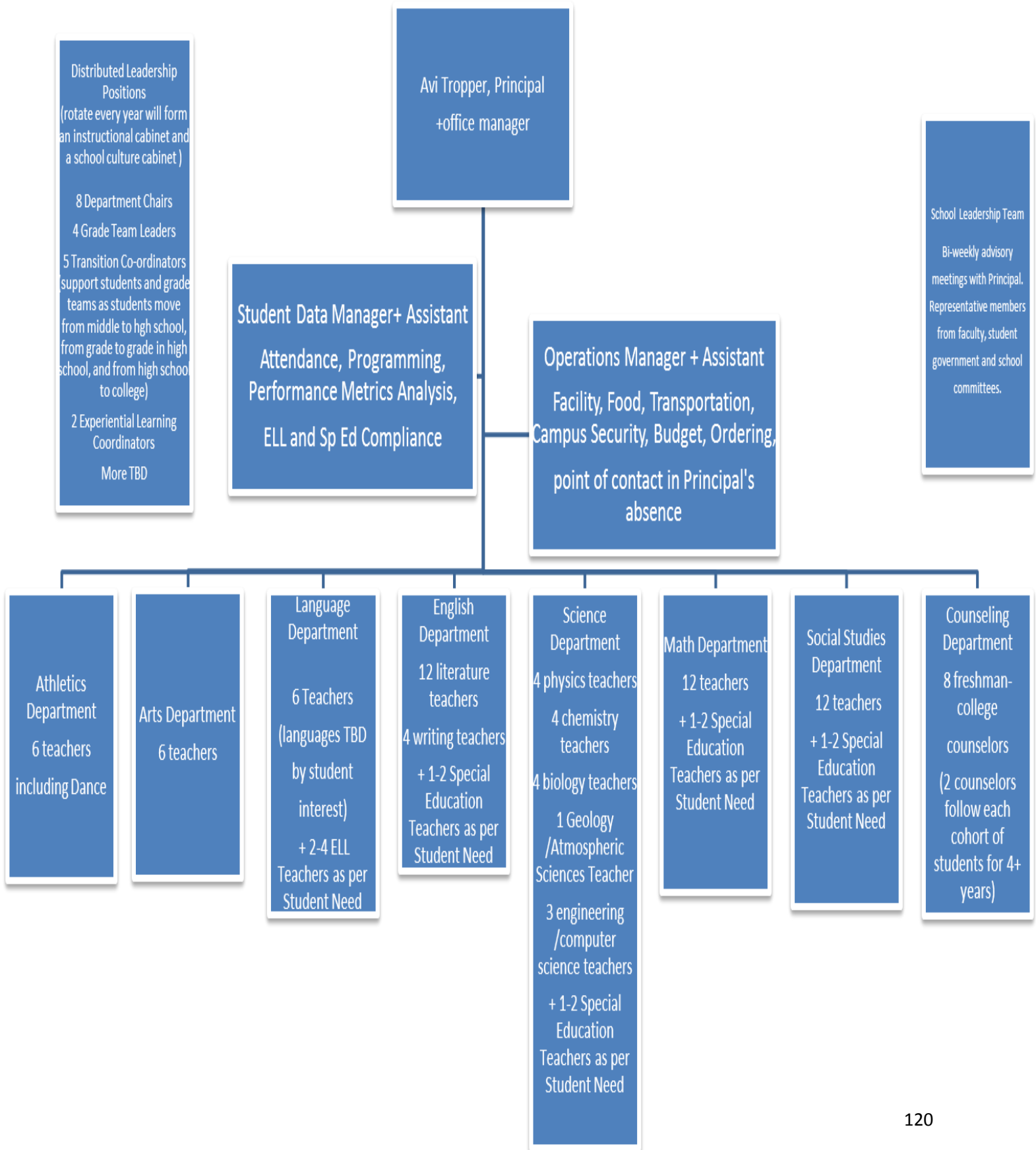
EDUCATION

City College of the City University of New York M.S. in Special Education with Honors, 6/2006, and Advanced Certificate in School Building Leadership, 1/2010

Hebrew University Center for the Study of Rationality Cognitive Science Research Program, 2002-2005

Yeshiva University B.A. in Philosophy with Honors, 6/2002

Appendix D – School Organization Chart



Appendix E: Projected Staff Roster

Position	# of positions 2015-16	# of positions 2016-17	# of positions 2017-18	# of positions 2018-19	# of positions 2019-10
Principal	1	1	1	1	1
School Operations Coordinator	1	1	1.5	2	2
Student Support Coordinator	1	1	1.5	2	2
English Department	2	4	6	8	8
Math Department (Adding 1 ELA-S per year if TNLI)	2	4	6	8	8
Science Department (Adding 1 ELA-S per year if TNLI)	2	4	6	8	8
History Department (Adding 1 ELA-S per year if TNLI)	2	4	6	8	8
Physical Education Department	1.5 independent contractors	3 independent contractors	4.5 independent contractors	6 independent contractors	6 independent contractors
Arts	1 part-time equivalents	2 part-time equivalents	3 or part-time equivalents	4 or part-time equivalents	4 or part-time equivalents
Advisory Department	3	6	9	12	12
World Language Department (Adding 1 ELA-S per year teaching Spanish if TNLI) Also ELA E teacher	1.5	3	4.5	6	6.

Appendix F: Personnel Policies or Employee Manual

The following is a list of Northfield High School personnel policies of which all faculty should be aware.

Teacher Cohort Teams: Core academic teachers in Math, History, Foreign Language, and Literature follow a cohort of students over the 4 years of high school. As a team you will be planning for the success of the students in the cohort throughout their high school career.

Peer-to-Peer Observations: Northfield High School has opted out of outside observers. Instead we will be implementing peer-to-peer observations in which we collegially provide feedback and support one another in improving our instructional practices. All faculty members participate in this program with the exception of first-year teachers who will be mentored by other members of the faculty as they develop professional expertise.

Common Planning Time: Every faculty member has Common Planning Time for departmental teams in each cohort built into the schedule. This time is to be used to collaboratively plan units, developed shared performance-based assessment tasks, review student work and adapt instruction as a result of the analysis.

Employment Status: All faculty are initially hired on at-will status. Once a faculty member receives and maintains an effective or distinguished rating on the end-of-year observation component the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.

Work Day: The work day for all faculty members is 8 hours exclusive of lunch.

School Year: Northfield High School has a mandatory extended school year. The procedures for determining the school calendar are described in the innovation plan. Teachers will be compensated for the additional work time at the rate specified in the innovation plan.

Summer Institute: All faculty are required to attend Summer Institute, dedicated planning and professional development time, prior to the start of the school year. The dates and length of Summer Institute will be determined by the principal in consultation with the faculty. A stipend will be provided.

