

INNOVATION SCHOOL APPLICATION



February 2012

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OVERVIEW

Colorado’s Innovation Schools Act is intended to improve student achievement by granting schools a “high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most efficient use of resources, and generally organizing the delivery of high-quality educational services, thereby empowering each public school to tailor its services most effectively and efficiently to meet the needs of the population of students it services.”

That Act provides schools the opportunity for increased flexibility by providing a clear path to waive certain state statutes, district policies and union contract provisions that may otherwise inhibit a school’s ability to implement strategies and tactics that may produce significant gains in academic performance. For more information on the Innovation Schools Act of 2008, please visit: <http://www.cde.state.co.us/cdegen/SB130.htm>.

The following document is intended to serve two purposes. First, it is an application for schools to request innovation status from Denver Public School’s (“DPS”) Board of Education and the Colorado State Board of Education. Second, it is a planning guide to support the development of high-quality innovation school plans that will produce significant gains in academic achievement.

To facilitate the development of an organized, carefully planned, and comprehensive innovation application, schools should thoughtfully respond to each component of this application. Schools are also encouraged to be collaborative and transparent when creating their plans by providing staff and members of the broader community meaningful opportunities to engage in the development process.

Completed applications will be reviewed by the Office of School Reform and Innovation (“OSRI”) and an Application Review Team (“ART”). An ART is comprised of 6-10 members, each with expertise in a specific area of school development and management (e.g., teaching and learning, special education, budget, human resources, etc.). The review by OSRI and ART is intended to provide feedback to improve the quality of a plan before conducting a staff vote and before requesting innovation status from DPS’s Board of Education.

Schools that secure the necessary support from staff and their community can submit their innovation plan to DPS’s Board of Education for review. Plans that are approved by DPS are then forwarded to Colorado’s State Board of Education for final review.

Note that Appendix A of this application contains questions that must be answered by applicants who desire to secure district waivers in curriculum, assessments, and/or graduation and promotion policies.

INTRODUCTION

“What we can do and – what America does better than anyone – is spark the creativity and imagination of our people.” President Barack Obama, January 2011

- I. Provide your school’s name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.**
- A. Provide your school’s name.
- Creativity Challenge Community (C3)
- B. Provide the name of the school leader under innovation status. If different, provide the name of the main contact for this application.
- Julia Shepherd, Principal Partner
- C. Date application submitted.
- January 23, 2012
- D. Provide an overview of the innovation school plan development process.
1. Describe how the development of the plan was completed.

C3 will serve students with an interest in creative thinking and innovative learning approaches. Students will be challenged to think creatively, consider diverse perspectives, and work collaboratively to solve problems. Students in the Southeast region of Denver need opportunities to be challenged and to engage in a variety of learning experiences and environments. Families in the Southeast region want rigorous academic programming and opportunities for children to be creative and flexible thinkers. C3 is targeting students in the surrounding neighborhoods who are currently enrolled in overcrowded DPS elementary schools as well as those who have chosen to enroll outside of the DPS system. By providing a high performing school with creative programming options such as collaborative problem solving, classrooms at community partners, arts and technology integration, and world language classes, C3 will reengage Southeast Denver students and families. Through the work at Cory, it has become clear that there is a need for an alternative approach for students in the DPS Southeast region.

The C3 founding team created the school in response to DPS’ Call for Quality Schools which identified a need for an additional high performing elementary school option in the Southeast region of the district due to the growing number of elementary school aged children in the area. There is a projected increase of approximately 3,000 school age students in the Southeast over the next five years. Current projections indicate a need for an additional 1000 elementary seats in the Southeast region. This growth in enrollment, coupled with the existing overcrowding at the majority of elementary schools across the region, created the need for at least one additional high-performing elementary option in the Southeast. In October 2009, Superintendent Tom Boasberg spoke at a community meeting at Merrill Middle School, announcing that Merrill Middle School would be a candidate for co-location due to empty seats.

Members of the Cory Merrill campus, including the C3 design team leader, the current principal at Cory, felt that they could create a new strong school which would be a part of the larger Cory-Merrill campus.

School visits were a part of the design team process in order to deepen understandings of creativity, challenge, and community and what concepts could be implemented at C3. Schools included: Polaris at Ebert, Odyssey, Colorado Academy, DSST, Cherry Creek Challenge, SOAR, and Northside Prep in Chicago. Design team members also have direct experience with a wide range of local schools including Ricks, Stanley British Primary, St. Anne's, Pioneer Charter as well as the schools the team currently works for or has worked at in the past.

Members of the design team attended the Aesthetic Institute at the University of Denver in June 2010 on leadership in a standards based education. The focus of this institute was the 21st Century Thinking Skills; the Aesthetic Standards - CRISPA: Connections, Risk-taking, Imagination, Sensory experiences, Perceptivity, and Active engagement; and the work of Daniel Pink. This furthered our commitment to the immediate need to incorporate creative thinking strategies, student ownership of learning and opportunities for students to connect with community resources and work collaboratively.

A member of the design team also conducted a pilot partnership with the Denver Art Museum, which will continue this year and is planning a partnership with the Museum of Nature and Science this school year. Other design partners will work with her in planning and executing lessons with the Museum of Nature and Science in order to provide valuable information related to the continuing development of our community partnerships. A pilot with the Denver Center Theatre Academy is scheduled to be implemented in the spring of 2012.

2. Detail who participated on the design team.

- Julia Shepherd, principal, Cory Elementary School
- Karen Chapman, administrative planning partner
- Lisa Hoyt, 4/5 teacher, Cory Elementary School
- Maureen Poli, community member
- Patti Shade, DPS Itinerant GT, Creativity Specialist and Administrative Assistant
- Nada Ahmed, DPS Teacher Effectiveness Coach
- Kristen Heeres, parent, art teacher at Center for Early Education
- Michelle Sarche, parent
- Shawn Gallego, parent
- Beth Sundberg, community member

3. Explain specific roles and responsibilities of design team members.

Julia Shepherd, the design team leader, has been the principal of Cory Elementary School for 6 years, a highly engaged community. As principal, Julia is responsible for managing all aspects of the school administration and operations. Additionally, as part of her work at Cory, she spent two years planning for and writing a successful School Innovation Grant (SIG) and Beacon application with Merrill Middle School. Her community and school culture work began at Bromwell Elementary School as the visual arts teacher and gifted specialist. Her previous work with community organizations as a museum educator and business owner gives the design team

connections throughout the city.

Julia attended *Confratute* at the University of Connecticut with Joe Renzulli and Sally Reis. Dr. Renzulli and Dr. Reis are leaders in the field of gifted education and have established a relationship with members of our design team through these institutes as well as a presentation from Ms. Shepherd at NAGC in Atlanta in 2010. In November 2011 Ms. Shepherd updated Dr. Renzulli and Dr. Reis on the progress of C3 and will continue to consult with these leaders on program development and assessments. These professional relationships will be crucial to the ongoing development of this new school. Julia Shepherd will review and support all sections of the Innovation Application with her design team.

Karen Chapman has taught at DPS for twenty years and is currently an Administrative Planning Partner for C3. Her work spans literacy, the arts and information literacy technology as a librarian. She was an Instructional Specialist with the district for four years servicing over seventy elementary schools in a variety of need areas in the arts. She collaborated with math and literacy specialists to assist in data team meetings and ELL support. She provided professional development including: vocabulary development through the arts to meet the needs of ELL, understanding 21st century new standards, and a book study on creativity in education. Karen is participating in the Get Smart Schools Leadership Fellowship (GSS) during the 2011-2012 school year. The GSS Leaders Fellowship will provide support in strategic and visionary leadership, instructional leadership, cultural leadership, organizational management, community engagement, emotional leadership, and governance. In addition this fellowship will provide opportunities to participate in an internship at high achieving schools and hear guest speakers who are leaders in educational reform. Karen has been a vital partner in the writing of the application and review of sections that pertain to her expertise, particularly the education program and assessment.

Nada Ahmed is currently a Teacher Effectiveness Coach for Denver Public Schools. Through this role she is offering leadership support to two urban elementary schools focused on capacity building and new teacher development. She also supports schools to create school-wide structures for academic rigor and college readiness. Nada is also participating in the Get Smart Schools Leadership Fellowship (GSS) during the 2011-2012 school year. The GSS Leaders Fellowship will provide support in strategic and visionary leadership, instructional leadership, cultural leadership, organizational management, community engagement, emotional leadership, and governance. In addition this fellowship will provide opportunities to participate in an internship at high achieving schools and hear guest speakers who are leaders in educational reform. Nada has supported the design team in the writing of the application and contributing specific information for the Human Resource section, particularly around school governance, teaching hiring, and professional development.

Lisa Hoyt is a teacher of fourth and fifth grade students at Cory Elementary. She has participated in a pilot program this past year with the Denver Art Museum helping to design the collaboration with this community partner. Her curriculum background in drama and the arts combined with an interest in inquiry science and her unique relationships with students bring strengths in curriculum and student engagement. She has been part of the Teacher Leadership Academy (TLA) for DPS the last two years. Lisa attended *Confratute* in the summer of 2010 and was a part of the "BIG" committee at Cory organizing *Renzulli* enrichment clusters. She also participated on the PBIS committee on school culture.

Patti Shade is a Gifted and Talented specialist and an Administrative Assistant with Denver Public Schools with a long career of curriculum and instruction expertise. She is also a planning partner focused on creativity with C3. She and her husband Rick have written two books on creative thinking: *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms* and *Curiosita Teaching: Handbook of Instructional Strategies* (In press, Pieces of Learning). Her knowledge of gifted education and experience as an elementary, middle school, and high school science and creative thinking teacher brings added dimensions to the group. Excerpts from Curiosita Teaching™ program and texts have been used throughout this proposal.

Maureen Poli is a community member with experience at DPS schools at all levels as a parent and volunteer and brings a depth of understanding as a consumer of DPS services with regular and gifted education. Her business background brings a real world perspective to the C3 design team.

4. Provide a summary of how teachers, staff, administrators, the CSC and any parent bodies participated in the development and approval of the plan.

The Planning CSC, including four parent and community representatives provided input into the Innovation Plan development process. Parents specifically helped to develop the Parent/Student/School Compact as well as providing feedback on the education plan and time elements associated with implementing the Innovation Plan.

INNOVATION: VISION AND MISSION

II. Describe the vision and mission statement of the school and how innovation status will help the school achieve its mission.

- A. State the vision of the school.

Vision

At The Creativity Challenge Community (C3) each member of the learning community thinks creatively, achieves at high levels, embraces challenges, takes responsibility for their own learning and contributes to the learning of others. Students and staff focus on all aspects of creative thinking at our school and with our community partners as we challenge each other to our highest potential as leaders and learners.

- B. State the mission of the school.

Mission

The Creativity Challenge Community will provide a 21st Century education for a diverse population of elementary age students in Southeast Denver. We believe in the importance of thinking creatively to solve problems, learning collaboratively through partnerships with community organizations and challenging each other to our highest potential. Our students will graduate with confidence in their ability to think critically and creatively, solve problems and contribute to the larger community.



At Creativity Challenge Community (C3) we will:

- develop a collaborative community of learners encompassing students, families, educators and community partners where all members have an opportunity to share ideas and learn from each other.
- learn to devise, carry out and evaluate creative thinking strategies to ensure students will master 21st Century critical thinking and reasoning skills and invention skills.
- collaborate with the cultural and business community to create partners for learning experiences outside of the classroom to support increased student achievement.
- support self-directed learning and encourage perseverance in academic pursuits.
- create a strong culture of caring and diversity at all levels by strengthening parent and family engagement.

1. Identify the school's target student population and community to be served.

There is a projected increase of approximately 3,000 school age students in the Southeast over the next 5 years. Current projections indicate a need for 1000 elementary seats in the Southeast region. This growth in enrollment, coupled with the existing overcrowding at the majority of elementary schools across the region, creates a need for at least one additional high-performing elementary option.

Our goal at C3 is to attract students in the Southeast area of Denver by re-engaging students currently attending private programs and recruiting minority families. The target for Free and Reduced Lunch students written into our grant proposal is 20%, but our goal is to double our FRL. C3 is designed to attract students who are divergent thinkers and not always successful with a traditional teacher centered learning approach. We will incorporate creative thinking skills into all teaching, offering relevant learning experiences working with museums and businesses and devoting time for student focused learning during weekly "Enrichment Clusters" developed by Joseph Renzulli. C3 hopes to attract families that want their children to learn 21st Century Skills including problem solving, collaboration, invention and technology. C3 believes we can prepare students for academic and personal success by weaving creativity skills into all teaching and learning, collaborating with community partners and using technology to facilitate student interest and ownership of learning.

The Southeast Region's demographics have been changing over the last ten years as noted by the increase in minority students at Merrill Middle School, Place Bridge Academy, Ellis Elementary School and McMeen Elementary. There is an opportunity for C3 to attract students who are not always held to high expectations or provided with access to rigorous curricula and opportunities for higher order thinking and creativity skills. We anticipate enrolling special needs and twice-exceptional students as well as the underserved population of gifted and talented students in the Southeast. We will work with the Office of Choice and Enrollment and be prepared to serve the needs of all learners who choice in and accept the school's mission and parent contract. Students with IEPs, English Language Learners, gifted learners with ALPs, general education students with ILP's, 504s and special needs will be served through the research-based standards of Denver Public Schools.

We are committed to recruiting minority students in the Southeast region. C3 has been selected as a NCLB receiving school, which would provide transportation for students within and outside of our immediate area at lower performing schools and increase our ability to serve a diverse population. Merrill Middle School has an ELA magnet and has a very diverse population, and

since we are co-locating with Merrill, we will research transportation opportunities allowing C3 students who have siblings at Merrill Middle School to use the buses that serve Merrill. As we recruit students, we will seek out preschools and community organizations with a significant minority population.

C3 has the opportunity to engage parents in Southeast Denver who are very involved in their children's schools. C3 will target families who want to be involved in the school through a variety of opportunities described in the C3 Elementary School Agreement. We will also use technology to keep parents and families more involved in all aspects of the school. We will have a special website for our parent community and teachers will each create a wiki to use with their classrooms for posting assignments and sharing work in the classrooms.

2. Articulate clear guiding purposes and priorities, which are meaningful, measurable and attainable.

C3's purpose is to meet the needs of families in the Southeast region who want rigorous academic programming and opportunities for children to be creative and flexible thinkers. As educators in Southeast Denver, design team members are aware that students in the region need opportunities to be challenged and to engage in a variety of learning experiences and environments. There are currently no schools in DPS that offer a creativity focus and the opportunity to work with community partners. C3 will meet this need by serving students with an interest in creative thinking and innovative learning approaches. Students will be challenged to think creatively, consider diverse perspectives, and work collaboratively to solve problems.

C3 is targeting students in the surrounding neighborhoods who are currently enrolled in overcrowded DPS elementary schools as well as those who have chosen to enroll outside of the DPS system. We are also targeting students who because of poverty, disabilities and language barriers may lack access to rigorous curricula and opportunities for higher order thinking. Nearly half of the elementary students living in the Southeast region attend private schools or schools in neighboring districts. C3 will offer something unique which is an alternative to opting out of the public schools in this region. By providing a high performing school with creative programming options such as collaborative problem solving, off-site classrooms with community partners, arts and technology integration, and world language classes, C3 will reengage Southeast Denver students and families.