The following waivers are included in the innovation plan with detailed replacement policies:

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
- IKF: Graduation and Promotion
- IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)
- IKB: Homework
- GBEBAR: Regulations for the Enforcement of Staff Dress Code
- JJIB: Interscholastic Sports
- JJIC: Eligibility/Minimum Standards for Participation

DCTA Collective Bargaining Agreement Articles Waivers

- Article 1-2: Definition of Teacher
- 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 5, 13, 29: Development and Personnel Committees
- 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 21: Procedure 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)(cc): Dress Code
- 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
- 22-33-102(1) Definition of "Academic Year"
- 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

Appendix G: Course Scope and Sequence for One Grade in Each School Level

A. NHS 12th Grade General Scope and Sequence

The chart below notes the topics in the IB Curriculum. Specific mapping of the IB curriculum to the Common Core State Standards has already been done in multiple papers. Refer to the Math Standards mapping at this http://www.ibo.org/iba/commoncore/documents/CCRSMath2013Final_000.pdf link. Refer to the English Standards mapping at this <http://www.ibo.org/iba/commoncore/documents/CCRSELA2013final.pdf> link. Also refer to the specific course guide for literature and for history included in this innovation plan for an example of additional detail of the IB curriculum. Note that such documents are available for every IB course.

It is also worthy of note that when the Educational Policy Improvement Center conducted a study to compare the Common Core State Standards to other benchmarked rigorous curricula they used the IB as one of the comparison standards acknowledging the rigor and college readiness of the IB. Refer to https://www.epiconline.org/publications/documents/LiningUp-FullReport_2011.pdf for the study.

Course	Scope & Sequence
English Language and Literature	<p>Language in cultural context</p> <ul style="list-style-type: none"> •effect of audience and purpose on the structure and content of texts •impact of language changes •effect of culture and context on language and meaning <p>Language and mass communication</p> <ul style="list-style-type: none"> •forms of communication within the media •educational, political or ideological influence of the media •ways in which mass media use language and image to inform, persuade or entertain <p>Literature—texts and contexts</p> <ul style="list-style-type: none"> •historical, cultural and social contexts in which texts are written and received •relationship between context and formal elements of the text, genre and structure

	<ul style="list-style-type: none"> •attitudes and values expressed by literary texts and their impact on readers <p>Literature—critical study</p> <ul style="list-style-type: none"> •detailed exploration of literary works • elements such as theme and the ethical stance or moral values of literary texts •appropriate use of literary terms
Mathematics	<ul style="list-style-type: none"> • Algebra • Functions and equations • Circular functions and trigonometry • Vectors • Statistics and probability • Calculus • Mathematical exploration
History	<p>20th century world history</p> <ul style="list-style-type: none"> •Peacemaking, peacekeeping—international relations 1918–36 •The Arab–Israeli conflict 1945–79 •Communism in crisis 1976–89 •Causes, practices and effects of wars •Democratic states—challenges and responses •Origins and development of authoritarian and single-party states •Nationalist and independence movements in Africa and Asia and post–1945 Central and Eastern European states •The Cold War • Aspects of the History of the Americas
Environmental Systems and Society	<p>Systems and models</p> <p>The ecosystem</p> <ul style="list-style-type: none"> •Structure •Measuring abiotic components of the system •Measuring biotic components of the system •Biomes

	<ul style="list-style-type: none"> •Function •Changes •Measuring changes in the system <p>Human population, carrying capacity and resource use</p> <ul style="list-style-type: none"> •Population dynamics •Resources—natural capital •Energy resources •The soil system •Food resources •Water resources •Limits to growth •Environmental demands of human populations <p>Conservation and biodiversity</p> <ul style="list-style-type: none"> •Biodiversity in ecosystems •Evaluating biodiversity and vulnerability •Conservation of biodiversity <p>Pollution management</p> <ul style="list-style-type: none"> •Nature of pollution •Detection and monitoring of pollution •Approaches to pollution management •Eutrophication •Solid domestic waste •Depletion of stratospheric ozone •Urban air pollution •Acid deposition <p>The issue of global warming</p> <p>Environmental value systems</p>
Theory of Knowledge	<p>Knowing about knowing</p> <p>TOK examines how we know what we claim to know, by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. The distinction between shared knowledge and personal knowledge is intended to help teachers construct their TOK course and to help</p>

students explore the nature of knowledge.

Ways of knowing

While there are arguably many ways of knowing (WOKs), TOK identifies eight specific WOKs: language, sense perception, emotion, reason, imagination, faith, intuition, and memory. Students must explore a range of ways of knowing, and it is suggested to study four of these in depth.

Areas of knowledge

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of

gaining knowledge. TOK distinguishes between eight areas of knowledge: mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems. Students must explore a range of areas of knowledge, and it is suggested to study six of these eight.

Appendix H – School Calendar & School Day Schedule

Sample Student Schedule* (See ELL Plan for TNLI Schedule)

	A Days	B Days
8:45-9:35	Math	English
9:35-10:25	Math	English
10:25-11:15	Foreign Language	Freshman/Writing Seminar
11:15-12:05	Foreign Language	Freshman/Writing Seminar
12:05-12:35	Physical Education	Physical Education
12:35-1:25	Lunch	Lunch
1:25-2:15	Elective 1 /ELD	History
2:15-3:05	Elective 1 /ELD	History
3:05-3:55	Science	Elective 2 /ELD
3:55-4:45	Science	Elective 2 /ELD

Fridays 4:00-4:45 Elective Seminar Program

ELD Block will occur to one of the elective periods.

Sample Teacher Schedule

	A Days	B Days
8:45-9:35	Math	Math
9:35-10:25	Math	Math
10:25-11:15	Co-Planning	Office Hours/Small Group
11:15-12:05	Co-Planning	Co-Planning
12:05-12:35	Lunch	Lunch
12:35-1:25	Math	Math
1:25-2:15	Math	Math
2:15-3:05	Prep	Prep
3:05-3:55	Math	Math
3:55-4:45	Math	Math

Friday 7:30-8:35 full faculty PD

Teacher Co-planning time also includes peer-to-peer observations which also form part of our PD model. A sample schedule is below:

Northfield High School 2-month coaching and feedback cycle.								
Personnel	MONTH 1				MONTH 2			
	Observe	Feedback	Observe	Feedback	Observe	Feedback	Observe	Feedback
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
English Teacher	History teacher	History teacher	Math teacher	Math teacher	Science teacher	Science teacher	History teacher	History teacher
Social Studies Teacher	Science teacher	Science teacher	English teacher	English teacher	Math teacher	Math teacher	Science teacher	Science teacher
Math Teacher	English teacher	English teacher	Science teacher	Science teacher	History teacher	History teacher	English teacher	English teacher
Science Teacher	Math teacher	Math teacher	History teacher	History teacher	English teacher	English teacher	Math teacher	Math teacher
Principal	Math and Science teachers	Math and Science teachers	English and History teacher	English and History teacher	Math and Science teachers	Math and Science teachers	English and History teacher	English and History teacher

The coaching cycle above for core classes will be our model as the school opens and will be adjusted as needed as the school and faculty grows. A similar schedule will guide the observation of teachers and classes outside of the core. This cycle will facilitate inter-disciplinary collaboration between teachers.

Appendix I- Teacher Professional Development Plan

DRAFT Competency-Based Adult Learning Proposal Developed in collaboration between NHS Principal Avi Tropper and Denver Public Schools representative Kevin Croghan.

Rationale:

- We want authentic ways for educators to demonstrate that they know and can apply newly acquired competencies to their practices.
- We believe that an effective way to teach in a competency based system is to learn the process through effective modeling.

Theories of Action:

The purpose of a theory of action is to generate a statement that provides purpose for the intended goal. It is causal in nature, yet often fails to connect directly the initial purpose to the end goal. For the purpose of this proposal, the Theory of Action is broken into a narrative series of IF/THEN statements to connect the initial approach to the end goal. Also, note that there are provided two theories to account for the dual purpose of the rationales outlined above.

Theory One: (Student Focused Narrative)

- ***IF*** we apply Competency Based Learning (CBL) methods to the way we approach PD, ***THEN*** educators will have anchor points to build their own CBL teaching practice.
- ***IF*** educators have anchor points to build their own CBL teaching practice, ***THEN*** they will feel more comfortable applying CBL principles in class.
- ***IF*** educators feel more comfortable applying CBL principles in class, ***THEN*** they will implement CBL as part of their daily practice.
- ***IF*** educators implement CBL as part of their daily practice, ***THEN*** students will have more authentic ways of demonstrating their learning.
- ***IF*** students have more authentic ways of demonstrating their learning, ***THEN*** learning for students will be more rigorous and meaningful.
- ***IF*** learning for students is more rigorous and meaningful, ***THEN*** student performance on assessments will improve.

Theory 2: (Educator Focused Narrative)

- ***IF*** educators are able to use CBL methods to demonstrate learning, ***THEN*** educators will have more authentic ways of demonstrating their learning.
- ***IF*** educators have more authentic ways of demonstrating their learning, ***THEN*** learning for educators will be more rigorous and meaningful.
- ***IF*** learning for educators is more rigorous and meaningful, ***THEN*** educators performance on evaluations will improve.

Standards/Competencies:

Competency Defined: A well-designed competency has the following characteristics: (From: [The Art and Science of Designing Competencies](#))

- A competency describes knowledge and skills that can be applied to novel, complex situations.
- The skills described in a competency will be valuable ten years from now even if the content knowledge has changed.
- Learning objectives are accompanied by clear performance criteria that help students identify their performance level(s) and what they need to do to improve.
- Learning objectives are accompanied by effective rubrics that help students understand themselves better as learners.
- The competency and the learning objectives allow for personalization and opportunities for deeper learning.

Suggested Competencies:

Shift from standards to competency

- [ISTE Standards for Teachers](#) (2008)
- [CDE Performance-Based Standards for Colorado Teachers](#) (adopted 01/13/00)
- [CDE Rubric for Evaluating Colorado Teachers](#) (2014-15 school year)
- One may also choose to use standards that align with:
 - School UIP (Unified Improvement Plan)
 - Denver Court Mandate for ELA Education
 - DPS LEAP Evaluation System

Key Considerations On Competencies:

- Competencies should be identified in advance if educators will be given a menu of options from which they will have [Individual Adult Learning Plans](#) (IALPs) crafted on their behalf. In situations where educators are given choice over their learning plan [[Personalized Adult Learning Plan](#) (PALP)], then the competencies will be crafted in conjunction with their Competency Based Learning Coach (CBLC).
- Competencies are not standards; they are the content plus the application of the content. This means there must be some performance task requiring shifts to where learning concepts are applied, ideally in a meaningful way connected to practice. This application can be understood through application of the [Depth of Knowledge](#) “Extended Thinking” level four questioning. See also: [The Art and Science of Designing Competencies](#)

Key Considerations On Learner Plans (Pathways):

There are two ways to approach learner plans in this proposal. In all cases, a “Personalized” plan is preferred; however, “individualized” plans may be needed as part of scaffolding the process with the intention of later release or in situations where the competencies must be clearly defined.

- **Individualized Adult Learning Plan**- (IALP) Plan based around individual deficits related to identified competencies. In an IALP the learning objectives are crafted on the learner’s behalf.
- **Personalized Adult Learning Plan**- (PALP) Plan based on teacher self selection into non-identified competencies. In a PALP, crafting of the plan is done in conjunction between the learner and a coach (CBLC).

On Creating Personalized Learning Environments:

The ability for a learner to get access to resources and content may require the development of Personalized Learning Environments (PLEs). PLEs allow for the learner to have access to experts beyond the walls of the school, and reduces the pressure on site based Professional Development coordinators to find and provide all needed content supports. Through collaboration with CBLC, learners should be able to design the ideal PLE to meet their identified goals.

The Four Steps to Creating a PLE

(Adapted from: [How To Create a 'Personal Learning Environment' to Stay ...](#))

1. **Goal:** Learner identifies goal.
2. **Tools:** Learner identifies what tools/resources (s)he will use to meet the goal. These tools usually have a heavy Web 2.0 focus.
3. **Time:** Learner identifies time(s) in which research and application of strategies related to the competency task. Also, sets goals to establish the ritual of using the dedicated time for the intended purpose.
- 4) **Plan:** Create a model, diagram or map of learning plan. Some Examples: [PLE Diagrams](#) list from the *EdTech Post*
 - **Four Functions of a PLE: Adapted from: [Personal Learning Environment | iTeachU](#)**
 1. **Connect:** Networking: connect with people and maintain connections (largely through digital means like social media).
 2. **Collect:** Curate: collect resources (largely using digital tools).
 3. **Reflect:** Process information: reflect over learning using the resources you have in the way that suits you best.
 4. **Share:** Give back: share your learning back to the world, move from being a consumer to contributor.

On the Importance of Reflection in this Process

Reflection is a key component of the process outlined in this proposal. Reflection in written form may not be required, but it is encouraged as part of the summative evaluation and should be leveraged to

guide any consultation between the learner and the CBLC. Through the use of reflective questioning, this process may benefit the learner through . . .

- being able to identify and shift approaches throughout the process to meet the competency objectives.
- serve as an additional way to demonstrate understanding of how objectives were met.
- offer deeper understanding in a way that makes application of learning repeatable
- open opportunities for the learner to have a deeper understanding over his/her own preferences in the process of learning
- create opportunities for the Competency-Based Learning Coach (CBLC) assist and intervene when needed.

Below are some sample reflection questions to consider:

Sample Reflective Questions:

1. What did I do?
2. Why is this important to me?
3. What did I learn?
4. How did I learn it?
5. How did this experience impact my practice?
6. How did this experience impact my student's learning?
7. How will I use this learning in my future practice?

Site Strategic Planning:

Below are lists of important topics and related questions that must be decided by the site implementing the Competency Based Learning Plan.