3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

A Typical C3 Student Week

It's Monday and second grader, Sandra, starts the day participating in the school community meeting where she watches a video clip for 20 seconds. She then writes down a description of who and what she saw which she compares with her neighbor realizing that they have some similar and some different perceptions of the event. She is introduced to the idea of perspective by the meeting leader who encourages students to look for other examples throughout the week when their perspective of an event may differ from someone else's. During Sandra's two-hour literacy block, she learns about author's perspective by reading Little Red Riding Hood from a traditional perspective and then from the wolf's point of view and finally the grandmother's point of view. She talks with her small group and teacher assistant

about what similarities and differences each noticed. Sandra and her teacher talk about how she can show her perspective in her writing, setting a goal of adding more detail to the story she is creating. Sandra ends her literacy lesson by journaling about the similarities and differences the three characters in Little Red Riding Hood had of the same event. This is followed by art class where Sandra is building a clay sculpture and considering what colors she will paint that express the sculpture's theme. After lunch, Sandra participates in Everyday Math, one of the activities they do is explore measurement, by finding objects in the room, such as a paperclip, that could be used as an alternative standard of measurement. Sandra has Spanish after math and ends her day by meeting with her three tablemates to consider what examples of different perspectives they noticed during the day. Sandra writes down her thoughts in her journal.

On Friday, Sandra heads to the Denver Art Museum at 9:30 a.m. after math class. Her second grade class starts their visit by playing Perception Games in the galleries facilitated by a docent helping Sandra look more closely at works of art and imagine the artist's intentions. A little later, Sandra heads down to the art classrooms and eats a snack while her teacher reads 7 Blind Mice, by Ed Young, a story about mice who have different perceptions of an unknown object because they only explore part of the object. The moral of the story is explained when one of the mice explores the entire object and is able to understand the object (an elephant) in its entirety. Sandra and classmates go back up into the galleries and in small groups sketch sculptures from different perspectives. After sketching, Sandra shares her drawing with her group and looks for similarities and differences in perspectives of the same object. At 12:30 p.m. Sandra heads back to school for a creative afternoon. She will have recess followed by a time for individual creative exploration. Finally Sandra will meet her Enrichment Cluster, multi-age group in room 14 where a parent is facilitating a group exploration of reptiles. Sandra's day ends with writing in her journal about her deeper understanding of perspective and taping her drawing from the museum into her journal.

The C3 Teaching Experience

It is a Friday and Mr. Miller is a first grade teacher. It is his day to lead the community meeting and he has chosen several of his students to share an exercise on flexibility. After the meeting he is taking his class to the Denver Art Museum for their first community partner experience. At the Denver Art Museum, museum docents and Mr. Miller introduce the class to visual perception through the Perception Games tour. They discuss how they will be using the museum next time to explore another culture. After they return from the museum he has a social studies block and the lesson is extended with the ILT instructor using the mimeo. His creativity workshop class is wrapping up a project and will spend their last 15 minutes in the daily class meeting to review essential learning and make personal connections.

At Creativity Challenge Community the 21st Century Skills of invention, self-direction, collaboration, information literacy, critical thinking and reasoning will be emphasized and assessed. The centerpiece of the difference will be creativity, which will be infused throughout the curriculum. Creative thinking curriculum ideas and activities will be used to extend all of the DPS curricula. The Curiosa™ program by Patti and Dr. Rick Shade will provide an organizational framework for instruction and curricular design. Each day, students will practice exercises in creative thinking across all subject areas. This will enrich not only the curriculum but will also enrich the lives and future output of its students. Students at C3 will display improved academic achievement, engagement and production as they focus on divergent and convergent thinking. This will naturally include a focus on Individualized learning approaches.

Another unique feature of the school will be the work with community partners in the cultural and non-profit world extending our learning. These experiences will extend not only the DPS curriculum but also the application of the 21st Century and creative thinking skills in real world situations. Public transportation, buses and light rail, will be used and small stipends will be budgeted for these partnerships. Technology will be an important and integral part of our curriculum as well and start up funds will be used to make sure that the school and its students are properly equipped.

- C. Explain how the vision and mission support the mission of Denver Public Schools.

C3's mission and vision were written to support The Denver Plan's goal of engaging families and community with the schools. Our design team believes community partnerships are an essential ingredient in 21st Century education. We are developing a plan to collaborate with Denver's museums and businesses in providing real life learning opportunities for our students. By reaching out to these organizations, C3 will capitalize on the city resources for the benefit of Denver's students who can experience these facilities first hand.

"It is so fortunate that DPS has created a school that allows a child to follow their thoughts, make interconnections and explore in their mind and in the world. C3 will create leaders and innovators."
--Deborah N., parent, enrolling her student at C3 for 2012-2013.

- D. Identify specific barriers and/or school needs that impact student achievement. Explain how innovation status will help the school overcome the barriers and/or address the needs in order to achieve the mission.

Traditional instructional approaches and class structures do not adequately address creativity as a skill that can be nurtured and developed into an asset for achievement and learning. We have confidence that Innovation Status will enable us to deliver on our C3 mission of developing students, who will graduate with confidence in their ability to think critically and creatively, solve problems and contribute to the larger community. In order to create a school that will provide a foundation for students living and working in the 21st century, we plan to maximize autonomy over budget, staffing, schedule, program and curriculum:

C3 is applying for Innovation Status to support the following innovations:

EDUCATION PROGRAM

- a creativity infused education program, adapting DPS curricula and instructional materials
- project-based, experiential learning opportunities with community partners
- promotion and acceleration of students based on leadership team determination

TIME

- student and staff schedules that incorporate field experiences and collaboration time
- additional professional development days for teachers to integrate creativity in instruction
- schedule of days off and late starts/early releases based on school needs

PERSONNEL

- annual contracts for employment of all teachers
- teacher and staff evaluations that meet or exceed the district and state requirements
- recruitment, hiring schedule, selection, employment terms, and offer made by the school
- hire non-licensed teachers in non-core subjects that meet NCLB highly qualified and school program needs
- compensation system that meets or exceeds DPS rates and provides incentives and stipends
- calendar of teacher work days, vacation days, and holidays based on school needs
- professional development content and schedule determined by the school
- staff assignments, transfers within the school, schedules and job sharing by school leader
- not subject to direct placements or the transfer of teachers by the District

BUDGET AND OPERATIONS

- managing school finances: collecting revenues and managing receipts of money
- direct contracting for goods and services
- selecting and purchasing district services on an annual basis as determined by school
- governance model does not include a Collaborative School Committee

Innovation status will allow us to remove the barriers and restrictions that stymie and diminish a school's ability to create a high-achieving school culture that provides the best possible education to all students.

- E. Explain how you will leverage innovation status to improve school culture and achieve the vision and mission.

C3 will have a culture of thinking creatively, considering diverse perspectives, and working collaboratively to solve problems. This culture will result in C3 students achieving at high levels, embracing challenges, accessing community resources, taking responsibility for their own learning and contributing to the learning of others.

The C3 culture is aligned with the Denver Plan goal of dramatically improving student achievement through a district culture of high expectations, service, empowerment, and responsibility; strategic management of financial resources; family and community engagement; employing highly effective teachers and leaders; and implementing high-quality instruction that engages and challenges students to apply 21st Century Skills.

Fostering the C3 Culture

The school wide positive behavior intervention support (PBIS) plan will be consistent with Cory and Merrill, supporting campus-wide expectations for students and staff. Students will be taught FOCUS (Fairness, Ownership, Community, Understanding, and Safety) expectations in the whole school community time at the beginning of each day. Classroom teachers, staff, parents, and students will reinforce FOCUS throughout the day. Students and families will also be introduced to the *Bully-Proofing Your School* curriculum for our work about anti-bullying.

All C3 students and staff will engage in learning challenges across the curricula that require the application of academic knowledge and 21st Century Skills. To foster Invention, learning activities will foster creative thinking and creative expression through multiple media and current technology.

Students will drive the focus of inquiry and creative endeavors. Through structured experiential learning with community partners, students will engage in authentic learning and apply content knowledge and reasoning skills to design creative solutions that will allow for self-direction, critical thinking and reasoning. To reinforce collaboration, ownership of learning, and information literacy, teachers will engage in collaborative planning and data analysis, students will track their own data, students will work in cooperative, mixed-ability, groups, and leaders will collaborate with community partners on the community and technology-based experiences.

An expectation of excellence will be the message from day one and the ownership of each member of the community. The morning community meeting will lay out these traditions and standards for excellence. We will create new traditions consistent with the culture of the C3 community. Renzulli Enrichment Clusters will give students an opportunity to pursue their passions through authentic projects in collaboration with multiple age students. As our student population grows, service-learning opportunities will be available and student leadership teams will be formed to give student voice to all decisions.

The C3 Culture for ALL Students

The Creativity Challenge Community embraces all learners as equal partners of the community. Too often, at-risk students, students with disabilities and English language learners are not held to high expectations or provided with access to rigorous curriculum and opportunities for higher order thinking. The culture at C3 will engage all students in creative thinking and collaborative problem solving activities that are multi-sensory and help students deeply understand concepts taught. Collaborating with community partners will foster a sense of belonging to a larger community. It will also foster the excitement of participating in authentic learning in a variety of environments. C3 will hold high expectations for all students to achieve at high levels, embrace challenges, take responsibility for their own learning and contribute to the learning of others.

All teachers will be ELA-E qualified through DPS training and certification so that every classroom is a rich environment for second language learners. Daily lessons will be based on ELD and content standards and will be designed to meet individual student needs as outlined in the DPS ELA Department's Best Practice documents. In addition to differentiated instruction, the classroom arrangements and displays will be designed to support language development.

Innovation status will allow us to develop a strong culture of caring and acceptance of diversity at all levels in order to achieve our vision to:

- develop a collaborative community of learners encompassing students, families, educators and community partners where all members have an opportunity to share ideas and learn from each other.
- learn to devise, carry out and evaluate creative thinking strategies to ensure students will master 21st Century critical thinking and reasoning skills and invention skills.
- collaborate with the cultural and business community to create partners for learning experiences outside of the classroom to support increased student achievement.
- support self-directed learning and encourage perseverance in academic pursuits.
- create a strong culture of caring and valuing diverse perspectives at all levels by strengthening parent and family engagement.
- implement a parent/student/school compact that outlines the commitment of families to our mission and vision.

- create a culturally responsive school where student strengths are identified, nurtured, and utilized to promote student success.

INNOVATION: EDUCATION PROGRAM

III. Describe the research-based educational program the school will implement and how the program will produce gains in academic achievement.

Instructional Model

C3's education plan starts with a dedicated group of stakeholders: educators, students, families, community members, and business partners who share a commitment to lifelong creative learning. Together, we have developed a balanced education plan that integrates creative learning experiences into standards-based education. This learning environment will engage and inspire our students while challenging them to meet the rigorous requirements of state assessments.

"It is now a known fact that nearly all of us can become more creative, if we will. And this very fact may well be the hope of the world. By becoming more creative we can lead brighter lives, and can live better with each other. By becoming more creative we can provide better goods and services to each other, to the result of a higher and higher standard of living. By becoming more creative we may even find a way to bring permanent peace to all the world."

- Alex F. Osborn (creator of brainstorming)

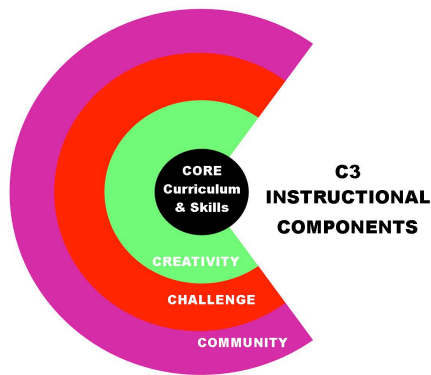
Educational Program

There are three key features of C3's academic program that will be innovative:

- a creativity infused education program, adapting DPS curricula and instructional materials
- project-based, experiential learning opportunities with community partners that will extend students' learning to real life experiences
- student driven learning groups based on school-wide enrichment model developed by Joseph Renzulli

Philosophy

Each of the words of our school's name, Creativity Challenge Community (C3) emphasizes the values we espouse. Creativity is the focus we want to add to the DPS curriculum so that children can nurture their natural curiosity and creative thinking. Challenge is our goal for every student on campus from our special needs and ELL learners to our gifted population; each learner, students and adults will be challenged to reach their potential. Community is the backbone of this model. C3 cannot exist without a strong community of staff and families as well as our ties to our inaugural community partners: The Denver Art Museum, the Young Americans Center for Financial Education and the Denver Center Theatre Academy. Reaching out to our community partners will strengthen the role of institutions in the city of Denver with C3.



CORE

DPS Standards-Based Curriculum and 21st Century Skills are the core of our instruction.

Standards-Based Curriculum

DPS curriculum designed to address Colorado Common Core Standards will be used at C3. Students will be taught using the DPS Literacy Plan, Everyday Math program, TCI Social Studies curriculum, and BSCS Science Tracks program. Our Arts and Physical Education/Movement program will be taught through direct instruction as well as integrated into the curriculum. Information, Media and Technology skills will not just be tools, but an integral part of our studies and our students' creative productivity.

21st Century Skills

Learning and developing appropriate skills for our changing economy is an issue of nationwide interest. Almost 90 percent of voters believe 21st Century Skills can and should be part of the curriculum. C3 is also inspired by Colorado's adoption of the following 21st Century Skills: Invention, Self-Direction, Collaboration, Information Literacy and Critical Thinking and Reasoning. These skills will be emphasized in curricular design and through experiential-learning partnerships with cultural institutions in our community and learning experiences within our classrooms. At C3, students will be given multiple opportunities, within the framework of the DPS curriculum and through enrichment, to drive the focus of inquiry and creative endeavors. C3 teachers will focus their instruction to support student understanding through the use of researched-based instructional practices. Strategies for rigorous, differentiated instruction will include: Understanding by Design, thematic units, experiential and inquiry learning and development of multiple intelligences.

A nationwide poll of registered voters reveals that Americans are deeply concerned that the United States is not preparing young people with the skills they need to compete in the global economy. The findings indicate that Americans understand that the economy has changed and that, without skills that reflect today's workforce demands, young people may face tougher challenges earning a living wage and maintaining U.S. competitiveness than previous generations did.

"Beyond the Three Rs: Voter Attitudes toward 21st Century Skills,"
published in 2007 by The Partnership for 21st Century Skills.

CREATIVITY

The essential component of all teaching and learning at our school is creative thinking.

“In fact, it has been demonstrated that when students are taught curriculum content using instruction methods that draw specifically upon their patterns of **creative**, practical, and analytical abilities, they outperform students who were instructed in conventional ways (i.e., that draw primarily on analytical and memory abilities”
Grigorenko, Jarvin, & Sternberg, 2002).

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

Creative Thinking Skills

Students at C3 will learn and use creative thinking skills across all content areas to promote engaged learning and rigorous achievement. Creativity learning objectives will be developed by C3 teachers through professional development and collaboration with community partners.

Activities and exercises in creative thinking include using the four Elements of Creativity: *fluency*, *flexibility*, *originality* and *elaboration*. These will be taught and nurtured in students, teachers, and parents.

Teachers can also use one or more of the Elements to provide instructional focus when executing lessons involving creativity. The Elements of Creativity are defined below:

- Fluency - generating a great number of ideas.
- Flexibility - creating ideas in a wide range of categories.
- Originality - producing unique, novel, or one-of-a-kind ideas.
- Elaboration - adding details to enrich, refine, or embellish ideas.

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

Product-based Learning:

At C3, students will express their learning through visual and verbal creative products. In developing their products, students will demonstrate their understanding of creativity objectives and Essential Learning Goals. Product-based learning also provides opportunities for differentiation that meets the needs of diverse learners.

“Product-based learning can be the conduit that provides the ‘idea time’ and ‘group time’ for the necessary pondering and tinkering of thought to spark a student’s natural curiosity. ‘Curiosity is one of the permanent and certain characteristics of the vigorous mind.’ (Samuel Johnson, 1751). This work environment emphasizes student strengths by acknowledging students’ learning styles and interests. Through the practices of collaboration, partnering, and allowing choices of products, teachers can readily identify and support the development of students’ skills that lie outside the realm of math, reading, and writing.”