Instructional Methods:

- What will PD/Support look like? (i.e. methods & facilitators) so, how do you plan to approach this content?
- Are the facilitators always the CBL planning team? If not, how do people get involved in the process?
- Where will CBL face to face meeting opportunities happen? How will the space be identified?

Measurement/Performance Tracking:

- How will you know it is working?
- What are the opportunities for feedback from participants and at what frequency?
- What are the expected outcomes?

- What process/model for learning plans will be used?
- (See also the [Model CB Badge Module](#) below)

Implementation/Communication:

- Who will be involved and at what grade levels?
- How/When will the CBL planning team meet to plan?
- Given the flexible nature of the plan, how will upcoming CBL face to face topics be decided, communicated to participants and how far in advance?
- What is the PD calendar related to CBL? By this, the concern is less as to what the topics are for the specific dates, rather it is more focused on knowing the time for your face to face meetings is set and sacred (i.e. how are you sure your face to face time is dedicated and not co-opted by other "priorities?").
- How will teachers have access to this information and understand the process?

Accountability:

- How the planning team, the facilitators and the participants are held accountable for the time?
- Who is responsible for leading the plan, and how do we know the plan is executed in that person's absence?
- What measures have been taken to ensure the plan is carried out?
- What is the consequence for not completing the CBL process for the year?
- How is it adjusted for latecomers to the program?

Model Competency Based on a Badge Module:

Module Name:

Some specificity indicates level of complexity.

Module Badge Image:

Appropriate image to relate to badge that will be earned.

Module Description:

This module demonstrates that you have the ability to . . .

Module Demonstrable Skills:

Objective Measures	Subjective Measures
Hard Skills (Tasks & Do's)	Soft Skills (Show & Model)

Module Narrative of Performance & Submission Requirements:

To earn this badge, the intended recipient must be able to _____. The participant will need to meet the rubric objective and subjective requirements to a level three (3) or four (4) in both categories. The task must be completed in person or with accompanying video that demonstrates the process in which _____. Other subjective measures can be done in person or via affidavits of quality for a local expert. In addition, the final submission will need to be accompanied by a written or verbal narrative of the process, reflection on challenges and learning, and will include details as to what was done to assess that the needs of the intended audience.

Module Measurement:

Measures	4	3	2	1
Objective	Meets all level 3 expectations and includes details or knowledge that go beyond expected measures	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets ALL of the objective measures.</i> <i>OR</i> <i>Level 3-1 requirements can be crafted in conjunction with evaluator(s) & recipient.</i>	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets MOST of the objective measures.</i>	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets Few or None of the objective measures.</i>
Subjective	Meets all level 3 expectations and demonstrates significant improvisational skills and/or creates a cake exceeding beyond expected measures	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets ALL of the subjective measures.</i> <i>OR</i> <i>Level 3-1 requirements can be crafted in conjunction with evaluator(s) & recipient.</i>	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets MOST of the subjective measures.</i>	<i>This should be completed by the badge issuer. It will require that the badge recipient's product meets Few or None of the subjective measures.</i>

Waivers Requests and Replacement Policies

DPS, CBA, and Colorado State Statutes

Northfield High School

Request for Innovation Status

June 2015

DPS Policy Waivers

	Policy Waived	Area of Impact
School Proposal	BDF-R4: Collaborative School Committees	School 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 NHS CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include at least 12 voting members determined through the following process. The principal may increase the number of members of the CSC with the proviso that the parent representatives must remain the largest sub-group.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • At least 3 Teachers • At least 4 Parents • At least 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least quarterly • Recommending 2 final candidates to DPS for the principal position (when a vacancy exists) • Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following: <ul style="list-style-type: none"> • Advising on the school’s annual budget • Advising on 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	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. 	

	<p>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.</p> <p>5. The appropriate district staff will review and, if appropriate, execute the Agreement.</p> <p>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.</p> <p>7. The school(s) will proceed with the terms of the sponsorship agreement.</p>	
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 Northfield High School or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	IC/ICA: School Year/School Calendar	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 days before the end of the school year, the NHS CSC will advise on and the principal 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. 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. 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	IE: Organization of Instruction	Education Program
Policy	<p>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.</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</p>	

	<p>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. <p>Substantive interim changes must be approved by District staff.</p>	
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.</p> <p>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. <p>Substantive interim changes must be approved by District staff.</p>	

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	<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. <p>Substantive interim changes must be approved by District staff.</p>	
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. <p>Substantive interim changes must be approved by District staff.</p>	
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"> 1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. 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. <p>Substantive interim changes must be approved by District staff.</p>	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	Promotion, Retention and Acceleration of Students
Policy	When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:	

	<p>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.</p> <p>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.</p> <p>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:</p> <ul 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. <p>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.</p>	
Replacement Policy	<p>Retention decisions including course repeats for students performing below grade-level in any content area will be made based on course achievement levels as determined by multiple metrics including final grades. The teacher, and parents will confer prior to the end of the school year or the semester about the student's progress. If students are making insufficient progress, an academic plan will be prepared and grade or course retention may be recommended. If the principal approves of a course repeat for a student, the student will be required to repeat the course. If the principals approves of specific course placement the student will be required to take that course. Parents will not have the ability to override the decision of the principal. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>	
School Proposal	GCF/GDF: Staff Recruiting	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, 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. 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>Northfield High School will follow District Policy GDF/GCF; however, NHS 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 not receive applications and will not consider candidates from the direct placement process. However, the school will consider any candidate who applies for an open position at the school. • 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 any non-core courses as defined by NCLB Federal Law will not require a teacher certificate. The only "Highly Qualified" teachers NHS will be required to hire are those teachers who are required to be "Highly Qualified" by Federal Law. • Background checks will be administered using the existing systems and processes for the district. • The School shall conduct reference checks. 	
Replacement Policy	<p>A change of assignment from one occupational classification to another may be requested by the affected employee, or may be recommended by the employee's administrator or supervisor. Approval of the promotion by the school principal shall be required.</p>	
School Proposal	IKF: Graduation and Promotion	Graduation Requirements
Policy	<p>Highly detailed. Specifies credit for general ed, etc.</p>	
Replacement Policy	<p>Northfield High School will follow IKF except that the school may provide a Northfield High School endorsed diploma with requirements that exceed the district standard. Only students who meet these requirements will receive the Northfield High School endorsed diploma. While meeting district requirements for Language Arts the specific distribution of courses will not be required. The course "Introduction to Literature and Composition" will not be required and any other literature or writing course may take its place. While meeting district credit requirements in Social Studies the specific distribution requirements will not be required and any history or social studies courses can be used to meet the credit requirements in Social Studies. The Northfield High School Pathways courses replace DPS mandated electives.</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</p> <p>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</p> <p>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>	
School's Proposed 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, students are expected to complete their work after school in a homework help center – attendance is mandatory.</p>	
School Proposal	ILBA- District Student Assessment	Educational Program
Policy	<p>District assessment provides information on each student's educational growth for the purposes of instructional improvement, special programs, communication with students and parents, and state and federal accountability. The district's assessment program consists of tests that are given statewide and nationally, as well as locally developed assessments that monitor student progress toward state standards. In addition, teachers create classroom assessments that match the district's approved curriculum and identify individual strengths and weaknesses.</p> <p>District staff are to administer all assessments in accordance with federal, state, and local laws and policies. District procedures related to training, test security, administration, and processing are to be followed. District staff are expected to administer assessments and use results in an ethical manner. Assessment results must be treated as confidential and should only be used for appropriate, bona fide educational purposes.</p>	
School's Replacement Policy	<p>Northfield High School will assess students on all federally and state mandated assessments. NHS opts out of all other assessments including district interim and benchmark assessments. NHS will use school-developed performance tasks and assessments to provide students with feedback on their learning.</p>	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for	Educational Program

	Extended Excursions)	
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 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>Northfield High School will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, Northfield High School will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips. Second, if a situation exists where the school must pay the district for transportation services or if the district is unable to provide the services the school requests, the school may choose to contract with another school transportation provider.</p>	
School Proposal	GBEBA-R: Regulation for the Enforcement of Staff Dress Code	Human Resource Management:
Policy	<p>The following regulation is developed for the implementation of School Board Policy GBEBA-Staff Dress Code. This regulation is designed to be consistent with the general purpose and principles outlined in Policy GBEC, as well as consistent with federal and state statutes, and local ordinances.</p> <p>Denver Public Schools ("the District") employees are required to dress professionally and appropriately at all times while on District property or during District-sponsored events. Accordingly, the District has adopted the following procedures to govern staff dress.</p> <p>School or Department Standards</p> <p>Each school or department within the District may adopt its own standards concerning employee dress, provided that the standards adopted do not impose lesser requirements than or conflict with the guidelines articulated in this regulation. When considering school or department-wide dress standards, each school or department should consider its operating environment, industry norms, safety considerations, the nature of the jobs being performed, and currently acceptable business dress standards. Supervisors should communicate their department's workplace attire and appearance guidelines to staff during the orientation period. Any questions about the school or department's guidelines for attire should be discussed with an immediate supervisor.</p> <p>Unacceptable Items</p> <p>The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school district and are not acceptable on District property or at District-sponsored events:</p>	

	<ol style="list-style-type: none"> 1. Shorts, dresses, skirts, or other similar clothing shorter than mid-thigh length; 2. Sunglasses or hats worn inside the building; 3. Inappropriately sheer, tight, or low-cut clothing that bares or exposes traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, and breasts; 4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width; 5. Inappropriate footwear, including flip-flops or slippers; 6. Inappropriate grooming or hygiene; 7. Any other grooming or attire that is prohibited by the student dress code applicable to the building to which the employee is assigned; and 8. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that contain any advertisement, symbols, words, slogans, patches, or pictures that: <ol style="list-style-type: none"> a. Refer to drugs, tobacco, alcohol, or weapons; b. Are of a sexual nature; c. By virtue of color, arrangement, trademark, or other attribute denote membership in a gang that advocates drug use, violence, or disruptive behavior; d. Are obscene, profane, vulgar, lewd, or legally libelous; e. Threaten the safety or welfare of any person; f. Promote any activity prohibited by the student code of conduct; or g. Otherwise disrupt the school or work environment. <p>Exceptions</p> <p>An employee’s immediate supervisor may make an exception to this policy to accommodate an employee’s legitimate medical or religious concerns.</p>
<p>Replacement Policy</p>	<p>The professional appearance of school staff members includes dress, accessories, body adornments, and grooming. Appropriate professional appearance reinforces a shared-vision of the school. Therefore, all staff must exercise appropriate judgment in their choice of professional appearance for work or work-related activities by always appearing in a manner:</p> <ul style="list-style-type: none"> • that is appropriate to the situation • that promotes ideals of respecting others, respecting self and respecting the environment • that demonstrates a readiness to work in all of the school's environments • that promotes a working and learning environment that is free from unnecessary disruption, and • that is conducive to high student and staff performance. <p>During the work day and any time employees attend work-related activities, employees shall appear in appropriate dress. Items that are not acceptable in the workplace shall be identified in an annual school dress code by the school principal. The principal is delegated the authority and bears the responsibility for ensuring compliance with the school dress policy and is expected to counsel employees upon initial infractions and implement further disciplinary procedures when violations continue to persist</p>
<p>School Proposal</p>	<p>Policy JJIB Interscholastic Sports Athletics</p>

Policy	The high school athletic program shall be governed by the constitution, by-laws and standing rules of the Denver Public High Schools Athletic League,	
Replacement Policy	The school leader has the discretion to set general athletic procedures, rules and schedules consistent with CHSAA rules and/or regulations.	
School Proposal	Policy JJIC- Eligibility/Minimum Standards for Participation	Athletics
Policy	Describes eligibility requirements for participation in high school sports.	
Replacement Policy:	The school leader has the discretion to set the eligibility requirements for student participation on any sport teams, consistent with CHSAA rules and/or regulations.	
School Proposal	KI Visitors to Schools	
Policy	<p>The Board encourages parents and other citizens of the district to visit classrooms at any time to observe the work of the schools. The Board believes that there is no better way for the public to learn what the schools actually are doing.</p> <p>In order to insure that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office when entering, receiving authorization before visiting elsewhere in the building. This will not apply when parents have been invited to a classroom or assembly program.</p> <p>The district shall notify the public in an appropriate manner that persons violating the criminal law by using, selling or distributing any controlled substance on school grounds, on school buses transporting students or within 1,000 feet of the perimeter of the school grounds shall be subject to enhanced criminal penalties.</p>	
Replacement Policy:	The principal must approve of any parent or other citizen visiting a classroom in advance of any such visit. All visitors must report to the school office when entering, and must receive authorization before visiting elsewhere in the building.	