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

Nonlinguistic Representation

At C3, creative thinking and learning will provide opportunities for nonlinguistic representation. *Description from the DPS Department of Languages, Literacy and Cultural Studies website:* “Many psychologists believe that we think and remember better when we store information in both linguistic and nonlinguistic forms. Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities, such as graphic organizers, mental images, and movement helps to improve students’ understanding of content.”

Creative Teaching Strategies

C3 will use a variety of strategies to teach a wide range of idea-creation techniques, create new and worthwhile ideas and elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Creative Learning requires creative teaching. The more imaginative approaches teachers use to make learning exciting, active, fun, and relevant, the more students are engaged the more success they achieve. The basic foundation for teaching creatively includes subject expertise, strong motivation, the ability to communicate well, high expectations for rigor and achievement, and the ability to inspire. Teaching creatively requires that teachers:

- stimulate students’ curiosity through their teaching practices and spirit of instruction.
- balance direct instruction teaching with opportunities for self-direction.
- use a variety of questioning and reflection techniques to elicit continued improvement in learning from their students.
- recognize when encouragement is needed, and value intensive student effort more than the completion of a product.
- realize student *confidence* is as important as student *competence*.
- use product-based learning as a tool for scaffolding student creativity skills.
- use differentiation in teaching practice and in conversations with teachers and students to promote a continued understanding and acceptance of diversity.
- introduce creativity in a skills-based approach.
- design the physical “look” of the classroom to intrigue and stimulate student ideas.

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

CHALLENGE

At C3, we value student engagement and intentional instruction as pathways to high achievement.

Student Engagement through Voice and Choice

At C3, students will be given multiple opportunities, within the framework of the DPS curriculum and through enrichment, to drive the focus of inquiry and creative endeavors.

In 2005, the Partnership for 21st Century Skills, a coalition of leading education, business, and technology organizations, was formed and created a framework to examine the outcomes, support systems, and skills needed to best prepare students for 21st Century life. In doing so, its architects once again examined the interplay between societal need and the related educational response. “Transfer from school to the everyday environment is the ultimate purpose of school-based learning. Students learn this best when they are presented with choices, when the material is perceived to be relevant and useful, and when the process of learning is actively engaging. Relevance is increased when teachers incorporate real-world contexts and examples into the curriculum.”

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

Student Ownership (learning and assessment)

By setting goals, tracking data and through self-reflection, students will own and accept challenges in their learning. Teachers and peers will provide feedback and support students in self-assessment. All students at C3 will have Individual Learning Plans to record their goals and achievements. This will be recorded in physical and/or digital Portfolios to track their progress and throughout each year. Learning plans will be created collaboratively with teachers, students and their families. Portfolios may be physical or digital and will be shared with families throughout the year.

Student Achievement

C3 teachers will focus their instruction to support student understanding through the use of researched-based instructional practices. Strategies for rigorous, differentiated instruction will include:

- **Understanding by Design:** At C3, teachers provide support for the development of student understanding, skills and creativity through the use of backward planning. C3 teachers will develop creativity objectives and draw Essential Learning Goals and Essential Questions from DPS curriculum and standards. They will have the flexibility to compact, pace, extend, adjust, and integrate DPS core curriculum to meet those goals. *Description from the DPS Department of Languages, Literacy and Cultural Studies website:* “Grant Wiggins and Jay McTighe believe that teaching for deep understanding requires planning backward—first determining the big ideas students are to learn, then working backward to identify methods to reach those goals and ways to assess the effectiveness of teaching.” Teachers will design balanced assessment opportunities that will allow students to “transfer” their learning to new ideas (transfer tasks).
- **Thematic Units:** Teachers will periodically organize curriculum around themes through integrated units. This strategy promotes the understanding of big ideas and promotes English Language Acquisition through repetition of vocabulary throughout different content areas. This type of instruction is also appealing to creative thinkers who are often “global thinkers,” and prefer to make connections between interrelated domains such as literacy, social studies, science, and math.
- **Experiential and Inquiry Learning:** C3 employs experiential learning as an essential instructional strategy. Through a structured cycle of experience, reflection and application, students will engage in authentic learning experiences and draw connections to Essential Questions. Experiential learning may be inquiry-based, in which students serve as researchers to investigate a question or problem, and/or creativity-based where students become the developers, designers, and producers of their own learning.
- **Product-based Learning**
At C3, students will express their learning through visual and verbal creative products. Through products, students will demonstrate their understanding of creativity objectives and Essential Learning Goals. Product-based learning also provides opportunities for differentiation that meets the needs of diverse learners.
- **Development of Multiple Intelligences:** Students at our school will be encouraged to develop their intelligences through multiple modes of learning. *Description from the DPS Department of Languages, Literacy and Cultural Studies website:* “According to Howard Gardner’s revolutionary theory, every student is intelligent—just not in the same way. Because everyone learns in a different way, the best activities tap more than one kind of intelligence. Gardner has described these eight intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalist.”

An example of a lesson plan is located in the attachment section of the Education Program.



Creativity
Challenge
Community

COMMUNITY

We are a collaborative community of learners encompassing students, leaders, teachers, families and community partners.

"Culturally responsive education reflects social justice at its highest level. It means doing whatever it takes to ensure that every child is achieving and ever moving towards their potential."

--Joyce Taylor-Gibson

- **Community Partnerships:** C3 will collaborate with the cultural and business communities of Denver to create partnerships to develop creative learning experiences outside of the classroom. Students will meet regularly with community partners through a series of learning experiences within each organization. Families will be asked to support these excursions and act as chaperones. These partnerships will help students and educators stay engaged in relevant learning experiences within authentic professional environments. C3 will challenge our learners to understand the essential role of creative thinking within cultural and business communities.
- **Cooperative Interaction:** Students at C3 will have multiple opportunities to work collaboratively with each other as partners and in small groups. *Description from the DPS Department of Languages, Literacy and Cultural Studies website:* "Elizabeth Cohen's research has led her to conclude that cooperative group work leads to learning gains and higher student achievement. Cohen has found that if students are trained in cooperative behaviors, placed in mixed-ability groups, and assigned roles to complete during a multiple-ability task, they tend to interact more equally. This increased student interaction leads to more learning and great content retention."
- **Diversity and Cultural Responsiveness:** The C3 community will develop a strong culture of caring and acceptance of diversity at all levels. Morning community meetings with all students and staff will reinforce our respect for each other and C3's commitment to excellence and acceptance within our creative learning environment. Students will be encouraged to consider diverse perspectives and to understand each other's learning styles. A part of their learning plan will include instruction in communication skills and activities that promote the understanding of both cultural and learning diversities. Staff will have professional development on culturally responsive education working with the district's partner, The Metropolitan Center for Urban Education at New York University.

C3 SUPPLEMENTAL CURRICULUM

Curiosita Teaching Program™

This program, developed by Patti and Dr. Rick Shade, will provide an organizational framework for integrating creativity into instruction and curricular design. Each day students will practice exercises in creative thinking across all subject areas. Students at C3 will display improved academic achievement, engagement and production as they focus on divergent and convergent thinking. This will naturally include a focus on Individualized learning approaches. The more imaginative approaches teachers use to make learning exciting, active, fun, and relevant, the more students are engaged the more success they achieve. The basic foundation for teaching creatively includes subject expertise, strong motivation, the ability to communicate well, high expectations for rigor and achievement, and the ability to inspire. Teaching creatively requires that teachers:

- stimulate students' curiosity through their teaching practices and spirit of instruction
- balance direct instruction teaching with opportunities for self-direction
- use a variety of questioning and reflection techniques to elicit continued improvement in learning from their students
- recognize when encouragement is needed, and value intensive student effort more than the completion of a product.
- realize student confidence is as important as student competence
- use product-based learning as a tool for scaffolding student creativity skills
- use differentiation in teaching practice and in conversations with teachers and students to promote a continued understanding and acceptance of diversity
- introduce creativity in a skills-based approach
- design the physical "look" of the classroom to intrigue and stimulate

Activities and exercises in creative thinking include using the four Elements of Creativity: fluency, flexibility, originality and elaboration. Teachers can use one or more of the Elements to provide instructional focus when executing lessons involving creativity.

ELEMENTS	LITERACY	MATH	SCIENCE	PE/Movement
FLUENCY	Create a list of small moments in your life using an ABC Think Tank	Students will have 90 seconds to come up with ideas for – What is half of eight. After initial prompt students will be given another 3 minutes to create both visual and figural ideas.	Students will Think-Pair-Share to create an Alpha Think-Tank of Interesting Animals	Divergent Thinking- Name as many things as you can think of that a rope could become
FLEXIBILITY	Select your top three friends and top three family events.	Students will group their ideas into categories and does a Brain- walk and add more ideas to each category.	Students will use a card deck of pictures of animals to create animal categories or groups and present their groupings to class	How many ways can you jump a rope?
ORIGINALITY	Draw a picture of your favorite Family event on one side of the paper – draw your favorite Friend event on the other side of the paper	Students will have three (dots) votes to spend on the ideas they view as the most creative. A group discussion follows regarding why the examples were chosen as the most original.	Students will use Blabberize web 2.0 tool to record themselves as a talking animal using 10 or more interesting/ unusual facts and information.	Create your own jump rope routine.
ELABORATION	Using a sensory think tank list details for each sense in your small moment.	Students are asked to select their favorite figural representation of half of eight and add more details.	Students will pick top ten facts and write descriptive narratives.	Add five or more detailed movements to you jump rope routine.

In order to support the integration of creativity into instruction and curricular design, The Curiosita Teaching Program™ includes the following components:

- *Creativity Introductory Scope and Sequence:* This introduces the teaching of creativity as a developmental skills-based process.
- *Creativity Fan Model:* The seven-blade model includes the following components: *Process, Press, Perception, Persistence, Passion, Product, and Person.*
- *Creative Attribute Learning Log (C.A.L.L.):* The C.A.L.L. is designed as an observation log to assist in identifying creative students and support their learning characteristics.
- *The Elements of Creativity:* These are the skill development areas that are taught to students to improve their creative thinking skills.
- *Creativity Curriculum Organizer:* This provides a graphic representation of the inter-relatedness of the Elements of Creativity and Creativity Fan in the instructional process and the curriculum design process.

- *Creativity Lesson Planner*: This assists teachers in infusing creativity into the instructional design. It is intended to be used as a checklist and/or template for planning daily/ weekly instruction. It can also serve as a portfolio item used to archive your instructional practice.
- *Creative Product Planning Templates*: These templates are used in planning for student products based on time (short, medium, and long-term projects), group size (individual, partner, or small group), and/or Multiple Intelligences.
- *Creativity Multibilities Philosophy*: This framework incorporates the skills and talent areas nurtured in developing the full potential of creative individuals incorporating the work of five notable individuals (Howard Gardner, Daniel Goleman, Robert Sternberg, Carol Tomlinson, and Joseph Renzulli).
- *Thinking Vocabulary*: The *Thinking Vocabulary* introduced to students, is based on the brain, influence the climate, instructional processes and procedures, and the behavior management of the classroom.
- *Curiosita Teaching Handbook of Instructional Strategies*: This includes ready-to-use, classroom-tested activities as well as the product-based learning units essential to the real life development of creative thinking skills.

All of the above listed components are located in the attachment section of the Education Program.

Teachers will receive professional development before school begins in the fall to provide them with an awareness and transfer level of professional development. Once school begins, the Administrative Partner focused on creativity will work with teachers on a weekly basis to infuse the skills and processes of creativity into all content areas including core content area and special subject teachers. The creativity specialist will also provide assistance to teachers in designing their specific curriculum around creative thinking. Support and on-going professional development will continue to move creativity to the institutional level of development throughout the school.

Field Experiences

C3 will collaborate with its community partners to integrate DPS curriculum with the educational outreach programs of our partners, and develop protocol for successful field experiences. With our community partners, we will continually evaluate and refine our shared curricula to provide rigorous, standards-based experiential learning.

Field Experience Pilot Program: Denver Art Museum

The DAM has developed a series of lesson plans aligned to Colorado Model Content Standards, available on its “Creativity Resource” website at <http://creativity.denverartmuseum.org/>. In addition to this resource, teachers and museum personnel will collaborate in professional development to reflect and refine the field experience.

An overview of the Denver Art Museum Pilot is located in the attachment section of the Education Program.

School-wide Enrichment

C3 will offer students “Enrichment Clusters,” interest-based, student-driven learning groups based on the School-wide Enrichment Model developed by Joseph Renzulli. The topics of the clusters will be based on school-wide interest surveys. Teachers and parents will act as facilitators for the groups which will include rigorous, interest-based enrichment for all students.



SCHOOL-WIDE CULTURE

“Authentic learning is important because our society and democratic way of life are dependent upon an unlimited reservoir of creative and effective people who know how to put knowledge to work in real-world situations.” - Renzulli

Creativity Challenge Community Culture

C3 will have a culture of thinking creatively, considering diverse perspectives, and working collaboratively to solve problems. This culture will result in C3 students achieving at high levels, embracing challenges, accessing community resources, taking responsibility for their own learning and contributing to the learning of others. The C3 culture is aligned with the Denver Plan goal of dramatically improving student achievement through a district culture of high expectations, service, empowerment, and responsibility; strategic management of financial resources; family and community engagement; employing highly effective teachers and leaders; and implementing high-quality instruction that engages and challenges students to apply 21st Century Skills.

Fostering the C3 Culture

The school wide positive behavior intervention support (PBIS) plan will be consistent with Cory and Merrill, supporting campus-wide expectations for students and staff. Students will be taught FOCUS (Fairness, Ownership, Community, Understanding, and Safety) expectations in the whole school community time at the beginning of each day. Classroom teachers, staff, parents, and students will reinforce FOCUS throughout the day. Students and families will also be introduced to the Bully-Proofing Your School curriculum for our work about anti-bullying.

All C3 students and staff will engage in learning challenges across the curricula that require the application of academic knowledge and 21st Century Skills. Learning activities will foster creative thinking and creative expression through multiple media and current technology (Invention). Students will drive the focus of inquiry and creative endeavors. Through structured experiential learning with community partners, students will engage in authentic learning and apply content knowledge and reasoning skills to design creative solutions (Self-Direction, Critical Thinking and Reasoning). Teachers will engage in collaborative planning and data analysis, students will track their own data, students will work in cooperative, mixed-ability, groups, and leaders will collaborate with community partners on the community and technology-based experiences (Collaboration, Information Literacy).

An expectation of excellence will be the message from day one and the ownership of each member of the community. The morning community meeting will lay out these traditions and standards for excellence. We will create new traditions consistent with the culture of the C3 community. Renzulli Enrichment clusters will give students an opportunity to pursue their passions through authentic projects in collaboration with multiple age students. As our student population grows, service-learning opportunities will be available and student leadership teams will be formed to give student voice to all decisions.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

The C3 education plan is designed to address the individual and differentiated needs of all of our students. By differentiating for student interests, preferred learning styles, and academic needs, the Tier I instruction will meet the needs of many students whose needs are not currently addressed in traditional academic programs.

“Today, our nation’s growing populations of cultural and learning diversities, with their associated strengths and weaknesses, present us with new educational challenges. We believe all learners can benefit from creativity and that it can be seen as a powerful compensatory element for all diverse learning populations. Creativity has strong visual/spatial components that may help unmask initially-perceived disabilities; thus turning them into learning abilities.”

Excerpt from *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*, (Shade & Shade, 2008)

Response to Intervention (RTI)

An Administrative Partner focused on curriculum and professional development will implement, monitor, and guide the RTI process at C3. This Administrative Partner will look at beginning of the year school-wide data and set school wide goals supported by beginning of the year professional development that will include school wide Tier 1 instructional strategies to be implemented in all classrooms. The classroom teachers, with support from their PLCs, will monitor and adjust instruction for all learners to make adequate progress towards their goals. With the support of their classroom teacher, students will set personal academic goals and track progress towards the goal. When Tier 1 strategies are not enough, the classroom teachers will create a body of evidence and ask for a SIT team meeting based on observations, progress monitoring, DRA levels and other grade level appropriate assessments. During our growing years the specials teachers and Administrative Partners will support the RTI model in conjunction with the special education and general education classroom teachers. As the school grows we will add an intervention teacher to the staff.