Collective Bargaining Agreement Articles Waivers

School Proposal	DCTA: Article 1-7: Definition of "School Year"	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 Northfield High School. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Policy	<p>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.</p> <p>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.</p>	
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 approval of an innovation plan as evidenced by a vote of the school's faculty.	
School Proposal	Article 5-4: School Leadership Team	Management

Policy	<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 ... elected annually by a majority of the faculty voting by secret ballot.</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.</p>	
Replacement Policy	<p>The School Leadership Team will include all members of the full time faculty during year one. As the school grows by one year per year, each grade-level will enjoy proportional representation on the SLT. The faculty retains the right to alter the constitution of the SLT through a majority vote. The SLT shall operate using input from the Northfield High School Collaborative School Committee.</p> <p>The SLT will advise and work collaboratively with the school leader on issues related to curriculum, instruction, and professional growth.</p>	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	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</p>	

	<p>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 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 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>School's Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to Northfield High School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.</p> <p>8-1- Contract Year: The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year as determined by the principal with consultation from the CSC. Teachers will be compensated for these PD days via a stipend of \$100 per day. The contract year for teachers will be extended to include an extended school year and increased student contact days. In addition, the contract year for some teachers will be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional teaching days via the hourly teaching rate of \$22.80 per hour exclusive of lunch. Non student contact days, planning days, assessment days, and professional development days will be determined by the school leader in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Evening meetings will be scheduled, as necessary, to implement the innovation plan. In accordance with the innovation plan, student school contact days will be increased in order to increase instructional time.</p> <p>8-2 The teacher work week may be extended beyond 40 hours (exclusive of lunch) to include extended student time as well as additional collaborative planning and professional development time. The principal shall have the authority to require teachers to diverge from the regular school day. Evening meetings will be scheduled, as necessary, to implement the innovation plan. Lunch periods will be a minimum of 30 minutes. The student contact day will be increased to an 8 hour day.</p> <p>8-3 Teachers will be given 200 minutes of self-directed instructional planning time per</p>

	<p>week.</p> <p>8-5 Physical Education teachers will have 1 lunch period (as described above) and 1 preparation period. Physical Education teachers will teach all other periods during the 8 hour school day. Teachers will teach up to 6 periods a day within the Northfield High School schedule or the equivalent. Class size maximums will be determined by the principal.</p> <p>8-7 Northfield High School 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 Northfield High School teachers will be responsible for lesson plans for the entire length of any absence.</p> <p>8-10 Class coverage will be assigned equitably with the best interests of students in mind.</p>	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Human Resource Management: Teacher Evaluation
Policy	<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 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. 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>School's Replacement Policy</p>	<p>Evaluator refers to the supervisor who is responsible for the evaluation of personnel. While the Northfield High School principal will oversee all evaluations in the building, other personnel may have primary evaluation responsibilities for some personnel. Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state principal/administrator license. All school personnel will be evaluated annually. Evaluations will include both formal and informal observations. Modifications to the district evaluation system will be made in accordance with the innovation plan.</p> <p>10-1: Evaluator refers to supervisor who is responsible for the valuation of personnel. While the Northfield High School principal will oversee all evaluations in the building, others may have primary evaluation responsibilities for some personnel.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers. All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</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 fifteen (15) days, but may be extended beyond the (15) days as determined by the Principal</p>

	<p>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. All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. 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 15 minutes and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes. Teachers will be informed of any videotaping but consent is not required.</p>	
School Proposal	Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource
Policy	<p>Committees identified in these sections include:</p> <ul style="list-style-type: none"> - Instructional Issues Council - IS Advisory Committee - School Leadership Team - Personnel Committee - Task Force on School and District Climate 	
Replacement Policy	With the exception of the CSC and SLT any other committees within the school will be created at the direction of the school principal.	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Human Resources Management
Policy	<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	The school will follow the district's basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.	
School Proposal	Article 13-7 Hiring timelines,	Human Resources Management: Hiring & Staff Assignments
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. 	
School's Replacement Policy	<p>Northfield High 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. NHS will not be required to accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>To the extent possible a hiring committee will be constructed by the school leader for vacancies, with final determination to be made by the school principal. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p>	

	<p>The Northfield High School principal in consultation with the CSC will make decisions related to Reduction in Building Staff (RIBS). 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> <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	Article 13-8 Personnel Committee	Human Resources Management: Hiring & Staff Assignments
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 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>	
School's Replacement Policy	<p>To the extent possible a hiring committee will be constructed by the school leader for vacancies, with final determination to be made by the school principal. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The Northfield High School principal in consultation with the CSC will make decisions related to Reduction in Building Staff (RIBS). 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> <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	Article 14-1: Summer School Teaching Positions	Human Resource Management: Hiring & Staff Assignments
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</p>	

	<p>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>Northfield High 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 agreed upon in the innovation plan.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
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>Northfield High School will not be required to participate in the district Reduction in Force process and will not be required to 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 21: Short Leaves of Absence	Human Resource Management
Policy	<p>21-1 ten days of leave each year</p> <p>21-2 four days per year of personal leave</p>	
Replacement Policy	<p>Teachers at Northfield High School will have ten (10) days per year total for short leaves of absence. These days shall include both sick days and personal leave.</p> <p>The school reserves the right to refund unused paid personal leave and sick days at the end of the school year at a rate to be determined by the school leader in consultation with the NHS CSC from the school's budget. Sick days can be carried over as per district policies.</p>	

School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	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>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 leader. The school leader 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. The school leader's decision is not subject to appeal.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Human Resources Management: Compensation
Article Summary	<p>See Extra Duty Compensation schedule in Article 32</p> <p>Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</p>	
School's Replacement Policy	<p>The principal, in consultation with the CSC, will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year. The School reserves the right to not provide additional compensation to exempt employees for additional time that occurs during overnight and extended trips, after school meetings, parent/teacher conferences, after school activities, school performances, events, or games, evening meetings and professional development. If the school does give compensation for such additional time, the compensation will be provided consistently to all teachers and staff working such additional time.</p>	
CBA Article/Section	Article 7: Grievance Policy	Human Resources Management
Article Summary	<p>6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous</p>	
School's 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 a violation, a misinterpretation, or inequitable application of any of</p>	

the provisions of the School's Employment Contract.

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.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within five (5) 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 ten (10) 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 must discuss the grievance personally. 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 three (3) school days. The grievance must refer to the specific Articles of the Employment Contract 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 will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within three (3) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director will be considered final.

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.
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State Statute Waivers

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>All of the teacher and principal effectiveness legislation.</p> <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>Northfield High School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in the Personnel Performance Evaluation Act, 22-9-101 et seq. NHS, in consultation with the District LEAP team and HR partner, shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth. The school leader and faculty will collaborate to develop this modified framework. The Framework will maintain all the domains within LEAP and will have the ability to modify the specific indicators and language to support the vision for teaching and learning at Northfield High School. The complete rubric will be developed by the founding group of faculty prior to the start of the school year and will be subject to review and approval by the district HR department and LEAP Team.</p> <p>Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the principal. Evaluators of school personnel will receive a CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p>	

	The policy will apply evenly to all teachers in the school. All teachers will receive at least one evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her Instructional Superintendent and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.	
School Proposal	Section 22-32-109(1)(cc): Dress Code	Human resources management: Adopt Dress Code for Employees
	To adopt a dress code policy for teachers and other school employees.	
Replacement Policy	Northfield High School has the authority to establish a dress code for all employees as described in the innovation plan.	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Policy	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,	
Replacement Policy	Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal will select classroom teachers directly and will determine rates of pay in consultation with the CSC. For all unique job descriptions the school leader in consultation with the CSC shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	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, Northfield High School may receive moneys and deposit such moneys into a school account. The School will establish an account with a banking institution of its choice to manage receipt of 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 Northfield High School. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	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	

	<p>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.</p>	
Replacement Policy	<p>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.</p> <p>In accordance with the innovation plan, Northfield High 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.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Policy	<p>(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.</p>	
Replacement Policy	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <p>In accordance with the innovation plan, Northfield High 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 following 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.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	<p>(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]</p>	

	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 Northfield High School 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. Input from parents and teachers will be sought prior to scheduling. 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. 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 its 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 school may develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. 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. <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	

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	In accordance with the innovation plan, Northfield High School will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to Northfield High School the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	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	The principal will not be required to participate in district training or meetings unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan or are required to meet legal obligations.	
School Proposal	22-32-110(1)(ee) Local Board Powers- Employ teachers' aides and other noncertificated personnel	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 principal in consultation with the CSC shall make staffing decisions consistent with waivers for district policies GCF/GDF. The school may employ non-licensed personnel to provide instruction in "non-Core" areas or supervision of children subject to State and Federal Law.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	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	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>	
School's 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 NHS CSC and 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</p>	

	<p>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	22-33-102(1) Definition of "Academic Year"	Calendar
Policy	<p>As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.</p>	
School's Replacement Policy	<p>"Academic year" refers to the year as it is established by the locally adopted academic calendar for Northfield High School. This definition will include both an identification of days and a typical daily schedule.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	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. (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 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. (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. (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</p>	

	authorization issued pursuant to article 60.5 of this title.	
Replacement Policy	<p>Northfield High School teachers will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing instruction in non-core classes. 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 core content 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.</p> <p>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>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision	Human Resource Management: Hiring, Contracts and Employment Offer Letters
Policy	<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</p>	

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.

(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:

- (I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or
- (II) One-twelfth of the annual salary specified in the employment contract.

(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.

- (II) Repealed.
- (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.
- (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.
- (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.

(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.

(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.

(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.

(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.

(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.

(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

	<p>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 initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered 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 principal to ensure teacher contracts are consistent with the approved innovation 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. 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 all staff during the school year will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>Northfield High 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</p>

	refuse direct assignments or mandatory transfers of teachers from the district.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Human Resources Management: Dismissals
Statute Description	<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>	
School's Replacement Policy	All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers
Statute Description	<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>	
School's Replacement Policy	Northfield High 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	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	<p>All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>Annual contracts can be non-renewed at the end of the contract term for any reason.</p> <p>During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and</p>	

	Regulation GDQD-R. During the school year, a teacher on an annual contract may only 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	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</p>	

days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(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.

(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.

(c) Expenses of the hearing officer shall be paid from funds of the school district.

(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.

(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.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(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 on appeal to

	<p>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	Human Resource Management: Compensation
Policy	<p>(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.</p>	
Replacement Policy	<p>Northfield High School will adopt a salary schedule that will meet or exceed the district’s salary schedule. The Northfield High School 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, external professional development or for performance incentive pay.</p>	
School Proposal	22-63-402. Services - disbursements	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	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	Northfield High 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	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</p>	

	<p>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 eh 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 int eh 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>
<p>Replacement Policy</p>	<p>Northfield High School will follow the school’s replacement policy IKE/IKE-R regarding retention/required course repetition of students.</p> <p>Retention decisions including course repeats for students performing below grade-level in any content area will be made based on course achievement levels as determined by multiple metrics including final grades. The teacher, and parents will confer prior to the end of the school year or the semester about the student’s progress. If students are making insufficient progress, an academic plan will be prepared and grade or course retention may be recommended.</p> <p>If the principal approves of a course repeat for a student, the student will be required to repeat the course. The principal will approve of course placement. Parents will not have the ability to override the decision of the principal. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>

Use of Non-Adopted District Curriculum - WAIVER (DPS)

Note: Textbook information must include title, author (where necessary), publisher, copyright date, ISBN number or catalog order number, and format (hard cover, paperback, consumable, etc.). Textbooks or supplementary texts must be aligned with district curriculum expectations. In addition, materials must avoid stereotyping related to age groups, ethnic or racial groups, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

School Name: Northfield High School **Contact Person:** Avi Tropper
Contact's Phone Number: 646-265-0177

For supplemental or elective courses: Briefly explain the reason for ordering this non-adopted supplementary text.

For alternative core programs: Answer the following questions.

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials? Alignment to IB for All curriculum and competency-based course design.

What data support the requested alternative core program? See research supporting a document based perspective taking approach to history teaching at <http://sheg.stanford.edu/researcharticles>

What funding source(s) will be used to support initial purchase and ongoing material needs? All funding that would have been applied to adopted texts will be redirected to these texts. Should the textbooks and related materials ordered by the school cost less than the regular district books the savings will be added to the school's budget.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program? IB PD and see Northfield High School Innovation Plan

How will student mobility be accommodated into and out of this alternative core program to the DPS core program? All courses are Common Core aligned. Should a student leave Northfield High School that student will be fully prepared for coursework at any other high school.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program? Should a teacher leave Northfield High School they will be able to teach any course in their license area at any other school.

Textbook information:

Title: Who Built America? Volume I: Through 1877 Volume II: Since 1877 **Author:** American Social History Project **ISBN Number:** 978-0-312-44691-8 and 978-0-312-44692-5

Subject Area: American History **Grade(s):**9 **Copyright:**

Format (click correct box) Hardback Paperback

Textbook Non-Adopted xSupplementary Text Don't Know

Vendor: Bedford St. Martins **Vendor Contact Name:**

Contact Phone Number: **Contact Fax Number:**

Email:

Teacher Developed Curriculum – Waiver (DPS)

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: Northfield High School

Name of Person Completing Form: Avi Tropper

Subject Seeking Waiver For: English

Date Waiver Application Submitted: 8/28/14

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team.

The school leader has developed curriculum in the past. As part of the hiring process the school will seek Literacy teachers with expertise in developing curriculum. A primary component of the job description for the Student Support Coordinator is to, “support teachers with curriculum development and use of student data to inform planning and instructional delivery.” This person will have a primary responsibility in developing Literacy teachers to effectively create, monitor, assess curricular materials and student data to inform instruction and revise curricular planning documents as needed based on student performance data.

- 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.)

School administration and teachers will participate in IB PD that is geared toward developing curricular units that are aligned with Common Core State Standards. We will also implement the PD approach described in Appendix I. In addition, Literacy teachers will utilize existing DPS planning documents such as the Scope and Sequence Template and Evaluation Tool to guide in the development of curriculum for Literacy courses.

- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum.

Student data analysis is the primary responsibility of the Student Support Manager. Based on regular evaluations of student academic performance and teacher effectiveness with implementing the curriculum, The Student Support Coordinator will work with each Literacy Teacher Team weekly to adjust and modify curriculum as necessary. See School Plan for more detail.