The SIT team will be comprised of Administrative Partners, classroom teachers, and specials teachers. The focus of the SIT team will be identify students in need of services for Tiers 2 and 3. A variety of stakeholders will be represented on the SIT team to allow for multiple perspectives and strategies to best meet the needs of students not making adequate progress.

Six Minute Solutions, Foundations, and LLI will be used for Tier I and 2 interventions in classrooms and classroom teachers and para professionals will be trained on these programs as feasible. As the school grows we will add an intervention teacher to the staff. C3 will purchase approved research based programs, including Wilson, Step up to Writing, Spellography, Math Navigator and Origo for Tier 2 and 3 interventions.

English Language Learners

At C3, all learners will consistently participate in higher level thinking activities, including creative thinking and learning. Based on the region of need identified in the Call for Quality Schools we will be serving a population that may have ELL students but at a lower ratio than many other DPS schools. C3 will probably be an ESL resource school offering support for ELL students who qualify but not having enough ELL students to require ELA-S classrooms. Merrill Middle School is a newcomer’s center and they will be able to support any special needs that arise in this area that would be a benefit to this co-location.

Identification of ELLs

We will work closely with the Department of English Language Development on the selection of programs and materials and identification of all ELL students. Parents are a key component in accurately filling out their ELQ’s and working with C3 to avoid any misidentification.



Instructional Strategies for ELLs

C3 will use DPS recommended research-based instructional programs, practices and strategies for ELL students. We will follow the Department of English Language Acquisition's *Best Practice in English Language Development*. This document outlines "Look fors" in program and lesson components, classroom environment, and assessment. It also addresses best practices in lessons, instructional strategies, classroom arrangement, libraries and displays and assessment of language and learning. The Transfer of Language Plan for ELA-E classrooms will also help guide C3 ELA-E classrooms.

C3 will incorporate the Sheltered Instruction Observation Protocol (SIOP) model, developed by Echevarria, Vogt & Short (2000), for scaffolding content instruction for ELLs.

C3 teachers will promote academic language and learning (accountable talk) through a variety of modes, including and not limited to:

- visual (drawings, pictures, graphic organizers, web 2.0 technology, realia, word walls with icons and symbols);
- kinesthetic (Total Physical Response, dramatic representation, physical modeling);
- auditory (chants, songs, aural cues)
- interpersonal (cooperative groupings, explicit academic language instruction, language experience approach)

C3 will provide direct instruction with Academic Language and use the District Avenues program and intervention programming including resources such as Leveled Literacy Intervention as needed. Additional community resources and district resources, such as translators and community liaisons, will be made available to C3 ELL students and their families.

ELA Assessment and Progress Monitoring

Based on enrollment, C3 hopes to have at least a .50 ESL resource teacher our first year to work directly with students who are assessed at a Level 1 on the CELA test. The ESL resource teacher will also manage files, organize testing, and support teachers in implementing effective ELL strategies in their classrooms. ELL students will be closely monitored in their Avenues and ELD work. A body of evidence will be kept on each student with pertinent assessment scores including CELA, DRA and CSAP. In our daily ELD programs teacher will monitor progress with exit standards.

ELA Qualifications and Teacher Training

All classroom teachers at C3 will be ELA-E qualified and this will be stated in promotional and hiring materials through Human Resources. Our ESL teacher will also be highly qualified to teach students with a variety of language backgrounds.

Teachers will have yearly training on ELA strategies as well as culturally responsive classrooms. We not only want out teachers trained in language skills but in culturally sensitive issues so that they can understand cultural differences. Staff will participate in the ISA team and provide training for leaders and teachers in this area. Our work with community partners will also offer experiences that reinforce the Avenues curriculum. For example, at the Young Americans Center for Financial Education we can supplement pictures of money with real world monetary experiences.

ELL Parent Communication and Engagement

At C3 parents must sign a parent contract to be an integral part of our community, this will include all parents and we will target additional support for parents of second language learners with translators as needed. We have also hired a secretary who is bilingual to support our families. Creative thinking is not limited by language



or culture. We will also support the cultural needs of our students through our classroom libraries. Our community events will also strive to showcase our cultures. Merrill Middle School has an annual International Night in May that invites all of the schools in the Cory-Merrill community to participate.

Students with Disabilities

C3 will follow all district guidelines in working with the needs of students with mild, moderate and severe disabilities, offering students a continuum of services in the least restrictive environment.

Identification of Students with Disabilities

For students who do not progress adequately in Tier 2 and Tier 3 interventions, DPS special education evaluation protocols will be used to determine if lack of progress is related to a disability and to identify intensive interventions for an IEP.

Instruction for Students with Disabilities

For mild to moderate needs students with disabilities we will have a special educator who is trained to identify, monitor and teach to the needs of these students in their least restrictive environment whether that be in inclusion or a pull out model with individual or small group work. Special programs including Wilson, Origo and Step Up to Writing will be used as well as the continuing support of the Student Services division. We anticipate working with students who have Twice Exceptionality as well and will have continuing professional development in these areas. We will have the resources of a speech/language and occupational therapist as needed to address those aspects of students' IEPs. We will have a part time psychologist on staff and a nurse to support IEPs.

Progress Monitoring of Students with Disabilities

Our special educator would monitor progress of students weekly keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special Education teacher will organize and run all IEP meetings in conjunction with family and administrator, and classroom teachers.

Special Education Teacher Qualifications and Training

All special education staff will be hired in accordance with DPS policies and guidelines. Special education teachers will be appropriately licensed and qualified. Qualifications must meet NCLB Highly Qualified requirements and we will also seek individuals who have experience in creative thinking.

The Office of Student Services at Denver Public Schools will support training of all special education staff. Special education staff will also participate in C3 professional development retreat at the beginning of the school year giving mild moderate teachers a chance to adapt the creative thinking curriculum as needed to the special needs of our population.

Students Performing Below Grade Level

C3 will follow all district guidelines in working with the needs of students who are performing below grade level. Classroom teachers will keep records of students' progress towards mastery of skills and concepts taught in curriculum aligned with standards. All students at C3, including students performing below grade level, will have individual learning plans. Students will be taught to set some of their own goals and use technology to track their progress as part of a digital portfolio.

Identification of Students Performing Below Grade Level

We have set aside two days before school begins when all students will come in for assessments to allow us to begin instruction on Day 1. The Administrative Team will begin to look at school-wide data and meet with teachers to identify students performing below grade level in reading, writing and math. During the school year, when Tier 1 instruction strategies are not enough, the classroom teachers will create a body of evidence and will ask for a SIT team based on observations, progress monitoring, DRA levels and other grade level appropriate assessments.

Instruction for Students Below Grade Level

Best practice in instruction is our initial line of defense, but we will provide additional supports for students using the RtI model. Teachers will monitor and adjust instruction for students including the use of additional resources such as: Six Minute solutions, Foundations and LLI for Tier 1 and 2 interventions in classrooms. Teachers, specials teachers and paraprofessionals will be trained on these programs as feasible. As the school grows, we will add an intervention teacher to the staff. C3 will purchase approved research based programs including those mentioned above and others such as: Wilson, Step-Up to Writing, Spellography, Math Navigator and Origo for Tier 2 and Tier 3 interventions. We will also be applying for funding for small group tutoring before and /or after school for students performing below grade level.

Progress Monitoring of Students Below Grade Level

In addition to following the assessment schedule described in our assessment section, teachers will progress monitor as needed and adjust instruction for students below grade level to ensure adequate progress towards their goals. To create consistent progress monitoring at C3, teachers will use a schedule collaboratively created by administrative partners and teachers. Teachers will meet with students and parents in conferences aligned with Standard Based Progress Reports.

Additional Staffing for Students Below Grade Level

Additional support for students performing below grade level will include administrative staff and specials teachers flooding classrooms during small group and independent work.

Gifted and Talented Students

RTI also includes working with the highest learners and C3 will have the support of a GT teacher and a Creativity Consultant who will support these students. The staff will work with the GT department at DPS to deliver the screenings for GT and HGT identification. The Ravens tests and creativity assessments; such as the Circles/Lines, Humor and Divergent Thinking tools, will be administered to students. Families who wish to apply for HGT status will take the CoGats and Ravens on district schedules. C3 leadership will also work with staff to investigate existing assessments in creativity as well as begin to create our own to monitor the creative thinking of all students. The C3 team will continue to work with Jonathon Plucker to design and conduct an action research project to design and assess creative thinking.

C3 will not be an HGT magnet but a school that focuses on fostering creative thinking, high levels of achievement, and embracing challenges, all teachers will have training on teaching gifted students and divergent thinkers.

Identification of GT Students

In addition to DPS GT assessments that are designed to identify students without discrimination, C3 will assess creativity through non-traditional assessment methods that will be designed to eliminate bias that might be associated with standardized assessments. Because of our emphasis on different learning styles we will be able to observe gifted behaviors more frequently using the Kingore Observation Index (KOI).



Every building at DPS is responsible for meeting the needs of GT students. We will develop our individual building plan, which may include several of the following services:

- Clustering of students for instruction
- A GT teacher co-teaching with the classroom teacher
- Pullout programs where needed for added enrichment in math, science, literacy or social studies.
- Acceleration within a content area or across grade levels
- Curriculum compacting
- The services of the GT teacher to assist classroom teachers
- Opportunities for enrichment with Renzulli's *Enrichment clusters*
- DPS GT sponsored special programs including Destination Imagination, Shakespeare Festival, The Young Author's Conference, Spelling/Semantics Bee, Brain Bowl, Mathletics, etc.
- Technology supported learning. We will have mobile labs with the highest-level computers and IPADs as part of our ILT program and to work on projects. All classrooms will have mimeos and docu-cameras.

Progress Monitoring of GT Students

Students who are identified as GT or above will have Advanced Learning Plans (ALPs) in place. These will list strength areas and areas to work on each year. The GT specialist will screen students once a year in accordance with district guidelines. TCAP scores and other approved assessments will be added to a student's data portfolio throughout their time at C3.

GT Teacher Qualifications and Training

C3 will hire a part time GT teacher that meets the highly qualified criteria in accordance with NCLB. In addition, all C3 teachers will be trained in GT strategies and will be provided with professional development and support from specialists in gifted education and developing creative thinking skills.

The professional development offered to all C3 teachers, including the GT teacher, will include GT strategies. Staff will regularly attend the Colorado Association of Gifted and Talented fall conference as well as have a presence at the National Association of the Gifted Child (NAGC), particularly in the fall of 2012 when the conference is held in Denver. NAGC has a cohort on creativity and C3 will be a part of this. Julia Shepherd and Lisa Hoyt, members of the C3 design team, have attended *Confratute* at the University of Connecticut with Joe Renzulli and Sally Reis. Dr. Renzulli and Dr. Reis are leaders in the field of gifted education and have established a relationship with members of our design team through these institutes as well as a presentation from Ms. Shepherd at NAGC in Atlanta in 2010. Patti Shade presents regularly with all of these organizations and presented in the fall of 2011 for NAGC during the release of *Curiosita Teaching: Inviting Creativity Into 21st Century Classrooms*. These professional relationships will be crucial to the ongoing development of this new school.

INNOVATIONS APPLIED TO EDUCATION PROGRAM

Innovation Status is necessary to allow curricula and schedule adjustments incorporating creativity curriculum that will spark students' inquisitive nature and adjust schedules so that creativity skills can be woven into all curricula. Through this status C3 will be specifically able to deliver a:

- creativity infused education program, adapting DPS curricula and instructional materials
- project-based, experiential learning opportunities in community field placements that will extend students' learning to real life experiences
- school-wide student driven learning group enrichment model developed by Joseph Renzulli.

INNOVATION: ASSESSMENTS

IV. Describe the school's assessment plan and how it is critical for the school to produce gains in academic achievement.

The Administrative Partner responsible for curriculum and professional development, in coordination with the SAL, will be responsible for managing the C3 assessment process including schedules, materials, and other related protocols to effective and efficient administration.

The C3 Assessment Education at C3 starts with a deep understanding by all teachers of the new state standards in the content they teach. Teachers will also focus on 21st century skills including creative thinking, problem solving, technology and collaboration. C3 has established goals necessary for our students to be on the path for post-secondary learning and living opportunities.

C3 will use district formative and summative assessments and develop new assessments for creativity skills and learning that occurs with community partners and Enrichment Clusters. These assessments are critical for monitoring student progress towards C3 goals. Teachers will follow a learning cycle starting with pre-assessment, review of the results, planning, instruction, and starts again with formative assessment.

C3 is committed to being an innovative, high performing school. We will be starting the program with kindergarten students off site at the Stephen Knight Center for Early Education and first and second graders at our Merrill campus. Since Kindergarten staff and students are under the budgetary responsibility of the SKCEE, they will not be a part of innovation status. Our first year will be focused on the interim assessments aligned with DPS curriculum for first and second graders, CBLA screening and assessments for all students, and newly created creative assessments for our own curriculum. Our second grade scores will be monitored for proficiency, as these students will be taking the current state TCAP (CSAP) in their second year of school in the spring of 2014. In our first year of standardized testing we expect to achieve at least 85% proficient or advanced in reading and math and 70% in writing.

- A. Provide an overview of the school's proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.
- We will use the DPS interim assessment for Reading, Writing and Math to assess all students.
 - We will use the DRA2, CELA, and STAR assessments for Reading.
 - We will use TCAP as summative assessment for 3rd-5th grade students.
 - We will collaboratively design and conduct assessments to provide baseline data in our unique goal areas, based on The Partnership for 21st Century Skills and Colorado State Core Content Standards.
 - We have proposed a partnership with Jonathan Plucker (Professor of Educational Psychology and Cognitive Science at University of Indiana) and Dr. Richard Shade (Curiosita Specialist) to design and conduct an action research project to assess creative thinking.
- B. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.

We have set year end goals to measure and evaluate academic progress at the appropriate developmental level for each grade based on the 5th grade goals stated below. Concepts such as **analyze** and **compromise** will be introduced gradually during the primary years with the goal of students demonstrating understanding. As students progress to upper elementary, they will begin to demonstrate skills such as **analyze** and **compromise**.

Each student will:

1. Demonstrate their understanding of and ability to use creative thinking skills. They will use a wide range of idea-creation techniques, create new and worthwhile ideas and elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
2. Demonstrate their understanding of and exhibit their ability to use various types of reasoning, understand how the parts of a whole interact to produce an overall outcome, analyze, synthesize, reflect and evaluate to solve a problem.
3. Set their own yearly goals that will be measured against standard based rubrics created by grade level classroom teachers, reviewed across grade level and shared with students.
4. Demonstrate their understanding of and develop skills of collaboration including being flexible in making compromises, respectful of each member's value to group and sharing responsibility through experiences working with community partners and participation in Enrichment Clusters.
5. 3rd-5th grade will create a digital portfolio of best work in each content area for the year.
6. 1st-2nd grade will perform at grade level or above on DRA and Interim end of the year assessments.
7. 3rd-5th grade will perform at grade level or above on TCAP (CSAP).

All 5th grade students will:

1. Demonstrate their ability to use creative thinking strategies. They will use a wide range of idea-creation techniques, create new and worthwhile ideas and elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
2. Demonstrate their ability to use various types of reasoning, understand how the parts of a whole interact to produce an overall outcome, analyze, synthesize, reflect and evaluate to solve a problem.
3. Demonstrate their ability to collaborate by being flexible and respectful of each member's value to group. Students will share responsibility through experiences working with community partners and participation in Enrichment Clusters.
4. Demonstrate self-directed learning and perseverance by setting their own learning goals and tracking progress towards those goals.
5. Demonstrate their ability to use technology to research in an ethical manner, organize, evaluate and communicate information.
6. Complete an individual 5th grade project that requires using community partner resources and incorporation of 21st Century Skills.
7. Create a digital portfolio of their best work in each content area.
8. Perform at or above grade level on TCAP (CSAP) in reading, writing, math, social studies and science.

(Goals based on The Partnership for 21st Century Skills and Colorado State Core Content Standards)

Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Beginning of the year pre-assessment:

- Before the school year starts for students, based on the current proposed DPS calendar we have set aside two days to pre-assess all students. We will use one day to look at data and set baseline for each student.
- We will use the DPS interim assessments for Reading, Writing and Math to pre-assess all students.
- We will collaboratively design and conduct assessments to provide baseline data in our unique goal areas, based on The Partnership for 21st Century Skills and Colorado State Core Content Standards
- Reading: We will be using DRA, STAR reading assessment and ELA testing. Writing: Grade levels will given a writing prompt within the first month to assess writing strengths and weaknesses.
- Art, PE/Dance and Spanish: Teachers will give a pre-assessment within the first month.
- Technology: Students will develop digital portfolios to demonstrate growth
- GT: GT teacher will follow a modified district schedule. We will be looking at additional assessments.
- Individual Learning Plans: By the end of September teachers will have met with each child and started a plan.

Interim assessment:

Between October and January, students will take district formative and teacher created assessments to guide teachers planning and support differentiation of instruction and learning opportunities to meet students' needs and interests. These assessments include:

- Reading: DRA2, CELA and STAR
- Writing: Interim assessment
- Math: Interim assessment
- Art, PE/dance and Spanish: Teacher created interim assessment
- We will monitor progress and adjust instruction for our unique goal areas, based on The Partnership for 21st Century Skills and Colorado State Core Content Standards.
- Self-directed Learning: Students will develop a portfolio of work to demonstrate growth.
- Technology: Students will develop digital portfolio to measure growth
- Individual Learning Plan: teachers and students will meet every 12 weeks to review and adjust

Summative assessment at end of year

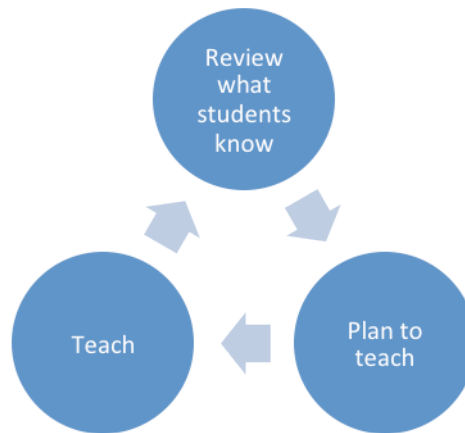
Between February and May, students will take district summative and teacher created assessments to measure growth towards goals. These assessments include:

- TCAP (transitioning from old standards to new standards for CSAP)
- Reading- DRA2, STAR reading and Interim end of the year assessment
- Math-Interim end of the year assessment
- Writing--end of the year Interim assessment
- Art, PE/Dance and Spanish: Teachers will give an end of the year content post-assessment
- 21st Century Skills: We will monitor student progress for our unique goal areas, based on The Partnership for 21st Century Skills and Colorado State Core Content Standards.
- Self-directed Learning: Students will review a portfolio of their work to reflect on their growth.
- Technology: Students will review a digital portfolio to reflect on their growth.

- Individual Learning Plan: teacher and students will meet every 12 weeks to review and adjust

Data Collection, Analysis, and Use

Faculty will use DPS Teacher portal to track data in literacy and math. Teachers will create professional learning communities centered on curriculum as they follow the learning cycle and meet with students to review individual learning plans. We have built in select Friday afternoons throughout the year when students will be engaged in community events or performances while teachers have extra time to plan and train together in areas of identified need.

Learning Cycle**Daily Assessment:**

Classroom teachers will keep records of each student's progress towards mastery of concepts and skills taught in curriculum aligned with standards. Teacher assessment tools will include; body of evidence, informal and formal observations (such as the Kingore Observation Index), exit slips, teacher made assessments and district assessments. Teachers will use these assessment results to adjust instruction as needed to ensure all students are making adequate progress towards their proficiency goals.

Student Ownership (learning and assessment)

By setting goals, tracking data and through self-reflection, students will own and accept challenges in their learning. Teachers and peers will provide feedback and support students in self-assessment. All students at C3 will have Individual Learning Plans to record their goals and achievements. This will be recorded in physical and/or digital portfolios to track their progress and throughout each year. Learning plans will be created collaboratively with teachers, students and their families.

Technology

Technology will be integrated in order to capture, display and maintain records that reflect not only traditional academic progress in reading, writing, math, science and social studies but also the creative output of projects and ideas. Idea walls will be installed in our main hallway where students, staff, and visitors can track and be inspired by others' ideas.

Progress Monitoring of ELL Students

An ESL teacher will support teachers in ensuring all ELL students are making adequate progress towards their goals. ELL students will be closely monitored in their avenues and ELD work. A body of evidence will be kept on each student with pertinent assessment scores including CELA, DRA2 and TCAP. In the daily ELD programs, teachers will monitor progress with exit standards.

Progress Monitoring of Students with Disabilities

The special educator will monitor progress and achievement of students weekly keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special Education teacher will organize and run all IEP meetings in conjunction with family and administrator, and classroom teachers. The special educator will ensure instruction tracks time and progress monitoring.

Progress Monitoring of Students Below Grade Level

In addition to following the assessment schedule described in our assessment section, teachers will progress monitor as needed and adjust instruction for students below grade level to ensure adequate progress towards their goals. To create consistent progress monitoring at C3, teachers will use a schedule collaboratively created by administrative partners and teachers. Teachers will meet with students and parents in conferences aligned with Standard Based Progress Reports.

Progress Monitoring GT students

Students who are identified as GT or above will have Advanced Learning Plans (ALPs) in place. The ALPs will list strength areas and areas to work on each year. The GT specialist will screen students once a year in accordance with district guidelines. TCAP scores and other approved assessments will be added to a student's data portfolio throughout their time at C3.

Response to Intervention (RTI)

An Administrative Partner focused on curriculum and professional development will implement, monitor, and guide the RtI process at C3. This Administrative Partner will look at beginning of the year school-wide data and set school wide goals supported by beginning of the year professional development that will include school wide Tier 1 instructional strategies to be implemented in all classrooms. The classroom teachers, with support from their PLCs, will monitor and adjust instruction for all learners to make adequate progress towards their goals. With the support of their classroom teacher, students will set personal academic goals and track progress towards the goal. When Tier 1 strategies are not enough, the classroom teachers will create a body of evidence and ask for a SIT team meeting based on observations, progress monitoring, DRA levels and other grade level appropriate assessments. During our growing years the specials teachers and Administrative Partners will support the RTI model in conjunction with the special education and general education classroom teachers. As the school grows we will add an intervention teacher to the staff.

The SIT team will be comprised of Administrative Partners, classroom teachers, and specials teachers. The focus of the SIT team will be to identify students in need of services for Tiers 2 and 3. A variety of stakeholders will be represented on the SIT team to allow for multiple perspectives and strategies to best meet the needs of students not making adequate progress.

Six Minute Solutions, Foundations, and LLI will be used for Tier I and 2 interventions in classrooms and classroom teachers and para professionals will be trained on these programs as feasible. C3 will

purchase approved research based programs, including Wilson, Step up to Writing, Spellography, Math Navigator and Origo for Tier 2 and 3 interventions.

C3's goal is to be a distinguished school, matching or exceeding schools in our area within three years.

- C. **If you are requesting waivers to DPS assessments, please complete Appendix B.**

INNOVATION: GRADUATION AND PROMOTION

V. Describe the school's proposed graduation and promotion policies.

- A. Explain policies and standards for promoting students from one grade to the next.

C3 is not requesting any waivers from the District's Graduation and Promotion policies.

Consistent with the DPS promotion, retention and acceleration policy IKE, C3 agrees, "Grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging."

The Principal Partner, in concurrence with the parents and teachers, will make final decisions about promotion, retention, and acceleration after considering the body of evidence for student social/emotional and academic progress.

The C3 promotion, retention, and acceleration policies will ensure that students are prepared academically and emotionally to be successful in subsequent years of school and graduate ready for college and the workforce.

- B. Provide the school's exit standards for graduating students.

All 5th grade students will:

1. Demonstrate their ability to use creative thinking strategies. They will use a wide range of idea-creation techniques, create new and worthwhile ideas and elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
2. Demonstrate their ability to use various types of reasoning, understand how the parts of a whole interact to produce an overall outcome, analyze, synthesize, reflect and evaluate to solve a problem.
3. Demonstrate their ability to collaborate by being flexible and respectful of each member's value to group. Students will share responsibility through experiences working with community partners and participation in Enrichment Clusters.
4. Demonstrate self-directed learning and perseverance by setting their own learning goals and tracking progress towards those goals.
5. Demonstrate their ability to use technology to research in an ethical manner, organize, evaluate and communicate information.
6. Complete an individual 5th grade project that requires using community partner's resources and incorporation of 21st Century Skills.

7. Create a digital portfolio of their best work in each content area.
8. Perform at or above grade level on TCAP (CSAP) in reading, writing, math, social studies and science.

(Goals based on The Partnership for 21st Century Skills and Colorado State Core Content Standards)

- C. Describe how and when promotion and graduation criteria will be communicated to parents and students.

Parents and students will be notified of the promotion criteria upon enrollment in C3 via the school handbook. In addition, updates regarding student progress will be part of conferences throughout the year.

- D. Explain what policies and processes the school will implement for students at risk of dropping out of high school and/or not meeting the graduating criteria proposed (i.e., credit recovery, etc.)

Response to Intervention (RTI)

An Administrative Partner focused on curriculum and professional development will implement, monitor, and guide the RTI process at C3. This Administrative Partner will look at beginning of the year school-wide data and set school wide goals supported by beginning of the year professional development that will include school wide Tier 1 instructional strategies to be implemented in all classrooms. The classroom teachers, with support from their PLCs, will monitor and adjust instruction for all learners to make adequate progress towards their goals. With the support of their classroom teacher, students will set personal academic goals and track progress towards the goal. When Tier 1 strategies are not enough, the classroom teachers will create a body of evidence and ask for a SIT team meeting based on observations, progress monitoring, DRA levels and other grade level appropriate assessments. During our growing years the specials teachers and Administrative Partners will support the RTI model in conjunction with the special education and general education classroom teachers. As the school grows we will add an intervention teacher to the staff.

The SIT team will be comprised of Administrative Partners, classroom teachers, and specials teachers. The focus of the SIT team will be identify students in need of services for Tiers 2 and 3. A variety of stakeholders will be represented on the SIT team to allow for multiple perspectives and strategies to best meet the needs of students not making adequate progress.

Six Minute Solutions, Foundations, and LLI will be used for Tier 1 and 2 interventions in classrooms and classroom teachers and para professionals will be trained on these programs as feasible. As the school grows we will add an intervention teacher to the staff. C3 will purchase approved research based programs, including Wilson, Step up to Writing, Spellography, Math Navigator and Origo for Tier 2 and 3 interventions.

C3 Innovation Accountability Team (IAT)

The C3 IAT is responsible for shaping policy, directing resources, and adjusting the educational program as necessary in order to ensure that ALL students are able to make critical decisions about their futures with the knowledge and skills to succeed.

- E. **If you are requesting waivers to DPS graduation and/or promotion policies, please complete Appendix C.**

C3 is not requesting any waivers from the District's Graduation and Promotion policies.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

VI. Describe the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status.

- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.

1. Complete the Academic Goals Worksheet in **Appendix D**.

Once the school is fully enrolled, C3 expects to receive an overall rating of distinguished on the DPS School Performance Framework. C3's goal is to be a distinguished school, matching or exceeding schools in our area within three years. Please see Appendix D for detailed goals and objectives.

- B. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

As C3 grows as a school, enrollment and re-enrollments rates will be closely monitored. Parent surveys and focus groups evaluations will allow the school to expand areas or adjust as needed to continue to attract the diverse population and numbers as intended. C3 will open with a spirit of collaboration striving for staff satisfaction at all levels to ensure a high achieving, quality school. Dialogue is encouraged and the shared leadership model will open avenues for this. Parent and community engagement is vital to the success and revamped parent contracts and handbooks will outline involvement and engagement and encourage it at many levels. C3 will seek out information about families and the best way for them to support the mission and vision of our school. All parents will be required to volunteer time or resources and we hope to tap into family strengths in our Enrichment Clusters and extra-curricular programming.

C3 will establish an Advisory Council from our community members and partnerships that will guide the school's mission and vision and support its financial needs. Parents will be involved in the start up of a PTA and Friends of C3 to support fundraising needs. The PBIS program will reach out to all members of the community in order to maintain social supports and create a creed for the C3 community.

Conferences are scheduled with families for twice a year but additional meetings will be added as needed. Students will be a part of all of these conferences and will become literate in their own data in goal setting. Students will own their data through the development of personal data "walls" on their tablet computers and in the classroom spaces

C3 will use the support of the district's data and school improvement partners to measure progress and to begin to create the Unified Improvement Plan documents for the state. The administrative team will meet on a weekly basis and each partner of the team is responsible for data in their assigned areas. The team will track all of the key areas that define the mission of our school: creativity, challenge (all of our academics), and community. As needed, just as in the SIT process for our students, the team will diagnose which areas need additional intervention for success.

The C3 administrative team will use *Compelling Conversations: Connecting Leadership to Student Achievement* by Thomasina Piercy with all teachers to analyze student data both in achievement and in social/emotional and engagement areas. As the staff increases, data teams will be implemented and we will develop creative ways to display the data integral to the success of the C3 program. Students from a young age will also be invested in owning their own data, creating data walls or records on their computers as part of their individual portfolios. Observational data will be collected using the Kingore Observation Index (KOI) as a guide to support special needs of all children. C3 will be in the forefront of creating data collection for our specials teachers tracking student progress in Spanish, movement, art and music, as it is added. The specials teams will be integral to the success of our students through their own subject areas but also as supports for intervention.

The work with community partners will also be monitored and assessed through professional development time and after each 6-week session. Assessment tools will be used to monitor how we are doing on teaching the 21st Century Skills and creative thinking skills. Parents will be a crucial part of monitoring and will have a role in working with their students in tracking their progress as part of their individual learning plans. Students on ALPs will also be monitored in their strength areas.

This opportunity to create a brand new innovative, high performing school is a rare one and the team will be innovative and creative as a community of leaders and learners to monitor progress towards the vision and the mission to ensure success in all areas. The integration of technology will give us opportunities to capture, display and maintain records that reflect not only traditional academic progress in reading, writing, math, science and social studies but in our creative out put of projects and ideas. We will install idea walls in our main hallway where students, staff, and visitors can track and be inspired by others' ideas.

- C. Attach the school's Uniform School Improvement Plan (UIP) and briefly explain how the proposed innovation plan aligns with UIP goals.

As a new school, there is no existing UIP in place. C3 will use the support of the district's data and school improvement partners to measure progress and to begin to create the Unified Improvement Plan documents for the state. The administrative team will meet on a weekly basis and each partner of the team is responsible for data in their assigned areas. The team will track all of the key areas that define mission of our school: creativity, challenge (all of our academics), and community. As needed, just as in the SIT process for our students, the team will diagnose which areas need additional intervention for success.

INNOVATION: TIME

VII. Describe how the school will use time strategically to support the vision, mission and education program so as to produce gains in academic achievement.

- A. Describe any innovations to the school's calendar and schedule under innovation status and how such changes will lead to increased student achievement.
1. Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.
 2. Summarize the length of the school day, including start and dismissal times.

3. Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.
4. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Please see additional attachments to address the questions regarding time.

Structure of School Day

C3 will infuse creative thinking, challenge and collaboration with community partners into all aspects of learning. The school day will begin and end highlighting this focus. We will start every day with a community meeting. The shared leadership team will guide this portion of the day with student input.