Section 2--The What: The Plan for Implementing

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

Unit of Study	Unit Name	Length of Unit	The approximate/suggested amount of teaching time this unit will require and the corresponding dates.
Focusing Lens(es)	The frame through which students filter information. The lens brings together concepts and content for deeper thinking and meaning making; it draws instruction (and students) continually back to the significance of what they are studying.		
Standards	The Common Core State Content Standards which will be addressed in this unit are listed. The Domain(s) are also listed to help see related standards.		
Essential Question(s)	Engaging, debatable, and/or over-arching questions that can frame a unit. These are relevant, catch students' interest, and guide students to think more conceptually and abstractly.		
ELGs	The ELGs are derived from the CCSS and provide focus for your monitoring of student progress throughout the unit.		
Concepts	The timeless and universal aspects that provide the unit's depth.		

Generalizations (Conceptual Understanding)	Guiding Questions to Build Conceptual Understanding	
My students Understand that...	Factual	Conceptual
The essential and conceptual understandings in which the relationship between two or more concepts is identified. Generalizations represent the big/deep student understandings that build as a result of the learning in the unit. Generalizations transfer/apply across learning experiences.	These (convergent) questions link directly to building the generalizations and are tied to specific topics/content and typically have objective, definitive answers.	These (divergent) questions link directly to building the generalizations and are designed to provoke thoughtful, multiple, and/or subjective answers that ask for deeper levels of thinking.
Key Knowledge, Strategies, and Skills		
My students will be able to (Do)...		
The transferable knowledge, strategies and skills that will be introduced and/or refined in order for students to successfully master the unit's larger understandings.		
Critical Language: Academic Vocabulary to be used in oral and written classroom discourse.		
Grade X students demonstrate ability to apply and comprehend critical language through the following examples.	This section contains a sample of a statement which a student might use to demonstrate his/her understanding of the unit concepts.	
Academic Vocabulary	Cross discipline language (Categorized by Tier 1, Tier 2, and Tier 3 Vocabulary in Elementary)	
Resources		
Materials (Workshop Materials)	Identified lessons, instructional materials or curricular resources essential for all students.	

in Elementary)	
Close Reading(s)	Additional text selections written to enhance the understanding of the content in the text.
Technology	Technology links that provide ways for students to deepen their understanding of the content in the unit and can be used to differentiate student learning.
Performance/Learning Task(s)	Additional tasks to support student learning and/or assess student understanding.
Notes	Additional ideas to consider when planning the unit.

5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans.

The team of English teachers will have common planning time to do this work throughout the school year. Over the course of the summer each of the Literacy teachers will work with the school leader and the

Literacy teachers with support from the school leader and Student Support Coordinator will develop and map the units of study for the 2015-2016 school year utilizing a UBD approach that will be supported via the use of DPS Curriculum Planning Documents (see above). Literacy teachers with support from the School Leader and Student Support Coordinator will map the units corresponding to each grade throughout the spring and summer of 2015 in order to ensure that all CCSS and CAS Standards for each grade level have been identified, included, and can be covered within the scope of the units during the course of the 2015-2016 school year. Specifically, Units shall be outlined by the School Leader and Student Support Coordinator in the Spring and Summer and will be updated and finalized by teachers throughout the summer Professional Development with ongoing support and revision throughout the school year.

- First Quarter Units Drafts—April 30
- Second Quarter Unit Drafts—May 31
- Third Quarter Unit Drafts—June 30
- Fourth Quarter Unit Drafts - July 30

The backwards planning process includes the key elements necessary for meaningful curriculum development including clear identification of expected results aligned with CCSS, development of measurable objectives that clearly align to standards and included aligned performance tasks.

6) Describe the ongoing curriculum monitoring process that will be implemented.

The implementation of the Literacy curriculum will primarily be monitored through the school's data analysis process described in the innovation plan. The Student Support Coordinator will monitor lesson plans, unit plans, and student interim as part of the Data Analysis process with teachers. Through this process revisions to the curriculum will be made to meet the needs of students and ensuring all CCSS are being implemented with grade appropriate rigor. This process allows for ongoing monitoring of curriculum effectiveness, including gap analyses, interim data and regular revision as necessary.

Section 3--The How: Plan Implementing

- 7) Describe the tools and resources you will use to develop and implement curriculum.

The literacy curriculum will be developed using the DPS Unit Planning and Scope and Sequence Documents provided through the DPS Standards Toolkit: <http://standardstoolkit.dpsk12.org/2-literacy/2b-dps-scope-and-sequence-for-the-common-core-literacy-standards>. The primary resources that teachers will utilize for instruction will be grade appropriate novels and non-fiction resources.

- 8) Describe the process by which instructional materials will be selected.

Teacher Teams with support from the school leader and Student Support Coordinator will select materials that are grade-appropriate and align with CCSS using the process detailed below in question 9. This process will begin with initial units developed by the school leader and SSM over the summer and will continue with final choices once teachers are hired.

- 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.

<http://www.ehhs.kent.edu/ceecrt/wp-content/uploads/2008/12/curriculum-framework-rating-rubric.pdf>

- 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.

Literacy teachers will work as a cohort focused on curriculum development, implementation, and assessment throughout the summer and school year. A key component of the PD Plan includes peer-to-peer observations and feedback based on observable and measurable student performance. This intentional Professional Planning Process allows teachers to support one another with assessing the effectiveness of the curriculum and instructional strategies. See Appendix I for a complete overview of the Professional Development Process.

Section 4--The When: Timeline for Implementation

- 11) Describe the timeline for curriculum development.

Sufficient time is devoted to curriculum development as part of the school's summer Professional Development, supported by pre-planning using DPS planning documents created by the school leader and Student Support Manager. Literacy Teachers will use the scope and sequence documents to ensure that lessons align with CCSS and the DPS Scope and Sequence for Literacy. However, the primary use of novels and non-fiction texts will allow teachers flexibility to design deep and meaningful curriculum and lessons that allow for flexibility in the timeframe for implementation. For example, one novel will be used to promote the development of multiple skills and teachers shall be flexible in determining which texts are appropriate for the implementation of all CCSS throughout the course of the school year. During the summer the school will have developed unit plans ensuring all CCSS are integrated into the year-plan and as part of the PD and data cycle the plan will be adjusted according to student need.

12) Describe the timeline for PD around curriculum implementation.

Literacy teachers will be provided PD on curriculum implementation ongoing as part of the weekly PD cycle and peer-coaching process detailed in the PD plan. Initial PD on curriculum design is incorporated into the summer PD calendar. The data cycle will determine specific ongoing PD and coaching that may be needed to ensure that the curriculum is both designed to meet all CCSS and that students are mastering identified standards.

13) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made.

On a daily basis teachers will evaluate the effectiveness of the curriculum based on student academic performance. As a general best practice, curriculum will be modified, re-taught, or accelerated based on student academic performance and demonstration of mastery. In addition, the school will assess the effectiveness of the curriculum weekly as part of the school's data analysis team meetings and targeted support will be provided by the school leader and Student Support Coordinator to identify necessary revisions to the curriculum.