Students will be supported in taking partial leadership roles in the community meetings as we develop leadership skills in all members of our community. We will use this time together to develop a school culture that is caring and inclusive of diversity. There will also be a “creativity spark” activity each day as we engage students in thinking creatively and developing problem solving skills to achieve at high levels. Announcements and updates or presentations about community partnerships will provide clear communication that encourages engagement and inquiry from all members.

The school day is divided into a morning block and an afternoon block of time (2 hours) for literacy and (2 hours) for math/science. Large blocks of time will allow for creative inquiry activities that help children solve problems and develop creative products by using their imagination, and collaborating with other students. Teaching will be collaborative with art, Spanish, special education and PE teachers trained in interventions, assisting literacy and math/science teachers during the course of small group work or individual instruction. The large blocks will allow for flexibility in meeting students’ academic needs (ELL, GT, Special Ed) and interests related working with community partners. The morning or afternoon will include 45 minutes of rotating specials in which common themes from literacy and math/science/social studies will be woven into curriculum. A 45-minute lunch and recess will split the day (20 minutes each with a 5 minute switch time). The students’ day will end with a 15-minute classroom meeting to reconnect themes developed at the beginning of the day.

The school day structure changes on Fridays when half of the students meet with community partners. Departing students will start their day at school attending the school meeting and math. At 9:30 a.m., students will get on public transportation or a DPS bus and head to their community partner’s location, such as the Denver Art Museum, Young Americans Center for Financial Education or the Denver Center Theatre Academy. Teachers and community partners will work together to connect curriculum to concepts of art, finance or drama. Students will get to participate in real life learning and develop a deep understanding of the knowledge and resources our partners’ possess.

Students will bring a sack lunch on these days so they can make the most of their two and a half hours. The cafeteria will provide a sack lunch for all students on free and reduced lunch or anyone who would like to purchase one. Students will get back on buses at 12:30 and return to school. Their afternoon will start with a movement activity followed by a creativity workshop where they can get additional practice in stretching their thinking. Finally, all students will end their Fridays participating in Enrichment Clusters led by teachers, community members, paraprofessionals and parents.

Structure of School Week

At C3, Monday through Thursday all students will be on the school campus. Friday, half of the students will travel to study with community partners for six of the twelve weeks of each trimester. During each trimester, students will learn offsite at community partner locations for six mornings during the 12-week trimester. The other six Fridays will be at school.

Minimum Hours Devoted to Academics per Week

Curriculum	Hours per Week
Literacy	9
Math	6
Science	1.5* subject will be extended through off-campus opportunities, literacy block, and Enrichment Clusters
Social Studies	1.5* subject will be extended through off-campus opportunities, literacy block, and Enrichment Clusters
Art and Movement	3.5*subject will be extended through off-campus opportunities
Spanish	1.5
Information Literacy-Technology	1.5
RTI	1.5*this will be a push-in model during literacy and math
Enrichment Clusters	.45
Community Partner Time	15/trimester
Creativity Time	2.5
Tutoring	1* as needed

By scheduling extended blocks of time for literacy and math instruction, C3 has the ability to explore content in greater depth and the flexibility to allow for additional intervention or advanced learning opportunities for English Language Learners, students with disabilities, and students who are struggling or excelling academically. These extended blocks of time will also allow for the long-term development of creative products.

The common planning times of grade level teams allow for collaborative planning and frequent student progress monitoring necessary to adjust instruction and intervention to address individual student needs.

INNOVATIONS APPLIED TO TIME

The daily schedule for C3 students and staff is innovative in that large blocks of time have been created to allow specials teachers and administration to work alongside classroom teachers with students in small groups, one-on-one and across grade levels. Students will also have multiple opportunities to work collaboratively with each other as partners and in small groups.

Innovation Status for teacher time and schedules will support us to facilitate a 3-day off-site retreat for all C3 staff prior to the start of the school year. The focus of this professional development will be: 1) C3 vision and mission; 2) how to infuse creative thinking into the curriculum; 3) culturally responsive teaching and 4) how to integrate innovative technologies into instruction. Additionally, C3 teachers will participate in 2 days of collaboration with community partners to design the schedule of experiential learning opportunities and “Enrichment Clusters” and establish norms for collaborative work. Teachers will spend two days conducting individual assessments of students prior to the start of the year and will spend one day working collaboratively to analyze student achievement data and plan for beginning instruction.

Innovations in scheduling will let us create big blocks of time for our entire staff to meet with small groups of students supporting standards based learning and individual areas of interest. We need Innovation Status to adjust the school calendar to find additional professional development time for staff training, assessment and reflection. Specifically these innovations will allow us to:

- create student and staff schedules that incorporate community partner time, creativity time, and collaboration time.
- have additional professional development days for teachers to integrate creativity in instruction.
- create a schedule of days off and late starts/early releases based on school needs.
- increase of length of school day by 5 minutes.

INNOVATION: STUDENT ENROLLMENT

VIII. Describe the enrollment procedures and practices of the school with innovation status.

- A. Describe how enrollment practices will provide equal access to any student in your attendance boundary who is interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

C3 is an entirely choice school with a preference zone and is committed to diversity and will seek a diverse enrollment by:

- targeting neighborhoods where existing school enrollment includes high diversity.
- providing NCLB receiving services for students in low performing schools.
- contacting and presenting at neighborhood associations (Virginia Vale, Cory-Merrill etc.) to offer services for minority students.
- expanding the area of recruitment by advertising in papers such as the Washington Park Profile (WPP) and The Hub.
- providing recruitment information at pre-schools including those with a diverse population.

- researching transportation opportunities allowing C3 students who have siblings at Merrill Middle School to use the buses that serve Merrill.
- participating in the district enrollment system, which includes a website, a recruiting fair, and a series of community meetings.
- working with GT itinerants across the city to identify creative students.
- working with DPS Communications Office to get the word out to necessary neighborhoods.
- work with the Bridge Project at DU.
- work with the Boys and Girls Club of Denver.

Information on C3 was made available through the:

1. SE Regional Fair at Merrill Middle School
2. DPS Enrollment Guide and on the DPS website
3. C3 website/wiki page to market our programs and enrollment.
4. C3 Facebook page that contains community information.
5. C3 bookmarks, magnets, postcards and brochures.
6. C3 video produced by Tauna Dowling and Bada Boom Productions
7. PowerPoint presentation shared at community meetings which highlights C3 and the pilot program this past year with the Denver Art Museum.

We have hosted community engagement meetings including:

- A series of monthly information sessions with interested parents at the Young Americans Bank which houses the Young Americans Center for Financial Education, one of our community partners
- Coffee gatherings for interested parents
- Piggy-backing on existing events hosted by the Denver Art Museum and Denver Center Theatre Academy at the Denver Center for the Performing Arts
- Reaching out to the neighborhood preschools as well as people who signed online petitions and intent to enroll forms, with morning coffees to share information
- Having a table at the December 3rd SE Regional Fair.
- Upcoming community meetings in the spring once acceptances go out so parents can meet each other and already hired teachers.
- Tours of Merrill Middle School Campus for prospective families.

Opportunities to Market School

1. The Bookies back-to-school night
2. Brochures and postcards sent to the entire preference zone and impacted SE schools
3. Advertisements and articles in Washington Park Profile
4. Advertisement in Your Hub in Denver Post
5. Parent Magazine calendar
6. January choice information open houses
7. Spring meeting with families and staff
8. Distribute flyers to preschools in Southeast Region
9. Distribute flyers to local libraries after preschool story hour
10. Work with DPS marketing department for press releases and articles
11. December 3rd SE Regional Fair
12. Outreach to area churches
13. C3 Facebook page

14. C3 video posted on our website and used at events
15. C3 Open houses posted on the DPS website
16. Brochures available at all of our community partners
17. Included in the new DPS enrollment guide

- B. Please attach any written enrollment documents, including the Student Handbook, and/or forms that will be provided to or required of students and families.

Enrollment Documents

- C3 Intent to Enroll form is attached and can also be found at <http://c3.dpsk12.org>, e-mail address: C3Denver@gmail.com
- DPS enrollment guide and website: <http://schoolchoice.dpsk12.org>
- As of January 10th, 2012, C3 has a total of 102 intent to enroll forms.
 - Grade level distribution: 46 Kindergarten; 41 1st grade; 15 2nd grade.

INNOVATION: HUMAN RESOURCE MANAGEMENT

- IX. Describe the proposed plan for staffing, recruiting, selecting, and developing employees, the school's personnel policies, and the school's leadership structure. Explain how they will be changed by innovation status, and how these changes will lead to increased student achievement.**

- A. Describe any innovations in the school's personnel policies under innovation status and how these changes will produce gains in academic achievement.

1. Attach a copy of the school's personnel policies under innovation status.

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in Appendix D, the school requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

The school is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that is high performing and meets the needs of its learners.

Employment Status

Annual contracts will be provided to all teachers employed at C3. C3 and DPS will have the right to end the work relationship at any time with cause and at the expiration of an annual contract without cause. Teachers hired after the adoption of the innovation plan will be subject to agreeing to adhere to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline general terms of employment to include the process for a teacher to end his/her work relationship with C3 and Denver Public Schools. If the school wishes to terminate a teacher contract early, the teacher will have a right to the review procedures described in the "Annual Contract Mid-year Dismissal Procedures" located in C3's Teacher Handbook. C3 will make annual decisions regarding teacher contract renewal and communicate those decisions as

early as possible. Teacher employment will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq.

Teachers employed by DPS who obtained non-probationary status in DPS prior to their employment at C3 will work under the terms reflected in the annual contract. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at C3 if they do not secure a position through mutual consent.

The employment rights of secretaries, paraprofessionals, custodians, facility managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. C3 will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facility managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit at C3, the school will work with the district to remove the staff member and find a more suitable placement. The C3 principal will be the ultimate decision maker regarding the selection and hiring of secretaries and paraprofessionals.

As Described in this document, including Appendix E, the school is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Hire part-time staff on fractional increments (e.g., .30 FTE, .65 FTE) that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects, i.e. Technology, who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. C3 will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of C3 students, staff, and programs.
- Create a process to evaluate and improve teacher performance.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

Such flexibility will be limited only by federal law, and Colorado statutes, DPS/DCTA Collective Bargaining Agreement provisions and District Board policies not waived in this application.

- B. Describe any innovations in the school's staffing plan under innovation status and how these changes will produce gains in academic achievement.

1. Describe all non-teaching staff positions and how they will contribute to achieving the school's goals.

The administrative team at C3 will prepare job descriptions for all staff assignments at the school. The team may use standard DPS job descriptions, but is in no way limited to them.

The paraprofessionals provide needed supervision of students during lunch, before school, after school, and during recess. They also provide instruction under the guidance of classroom teachers and learn progress monitoring of assessments as needed. Preparation of materials, copying, distribution of materials and management of the various needs of the teachers and students are other responsibilities of paraprofessionals. This support enables students to receive on target instruction to increase learning. The library/tech paraprofessional prepares and organizes media materials to promote independent reading and building the habit of reading as well as working with students on product publishing and technology to support creative thinking. The enrollment secretary and nurse are responsible for recordkeeping, attendance monitoring, and communication with the public, among other tasks assigned by the principal and administrative team. Additionally, the secretary supports the principal directly and prepares and monitors the funds, ordering and receiving of materials, personnel tracking, leaves, absences, reception, and direct student support as necessary. The secretary manages the data base system for all records of the school.

The administrative team consists of the Principal Partner and the Administrative Partners in challenge, community and creativity. The administrative team acts as the pedagogical leaders of the program in the school. The team will grow with the school's enrollment. The administrative team ensures that the standards for implementation are understood, and that the program is planned, taught and assessed collaboratively. Together with the school leadership team the planning partners are responsible for the development of the program. The Administrative Partners work directly with the teaching team and are involved in the planning and training of the staff.

A waiver will be requested to allow the Administrative Partners to be trained in evaluation and to supervise instructional staff under the direction of the principal, without having a principal's license.

2. Attach a copy of the school's organizational chart with innovation status.
 - a. Highlight any changes in the organizational structure with innovation status and how these changes will lead to increased student achievement.

C3 Leader and Leadership Team

"A good school for me is a place where everyone is teaching and everyone is learning – simultaneously, under the same roof. Students are teaching and learning; principals are teaching and learning; and teachers are teaching and learning."

Roland Barth, Improving Schools from Within, p.162.

C3 Leadership Statement

Schools are places for students to grow and learn under the tutelage of talented and caring teachers and leaders who can guide them. The learning of the adults as they create professional learning communities is essential to the student learning. Crucial as

well is the community's involvement in the programs and supports for their students and the school culture. An integral part of a school's success is offering a safe environment that nurtures and fosters each student's greatest potential and models for them a culture of caring and respect.

Leadership Model

Creativity Challenge Community will have a shared leadership model. The C3 leadership team will be anchored by the Principal Partner who will oversee operations and the organizational structure including budget with the support of the office secretary and contract services as needed of an office manager. As the school grows, contract services for itinerant innovation budget services will be procured with the Innovations Schools Network. Other members of the administrative team will each have specific leadership responsibilities as well as teaching responsibilities. Beyond the traditional administrative duties, C-3 leaders' focus on creativity, challenge and community will require coordination, curriculum development and training for staff. The C3 leadership team will each take responsibility for one of these focuses. Teachers will be selected to sit on the leadership team as well and help make decisions on schedules and professional development. The team will meet weekly and make decisions by consensus. This team will work to create the professional learning community at C3. The Administrative Team will check-in daily and meet on a weekly basis to manage all of the areas. Roles on the team may be shared during our early years and will grow and diversify as the school grows. The Principal Partner will evaluate the Administrative Partners who are a part of the administrative team.

The C3 Principal Partner will have the autonomy and accountability outlined in the Innovation Plan and will have the opportunity to report to the Office of School Reform and Innovation instead of, or in addition to, an Instructional Superintendent. Prior to school opening, C3 will have a Planning CSC that will provide input into leadership decisions. The school will not have a Collaborative School Committee. Once the school opens in August of 2012 it will have an Innovation Accountability Team (IAT). All school staff will be evaluated by the Principal or Administrative Partners.

See attached organizational chart and C3 Plan.

- C. Describe any innovations in the school's process for identifying, recruiting, and selecting new staff under innovation status and how these changes will lead to increased student achievement.
1. Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.

C3 will use the following processes to identify, recruit and select staff:

- Develop job descriptions aligned to the C3 program implementation standards and practice.
- Hold an open house to introduce the C3 mission and vision.
- For existing employees, assess prior year's performance against their job descriptions and goals.
- Secure support of staff to the requirements established by the Innovation Plan.
- Use all DPS website, job announcement, and job fair opportunities.

- Host a teacher selection weekend with screened candidates participating in a triad of activities including group and individual interviews.
 - Create an induction program for staff new to the building.
 - Clearly communicate in job postings that teachers will be held accountable for implementation of the C3 program with fidelity; that the use of technology and embracing creative thinking and community partners are job expectations; and that all staff will be on annual contracts and continuing employment depends on performance and meeting criteria established in the job description.
2. Describe selection criteria and other qualifications for faculty, support staff, and administrative staff that will ensure fit with the vision, mission and academic plan of the school.

Selection Criteria:

The principal, after consulting with the interview committee, shall select the best-qualified applicant for each position, without discrimination based on age, race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, place of residency and consistent with the provisions of the Americans with Disabilities Act or such other specified human or civil rights as may be protected by statute.

C3 Teacher Qualifications/Essential Functions:

Culture

- Philosophy of understanding the role of persistence (in creative thinking and work products) and coaching incremental change in student work
- Monitor, supervise, coordinate and enforce rule of conduct and behavior assigned students; and reinforces positive student behaviors in accordance with school and District policy.
- Ability to establish a safe climate that allows students to take academic and personal risks
- Knowledge of creative student characteristics
- Communicate with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems; and coordinate instructional efforts.

Pedagogy

- Establish and communicate clear objectives for lessons, units, and projects to students.
- Present subject matter to students, using various teaching methods and technology, adjusting teaching style and method to meet student-learning style and to conform to C3 tenets.
- Instruct students individually and in groups, using various teaching methods (e.g. lectures, technology, discussions).
- Collaborate with students and parents to prepare Individual Learning Plan for students in strength areas.

Content Knowledge

- Prepare educational course outlines, objectives and materials according to curriculum guidelines or state and local requirements.
- Expand, enrich and accelerate district curriculum as appropriate for advanced learners.
- Multiple Intelligence training
- Project based learning experience.
- Culturally responsive training and strategies.

Assessment

- Observe, evaluate, report and record students' performance, behavior, social development, and physical health.
- Prepare, administer, assign and grade tests and assignments to evaluate student progress, reporting grades using District software.
- Prepare student, attendance and activity reports as required by Principal and Administrative Partners.

ADDITIONAL REQUIREMENTS

At Creativity Challenge Community (C3) all teaching staff will be required to be ELA-E qualified. Applicants must also have experience with diverse learning styles and be knowledgeable in the work of Howard Gardner and other related authors on Creativity and increasing student engagement. As a new innovation school there will be a retreat in August 2012 to develop together our first year goals and to integrate creative thinking skills into the curriculum. As part of our program students will spend 6 Fridays at a community partner. There will be additional professional development with our community partners to learn about these programs. Applicant must be flexible with a variety of ages and learning styles, including ELA and highly gifted. Applicants must be ready to teach 21st Century learning skills and be able to contribute leadership to the teaching team. Experience in technology in the classroom and with a high performing school is preferred. Additional information on C3 is available at <http://c3.dpsk12.org>.

Note: Without innovation status and accompanying waivers C3 would encounter roadblocks to not only having the right staff in the school but also resistance to the enormous amount of training and collaboration required to implement the C3 creative thinking curriculum and community partner work.

- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.
1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

Teacher compensation will meet and may exceed the minimum requirements of the DPS salary schedule/Procomp. Compensation will be based on employee qualifications and performance and not solely on a predetermined salary schedule. Base teacher compensation may be supplemented with periodic stipends or bonuses based on performance, attendance, and extra time worked, as determined by school leadership and available funding.

Administrative Partners will be compensated for extra time as agreed upon based on performance, schedule demands and job description needs and tied to available funding.

- E. Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.

As described below, C3 will develop certain components of its professional development program, but may continue to participate in the programs offered by DPS.

Consistent with the school's mission of developing knowledgeable, inquisitive, and creative young people, C3 teachers will participate in collaborative professional development that includes peer observations and feedback and collaborative data analysis and planning. All teachers will take part in a professional development retreat to learn to integrate creative thinking skills into the curriculum. There will be professional development with each of the community partners before school starts.

C3 will increase student achievement by ensuring that C3 teachers are knowledgeable about the content and skilled at implementing the programs that they teach.

Overview of Professional Development Plan

The C3 professional culture will include all staff working collaboratively to analyze student needs and design instruction to ensure that students succeed. Consistent with the C3 mission, all members of C3, children and adults, will engage in creative thinking, consider diverse perspectives, and work together to solve problems. The school will foster an "all for one and one for all" attitude and staff will hold one another accountable for actions that are congruent with the mission of the school. The Administrative Partner who oversees Curriculum will be responsible for developing, leading and evaluating professional development with the support of teacher leaders.

All C3 teachers will participate in new district training related to the Colorado P-12 Academic Standards and interim assessments. Teachers new to the DPS curriculum will participate in District professional development on curriculum. Additionally, all C3 teachers will engage in continuous professional development in how to integrate creativity into curriculum, instruction, and assessments using the backwards design planning model.

In the first year all C3 staff will participate in a 3-day off-site retreat prior to the start of the school year. The focus of this professional development will be: 1) C3 vision and mission; 2) how to infuse creative thinking into the curriculum; 3) culturally responsive teaching and 4) how to integrate innovative technologies into instruction. Additionally, C3 teachers will participate in 2 days of collaboration with community partners to design the schedule of experiential learning opportunities and Enrichment Clusters and establish norms for collaborative work. Teachers will spend two days conducting individual assessments of students prior to the start of the year and will spend one day working collaboratively to analyze student achievement data and plan for beginning instruction.

Over the course of the year, C3 teachers will engage in professional development that is differentiated based on their own learning interests and needs as well as the needs of the students. Differentiated professional development will be offered 5 days across the school year, 1 hour per

week after school, and Friday afternoons when students are engaged in learning with guest teachers or community partners. In addition, all staff will participate in a weekly 30-minute staff meeting to ensure coherent information sharing.

Priority professional development topics for year one will include:

- 21st Century Skills (including creative thinking & information technology)
- Understanding By Design planning outlines and assessments
- Differentiating Instruction (Diversity: cultural & linguistic & academic abilities)
- Student Data Analysis

Professional Learning Communities

C3 staff will participate in Professional Learning Communities (PLC). DPS has embraced PLCs as a meaningful method of engaging teachers in professional development that directly connects to their teaching and is driven by student data and the special needs of the school's mission and vision. The PLC process supports C3's culture of taking ownership for our learning through a process of discovery and critical thinking that helps teachers refine their teaching techniques and collaboratively reflect on student learning in the classroom.

Educational researchers Hargreaves and Fullan, describe the benefits of professional learning communities, "Effective collaborations operate in the world of ideas, examining existing practices critically, seeking better alternatives, and working hard together at bringing about improvements and assessing their worth."

C3 teachers will help select the focus for the PLCs our first year. We plan to study important data on primary students' growth to help determine our focus. Goals for C3 PLCs include:

- Teachers collaborating with grade level teachers, across grade level and specials teachers
- Teachers are creative in their approach to meeting students' individual needs
- Teachers will set specific, measurable, attainable, relevant and time-bound (SMART) goals and plan for instruction and intervention.
- Content teams will collaborate on lesson planning, conduct instructional rounds or peer observations, provide feedback for improvement, and make adjustments to the lesson plans.

Goals C3 has for student growth supported by work of PLCs include:

- Teachers set growth goal for 70-95 % of students to be proficient or advance in SMART goal focus by end of goal time.
- Teachers will reteach students who do not meet goal and reassess in similar time period.

PLCs will be introduced to teachers at beginning of year through whole school professional development. Administration will meet with PLCs monthly to check-in and twice a semester to review progress in achieving SMART goals.

1. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees.

Teachers will participate in DPS's leadership options: Teacher Leadership Academy(TLA) and Professional Content Knowledge initiatives. C3 staff members that participate will be expected to come back and train other teacher leaders in the building, developing capacity of additional staff. In addition, there are multiple opportunities for teachers to take on team leadership opportunities each year. Team leaders participate in the School Leadership Team. (See organizational chart.)

2. Describe how the school's culture and leadership team will support the professional growth of all teachers.

The year for staff will start with a vision retreat to Balarat or similar facility to create together our new school. The professional development offered to all C3 teachers, including the GT teacher, will include GT strategies. Staff will regularly attend the Colorado Association of Gifted and Talented fall conference as well as have a presence at the National Association of Gifted Child (NAGC) conference. NAGC has a cohort on creativity which C3 will be a part of. The Aesthetic Institute of Colorado offered in collaboration between the University of Denver and Think 360 will be professional training for staff after year one. Confratute at the University of Connecticut in the summer will also be offered as an opportunity for professional growth for teaching and administrative staff.

Using a collaborative inquiry approach, C3 teachers will have opportunities to learn from each other and observe each other regularly. Teachers will receive 3 days of training for a staff vision retreat delivered off site with modeling and feedback. Teachers will participate in DPS training on Everyday Math, Readers and Writers Workshop, and science and social studies curricular materials as needed. Teachers will decide on PDU units of study and use the School Net resources for additional professional development needs around the school wide and individual areas of focus in LEAP.

3. Describe the schools plan to cultivate future leadership capacity.

All staff will have opportunities to take on leadership responsibilities on their professional learning teams and with the larger school community. The C3 principal will encourage teacher leaders and the administrative team to learn about the unique leadership responsibilities of the Innovation School leader and to participate in leadership training and development. The Principal Partner will be actively seeking out and training eligible teacher leaders or Administrative Partners to take on larger roles in leadership and for possible succession as opportunities arise.

4. Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire district.

As part of the Instructional group with OSRI, the C3 school leader will share innovative practices and results with school and district leaders via the leadership academy roundtable forums. In addition, the C3 school leader will participate in regular meetings with other Innovation School leaders, district Principals as well as shared campus leaders in the district with the express purpose of sharing practices and learning from the successes and challenges of others.

- F. Describe any innovations in the school's performance management system under innovation status and how these changes will lead to increased student achievement.

1. Describe policies and procedures for establishing individual employee goals.

C3 will use the multiple measures of the pilot LEAP evaluation system and observation tools to set individual performance goals in the 2012-12 school year. Teachers will set goals in consultation with their supervisor around school wide area of focus and individual areas of focus. Student Growth Objectives will also be followed if they are still in existence.

Should the school determine that it wishes to propose a teacher evaluation system different than LEAP for any reason, including if LEAP processes and procedures infringe on the annual contract, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District.

2. Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.

Teachers will be evaluated using the Denver Public Schools LEAP multiple measures that include principal and peer observations, professionalism and contributions to the team and school, student perception data, and student outcomes which include student growth data as measured on standardized assessments.

All teachers will be observed as stated in LEAP guidelines using the Framework for Effective Teaching with a school wide and teacher area of focus. Any LEAP processes and procedures that infringe upon the annual contract will not be included in the C3 performance management plan.

Staff excellence will be recognized and celebrated through monthly data staff meetings where teams will share results with other teachers. Data will be creatively displayed on all areas of our program: creativity, challenge and community. Effective teachers will model best practices and will work with collaborative teams to analyze instruction that is resulting in exceptional student achievement. Each faculty meeting we will celebrate teacher success and give public recognition in our newsletter and on our website.

3. Describe who is involved in the evaluation process, how feedback will be provided, and how often.

Consistent with the DPS LEAP evaluation system, the Principal Partner, the Administrative Partners, and peer observers will be involved in the observation process in LEAP. Teachers will be formally observed with specific feedback 4 times per year and will receive feedback on progress toward individual growth goals and student achievement gain as modified from the initial pilot year.

4. Explain how the school will handle unsatisfactory leadership and teacher performance.
 - a. Describe employee remediation policies and procedures.

When teacher performance is not consistent with the C3 education program or is not in the best interest of students, the principal will share concerns with the teacher, engage

in an open discussion and provide direction on areas of improvement as appropriate. The principal will offer support as necessary and will monitor progress for 30 days.

If there is not adequate progress, school leadership will collaborate with DPS Human Resources to resolve the situation, which may involve notifying the teacher in writing that they may be let go with cause prior to the end of contract or that their contract may not be renewed for the following year.

Depending on performance, an annual contract may not be renewed the following year. Any remediation processes and procedures that infringe upon the annual contract will not be included in the C3 performance management system.

Principal and Administrative Partners will also be subject to evaluation and will be monitored for any concerns around unsatisfactory performance. The OSRI instructional superintendent will support this work as aligned with district standards.

5. Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

C3 will implement the DPS LEAP pilot system in the 2012-13 school year. Teacher performance data and student achievement data will be used to provide specific feedback to improve instruction and subsequently increase student engagement and achievement.

- G. Describe any innovations to the school's leadership structure as a result of innovation status and how these changes will lead to increased student achievement.

The school will utilize a shared leadership model. This model creates a shared responsibility for creating a common understanding of the standards and practices of C3. With a shared leadership model, individuals on the administrative team benefit from increased empowerment. Oversight and accountability for the effective implementation of the innovation plan remains the school principal's responsibility with the support of Administrative Partners and the IAT.

- H. Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.

The Principal Partner that was hired to lead C3 has the following characteristics:

1. Proven track record of leading a school to be very high performing
2. Experience with the Denver Public Schools departments
3. Ability to build consensus among groups
4. Proven skill at establishing direction for an organization and design multiyear plans to implement the plans successfully
5. Broad knowledge of instructional issues
6. Proven staff developer related to curriculum and instructional issues
7. Experience with budgetary issues related to schools and school development

8. Understanding of Central Office issues, perspectives, and support systems
9. Cares deeply about students and their success
10. Prior knowledge of community

Any Administrative Partner at C3 will have the following characteristics:

- is an integral part of the Denver community, connecting with universities, arts and business institutions.
- a creative thinker who considers diverse perspectives and works collaboratively to solve problems.
- a highly motivated, self-directed, resourceful leader
- embraces the mission, vision, and goals of the school
- has knowledge, experience and/or credentials appropriate to this position
- is comfortable with leading complex systems change
- is positive, articulate, and inspiring
- is able to identify and resolve problems resourcefully
- has excellent written and verbal communications skills
- understands the diverse needs and demands of the community

Background: Experience with helping a community create a vision and then designing the means to achieve the vision in all aspects of the organization.

- I. Provide a detailed leadership succession plan that engages the school's parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.
 1. If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

The C3 Leadership Succession Plan is as follows:

From the opening of C3, the Principal Partner will mentor internal leaders from the administrative team and teacher leaders. In the event that the current school Principal Partner vacates the position, the Innovation Accountability Team will be responsible for implementing the principal selection process in consultation with OSRI and DPS. Consideration will be given to other Administrative Partners and teacher leaders who have demonstrated successful leadership and if they are qualified to do so. The IAT will identify an interview team including school staff and community members and create selection criteria that align with the Innovation Plan. The IAT will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

A neutral person will be invited to facilitate all faculty and parent/community meetings around hiring.

To develop an ongoing leadership pipeline, C3 will seek out teachers who want to be leaders with their peers as well as those who might want to begin to take on administrative duties

and mentor with the Principal Partner as well as take part in programs like the Get Smart Schools Fellowship for further education and training.

INNOVATIONS APPLIED TO PERSONNEL

- annual contracts for employment and dismissal of all teachers and non-teaching staff
- teacher and staff evaluations that meet or exceed the district and state requirements
- school policies for dress and grooming of teachers and staff
- recruitment, hiring schedule, selection, employment terms, and offer made by the school
- compensation system that meets or exceeds DPS rates and provides incentives and stipends
- calendar of teacher work days, vacation days, and holidays based on school needs
- professional development content and schedule determined by the school
- staff assignments, transfers within the school, schedules and job sharing by school leader
- not subject to direct placements or the transfer of teachers by the District

INNOVATION: SCHOOL GOVERNANCE AND PARENT ENGAGEMENT

X. Describe proposed changes to the school's governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?

- A. Describe your plan to ensure a robust and participatory governance structure that will provide accountability and support to the school.

Our school leadership of Principal and Administrative Partners and lead teachers will be the core of planning for the day-to-day operations of the school. Creativity Challenge Community is creating an Advisory Council with representation from the business community, our community partners, parents and staff. This committee will include the leadership team of Principal Partner, Administrative Partners, teacher leaders, parents, students, community partners and community members. As a new school we will also use our Advisory Council to expand our reach in the community and to support the school with fundraising.

Our founding design team has been strong in their dedication and knowledge of DPS while writing our application and getting approved. As we go forward, we are looking for diversity in teaching staff, parents and community members to contribute expertise in areas of second language learners, recruiting minority populations, and seeking out innovative funding sources.

1. If applicable, attach a copy of the school's committee descriptions. (see next question for description of CSC (IAT) and PTSA).

- B. Describe the parent and community engagement plan that will be implemented to support the school's mission.

C3 will open with a spirit of collaboration at all levels. We anticipate minority students to make-up 34% or more of our population. Therefore, all C3 parent and family engagement strategies are geared toward involving minority families. In addition, all written communications are provided in English and Spanish and translations or interpreters are made available.

C3 Parent and Family Engagement Strategies:

- Creativity Challenge Community Family Introductory Meeting and Activity -Our first event would be an open house proposed for April 28, 2012, or sooner depending on the School Choice Process, for enrolled families to meet each other and the staff. If possible we would tour the Merrill facility.
- School picnic – Before school starts, on August 11, 2012 we will have an entire school picnic and orientation activities to kick off our first year. At this event we will have several stations of hands-on activities to help get everyone acquainted with each other and our creative thinking skills. These will be organized with our community partners using volunteers recruited from Merrill Middle School and South High School. Interpreters will be available if needed.
- School culture meeting – There will also be a community meeting to help set the culture and introduce parents to Bully-Proofing Your School, our anti-bullying program. Representatives from this program will present to the students and families in separate sessions and help get a sense of what they bring to the experience of our new school, their hopes and dreams.
- Advisory Council—we will establish an Advisory Council for our community members and partnerships that will guide the school’s mission and vision and support its financial needs.
- Innovation Accountability Team –. The Innovation Accountability Team (IAT), which includes two elected parent representatives, two elected teachers, one community member, one staff member and Principal Partner, meets monthly and provides input on school operations and accountability for implementing the Unified Improvement Plan and innovation plan. The IAT receives achievement updates 3 times per year.
- Parent Teacher Association – Parents will be involved in the start-up of a PTA and a direct giving campaign to support our fundraising needs. The PTA meets monthly to discuss parent engagement, involvement, accountability and support. Participants of the PTA represent C3’s diverse student body.
- Parent Volunteering Opportunities – In order for parents to stay engaged and for C3 to be successful, all parents will be required to volunteer time or resources and we hope to tap into family strengths in our “Enrichment Clusters” and extra-curricular programming.
- Weekly Newsletter – The school leadership team coordinates a weekly newsletter that is distributed by email and in hard copy to parents to communicate about weekly schedules of events, school initiatives and progress toward goals. Parent-teacher-student conferences are held twice a year to provide parents with information about the academic achievement and progress of individual students.
- Parent Nights – Parent involvement nights are offered 4 times a year to engage parents and students in the curriculum and to discuss homework and study habits that will support student success.
- We will have special evenings yearly to introduce our families to our community partners.

C. Describe how innovation status will be used to leverage parental involvement.

At C3 we have developed a C3 Family Volunteer Service Policy that details a variety of ways that parents can volunteer/contribute to our community. We will have a staff member who is assigned to maintain the contracts and forge the relationships with the families in our community. This will include training of volunteers who work with children in classrooms or as chaperones on excursions. Training will include strategies and background in inquiry-based learning, positive behavior support, and creative thinking strategies. In addition to volunteering through time or resources, parents will also be required to sign on to the school's website and classroom *wikis* for class assignments and weekly updates, attend parent/teacher/student conferences and be founding members of the C3 community. If a family does not have a computer at home, there will be a computer in the office for parent/guardian use. As part of this first year the families will help us write a creed for our school, select and create a mascot, and build a sense of pride as we grow and learn together. One of our Administrative Partners will also be in charge of working with families. In year two as new families come in we will have mentor families who help bridge the gap. We will also have interpreters for families who need them at all community events.

- D. Describe any community partnerships needed to implement the school's innovation plan.
1. Describe any other community partnership or services you anticipate developing as a result of innovation status.

University of Denver and Think 360 Arts Complete Education–Aesthetic Education Institute of Colorado

- The University of Denver in collaboration with think 360 ARTS sponsors an annual Aesthetic Education Institute which gives teachers and administrators professional development in many areas relevant to C3. We will also be in consultation with the University's education department about our programs.

Denver Art Museum

- The Education Department of the Denver Art Museum has collaborated with the design team of C3 to develop a pilot program that supports C3 vision and mission and uses the resources of the museum and the expertise of their staff.

Young Americans Center for Financial Education

- YACFE supports the mission of the Young Americans Bank in Colorado to promote financial education for the young people of this state. They sponsor a variety of programs for schools and individuals and will be working with C3 to develop a program that supports our mission and their unique curriculum.

Denver Center Theatre Academy at the Denver Center for the Performing Arts

- C3 will work with Tam Dalrymple-Frye to develop a collaboration with our students and their teaching staff and facility to support our creative thinking and learning. Students will experience first hand the work of the Denver Center for the Performing arts and integrate it into our curriculum as we experience real life problems and situations.

Museum of Nature and Science-community partner planning

- The C3 design team is piloting some ideas with the education department of the Museum of Nature and Science to support creative thinking strategies in the areas of science as it relates to the C3 and DPS curriculum including inquiry based learning and hands off opportunities.

The Cleworth Architectural Legacy Project

- This is a potential future partnership opportunity for C3 to offer experiences with architecture and design to our students.

As we grow, C3 will be exploring future partnerships with The Colorado History Museum The Denver Botanic Gardens, The Colorado Ballet, The Colorado Symphony, The Museum of Contemporary Art and The Museo de las Americas.

If applicable, attach a copy of the school's bylaws.

INNOVATION: BUDGET

XI. Provide a budget and an estimate of potential cost savings and increased efficiencies as a result of innovation status. Explain how the school's allocation of resources, as reflected in the budget, supports the vision, mission and education plan.

C3 will seek to exercise maximum autonomy over the budget and purchasing decisions.

The district provides the opportunity for schools to select from a menu of services. C3 will opt for dollars in lieu of services in as many areas as possible and use those dollars in ways that best advance C3's mission. C3 will also analyze the costs and benefits of budgeting based on actual staff salaries versus district averages as part of the planning process. In the short term, it is likely in at least the 2012-2013 school year C3 will budget on averages.

- A. Using the financial model provided, create a detailed five-year budget reflecting major revenue and expense items and key assumptions. The budget should balance each year and reflect financial stability in three to five years.
- B. Provide a budget narrative describing the financial plan that includes an explanation of the school's path to financial stability.
 1. Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

C3 has developed a budget along with the budget office and OSRI to support the essential financial needs of our program.
 2. Explain major revenue sources, including any funds originated from private sources.

C3 will be seeking out opportunities to apply for grants from private resources that align with and support our mission and vision. We will be meeting with the Daniels Funds and similar organizations that might be able to provide guidance in this area.

 - a. If revenue is generated from private sources, disclose contributor names, amounts of the contributions, duration of the contributions, and funding commitments already secured by the school.

Our parent community will also be tapped to help develop a fundraising to support additional needs of the school. A direct giving campaign will be created which can take direct donations. We will organize dining out nights with community restaurants and we will also participate in annual Colorado Giving drives to increase our base of private support from individuals.
 3. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.
 - a. Explain specific resources, material, equipment, staff, programs and policies that create additional operating costs (e.g., longer school year and school day).

Our transportation needs to and from our community partners is an additional cost to our program. We are supporting this need by having a fee that each family pays to support additional transportation by DPS and/or public transportation.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.
Our start up costs for being a new school that is phased in over 5 years is stated in our budget. Our purchase of curriculum materials all areas including Everyday Math, Rtl, guiding reading and social studies, and creative thinking skills will be a one-time implementation cost.
 - c. Explain how the school will fund such additional operating costs.
This has been built into our start up costs with Furnishings, Fixtures, and Equipment.
 4. Highlight cost savings or increased efficiencies due to the unique attributes of your innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).
We hope to see efficiencies due to our shared campus model with Merrill middle school in the areas of personnel. After year one we will analyze the budgeting of averages vs. actual salaries.
 - C. Explain the policies and processes that will be implemented to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity.
 1. Identify the person(s) who will directly manage and oversee the school's budget.
 2. The Principal Partner with the support of our budget liaison and school secretary will monitor day-to-day budget issues. As we grow we will work with the Innovation School Network to share itinerant office services as need. By full build we will hire a second member of our office support team with expertise in budget and office management. The Administrative Partners will support daily operation and the IAT will approve budget on an annual basis that supports our Innovation Status and school mission.

INNOVATIONS APPLIED TO BUDGET AND OPERATIONS

- managing school finances: collecting revenues and managing receipts of money
- direct contracting for goods and services
- selecting and purchasing district services on an annual basis as determined by school
- governance model does not include a Collaborative School Committee

INNOVATION: OTHER PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS

XII. Describe any other innovations not yet explained in the application and how such innovations will lead to increased student achievement.

- A. Describe any other programs, policies, and/or operational documents at the school that would be affected by the proposed innovations, how these programs, policies and/or operational documents would be affected, and how the changes will lead to increased student achievement.

WAIVERS

XIII. Describe the waivers you are requesting from DPS policies, collective bargaining provisions and state statutes. Clearly describe the replacement policies and practices that the school is proposing for each waiver.

1. Please complete **Appendix E**.
 1. As stated in Appendix E, the Innovation School Act (22-32.5-108(4)) states that “each district of innovation that receives a waiver ... shall specify the manner in which the innovation school ... shall comply with the intent of the waived statute or rules and shall be accountable to the state for such compliance.” For each state waiver, specify how the school intends to comply with intent of the statutes being waived.

ADMINISTRATIVE AND FACULTY SUPPORT

XIV. Provide evidence of administrative and faculty support

- A. Attach evidence that the majority of administrators support the innovation proposal.
- B. Attach evidence that more than 50% of faculty have voted to support the proposal.
- C. If seeking waivers from collective bargaining agreements, attach evidence that more than 60% of faculty have voted to support the proposal.
- D. Attach statements of support from other staff employed at the school.

COMMUNITY SUPPORT

XV. Provide evidence of community support

- A. Provide a letter of support showing majority of members support innovation status from the school’s Planning CSC.
- B. Provide letters of support from community based organizations.
- C. If applicable, provide other evidence of community support.

REQUIRED ATTACHMENTS

- ☐ Teacher Schedule
- ☐ Student Schedule
- ☐ Student Handbook
- ☐ Personnel Policies—A live binder for the C3 Staff Handbook is in the process of being created and can be viewed = at: http://www.livebinders.com/play/play_or_edit?id=255575. Other C3 Personnel Policies are also included in the attachments.
- ☐ Written Enrollment Documents and Forms Provided to Families: Intent to Enroll forms can be found at: <http://c3.dpsk12.org>
- ☐ Organizational Chart and C3 Plan
- ☐ Committee Descriptions –*Not Applicable*
- ☐ By Laws –*Not Applicable*
- ☐ Five-Year Budget
- ☐ Evidence of Administrative Support—*Not Applicable*
- ☐ Evidence of Faculty Support—*Not Applicable*
- ☐ Letter of Support from CSC
- ☐ Letters of Support from Community Based Organizations

APPENDIX A

Request Waivers in Curricular Materials & Instructional Design

C3 is not applying for any curriculum and instructional design waivers.

Schools requesting waivers from district curriculum are required to complete the questions in Appendix A.

Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

Instructional Design

- Building on overview of the school's research-based educational program described in section III, describe the innovative educational program that is being proposed as part of the school's innovation plan. Clearly articulate
- how it will lead to excellence in student achievement.
- Provide an overview of the core curriculum.
- Describe the research to support the proposed educational program and its effectiveness with the school's target population.

Curricular Materials

- Explain how the proposed non-adopted material aligns to state standards for the grade level.
- Explain how the proposed non-adopted material has a sequence that is equally or more rigorous than that adopted by DPS.
- Explain how the proposed non-adopted material better prepares students for post-secondary readiness.
- Explain how the proposed non-adopted material aligns to non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence).
- Explain how the proposed non-adopted material is research-based for the school's population.
- Explain how the school will minimize the impact of mobility (both student and teacher) with the use of alternative sequence.
- Explain how the proposed non-adopted material will be accessible to all students. If the non-adopted material will not be accessible to all students, please explain why.
- Explain how the proposed non-adopted material promotes academic achievement for diverse groups of students.
- Explain how the non-adopted material decreases the potential for tracking.
- Detail the total purchase cost of the proposed non-adopted material and the source of funds for each year of operation.

APPENDIX B
Request Alternative Benchmark Assessment Program

C3 is not applying for any assessment waivers

Schools requesting waivers from DPS's benchmark assessment program are required to complete the questions in Appendix B.

Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

- Identify *valid and reliable* assessments your school proposes to use to assess student learning needs and progress throughout the year. Explain how these assessments align with the school's curriculum, performance goals and state standards.
- Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.
- Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.
- Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

APPENDIX C

Request Alternative Graduation & Promotion Standards

C3 is not requesting any graduation and promotion waivers

Schools requesting waivers from DPS's graduation and promotion standards are required to complete the questions in Appendix C.

Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

1. Explain the school's policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.
2. Provide the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.
3. Explain how graduation and/or promotion requirements will ensure student readiness for college and other postsecondary opportunities.
4. If it differs from DPS, explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by DPS Policy IKF, explain any additional requirements

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
Student Growth Over Time Toward State Standards , including the following measures: <ul style="list-style-type: none"> • TCAP (CSAP) and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>We expect to receive an academic growth of significant improvement.</p> <ul style="list-style-type: none"> • When 3rd graders are first assessed in 2014, we expect a minimum of 50% growth with a target of 65%. • All students will be expected to show at least one year's growth in one year's time in reading, math and writing.
Student Achievement Level/Status , including the following measures: <ul style="list-style-type: none"> • TCAP (CSAP) and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act • Colorado English Language Assessment (CELA) • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	<p>As we start out with primary students only, we will execute and assess with DRA in compliance with CBLA and work to get students at required levels for grade level exits.</p> <p>In 2014 our TCAP (CSAP) goals will be:</p> <ul style="list-style-type: none"> • 85% reading • 85% math • 70% writing • Meet AYP • Reduce achievement gaps that are identified after first year data.
Post-Secondary Readiness (for high schools), including the following measures: <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	N/A
Student Engagement , including the following measures: <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<ul style="list-style-type: none"> • 95% Attendance rate • 95% Student satisfaction
School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)	<ul style="list-style-type: none"> • During our first year we will design an assessment to measure creativity and divergent thinking and then set baseline and yearly goals. • 100% participation with at least 2 community partners/year. • Strive for 100% recognition of 21st Century Skills

Organizational & Financial Viability	
School Demand , including the following measures: <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<ul style="list-style-type: none"> • 100% Enrollment rate • Re-enrollment rate at or above district
Financial <ul style="list-style-type: none"> • Fundraising goals • Reserves • Other 	<ul style="list-style-type: none"> • Fundraising at C3 will gradually increase year to year as student enrollment increases: Yr 0: \$10,000; Yr 1: \$20,000; Yr 2: \$30,000; Yr 3: \$30,000; Yr 4: \$20,000; Yr 5: \$20,000
Leadership & Governance Quality	<ul style="list-style-type: none"> • High teacher satisfaction rating on surveys of administrative staff • Strong level of participation in decision making
Parent & Community Engagement , including the following measures: <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<ul style="list-style-type: none"> • 95% parent satisfaction • 90% parent response rate on DPS Parent Satisfaction Survey
School-Specific Organizational Objectives	<ul style="list-style-type: none"> • Found and manage a strong administrative team with Principal Partner and Administrative Partners • Create an Advisory Council of staff and community members who will guide C3 • Establish a PTA to support the mission and vision of C3 with activities and fundraising • Create PLCs for teacher collaboration • Create an Innovation Implementation Team to monitor innovation plan and govern school

Appendix E

Waiver Request Template

Table I – Analysis of Board Policy Waivers Called for by the Innovation Plan

Please see attached C3 waivers.

Table II– Analysis of State Statutory Waivers Called for by the Innovation Plan

The Innovation Act on waivers of state statutes (22-32.5-108(4)) states “each district of innovation that receives a waiver ... shall specify the manner in which the innovation school ... shall comply with the intent of the waived statute or rules and shall be accountable to the state for such compliance.” For each state waiver, specify how the school intends to comply with intent of the statutes being waived.

Please see attached C3 waivers.

Table III – Analysis of Collective Bargaining Agreement Waivers Called for by the Innovation Plan

Please see attached C3 waivers.

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